The Impact of Emotional Intelligence on the Cognitive Subjective Well-being of Vietnamese College Students

Dao Thu Trang, Ha Kieu Anh, Nguyen Thi Bich Thuy, and Truong Quoc Huy

ABSTRACT

The present study examined the impact of emotional intelligence on the cognitive subjective well-being of Vietnamese college students and the intermediate role of self-esteem. Based on data collected through a self-assessment survey method of 725 college students in Vietnam, the results of the structural equation modeling analysis show that emotional intelligence has a positive impact on cognitive subjective well-being. Simultaneously, self-esteem was found to partially mediate the relationship between emotional intelligence and cognitive subjective well-being. In addition, the results also show that there is a difference in cognitive subjective well-being by family type while there is no difference in cognitive subjective well-being by gender, school year and order of children in the family. From the results, the study is expected to contribute some recommendations for policy makers to improve college students' mental health.

Keywords: Emotional intelligence, self-esteem, subjective well-being.

I. INTRODUCTION

Mental health of college students is an issue that receives a lot of attention in modern life. According to Diener et al. (1995), mental health refers to how a person evaluates their life including factors such as cognitive subjective well-being or life satisfaction, as well as positive emotion. Thus, negative emotions such as stress, depression, anxiety... are the opposite aspects of cognitive subjective well-being in mental health. Currently, statistical reports published by psychological organizations all show that the index measuring the negative aspects of mental health has increased and is especially popular with young people, including the students in university. Specifically, following the global mental health report of World Health Organization (2022), depression increased 28% and anxiety disorders increased 26% in just one year from 2019 to 2020. Moreover, the prevalence of people with these problems is concentrated between the ages of 15 and 25. This means that young people, including college students, are gradually losing their happiness. Therefore, the cognitive subjective well-being has become a subject of recent scholarly attention (Afolabi & Balogun, 2017; Diener et al., 2004) because it plays an important role in improving physical health and longevity (De Neve et al., 2013; Xu & Roberts, 2010).

Over the years, emotional intelligence has become a staple of happiness research (Urquijo et al., 2016). Authors put forward a positive correlation between emotional intelligence and cognitive subjective well-being (Extremera & Fernández, 2005; Extremera & Rey, 2016; Ruiz-Aranda et al., 2014) and self-esteem (Cheung et al., 2015). Similarly, self-esteem is also a prominent predictor of cognitive subjective well-being (Campell, 1981; Hawi & Samaha, 2017; Moksnes & Espnes, 2013). However, previous studies on the relationship between these two variables and cognitive subjective well-being is often practiced in countries with individualist culture such as the United States (Schutte et al., 2002), Mexico (Ruvalcaba-Romero et al., 2017), Spain (Rey et al., 2011) and few studies have been conducted in countries with collectivist culture such as Vietnam, China (Kong et al., 2012), Iran (Zarei et al., 2019). While the correlation of predictors and cognitive subjective well-being varies across cultures (Diener & Diener, 1995; Koydemir et al., 2013). Therefore, more empirical studies are needed to evaluate the impact between emotional intelligence and cognitive subjective well-being, and simultaneously, identify the role of self-esteem in this relationship in emerging countries such as Vietnam.

To partially fill the above research gap, the article will examine the impact of emotional intelligence on cognitive subjective well-being of Vietnamese college students and determine the role of self-esteem in this relationship. Therefore, the authors expect to contribute more understanding in the field of happiness psychology and
propose some recommendations to improve the mental health of university students in Vietnam.

