

Research On The Psychological Effects Of Being Away From Home On Students From Suburban Regions Studying In Ho Chi Minh City

Trieu Quoc Nguyen Trieu¹, Nguyen Ngoc Nguyen²

^{1,2}*Faculty of Japanese Language, FPT University, Vietnam.*
Corresponding author: nguyentrieu2003@gmail.com

Abstract

For a long time, research on the elements that impact students' psychology while transferring from home to another city for university has indicated that homesickness, culture shock, word disputes, loneliness, or price gap in large cities are all significant. All these factors have an impact on students' quality of life and development. As a result, to identify the difficulties that developed, this study provides a detailed description of the matter and suggested solutions, by employing both quantitative and qualitative methodologies to provide the most intuitive data and graphs on approximately one hundred students at FPT University in Vietnam. To show psychological issues that students confront throughout their stay in Ho Chi Minh City. According to the research, factors such as the tensions from the mixing between directive and indirective learning methods, or being stigmatized as the negative impacts brought by COVID in terms of reducing mental confidence. In addition, the study will provide solutions to the aforementioned psychological issues.

Keywords: homesickness, loneliness, mental health, psychological issues, suburban regions.

I. INTRODUCTION

For many years, parents and teachers have been concerned with the psychological challenges that students face during their university education. The transmission and linking of information are greatly accelerated with the advancement of technology platforms, but the connection and communication between people are declining, especially post-COVID. In addition, factors such as homesickness, hopelessness, and isolation in the cities due to lockdowns make it extremely difficult for students from abroad to return home. From 2020 to 2021, the time to implement social distancing in Ho Chi Minh City has reached half a year, while the time to study online has

increased to more than a year. As a result, a large number of students are trapped in the city. This has led to problems such as dropping out of school and long-term depression. If the above concerns are not addressed quickly, there will be several repercussions, the most serious of which will be students' inability to integrate into society. For this reason, this study was created to examine the extent of psychological impact and life obstacles of students from different provinces of Vietnam living in Ho Chi Minh City.

2. LITERATURE REVIEW

Homesickness is a complex and multifaceted phenomenon that has drawn some attention in the scholarly work over the past two decades to its potential impact on the emotional, cognitive,

social, and physical functioning of individuals (Stroebe et al., 2015). Homesickness has also been proved to have an impact on student mental health. Particularly, Hamaideh (2011) proved that the shift to a new university setting has an influence on students' psyche. Moreover, Throughout psychology research, Hudd et al. (2000) revealed that bad peer interactions, fast eating habits, and distance from home had a direct influence on teachers' psychological well-being. A rise in stress levels is the basis of this problem.

3. RESEARCH PURPOSE, OBJECT, AND SCOPE OF RESEARCH

The study was based on survey data collected from students at various locations in Ho Chi Minh City. The psychological impact of these barriers on students' academic excellence and social bonds can then be assessed. Then, the paper is divided into two parts: the first examines the elements that influence students' psychology, and the second focuses on various strategies to improve students' psychology. The questionnaire was administered to 64 students at the HCMC. These objects were chosen for their convenience in time and space. In addition, many students come from many distinct parts of Vietnam, such as Hanoi and Da Nang. This makes the paper more objective, and the results do not tend to be favored one-sidedly.

4. RESEARCH METHODOLOGY

With the cooperation of 64 participants, survey results were collected and calculated in the questionnaire. The survey, which reached students from across Vietnam, used platforms like Google Forms and Facebook to reach and interact with these students. Furthermore, in the quantitative research phase, the online questionnaire, which is one of the most successful and widely used research tools for data collection, was used. The online form holds the students' biographical information as well as their experiences in Ho Chi Minh City. Then consider the factors that influence students' anxiety levels. For example, we may consider the case of students' ability to pay for living expenses and tuition. By identifying which elements influence

the mind, we can provide other useful information and ideas to better support students.

