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Current situation of extroverted behaviors of students in the early stage of adolescents: A case study in Hanoi City

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Abstract---In Vietnam, mental health in academic institutes is currently a topical issue that is significantly concerned by parents, schools, educational administrators and management levels. Research objective: To assess the current situation of extroverted behavior of students from 15 to 18 years old. Methodology: The study was conducted on a sample of 251 students in Hanoi, Vietnam, including: 46 15-year-old students, 77 16-year-old students, 34 17-year-old students and 94 18-year-old students. The method was applied is Youth Self Report (YSR) measure which is a part of the ASEBA built by psychologist T.M. Achenbach. Research results: research have shown that students' expression levels of extroverted behavior were quite diverse and mainly focused on delinquent and aggressive behavior. At the same time, there was a significant difference when comparing the delinquent and aggressive behavior with the students'

conduct scores, in which for the weak conduct score students have the average score of delinquent behavior higher than the ones in the remaining conduct group ($M1 > M2, M3, M4$; $p = 0.00$).

Keywords---delinquent behavior, aggressive behavior, extroverted behavior, junior high school students.

Introduction

Adolescence often shows the complex and multifaceted nature of the phenomenon, which is limited to two aspects: physiological and psychological. This is a difficult and complex issue because rhythms and stages of psychophysiological development do not always coincide with periods of social maturity. This means that physical maturity, intellectual personality, and working capacity will not coincide with the time of age development. That is why Marxist psychologists believe that: When studying youth, it is necessary to combine with the views of social psychology and take into account the internal laws of age development.

Students with the age of 15 to 18 years old, this is the transition period of development from childhood to adulthood, a special stage in each person's life because adolescence is a time of change. Sudden rapid changes in psychophysiology, both physically and mentally. If the outside appearance of the child resembles an adult, the child might be still very childish psychosocially, so inside the child there has been a huge imbalance that if we do not understand, empathize, and get timely help there might easily be unfortunate consequences (Hyu Jung Huh, etc. 2021; Goran Milas, etc. 2021; D.T.D. Hoa etc. 2011; Nguyen, Thi-Thuong-Thuong and Mai, Mai Thi and Thi Hien, Nguyen and Nguyen, Hong-Lien and Nguyen, Xuan-An and Ngo, Thanh-Thuy 2021).

Physiological development

Between the ages of 15 and 18, both male and female bodies are close to reaching adulthood. The growth rate in height and weight during this period has slowed down. Physical qualities such as strength, durability, and endurance are enhanced. The structure and function of the nervous system is more complicated than in previous ages, although the brain weight does not increase significantly, especially the number of synapses connecting parts of the cerebral cortex increases, making the function of the brain better, so thinking, language and the quality of will are in condition of developing (Natalie Spadafora, Anthony A. Volk 2021; Julia Morinaj, Tina Hascher 2022). Regarding gender: this is the time to end the crisis phase of the sexual period to move into a more stable, more balanced period. The process of puberty in children may not be similar.

Social development

At home: this age group has many rights and responsibilities of adults, parents begin to talk to children about some issues within family, children are interested in many aspects of family activities, they feel their responsibility is greater, at the

same time, the family's lifestyle and parents' upbringing also affect the psychological aspect of this age group. At school: this age group is aware that they are standing on the threshold of life, so their self-discipline increases, therefore learning activities have a clear meaning.

In society: communication activities of this age group thrive; social roles and social interests are increasingly expanded in quantity and quality. According to a report on research on the mental health and psychosocial situation of Vietnamese children and adolescents conducted by the Research and Development Institute (ODI) in 2017, within the framework of the cooperation program between UNICEF Viet Nam and the Ministry of Labor, Invalids and Social Affairs, the prevalence of mental health problems among adolescents in Viet Nam ranges from 8% to 29% (Nam, U.V. 2011). An epidemiological survey conducted by Weiss et al (2014) in 10/63 provinces and cities showed that on average, 12% of children had mental health problems, equivalent to more than 3 million children having a need for mental health services. The most common types of mental health problems among Vietnamese children today are: introversion (anxiety, depression, loneliness, etc.) and extroversion (for example, breaking the rules, aggressive behavior, etc.).

Among the types of mental health disorders among students, extraversion disorders such as delinquent behavior, aggressive behavior... are increasingly common. Research results of McKelvey et al (1999) on 1,526 students showed: 5.3% of male students and 7.7% of female students from 4 to 11 years old; 9.5% of male students and 10.1% of female students between 12 and 18 years of age were reported to have clinical signs indicating extroverted behavior disorder (according to a composite scale of attention problems, delinquent behavior problems and aggressive behavior).

Extroverted behaviors refer to a group of behavioral traits that are perceived as uncontrolled and mis-directed, such as antisocial, aggressive, impulsive, or overactive behaviors. From a clinical perspective, children's extroverted behavior can be operated according to psychiatric diagnoses: disruptive behavior disorder (DBD); including conduct disorder (CD) and oppositional defiant disorder (ODD) and attention deficit hyperactivity disorder (ADHD) (Achenbach, 1966; Achenbach, T. M., & Dumenci, L. 2001).