II. LITERATURE REVIEW

A. Impact of Emotional Intelligence on Cognitive Subjective Well-being

In the field of psychology, emotional intelligence has long been a topic of interest to many researchers. Emotional intelligence is deeply rooted in the concept of social intelligence, which is the ability to understand and manage others to act wisely in social relationships (Thordike, 1920). From this definition, Salovey and Mayer (1990) gave the first perspective on emotional intelligence. They argued that emotional intelligence is a subset of social intelligence that includes the ability to manage one's own and others’ emotions and use information to guide one's thoughts and actions. In 1997, based on these views, two authors continued to develop and present the most widely applied concept of emotional intelligence. Specifically, emotional intelligence includes the ability to perceive emotions, the ability to access and harness emotions to support thinking, the ability to understand emotions, and the ability to regulate emotions to promote personal development of emotional intelligence (Mayer & Salovey, 1997). This is also the emotional intelligence approach according to the ability of emotional intelligence model. However, some researchers considered emotional intelligence capacity to be a narrow concept (Petrides & Furnham, 2003) so they propose the concept of emotional intelligence based on a broader approach that is trait emotional intelligence. Specifically, this concept has been studied in the context of personality traits related to self-perception and behavioral predisposition to emotional abilities (Petrides & Furnham, 2003; Petrides, Pita et al., 2007a). Thus, trait emotional intelligence combined with personal competencies and qualities will support the person using emotional intelligence in life (Zeidner & Olnick-Shemesh, 2010). Hence, assessing the correlation between emotional intelligence and other factors will depend on which model of emotional intelligence is used by very different approaches (Gohm et al., 2005; Matthews & Zeidner, 2000). In fact, many authors have shown that trait emotional intelligence has a stronger impact on happiness than ability emotional intelligence (Martins et al., 2010). Therefore, this study used a trait emotional intelligence-based approach to assess the association with cognitive subjective well-being.

Cognitive subjective well-being or life satisfaction refers to the process of perceiving and assessing satisfaction with the overall life according to individual criteria (Diener et al., 1985; Shin & Johnson, 1978). Many previous studies have shown that emotional intelligence and cognitive subjective well-being are closely related. Categorically, high emotional intelligence leads to a higher perception of cognitive subjective well-being (Ciarrochi et al., 2000; Extremera & Fernández-Berrocal, 2005; Palmer et al., 2002; Urquijo et al., 2016). This is explained by the ability to regulate and control negative emotions well, which will help limit mental health problems such as stress, depression, anxiety, thereby maintaining a happy mood and having a brighter outlook on life. Based on the above theories, the research hypothesis is proposed as follows:

H1. Emotional intelligence has a positive impact on cognitive subjective happiness of Vietnamese college students.

B. The Mediating Role of Self-Esteem

Self-esteem can be conceptualized in many ways. In particular, the approach to self-esteem in terms of global self-esteem and specific self-esteem is often used in the field of psychology. To be specific, global self-esteem is a person's positive or negative attitude towards themselves as a whole, similarly specific self-esteem is also a person's positive or negative attitude but only towards some aspects of themselves (Rosenberg et al., 1995). Thus, global self-esteem and specific self-esteem are two concepts with different connotations (Rosenberg, 1979). In reality, the term “self-esteem” that appears commonly in happiness studies is largely approached in terms of global self-esteem. This is explained by the fact that global self-esteem is strongly correlated with psychological well-being while specific self-esteem is strongly related to behavior psychology (Rosenberg et al., 1995). Consequently, this study used the definition and scale of global self-esteem to examine its correlation with emotional intelligence and subjective well-being.

Self-esteem has been shown to be positively correlated with emotional intelligence (Bibi et al., 2016; Cheung et al., 2015). The more positive emotions a person has, the more optimistic and positive the attitude will be. Moreover, self-esteem is also assessed as a strong influence on cognitive subjective well-being (Arslan et al., 2010; Campbell, 1981; Pavot & Diener, 2008). This is understood that people with a good attitude towards themselves always want to improve and develop their self-worth (Rosenberg et al., 1995), thereby easily fulfilling their desires and satisfying life. Accordingly, self-esteem has a relationship with emotional intelligence and also affects cognitive subjective well-being.

The mediating role of self-esteem has been studied by many authors in the field of psychological health (Bajaj et al., 2016; Lee et al., 2013; Liu et al., 2014). Many studies have recommended that self-esteem is a mediating factor in the relationship between emotional intelligence and cognitive subjective well-being (Kong et al., 2012; Rey et al., 2011; Ruvalcaba-Romero et al., 2017).

As such, the following hypotheses are proposed:

H2. Emotional intelligence has a positive impact on self-esteem of Vietnamese college students.

H3. Self-esteem has a positive impact on cognitive subjective well-being of Vietnamese college students.