5. THE LIVING CONDITIONS OF STUDENTS IN HO CHI MINH CITY DURING THE POST-COVID PERIOD

In fact, regarding learning, the quality of online teaching is one of the things students care most about. Some difficulties when taking an online class is the unstable connection quality; problems interacting with faculty and class members; and psychological fatigue when studying in front of electronic devices for too long for many days. This affects both the health and ability of students to acquire knowledge, and also affects their mental health when they cannot talk face-to-face with friends like in class.

Facing the complicated and stressful situation of the epidemic, many universities, colleges as well as research centers have temporarily stopped sending students to school and participating in the implementation of the project. This greatly affects the opportunities for students to practice and communicate face-to-face. Because, for some branches and research orientations, especially in the field of natural sciences, it is necessary to practice and collect data in the laboratory to improve the practical capacity of learners. Students not only face difficulties when suspending practical classes, but some cases of practicing, doing graduation thesis, or participating in projects cannot continue until the epidemic situation stabilizes. This changes the study plan and future orientation. COVID-19 also affects the career opportunities of every student, especially graduating students. The epidemic caused many units and businesses to close down or cut staff, so the recruitment demand was no longer as numerous and diverse as before, leading to worries about no job opportunities and unemployment. The epidemic has also affected some students' part-time jobs more or less, especially those far from home, leading to concerns in daily life and expenses. Moreover, because of the need for jobs to make ends meet, some students have become victims of money and labor fraud.

In terms of life, students are facing many difficulties. The situation of distancing forces students to stay at home, limit travel, and comply with the rules of epidemic prevention and control. You do not have the opportunity to meet teachers, brothers and sisters and friends like when you were at school before. Activities of clubs or student exchanges inside and outside the school, which are very exciting every year, almost all have to be temporarily put on hold. This is a great disadvantage for students, when the learning experience is limited by the online form, the extra-curricular activities are more limited, unable to meet the needs of exchanging, learning, and practicing skills. social skills.

Another concern for students away from home is the decision to stay or return to their hometown during the epidemic season. Some overseas students have the opportunity to return home as soon as universities switch to online learning. However, a part of students far from home is not so lucky. Some students have not been able to return because the area where you live is blocked, leading to difficulties in buying essentials and the risk of infection, thereby affecting health, spirit, and psychology. Moreover, many factors have to be considered, including travel costs, time back to school, taking practical courses, internships and graduation thesis. Although they were very homesick, they decided to stay because of the difficult travel conditions and the fear of spreading the disease to their loved ones and the community. This also makes many students feel sad and lonely.

5. RESULTS AND DISCUSSION

Since the emergence of the COVID pandemic. All courses at universities in Ho Chi Minh City have switched from face-to-face to online. This had a significant impact on the psychology of university students. The survey interviewed 64 university students from 10 different universities in the city.

As the result, this makes the questionnaire more exact and able to assess the psychological impact on university students. The first question we received was “whom you were living with during the COVID-19 outbreak”. According to this, around half of the students lived alone during this time. This can be understood as these university students being alone at a time when they are socially isolated. According to Jenaabadi et al. (2014), students without community support are less likely to feel lonely or homesick. In addition, people with homesickness are more likely to suffer from mental and physical health problems and reduced well-being (Stroebe et al., 2015).

People can lose real-world interaction because of the COVID pandemic, but according to Sarafino (2014), the following types of support can help people interact with each other online. The first is spiritual support, emotional support means we share the care and help between students or innkeepers sharing rent reduction. This relieves the students financially. Second, it supports assessment, which means always allowing students to speak in online courses because when students study online alone at home, it is an opportunity for students to interact with other students to get their opinion of the student's students to express their opinion (Figure 1).

