

PSYCHOLOGICAL PROBLEMS AMONG SIXTH-GRADE STUDENTS AT BAGHDAD

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Abstract

Background: University students of different disciplines are subject to different psychological, social and academic problems and pressures, which vary according to their specialties, cultural, social and economic and backgrounds that affect their behaviour and psychological reactions. The study of nursing requires mental, psychological and physical effort and the presence of certain skills. This leads to problems and psychological stress. As a result of our country's changes, political, economic and health events and pressures, it has had negative and psychological effects on the individual, especially the student.

Methodology: Descriptive design cross-sectional study was carried out Throughout the present study to knowledge the psychological problems of nursing students In college. Non probability "purposive" sample (n=74) students were included at setting (AL-BAYAN UNIVERSITY) the data collection process started from december 15th2020, up to 15th july ,2021.The statistical data up analysis were conducted Using the statistical package (SPSS).

Results: the results shows the proportion of males and females participating in the study is equal, reaching (50%) for both gender. As for the level of education, the mentioned percentages showed that the percentage of college students for the fourth stage was higher than for students of the third, second and first stages, where the percentage of fourth stage students reached (50%), while the percentage of third stage students was (17.6%). And that psychological problems have the highest percentage, which is moderate among the sample answering the questions of the questionnaire. Study indicates us no significant relationship between psychological problems and socio-demographic data, at p-value, but in sample study there are have a psychological problems.

Key words: Psychological Problems, Sixth Grade Students, Baghdad City.

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Introduction

The psychological problems among students can be solved, when they need to develop interactive abilities and socialize with other individuals, within home as well as in educational institutions. When the students experience these problems, then it is vital for them to obtain guidance in terms of solutions to their problems. When they obtain guidance, it is vital for them to put into practice the policies and measures in an appropriate manner. The main aspects that have been taken into account in this research paper include, causes of psychological problems, strategies to cope with psychological problems, and recommendations.

Psychological problems are an integral part of an individual's life. Individuals usually experience psychological problems in one's work, maintaining relationships, health problems and when they feel overwhelmed due to certain factors, such as, workload, unable to obtain adequate sleep, nutrition and so forth. When psychological problems, experienced by individuals are affecting them to a major extent, then it is vital for them to seek solutions. The various kinds of psychological problems that are experienced by individuals are, depression, stress and anxiety. In educational institutions at all levels, students do experience psychological problems. A student's life is subjected to various aspects that cause psychological problems. The major ones include, pressure of academics with the obligation of success, and uncertain future and difficulties, envisaged for integration into the system, learning disabilities, difficulties in understanding academic concepts, financial problems, health problems, exam stress, and experiencing discriminatory treatment or any form of violent and criminal acts within educational institutions.

The abilities of the students vary in terms of coping with psychological problems. The psychological problems of the students are also influenced by social, physical, emotional and family problems, which have an effect upon their learning abilities and academic performance. Some of the students find it difficult to cope with psychological problems and experience set-backs. Whereas, some take it as challenges and work diligently. Usually, when students experience psychological problems and feel that they are becoming impediments within the course of achievement of desired academic goals, then they seek solutions from professional counsellors. Psychological problems can cause disruptions in both physical and mental health. The major factors of the students that would contribute in the elimination of impediments arising within the course of achievement of desired goals and objectives are providing effective solutions to various kinds of psychological problems. Causing a reduction in psychological problems and adopting a healthier lifestyle are vital factors in rendering a good academic performance and achieving academic goals.

Methodology

Study design:

The study design was cross-sectional study design, was done at Baghdad for student in the sixth grade, at Baghdad city at Baghdad city

By using Study tools, the questionnaire included 34 questions and it is two parts where the first part included socio-demographic, the second part comprised questions about Baghdad sixth-grade student have psychological issues . Sampling method is convenience sampling (non-probability).

sample size calculation:

Calculation: Formula: $n = z^2 (p) (1-p) / d^2$ (kish 1965 formula)

To measure the knowledge of Nursing and pharmacy student's at Albayan University

$$N = (z)^2 (p) (1-p) / (d)^2$$

$$N = (1.96)^2 (0.23) (1-0.23) / (0.05)^2$$

$$N = 300 + 20\% \text{ non- response rate}$$

$$= 300 \text{ respondents}$$

$$P = 0.23 \text{ from (Koh Chee Teck, 2016)}$$

Ethics approval:

Participation in the study is on voluntary bases. Consent was taken from all the respondents. Researcher will make sure the personal information of the respondent will be protected. The details will be used for research purpose only.