C. Research Model and Hypothesis

The purpose of this study is to explore the impact of emotional intelligence on cognitive subjective well-being of university students in Vietnam and at the same time examine the mediating role of self-esteem in the relationship between emotional intelligence and cognitive subjective well-being. Based on the theoretical basis, Fig. 1 presents the proposed research model and hypothesis.
III. METHOD

A. Measures and Questionnaire Development

1) Measurement of Emotional Intelligence

Along with the conceptual change, the emotional intelligence scale also has a large number and diversity over time. In particular, the scales commonly used in research on emotional intelligence can be mentioned: Trait Meta Mood Scale (TMMS; Salovey et al., 1995); Emotional Quotient Inventory (EQ-I; Bar-On, 1997); Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT; Mayer, 2002); and Trait Emotional Intelligence Questionnaire (TEIQue; Petrides, Pérez-González et al., 2007). However, most of the scales are quite long and not suitable for Asian countries (Shi & Wang, 2007). Therefore, Wong and Law (2002) in a research paper on emotional intelligence in China built a self-assessment scale named Wong Law Emotional Intelligence Scale (WLEIS) with a total of 16 questions and 4 components including: self-emotional appraisal (SEA), other's emotion appraisal (OEA), use of emotions (UOE), regulation of emotional (ROE). This is a scale suitable for university students, moreover, both Vietnam and China are Asian countries, so there are certain similarities in the research context. Accordingly, the study uses this scale to measure emotional intelligence.

2) Measurement of Self-Esteem

Of the scales of self-esteem, some have been shown to be of superior value (Heatherton & Wyland, 2003). Specifically, 4 prominent scales analyzed by Crandall (1973) are outstanding to other scales, including: Feelings of Inadequacy Scale (Janis & Field, 1959); Tennessee Self-Concept Scale (Fitts, 1964); Self-Esteem Inventory (Coopersmith, 1967), and Rosenberg Self-Esteem Scale (RSES) (Rosenberg, 1965). However, this article used RSES because it is the only measure of global self-esteem of the four scales above. RSES consists of 10 questions, of which 5 are reverse scored. For example, “I have a positive attitude towards myself” and “I feel like I don’t have much to be proud of myself” (Reversed-Scored). The responses were totaled from 10 (low self-esteem) to 50 (high self-esteem).

3) Measurement of Cognitive Subjective Well-being

There are many scales to evaluate cognitive subjective well-being, such as Cantril Self-Anchoring Striving Scale by Cantril (1965) and Student’s Life Satisfaction Scale (SLSS) by Huebner (1991). Satisfaction With Life (SWL) developed by Diener et al. (1985) is a commonly used scale in studies on emotional happiness which fits the data sample in many countries (Pavot & Diener, 1993). SWL consists of only 5 questions but has been shown by many studies to have high reliability (Schimmack et al., 2004; Zhang & Howell, 2011). Therefore, this scale is used to assess cognitive subjective well-being.

All scales in the study are responded based on a 5-point Likert (from 1 “totally disagree” to 5 “totally agree”). Some questions that exploit demographic information are also used in the questionnaire, for example: gender, school year, order of children in the family, family type. The survey subjects are Vietnamese college students, so the scales in the questionnaire are translated into Vietnamese from the original English. The translation process took place in 2 steps. The first step was to check and adjust the English-Vietnamese translation, some English terms were replaced with synonyms in the context with Vietnamese in order to achieve translation accuracy but still ensure easy to understand content communication. After that, the questionnaire was further translated into English to check the consistency between the original and the translation. A small survey was conducted to ensure that the survey participants could fully understand the questionnaire. Finally, the final adjusted questionnaire was distributed to university students throughout Northern Vietnam.

B. Data Collection and Sample

The study uses a convenient survey method, the survey period is from October to December 2022 in Vietnam. The questionnaire was built on Google Form to ensure anonymity and convenience in the process of sending the survey to students in North Vietnam through popular applications with respondents such as Messenger, Facebook, and personal Email. Survey participants are completely voluntary, and they are committed to survey data used for research purposes only. A total of more than 1000 online questionnaires were sent through Messenger, Facebook, and personal Email of students across the country to invite participants in the survey. There were 842 answer sheets collected, but only 725 responses (accounting for 86.10%) were valid because in the data filtering process, 117 responses were not eligible for research. Therefore, the survey sample included in the analysis is 725.