The term externalized or extroverted behavior is used to define a broad group of personal behavior problems that includes problems with fighting, attacking others, impulsiveness, lying, stealing and truancy (Achenbach, T. M., et al, 2016). These extroverted behaviors have a negative impact on the formation and development of children's psychology and personality; adversely affect the effectiveness of the management and education of schools; at the same time, it can also increase the situation of juveniles breaking the law in society. With the above importance, from the current situation of school mental health in Vietnam, researching to deal with extroverted behavior disorder for students is a necessary and topical job (Nguyen, Thi-Thuong-Thuong and Mai, Mai Thi and Thi Hien, Nguyen and Nguyen, Hong-Lien and Nguyen, Xuan-An and Ngo, Thanh-Thuy 2021).

Methodology

To assess the current state of students' extroverted behavior, we conducted a survey on 251 students in Hanoi, Vietnam with the age from 15 to 18 years old. The specific number of subjects is distributed as follows:

Table 1. Distribution of subjects by gender

Objective characteristics	Quantity	Percentage (%)
Total	251	100,0
Gender	1. Male	58,2
	2. Female	41,8
Class	1. 15 years old group	18,3
	2. 16 years old group	30,7
	3. 17 years old group	13,5
	4. 18 years old group	37,5
Conduct	1. Poor	1,3
	2. Average	12,7
	3. Good	30,7
	4. Very good	55,4
Academic rank	1. Poor	2,4
	2. Average	22,7
	3. Good	42,6
	4. Very good	28,7
	5. Excellent	9,36

This study used the Youth Self Report (YSR) checklist which is a part of the ASEBA framework built by psychologist T.M. Achenbach in order to assess the emotional behavioral state, giving an objective assessment index of children's problems in many aspects, which is a comprehensive assessment system of the adaptive/non-adaptive state of youngster. The YSR checklist has a measurement function corresponding to 8 specific indicators, including: (I) Anxiety/Depression, (II) Withdrawn/Depression, (III) Somatic complaints, (IV) Social problems, (V) Thought problems, (VI) Attention problems, (VII) Delinquent behavior, (VIII) Aggressive behavior. Within the framework of the study, we used indices VII and VIII to evaluate and determine whether extroverted behavior is disordered/clinical or at boundary level or normal level in a convenient way. In Vietnam, this test has been used in mental health studies and has been standardized for Vietnamese children.

Research results

The status of students' expression levels of extroverted behavior

Table 1. Expression rate of students' extroverted behavior

Extroverted behavior group	Ratio			M	SD
	Normal	Potential	Disorder		
Delinquent behavior	94,8	4,8	0,4	1,06	0,46
Aggressive behavior	86,0	8,4	5,6	1,15	0,25

In which: M - Mean; SD - standard deviation

Note: $0 \leq M \leq 2$

The results of analysis on 2 measurement areas and composite scores according to the level of measurement including: normal, potential and disorder, Table 2 showed that the average percentage of students with extroverted behavior at boundary is 13.2%, and with an average of 6.0% at disorder to the total number of students participating in the study. This shows that the percentage of students with clinical expressions of extroverted behavior disorder in school is relatively high. Moreover, for the group of delinquent behaviors, the rate of risk and disorder based on the rating scale showed lower than that of the aggressive behavior group. In addition, expressions of aggressive behavior appeared more frequently, with a significantly higher rate of risk and disorder than delinquent behavior. This can explain for the student age period, where they have many difficulties in emotional management, inhibition ability and lack of skills to deal with emotions in a positive way, leading to consequences of inappropriate behavior.

Current status of students' extroverted behavior levels and forms

It can be seen that, in the academic context, student behavior problems are expressed in many different aspects. In which, for extroverted behaviors including delinquent behaviors and aggressive behaviors, our research results have reflected the diversity of extroverted behavioral expressions, expressed at different levels.

Table 2. Extroverted behavior expression level of students

Extroverted Behavioral Expressions	M	SD	Level
I often quarrel	1,43	0,72	1
My feelings and moods changed suddenly	1,23	0,76	2
I curse, swear	0,90	0,70	3
I get angry easily	0,82	0,70	4
I attack others	0,70	0,60	5
I often intimidate others	0,69	0,66	6
I destroy family and other people's belongings	0,69	0,73	7

Note: $0 \leq M \leq 2$

The levels of student extroverted behavior listed here are indicative of high levels and representative of other extroverted behaviors. Within the scope of this article, we focused on assessing and identifying some representative extroverted behavior of students with two aspects, including expressions of anger and behavior that broke the rules that representatively range from high to low. The group of aggressive behaviors are expressed the most in the number of expressions and levels, including: I often quarrel (M=1,43); My emotions and moods changed suddenly (M=1,23); I get aggressive easily (M = 0.82) ... these behavioral expressions show that students often show aggressive behavior through words such as arguing or easy to express unpleasant emotional attitude towards each unexpected situation. In addition, some aggressive behaviors that are evident in actions are also shown as I attack others (M=0.70); I often intimidate others (M = 0.69).

