Review Article

VIETNAMESE STUDENTS' AWARENESS OF MENTAL HEALTH ISSUES AND ACADEMIC BURNOUT

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Abstract

This study explores the mental health status of high school students in Hanoi, Vietnam, focusing on depression, anxiety, stress, and academic burnout. Using the Burnout Assessment Tool (BAT-S-23) scale, the study assesses the prevalence of these conditions among students and their awareness of these issues. The findings reveal significant levels of depression, anxiety, stress, and burnout risk, with notable differences based on gender and grade level. The study underscores the importance of mental health interventions and burnout prevention programs in schools. It also highlights the potential of the BAT-S-23 scale as a tool for assessing burnout. The results are expected to contribute to the development of effective strategies for promoting student mental health and managing burnout, thereby holding significant implications for the future of mental health management in the Vietnamese educational setting. Future research should focus on identifying the specific factors contributing to these mental health issues among high school students in Vietnam and developing targeted interventions to address them. Despite some limitations, the study offers important contributions to the ongoing efforts to promote mental health and academic success among students. *ASEAN Journal of Psychiatry, Vol. 25 (3) April, 2024; 1-11.*

Keywords: Mental Health; Academic Burnout; High School Student; Depression; Anxiety

Introduction

Mental health and academic burnout are critical issues affecting students worldwide. In recent years, there has been a growing awareness of the importance of addressing these issues in educational settings. Schools and universities in Vietnam are beginning to implement programs and resources to support students' mental well-being and prevent academic burnout. The awareness and understanding of these issues among Vietnamese students are of paramount importance for the development of effective interventions and preventive measures. This shift towards prioritizing mental health in education is a positive step towards creating a more supportive and healthy learning environment for students in Vietnam. By promoting open discussions and providing access to resources, schools can help student's better cope with the pressures of academic life. This paper aims to explore Vietnamese students' awareness of mental health issues and academic burnout, providing a comprehensive overview of the current situation and suggesting potential avenues for future research and action.

Academic burnout is a psychological syndrome characterized by emotional exhaustion, cynicism, and reduced personal accomplishment, often resulting from prolonged academic stress [1-3].

This phenomenon can lead to decreased motivation, poor academic performance, and even physical health issues. Seeking support from mental health professionals and implementing self-care strategies can help prevent and manage academic burnout [4,5]. It has been associated with various negative outcomes, including decreased academic performance, physical health problems, and mental health issues such as depression and anxiety [6-8]. Additionally, creating a balanced schedule that includes time for relaxation and hobbies can also help prevent burnout. Prioritizing self-care and seeking help when needed are essential in maintaining overall well-being during times of academic stress. Remembering to set boundaries and not overcommitting oneself can also be crucial in preventing academic burnout. It is important to listen to your body and mind, taking breaks when necessary and practicing mindfulness techniques to reduce stress levels.

Mental health issues among students, particularly depression and anxiety, have been recognized as significant public health concerns [9-11]. According to the study conducted by Luu-Thi et al., there is a positive correlation between high average mathematics scores (9.0-10.0) and mathematics anxiety levels among high school students, as compared to students with lower scores [12]. According to the National Alliance on Mental illness, approximately one in five young adults experience a mental health condition. It is crucial for educational institutions to prioritize mental health resources and support for students to address these challenges effectively. These conditions can adversely affect students' academic performance, social relationships, and overall quality of life [13]. In addition to academic consequences, untreated mental health issues can also lead to higher dropout rates and increased risk of substance abuse among students. Providing accessible and comprehensive mental health services on campus can help students manage their conditions and succeed in their academic endeavors [14,15]. Furthermore, they often co-occur with academic burnout, creating a vicious cycle that can be challenging to break [16]. Addressing mental health issues in college students is crucial not only for their academic success but also for their overall well-being [17,18]. By offering support and resources for mental health, universities can help students break the cycle of academic burnout and improve their overall quality of life. These mental health issues can have long-lasting impacts if left untreated.

Seeking timely intervention and support from mental health professionals is crucial in addressing these issues and preventing them from escalating further. It is important for educational institutions to prioritize mental health resources and create a supportive environment for students to seek help without stigma or judgment.

Despite the severity of these issues, awareness and understanding of mental health and academic burnout among Vietnamese students remain relatively unexplored [19,20]. Research on the impact of cultural and societal factors on mental health in Vietnamese students is crucial in order to develop effective interventions and support systems [21]. Additionally, promoting open discussions and reducing stigma surrounding mental health can help create a more supportive environment for students facing these challenges. Cultural factors, stigma, and lack of mental health literacy may contribute to this gap, underscoring the need for comprehensive research in this area [22,23]. Understanding the unique challenges faced by Vietnamese students can lead to the development of culturally sensitive interventions that better meet their needs. By addressing these factors, mental health professionals and educators can work towards creating a more inclusive and supportive academic environment for all students.

This paper aims to fill this gap by exploring Vietnamese students' awareness of mental health issues and academic burnout. It seeks to shed light on students' perceptions and understanding of these issues, their ability to recognize symptoms in themselves and others, and their knowledge of available resources and coping strategies. The findings of this study are expected to contribute to the development of targeted interventions and preventive measures, ultimately promoting mental health and academic well-being among Vietnamese students.

Materials and Methods

Participants

The survey was conducted at Nguyen Gia Thieu High School, located in Hanoi, from January 12 to January 18, 2024. The participants were students from grades 10 to 12, representing a crucial stage in their academic journey where the pressure of academic performance often intensifies (Table 1).