Table 1 shows that the majority of the research sample is female students with 453 people (accounting for 62.48%), male students with 272 people (accounting for 37.52%). Moreover, out of a total of 725 valid responses, 286 are second-year university students (accounting for 39.45%), then third-year and first-year students are 30.48% and 23.31%, respectively. There are only 49 students in the fourth or final year, accounting for 6.76%. Besides, 48.83% of students answered that they are the oldest child in the family, then the youngest (28.97%) and the middle child (22.21%). At the same time, the survey shows that students with a two-parent family account for the most with 678 people (equivalent to 93.52%), students with single-parent family circumstances include 37 people (5.10%) and students with blended family have 10 people (1.38%).

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TABLE I: DEMOGRAPHIC CHARACTERISTICS OF SAMPLE

<table>
<thead>
<tr>
<th>No</th>
<th>Demographic variables</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>272 (37.52)</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>453 (62.48)</td>
</tr>
<tr>
<td>2</td>
<td>School year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First year</td>
<td>169 (23.31)</td>
</tr>
<tr>
<td></td>
<td>Second year</td>
<td>286 (39.45)</td>
</tr>
<tr>
<td></td>
<td>Third year</td>
<td>221 (30.48)</td>
</tr>
<tr>
<td></td>
<td>Fourth or final year</td>
<td>49 (6.76)</td>
</tr>
<tr>
<td>3</td>
<td>Order of children in the family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The oldest child</td>
<td>354 (48.83)</td>
</tr>
<tr>
<td></td>
<td>The middle child</td>
<td>161 (22.21)</td>
</tr>
<tr>
<td></td>
<td>The youngest child</td>
<td>210 (28.97)</td>
</tr>
<tr>
<td>4</td>
<td>Family type</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two-parent family</td>
<td>678 (93.52)</td>
</tr>
<tr>
<td></td>
<td>Single-parent family</td>
<td>37 (5.10)</td>
</tr>
<tr>
<td></td>
<td>Blended family</td>
<td>10 (1.38)</td>
</tr>
</tbody>
</table>

Note: The number of observations is 725.
Source: Authors’ calculation.

C. Analytical Approach

The data was processed by SPSS 26 and AMOS 24 software according to the following steps: (1) Descriptive statistics analysis to evaluate the general characteristics of the data, (2) Cronbach’s Alpha analysis for testing scale reliability, (3) Confirmatory factor analysis (CFA), (4) Structural equation modeling (SEM) analysis. Then, proceed to the Bootstrapping method with sample 2000 and 95% confidence to test the proposed associations and mediating influences. Finally, the Independent Samples T-Test method and One-way ANOVA were used to assess differences according to individual characteristics.

IV. RESULTS

A. Descriptive Statistics

Table II shows the mean, standard deviation, skewness, and kurtosis of all variables. According to Kline (2004), the scales and indicators ensure a normal distribution when the skewness value is between -3 and +3 and the kurtosis value is between -10 and +10. The skewness values in the table are all less than 3 and the kurtosis values are all less than 10, so all variables are considered suitable for inclusion in the model.

TABLE II: DESCRIPTIVE STATISTICS RESULTS AND CRONBACH’S ALPHA

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence (EI)</td>
<td>3.661</td>
<td>0.6241</td>
<td>-0.864</td>
<td>2.890</td>
<td>0.932</td>
</tr>
<tr>
<td>Self-esteem (SE)</td>
<td>3.031</td>
<td>0.6051</td>
<td>0.039</td>
<td>0.022</td>
<td>0.893</td>
</tr>
<tr>
<td>Cognitive subjective well-being (LS)</td>
<td>3.315</td>
<td>0.6761</td>
<td>-0.472</td>
<td>1.244</td>
<td>0.839</td>
</tr>
</tbody>
</table>

Source: Authors’ calculation.

The value of Cronbach’s Alpha is also shown in Table II. Accordingly, all scales are reliable because the value of Cronbach’s Alpha is greater than 0.7 (Hair, 2010).

B. Confirmatory factor analysis (CFA)

Confirmatory factor analysis (CFA) aims to assess the relevance of the overall model and the practicality in the market. The research model includes 3 latent variables: self-esteem (SE), cognitive subjective well-being (LS) and emotional intelligence (EI) are constituted through 4 component indicators: self-emotional appraisal (SEA), other's emotion appraisal (OEA), use of emotions (UOE), regulation of emotional (ROE).