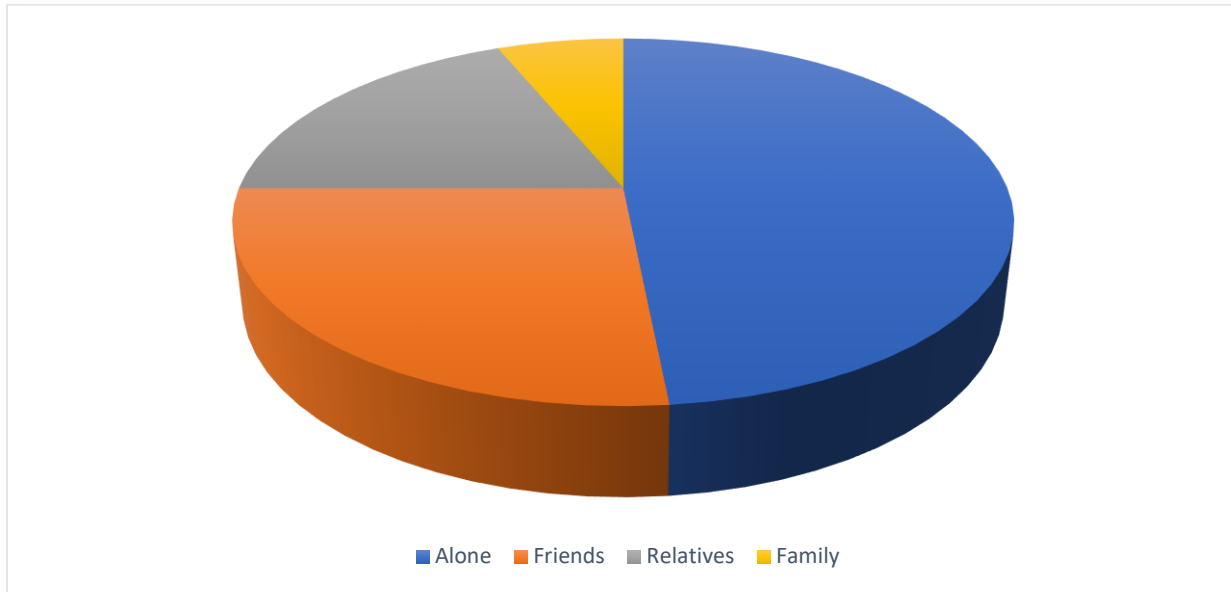


Figure 1: Current residential environment

During the period, cities implemented lockdown policies. Most of the students in Vietnam and around the world were in extreme panic or did not know what happened because all commercial activities like malls, restaurants, hotels, or gyms were closed at once (Sibley et al., 2020). In addition, the feedback from the students surveyed shows that issues such as financial bottlenecks, distance learning, uncertain grades in the learning process or a lack of concentration on the study are disadvantages for the study if the city implements a lockdown policy. Regarding tuition fees, many universities in Ho Chi Minh City have adopted the policy of reducing or not increasing tuition fees to ensure students' main ability. And the loss of parents' jobs has also made students more concerned.

In particular, the students in Ho Chi Minh City come from all parts of Vietnam. In addition, a study by Tung et al. (2022) showed that the salary in Vietnam is only at the salary level to lift people out of poverty and not at the salary level to support a decent minimum standard of living like in a developing country. Therefore, when a

student's parents lose their jobs, it also brings worries from the parents to the students. Bui et al. (2021) pointed out in a recent study that the Vietnamese government also has social support packages for vulnerable groups, but the procedures to be able to get support from these packages are too complicated, making it difficult to recruit working people due to lack of knowledge to continue. In this regard, Bui et al. (2021) pointed out that the Vietnamese government also has social support packages for vulnerable groups, but the procedures to be able to receive support from these packages are too complicated, making it impossible for professionals to continue them due to lack of knowledge or adequate Instructions (Figure 2).

The government's failure to promptly support students away from home led to a number of disastrous events. Many students were forced to abruptly leave school since they were unable to pay their fees for up to a year. Students' self-esteem is consequently badly impacted when their classmates are allowed to attend class, but they are unable to continue.