Statistical analysis :

Data collected will be analyzed using Statistical Package of Social Science (SPSS). Chi-square test will use to analyses the data.

Limitations of the Study: There were some obstacles that faced the completion of this study, including:

- Difficulty communicating with students because of poor internet electronically.
- Lack of students' knowledge about the topic of psychological problems.
- The difficulty of getting the data because of covid -19 in Iraq .

Results of the Study

This chapter presents the finding of the data analysis systematically in tables and their correspondence with the objectives of the study as shown in the tables:

Table 1. Distribution of participants' socio-demographic characteristics of the sample

| List | | Variable | Frequency | Percent |
|------|--------------------------------------|------------|-----------|---------|
| 1. | Gender | Male | 71 | 71.3 |
| | | Female | 29 | 29.1 |
| | | Total | 100 | 100.0 |
| 2. | Newborns | 2001 | 25 | 25 |
| | | 2002 | 26 | 26 |
| | | 2003 | 49 | 49 |
| | | Total | 100 | 100.0 |
| 3. | Specialization | scientific | 77 | 77.3 |
| | | literary | 23 | 23.7 |
| | | Total | 100 | 100.0 |
| 4. | This is your first year in the sixth | Yes | 67 | 67.2 |
| | | No | 33 | 33.3 |
| | | Total | 100 | 100.0 |
| 5. | Do you work outside school hours? | Yes | 38 | 38.2 |
| | | No | 62 | 62.3 |
| | | Total | 100 | 100.0 |

Table (1) shows the demographic characteristics of students, as it shows that the percentage of males participating in the questionnaire is higher than females, where the percentage of males was (70.3%), while the percentage of females was (30.7%). The table also shows the students' specialization between scientific and literary, where the highest percentage of scientific students was (77.3%), while students of the literary branch were (23.7%). As for the percentage of answers to the question that determines whether this is the first year in the sixth year, the percentage of answers was yes in the first year (67.2%), and the percentage of answers that were not in the first year (33.3%). With regard to the answers to the question that determines the number of students who work outside school hours, the percentage of answers was No work (62.3%) and Yes, I work (38.2%).

Table 2. Knowledge Items

| list | Knowledge Items | | N | % |
|------|---|--|----|------|
| 1 | I feel kind of scared | It never applied to me | 25 | 25.2 |
| | | apply to some extent | 42 | 42.3 |
| | | It is very applicable to me | 15 | 15.1 |
| | | It applies to me a lot or most of the time | 16 | 16.1 |
| 2 | I lost interest in my appearance | It never applied to me | 15 | 15.2 |
| | | apply to some extent | 20 | 20.4 |
| | | It is very applicable to me | 30 | 30.1 |
| | | It applies to me a lot or most of the time | 33 | 33.2 |
| 3 | I feel like I'm slow | almost all the time | 20 | 20.9 |
| | | mostly | 37 | 37.3 |
| | | sometimes | 40 | 40 |
| | | not at all | 10 | 10 |
| 4 | I feel a kind of fear as if something terrible is about to happen | almost all the time | 27 | 27 |
| | | mostly | 30 | 30 |
| | | sometimes | 31 | 31 |
| | | not at all | 10 | 10 |
| 5 | I can laugh and see the funny side of things | As often as I can | 26 | 26.1 |
| | | Not much now | 45 | 45 |
| | | Certainly not much now | 23 | 23.4 |
| | | not at all | 5 | 5.4 |
| 6 | I feel nervous and embarrassed | almost all the time | 21 | 21 |

| | | | | |
|----|---|---------------------|----|------|
| | | mostly | 29 | 29 |
| | | sometimes | 35 | 35 |
| | | not at all | 12 | 12 |
| 7 | I'm still enjoying the things I used to enjoy | As often as I can | 23 | 23.4 |
| | | Not much now | 41 | 41.4 |
| | | Just a little bit | 27 | 27.5 |
| | | not at all | 7 | 7.2 |
| 8 | I get a sudden feeling of panic | almost all the time | 20 | 20 |
| | | mostly | 35 | 35 |
| | | sometimes | 34 | 34 |
| | | not at all | 9 | 9 |
| 9 | I can enjoy reading a good book or a radio or TV show | almost all the time | 43 | 43 |
| | | mostly | 20 | 20 |
| | | sometimes | 17 | 17 |
| | | not at all | 20 | 20 |
| 10 | I'm worried because I have to be on the move | almost all the time | 19 | 19 |
| | | mostly | 34 | 34 |
| | | sometimes | 41 | 41 |
| | | not at all | 6 | 6 |

The table shows the table above shows the percentage of answers to the question. I feel a kind of fear of the answer. The percentage of the answer is never clear (25%). As for the question about caring about my appearance, the percentage of answers is for the answer, which applies to me most or most of the time (33%). The question felt and was slow, as the highest response rate was sometimes (40%), close to often (37%).