The results of the final model fit (Model Fit) in Fig. 2 show that the evaluation indicators are all at a good level. Specifically, CMIN/DF = 2.823 < 3 (good), GFI = 0.906 > 0.9 (good), CFI = 0.944 > 0.9 (good), TLI = 0.939 > 0.9 (good), RMSEA = 0.050 < 0.06 (good), PCLOSE = 0.462 > 0.05 (good) (Hu & Bentler, 1999). Thus, the research model can be concluded to fit the market data.

In addition, the convergence and discriminability of the scales are tested to ensure that the estimated results represent the validity of the data and reality. According to Hair (2010), if Composite Reliability (CR) ≥ 0.7 and Average Variance Extracted (AVE) ≥ 0.5, then convergence will be achieved. Besides, Maximum Shared Variance (MSV) < AVE and Square Root of AVE (SQRTAVE) > Inter-Construct Correlations, then the scale is discriminant. During the test, the observed variables SE2 (Sometimes, I think I'm not good at anything), SE8 (I wish I could appreciate myself more) were removed. The final results shown in Table III show that CR values for all variables are greater than 0.8 and AVE is greater than 0.5. Furthermore, all MSV indices are lower than AVE and SQRTAVE is greater than the correlation between latent variables. Therefore, the convergence and discriminant of the scale are guaranteed.
TABLE III: RELIABILITY, CONVERGENCE, AND DISCRIMINANT OF THE SCALE

<table>
<thead>
<tr>
<th>Source</th>
<th>CR</th>
<th>AVE</th>
<th>MSV</th>
<th>MAxR(H)</th>
<th>LS</th>
<th>SE</th>
<th>EI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>0.889</td>
<td>0.504</td>
<td>0.167</td>
<td>0.900</td>
<td>0.710</td>
<td>0.717</td>
<td>0.789</td>
</tr>
<tr>
<td>(SE)</td>
<td>0.841</td>
<td>0.515</td>
<td>0.361</td>
<td>0.845</td>
<td>0.409</td>
<td>0.717</td>
<td>0.789</td>
</tr>
<tr>
<td>Cognitive subjective well-being (LS)</td>
<td>0.868</td>
<td>0.623</td>
<td>0.361</td>
<td>0.876</td>
<td>0.228</td>
<td>0.601</td>
<td></td>
</tr>
<tr>
<td>Emotional Intelligence (EI)</td>
<td>0.504</td>
<td>0.515</td>
<td>0.623</td>
<td>0.361</td>
<td>0.228</td>
<td>0.601</td>
<td></td>
</tr>
</tbody>
</table>

Source: Authors’ calculation.

C. Structural Equation Modeling (SEM)

A structural equation modeling (SEM) analysis was conducted to test the relationships in the proposed research model.

Fig. 3 shows structural equation model that fits the market data, CMIN/DF = 2.823, GFI = 0.906, CFI = 0.944, TLI = 0.939, RMSEA = 0.050, PCLOSE = 0.462 (Hu & Bentler, 1999). To assess the relationship between variables, the study uses 95% confidence, the index-value (sig) are all below 0.05, so the relationships are statistically significant. From the results of the standardized regression coefficient, it is shown that emotional intelligence has a direct and positive impact on self-esteem ($\beta = 0.228$, $p < 0.01$) and cognitive subjective well-being ($\beta = 0.536$, $p < 0.01$). Besides, self-esteem also has a direct and positive impact on cognitive subjective well-being ($\beta = 0.287$, $p < 0.01$).

In addition, to consider the existence of an indirect relationship between emotional intelligence and cognitive subjective well-being, Bootstrapping method was used with sample 2000 and 95% confidence. With results $\beta = 0.065$ and $p = 0.001$, emotional intelligence is indirectly correlated to subjective well-being through self-esteem. Thus, it can be concluded that self-esteem plays a mediating role in the relationship between emotional intelligence and cognitive subjective well-being.