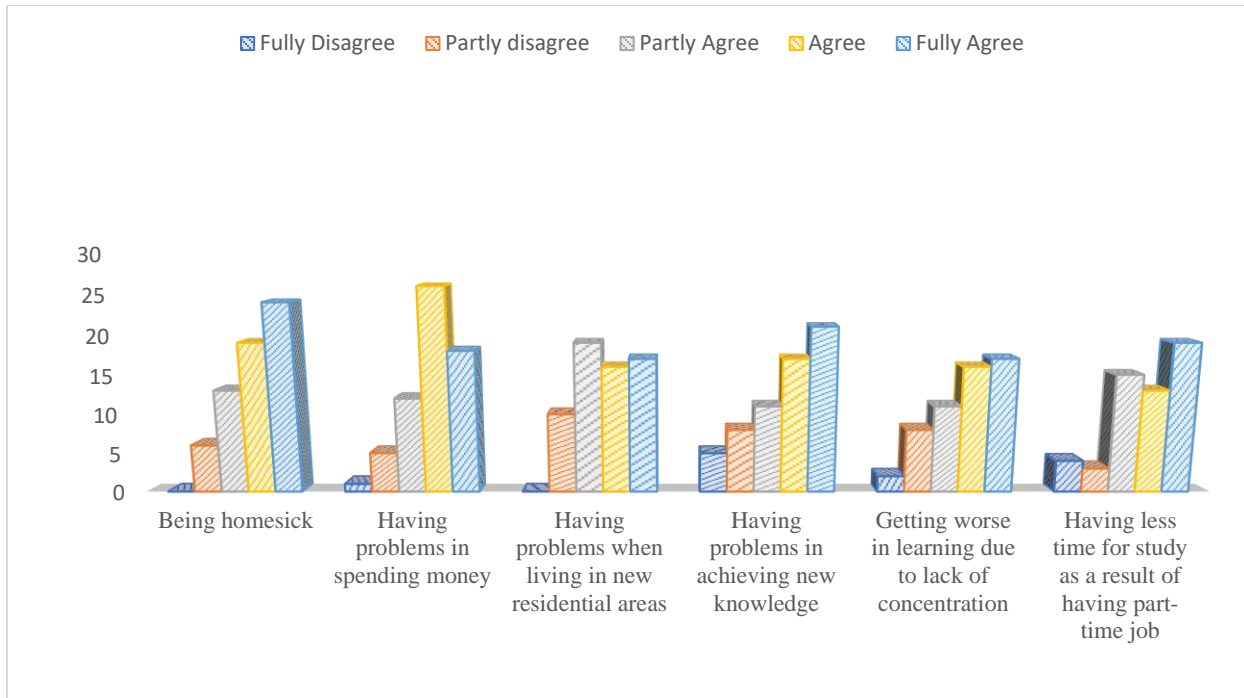


Figure 2: Disadvantages of studying away from home via online platforms in the period of city lockdown

In general, the period when cities implemented city-wide lockdown policies caused many psychological downsides for students. However, there is no denying that it was an opportunity for students to get the opportunity for self-study via the Internet. Nearly 35 students agreed that living away from home helps them gain more confidence in their daily lives. And social relationships will also improve if students choose to stay away from home while living alone and learning online. Self-management skills have also improved significantly. In addition, the students

also developed risk management skills themselves. Since homework must be completed online, searching for documents has also improved. At the same time, this improves the ability to find and filter information. (Ballad et al., 2022). One conclusion that could be drawn is that students' activities and daily lives can occasionally be affected by being alone. But it's true in the sense that people learn how to manage their connections and finances as they spend more time alone and taking care of their lives (Figure 3).