For the group of delinquent behavior with some expressions selected at a high level such as: I curse, swear (M=0.90); I destroy family and other people's belongings (M=0.69) ...With these behaviors, students' extroverted expressions can be seen. In general, students' expressions of extroverted behavior are expressed in different forms, in which extroverted behaviors tend to be expressed in language (quarrels; threatens others; cursing, swearing) more than by other emotional behavior (attacking others; easily getting aggressive; destroying family and other's belongings...).

In terms of standard deviation, it was found that students self-reported of extroverted behavior was unequal (mean standard deviation was 0.7). That being said, there were students who self-reported their own outward behavior at a normal level, but there were also students who self-reported clinically disruptive and risky behaviors.

Comparing student's extroverted behavior with demographic variables

To better understand the status of students' extroverted behavior, we compare the difference between the extroverted behavior and demographic variables.

Table 3. Comparison of student's extroverted behavior with demographic variables

Demographic variables		Group of extroverted behaviors			
		Delinquent behavior		Aggressive behavior	
		M	SD	M	SD
Gender	Male	3,57	3,05	7,81	4,91
	Female	3,26	2,47	9,82	4,81
Level of significance (p)		p>0,05		p>0,05	
Class	15 years old group (M1)	3,23	3,21	8,52	4,91
	16 years old group (M2)	3,21	2,71	7,61	4,8
	17 years old group (M3)	3,69	2,22	8,84	5,19
	18 years old group	3,79	2,96	9,97	4,86

		(M4)			
Level of significance (p)		p>0,05		p>0,05	
Academic rank	Poor (M1)	5,17	4,36	10,17	6,49
	Average (M2)	3,68	2,97	8,13	5,13
	Good (M3)	3,23	2,88	8,19	4,63
	Very good (M4)	3,60	2,35	9,53	4,97
	Excellent (M5)	1,75	2,61	9,13	6,06
Level of significance (p)		p>0,05		p>0,05	
Conduct	Poor (M1)	10,67	4,04	15,33	6,51
	Average(M2)	3,65	3,50	7,55	4,71
	Good (M3)	3,30	2,434	8,56	5,20
	Very good (M4)	3,28	2,57	8,81	4,73
Level of significance (p)		M1>M2 (p=0,00)		M1>M2 (p=0,01)	
		M1>M3 (p=0,00)		M1>M3 (p=0,02)	
		M1>M4 (p=0,00)		M1>M4 (p=0,01)	
Family financial situation	Difficult (M1)	4,67	4,63	10,0	7,18
	Normal (M2)	3,39	2,786	8,54	5,03
	Stable (M3)	3,45	2,59	8,86	4,16
	Wealthy (M4)	5,00	4,24	9,50	4,95
Level of significance (p)		p>0,05		p>0,05	

The results of table 3 showed that there is no statistically significant difference between male and female students for the degree of extroverted behavior. That is, whether male or female, they still have the same outward behavior. In which, aggressive behavior was chosen the most by students with the average score of 7.81 (male) and 9.82 (female). The results also showed that there was almost no statistically significant difference between the grades, academic performance or financial status of the students' families. This shows that no matter what level of education the students are at, poor or good, and their family's financial situation, their extroverted behavior problems are still the same.

However, in terms of the student's behavior, the result of the comparative analysis was quite interesting and consistent in results in terms of the Statistically significant difference between the levels of behavioral ratings compared to the level of students exhibiting extroverted behavior disorder. Specifically, for the group of delinquent behaviors, the group of students with weak conduct had a higher average score than the group of students with average, good and good academic performance (10.67 (weak) compared to 3.65 (average conduct), 3.30 (good conduct), 3.28 (very good conduct)). For the group of aggressive behavior, there are similar results with the delinquent group when there is a statistically significant difference when compared with the behavioral factor.... Similarly, to students with weak conduct, the expression level of aggressive behavior tends to be higher than students with the remaining behavior level. (15.3 (weak conduct) compared to 7.55 (average conduct), 8.56 (good conduct), 8.81 (very good conduct)). This is understandable, as students with a poor conduct rating are often those who have difficulty following school and classroom rules, exhibiting a variety of behaviors that are out of the norm. This is also a factor to use as a basis to identify a group of students showing signs of risk

or behavior disorder in order to have prevention strategies and design appropriate educational activities in schools.

Conclusion

Research results showed that the expressions of extroverted behavior among students in the survey area are quite diverse. In addition to the expressions of extroverted behavior in general, aggressive behavior in students tends to be more pronounced with a higher rate than delinquent behavior. In addition, there is a statistically significant difference that shows that students with poor conduct ratings often have higher levels of extroverted behavior than students with other conduct ratings.

Research results comparing the difference between groups of extroverted behavior and demographic variables showed that there is a significant difference between conduct and extroverted behavior. Specifically, children with poor conduct were more likely to have extroverted behavior problems than those with average or above conduct.

On the basis of the research results, we found that the assessment and screening of students' extroverted behavior problems plays an important role in school management and education. In particular, the data assessing extroverted behavior in students is considered an important indicator to identify students with symptoms of extroverted behavior disorder in order to develop behavioral intervention and prevention programs schools.

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