While the highest percentage of answering the question was I feel a kind of fear as if something terrible is about to happen, the percentage was close between often (30%) and

sometimes (31%).

As for the question, I can laugh and see the funny side of things. The higher answer rate is not much from now (45%). While the highest percentage of answering the question I feel nervous and embarrassed is sometimes (35.5%). With regard to I still enjoy the things I used to enjoy, the highest response rate was not much from now (41.6%)

As for the answers to the question, I get a sudden feeling of panic; the highest percentage was almost (51.3%)

Regarding the answers to the question, I can enjoy reading a good book or a radio or television program, the highest percentage being almost all of the time (43%)

As for the answers to the question, I am worried because I should be in a state of movement. The highest percentage was almost sometimes (41%) and often (34%)

Table 2. (Continued)

| | | | | |
|----|---|--|----|----|
| 11 | I look forward to enjoying things | as much as you did | 27 | 27 |
| | | Less than I used to | 41 | 41 |
| | | Definitely less than I'm used to | 21 | 21 |
| | | not at all | 9 | 9 |
| 12 | I have excessively rapid breathing and shortness of breath on no physical exertion eg (I have had difficulty breathing) | It never applied to me | 48 | 48 |
| | | apply to some extent | 20 | 20 |
| | | It is very applicable to me | 14 | 14 |
| | | It applies to me a lot or most of the time | 8 | 8 |
| | | | | |
| 13 | I find it difficult to act on the initiative to do things | It never applied to me | 13 | 13 |
| | | apply to some extent | 54 | 54 |
| | | It is very applicable to me | 21 | 21 |
| | | It applies to me a lot or most of the time | 12 | 12 |

| | | | | |
|----|--|--|----|----|
| 14 | I suffer from dry mouth | It never applied to me | 27 | 27 |
| | | apply to some extent | 46 | 46 |
| | | It is very applicable to me | 16 | 16 |
| | | It applies to me a lot or most of the time | 9 | 9 |
| 15 | I don't feel any positive feeling at all | It never applied to me | 37 | 37 |
| | | apply to some extent | 34 | 34 |
| | | It is very applicable to me | 20 | 20 |
| | | It applies to me a lot or most of the time | 9 | 9 |
| 16 | I can sit comfortably and feel comfortable | certainly | 22 | 22 |
| | | mostly | 31 | 31 |
| | | sometimes | 24 | 24 |
| | | not at all | 23 | 23 |
| 17 | I find it hard to be calm | It never applied to me | 32 | 32 |
| | | apply to some extent | 47 | 47 |
| | | It is very applicable to me | 12 | 12 |
| | | It applies to me a lot or most of the time | 9 | 9 |
| 18 | Worrying thoughts cross my mind | almost all the time | 22 | 22 |
| | | mostly | 37 | 37 |
| | | sometimes | 23 | 23 |
| | | not at all | 18 | 18 |
| 19 | I feel joy | It never applied to me | 14 | 14 |
| | | apply to some extent | 30 | 30 |
| | | It is very applicable to me | 43 | 43 |

| | | | | |
|----|-------------------------------|--|----|----|
| | | It applies to me a lot or most of the time | 13 | 13 |
| 20 | I found it difficult to relax | It never applied to me | 22 | 22 |
| | | apply to some extent | 31 | 31 |
| | | It is very applicable to me | 24 | 24 |
| | | It applies to me a lot or most of the time | 23 | 23 |
| 21 | I felt sad and restless | It never applied to me | 11 | 11 |
| | | apply to some extent | 32 | 32 |
| | | It is very applicable to me | 24 | 24 |
| | | It applies to me a lot or most of the time | 33 | 33 |

The table shows that the percentage of answers to the question “I am looking forward to enjoying things” was higher than what I was used to (41%). As for the question, I suffer from excessively rapid breathing and shortness of breath in the absence of physical exertion, for example (I have difficulty breathing) The highest response rate was never applied to me (48%), With regard to the question, I found it difficult to work on the initiative to do things, as the highest percentage of the answer was somewhat applicable (54%), While the highest rate of answering the question I suffer from dry mouth was (46%) As for I do not feel any positive feeling at all from the things, the highest response rate did not apply to me at all (37%), With regard to the answers to “I can sit comfortably and feel comfortable”, the highest percentage of answers was mostly (31.1%).