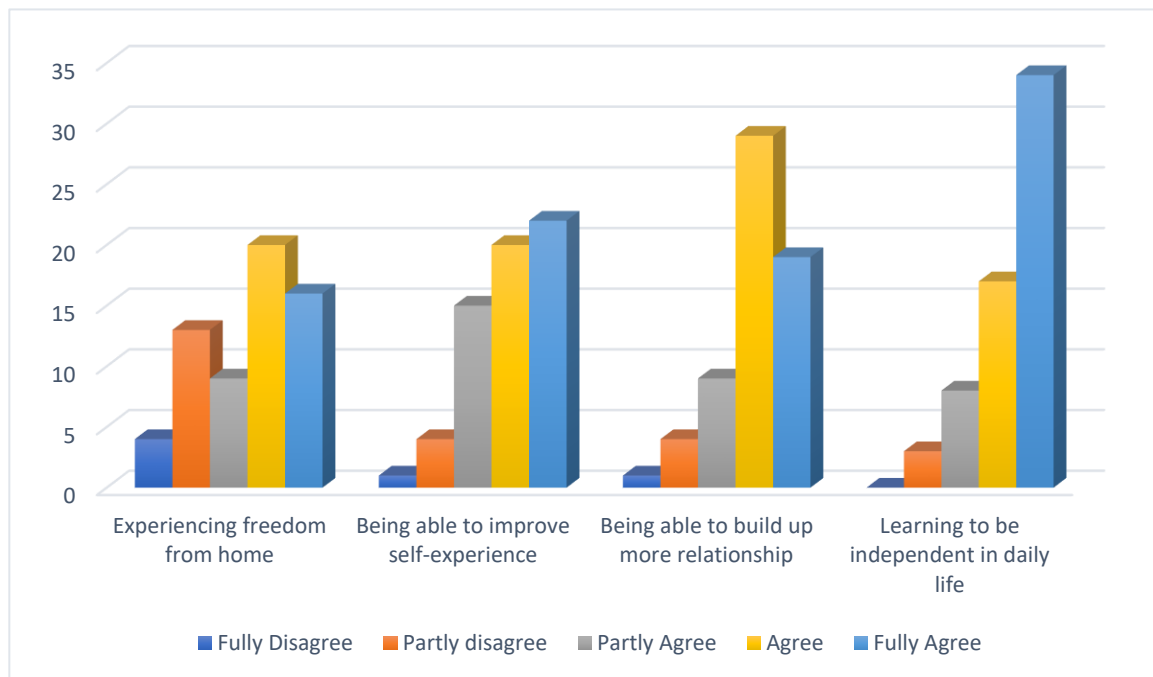


Figure 3: Advantages of studying away from home via online platforms

6. RECOMMENDATIONS

Before the above difficulties, the first important thing that the students need to equip is calmness, in order to be able to find a way to solve the problem. If you look at it from a more positive perspective, you will see many benefits of online learning that this method brings, including saving travel time, easy access with a stable connection, improving IT skills and adapting to modern learning styles. In case of connection problems, the university can cover part of the Internet fees, help students to buy laptops at preferential prices, provide technical support when teachers and students have problems with online learning, or record and share lectures for students after school. Additionally, online courses become livelier and engaging when faculty and students collaborate and build lectures, typically turning on the camera and microphone to share ideas or use chat frames. ask a question. With the development of information technology, teaching can integrate more applications such as YouTube or Padlet to offer a new and unforgettable experience. In addition, thanks to the application of information technology, students can meet friends, live, and socialize online, and even organize virtual group games through websites such as Kahoot.

In terms of employment, the university can support the connection of students with employers through job websites or social media to meet the company's staffing needs and create opportunities for students to find jobs. matching wishes. Some groups of students still have the opportunity to work or practice at home to both cover their expenses and earn an income for themselves and the whole country to fight the epidemic. Besides, the translation phase is also an opportunity for each person to look at themselves and progressively improve knowledge and skills such as professional knowledge, enroll in necessary soft skills courses, review English or make plans. This will help you to be better prepared later and at the same time to understand and improve step by step.