D. Analysis of the Difference

Independent Samples T - Test method is used to compare the mean of cognitive subjective well-being according to the control variable for gender. Besides, the study also examines the difference in cognitive subjective well-being according to the control variables of school year, order of children in the family, family type by one-way ANOVA analysis method.

For the difference by gender, Levene test $\text{sig} = 0.491 > 0.05$ shows that there is no difference in variance between the two groups of male and female, so the corresponding T test is used (T - Test Equal variances) to continue the analysis. With $\text{sig} \ T = 0.187 > 0.05$, it can be concluded that there is no difference in cognitive subjective well-being between male and female students.

For the difference by school year, the Levene test $\text{sig} = 0.239 > 0.05$, showing that the variance of the groups has no difference, so it is eligible to conduct ANOVA analysis, but no difference is found. The difference in cognitive subjective happiness well-being between groups of students with different school years due to sig ANOVA is 0.2 > 0.05. Similarly, the ANOVA results also showed no difference in the order of children in the family (sig = 0.105 > 0.05). Meanwhile, the difference by family type has sig Levene test = 0.037 < 0.05, showing that these groups are not eligible for ANOVA analysis, so the study uses Welch’s test to continue reviewing, and the results shows that sig is 0.000 < 0.05. Thus, the difference in cognitive subjective well-being between groups of students with different family types. Specifically, the group of students living in a full family has a higher perception of cognitive subjective well-being than the group of single family and complicated family. Along with that, the cognitive subjective well-being of single-family students is higher than that of students with a complicated family.
V. CONCLUSIONS

The purpose of this study was to examine the relationship between emotional intelligence as assessed by the traits scale (WLEIS) and cognitive subjective well-being from 725 Vietnamese students. The analysis results show that emotional intelligence has a positive impact on cognitive subjective well-being. This is similar to many other studies such as Kong and Zhao (2013) or Cazan and Năstasă (2015). The test results also show that emotional intelligence has a positive effect on self-esteem. Thus, there is agreement between the results and previous studies on emotional intelligence and self-esteem (Bibi et al., 2016; Cheung et al., 2015). Regarding the mediating role of self-esteem, the results of the analysis are consistent with previous research (Kong et al., 2012). Specifically, self-esteem plays a mediating role in the relationship between emotional intelligence and cognitive subjective well-being. In addition, the analysis results of the difference in cognitive subjective well-being according to individual characteristics show that students living in a full family with both parents have a higher perception of subjective happiness than members who come from incomplete families such as single-family and complicated families. At the same time, this study has not proved the difference in students' cognitive subjective well-being by gender, school year and order of children in the family.

Consequently, the results found in this study have contributed new perspectives in the impact mechanism of emotional intelligence on cognitive subjective well-being in Vietnam in particular and in the field of social psychology in general. It can be seen that happiness in today's modern context plays an important role in students' lives. From the analysis results, some recommendations are proposed to improve the happiness index and mental health of Vietnamese students.

A. Recommendations For Students

Mental health is an aspect that reflects overall health, so students need to be clearly aware of the important role mental health plays in their own lives. Moreover, university is a new environment, which is far different from the previous school environment, so students, especially sophomore students often face many conflicts and difficulties, which easily lead to psychological disorders and fall into depression, stress, or anxiety. Similar to physical illnesses, these long-term mental injuries will have serious consequences if left untreated, so students need to spend more time listening to their own feelings and boldly share with those close to them the problems they are facing to get advice and help. In addition, students can also improve their mental health through activities that enhance emotional intelligence and relieve pressure such as extracurricular activities, sports, skills courses.

B. Recommendations for Family

Research results have shown that student happiness is influenced by family. Therefore, family bonding is a measure to help improve students' happiness as well as mental health. This can be done when parents and relatives spend more time listening and sharing with their children. At the same time, parents also need to be equipped with the necessary knowledge and skills to be able to support mental health issues for their children.

C. Recommendations For School and Society

As a place where students stick together and spend a lot of time experiencing and learning, schools play an important role in taking care of students' mental health. Schools need to pay more attention to prevention solutions such as: building activities and programs to equip students with knowledge about improving mental health or learning, listening and sharing with students' difficulties. Since then, the school is not only a place for students to study, but also a "second home" next to the family.

CONFLICT OF INTEREST

Authors declare that they do not have any conflict of interest.

REFERENCES