As for the question, I find it difficult to be calm. The highest percentage of answers was apply to some extent (47.1%). As for the question, disturbing thoughts come to my mind. The highest percentage of the answer is often (37 %). As for the question, I feel happy, the highest percentage of the answer was It is very applicable to me (43%)

Regarding the question, I found it difficult to relax. The response rate was apply to some extent (31%), With regard to the question, I felt sad and anxious. The highest percentage of answers was. It applies to me a lot or most of the time (33%)

Discussion of the Results

This chapter presents interpretation and discussion of the study results with regard to its objectives supported by available literatures and related studies.

The study showed that the demographic characteristics of the majority were highly significant in Table No. (1). for the period from 2001 to 2003, sixth students. From Previous studies have shown that students' ability to respond to daily academic challenges and stress is related to their well-being, such as higher school enjoyment, self-esteem, lower test anxiety, and emotional instability (Martin & Marsh, 2006; Martin et al., 2013; Botwin et al., 2012). Students with high psychological problems may be more likely to assess threats than students with low psychological problems (See Symes et al., 2015). If students have a high belief in their ability to recover from setbacks and academic challenges, they may see school-related stresses, such as a poor grade or a high workload, as less threatening. It has also been suggested that students with high tolerance for psychological problems are more likely to rate stress factors as challenging and less likely to rate them as threatening (Symes et al., 2015), but there is no empirical evidence to support this yet. Students' belief in their capacity to respond adaptively to school-related pressure can also be seen as a resource that, in itself, affects students' experiences of situations as less stressful (Lazarus & Folkman, 1984).

The results also showed that the impact of psychological problems on school is significant after controlling for the negative mood effect Efficiency and serious control. Moreover, no interaction effects were found between Psychological problems, negative emotion, and serious control. This indicates that the unique the effect of psychological problems was independent of the students' negative mood characteristics Emotion and stressful control and psychological problems are not just an artifact of mood.

Then, it can be suggested that psychological problems are a flexible ability that can be they were developed (see Martin et al., 2010) independently of the students' innate characteristics.

However, the relationship between psychological problems and mood should be more Investigate future studies before we can, for example, From drawing conclusions about the role of Self-regulation in influencing psychological problems.

In addition to the effect of psychological problems, the students' negative emotion was also It was found to have a small unique effect on school-related stress. This was in line with our hypothesis (cf. Lengua et al., 1999; Lengua & Long, 2002; Thompson et al., 2014). Students High negative impact may be subject to negative image capture or potential threat Signals from the environment (Derryberry & Rothbart, 1997), such as the things you make They feel angry, anxious, or anxious in learning situations, and therefore may be more inclined To assess threats and experiences of psychological problems (Lengua et al., 1999; Thompson et al., 2014). Middle Negative emotion can also be associated with maladaptive coping skills, such as avoidance, and when Students try to deal with situations that they see as threatening or stressful (Lengua & Long, 2002; Thompson et al., 2014). Proneness to dwell on the negative sides and potential threats in learning situations can predispose students with high negative affectivity to a risk for prolonged school stress experiences.

Conclusion:

Based on the results presented in the study, the results of the study showed that:

1. The high level of psychological problems associated with school can have consequences for students' well-being.

Like many psychological and physical symptoms (Ang & Huan, 2006; Hjern et al:2008. Low et al., 2012; Murberg & Bru, 2004) or even school burnout (Salmela-Aro et al:2016. Salmela-Aro et al. , 2009).

2. Next, find out the factors that contribute to The assessment of students' psychological problems in the school context can be of significant importance.

In promoting student well-being and in planning interventions that support student psychology.

Management skills. The results of this study indicate the enhancement of students' ability to attract.

3. Through daily academic challenges and pressure may significantly reduce Experiences of psychological problems in school. If students think they have enough resources to overcome it Setbacks and workload control, they can perceive difficult situations as more positive.

Recommendation

1. Recommending more research for the purpose of reaching the obstacles that face the teaching process for students at this stage and for academic school students in general.

2. Recommending that students at this stage give importance in terms of communicating with Psychological researchers to develop solutions to the problems that students suffer at this stage

3. Cooperation between school administrations and students' families to reach the necessary solutions to their psychological problems

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