To help students who are far from home and wish to return to their hometown, the faculties/departments of the youth association, student union and schools can function as a bridge by providing information on bus travel home from the council. The provincial liaison committee is creating conditions for students to return to their families during this epidemic. In addition, the school can help cover travel expenses and necessary medical supplies for the

journey home. In the event that students have difficulty purchasing essentials due to the area blockade, schools must plan to cover living expenses and provide items to students as soon as possible.

The government promote the role of psychological counseling and social work groups in schools to provide timely support and support to students, particularly those who have been elsewhere due to Covid-19 and have not been able to return to their families to attend school. Moreover, arrangements for visits to those who have psychological and social problems can be made, as well as development of plans, online counseling plans and individual counseling can also be considered when students need support and help.

In additional, the director of schools also has to encourage teachers and students to record video clips to share good experiences in preventing and controlling the COVID-19 epidemic, teaching and learning under epidemic prevention conditions. Directors may also create useful content and post it on websites, fan-sites, online applications, and schools' messaging system for dissemination. As a consequence, they will strengthen the connection and exchanges between teachers and officials in online learning to share and support communication between schools, teachers, students, parents, and students.

7. CONCLUSION

In short, although the epidemic has caused difficulties for students, students must remain calm and confident and find a solution step by step. The epidemic is also an opportunity for students to develop, contribute to the community, and improve their flexibility and adaptability to actual conditions. Therefore, COVID-19 has forced every citizen to redesign the way they educate themselves, work and live to adapt to latest trends. In this new trend, everyone in any situation needs to live healthily, study, and strive for everything to be stable and developing to meet the country's development needs in the new situation.

LIMITATIONS

The article has many limitations and will be completed shortly.

CONFLICT OF INTERESTS

No conflict of interest is noted in the paper.

ACKNOWLEDGMENT

The authors would like to send warm thanks to those who contribute to this research.

REFERENCES

1. Stroebe, M., Schut, H., & Nauta, M. (2015). Homesickness: A systematic review of the scientific literature. *Review of general psychology*, 19(2), 157-171.
2. Hamaideh, S. H. (2011). Stressors and reactions to stressors among university students. *International journal of social psychiatry*, 57(1), 69-80.
3. Hudd, S. S., Dumlao, J., Erdmann-Sager, D., Murray, D., Phan, E., Soukas, N., & Yokozuka, N. (2000). Stress at college: effects on health habits, health status, and self-esteem. *College student journal*, 34(2).
4. Jenaabadi, H., & Sabeghi, F. (2014). The Relationship Between Social Support And Homesickness In New College Student.
5. Sarafino, E. P., & Smith, T. W. (2014). *Health psychology: Biopsychosocial interactions*. John Wiley & Sons. Le, K., & Nguyen, M. (2021). The psychological consequences of COVID-19 lockdowns. *International Review of Applied Economics*, 35(2), 147-163.
6. Sibley, C. G., Greaves, L. M., Satherley, N., Wilson, M. S., Overall, N. C., Lee, C. H. J., Milojev, P., Bulbulia, J., Osborne, D., Milfont, T. L., Houkamau, C. A., Duck, I. M., Vickers-Jones, R., & Barlow, F. K. (2020). Effects of the COVID-19 pandemic and nationwide lockdown on trust, attitudes toward government, and well-being. *American Psychologist*, 75(5), 618-630.
7. Tung, P. H. (2022). Living wage for workers in conditions of industrial development in Vietnam. *Linguistics and Culture Review*, 6, 316-327.

8. Bui, H. T. T., Duong, D. M., Pham, T. Q., Mirzoev, T., Bui, A. T. M., & La, Q. N. (2021). Covid-19 stressors on migrant workers in Vietnam: cumulative risk consideration. *International journal of environmental research and public health*, 18(16), 8757.
9. Ballad, C. A. C., Labrague, L. J., Cayaban, A. R. R., Turingan, O. M., & Al Balushi, S. M. (2022, January). Self-directed learning readiness and learning styles among Omani nursing students: Implications for online learning during the covid-19 pandemic. In *Nursing forum* (Vol. 57, No. 1, pp. 94-103).