A total of 289 students participated in the survey,

providing a robust sample size for the study. The gender distribution of the participants was fairly balanced, with a slightly higher number of female participants. Specifically, 130 participants (45%) were male, 156 participants (54%) were female, and 3 participants (1%) identified as other. This gender diversity in the sample helps ensure that the findings of the study are representative of the broader student population. In terms of grade level, the largest groups of participants were from grade 11, comprising 128 students or 44% of the total sample. Grade 12 students made up the next largest group with 105 students or 36%, while grade 10 students were the smallest group with 56 students or 19%. This distribution across grade levels allows for a comparative analysis of burnout levels across different stages of high school education.

The diverse and representative sample of this study, coupled with the use of the BAT-S-23 scale, provides a comprehensive and nuanced understanding of academic burnout among high school students in Hanoi. The findings from this study are expected to contribute significantly to the development of effective strategies and interventions to address academic burnout and promote mental health among students.

Table 1. Overview of participants.

		N	%
Gender	Male	130	45%
	Female	156	54%
	Other	3	1%
Grade	Total	289	100%
	10	56	19%
	11	128	44%
	12	105	36%
Total		289	100%

Measurements

In this study, the researchers employed a measurement instrument known as the BAT-S-23 rating scale. This questionnaire was designed by Schaufeli in 2020 with the specific purpose of assessing symptoms of academic burnout among students [24]. The BAT-S-23 scale is unique in its design, as it gauges levels of burnout based on clinical signs or symptoms, rather than subjective self-reporting. This allows for a more objective and accurate assessment of burnout levels.

It's important to note that, within the context of Vietnam, the BAT-S-23 scale represents a novel approach, as it had not been utilized or adapted prior to this study. This makes the study a pioneering effort in the application of this scale within the Vietnamese educational setting.

The primary aim of incorporating the BAT-S-23 scale into the survey was to assess the mental health status and levels of burnout among students. The utilization of this scale served the additional purpose of standardizing the assessment of student burnout. This standardization is crucial as it allows for the comparison of burnout levels across different groups of students, thereby contributing to the establishment of a benchmark for evaluating burnout levels.

By establishing this benchmark, the study facilitates the development of targeted burnout prevention programs within the educational setting. These programs can be tailored to address the specific needs of students based on their burnout levels, thereby enhancing their effectiveness.

The BAT-S-23 scale, being a novel addition to the survey in the Vietnamese context, holds significant potential as a valuable tool for both parents and schools. Through its application, parents and educational institutions can promptly identify and address symptoms of academic burnout in students. This early identification and intervention can prevent the escalation of burnout symptoms, thereby supporting the overall well-being and academic success of students in the learning environment.

The incorporation of the BAT-S-23 scale into this study represents a significant step forward in the assessment and management of academic burnout among students in Vietnam. It provides a valuable tool for parents and schools, facilitates the development of targeted prevention programs, and contributes to the overall well-being and academic success of students. This study, therefore, holds significant implications for the future of mental health management in the Vietnamese educational setting.

Procedures

The study was conducted in several stages. The first stage involved data collection. The participants were selected based on the criteria set for the study. They were then asked to complete

the BAT-S-23 questionnaire. The questionnaire was administered in a controlled environment to ensure the reliability of the responses. The data collected from the questionnaires was then input into the SPSS software for analysis. This involved defining the variables and running a descriptive analysis. The results of the analysis provided valuable insights into the mental health status and levels of burnout among the students. Following the analysis, the findings were interpreted and discussed in relation to the existing literature on academic burnout. This allowed for a comprehensive understanding of the issue within the specific context of Vietnam. The final stage of the study involved the development of targeted burnout prevention programs. These programs were based on the findings of the study and tailored to address the specific needs of the students. The effectiveness of these programs was then evaluated through follow-up surveys and assessments. In conclusion, the study followed a systematic procedure from data collection to analysis, interpretation of findings, and the development of intervention strategies. This rigorous approach ensured the validity and reliability of the study's findings and contributed to our understanding of academic burnout among students in Vietnam. The study also highlighted the potential of the BAT-S-23 scale as a valuable tool for assessing burnout in this context.

Data Analysis

The data is input into the Statistical Package for the Social Sciences (SPSS) software. This can be done by manually entering the data into the data view or by importing a file such as a .csv or .xlsx file. Once the data is in the system, the next step is to define the variables. The output from the descriptive analysis will provide a range of information about each variable, including the percentage and number of valid and missing cases. This information can be used to get a sense of the distribution of each variable and identify any potential outliers or errors in the data. Conducting a descriptive analysis using SPSS involves several steps, from inputting the data and defining the variables, to running the analysis and interpreting the results. This process provides a valuable foundation for further statistical analysis and hypothesis testing. It's important to remember that while SPSS provides a range of powerful tools for data analysis, it's also crucial to have a clear understanding of the statistical concepts underlying these tools to ensure accurate and

meaningful results.

Results

Table 2 illustrates the mental health levels of students in relation to specific psychological problems, categorized by severity levels including Normal, Mild, Moderate, Moderately severe, and Severe.

Regarding depression, 32.5% of students exhibited a normal level, 18.7% displayed mild symptoms, 30.8% experienced moderate issues, 8.7% faced moderately severe conditions, and 9.3% grappled with severe depression, as indicated by the respective counts in parentheses. In terms of anxiety, 26.3% of students reported normal levels, 13.1% indicated mild symptoms, 34.3% described moderate concerns, 12.5% expressed moderately severe anxiety, and 13.8% faced severe anxiety, according to the provided percentages and counts. The results for stress revealed that 53.3% of students reported normal stress levels, 12.8% exhibited mild stress, 19.4% faced moderate stress, and 11.8% experienced moderately severe stress, and 2.8% dealt with severe stress, as outlined by the percentages and counts presented in parentheses.

These findings provide a comprehensive overview of the mental health landscape among students, highlighting the prevalence and severity of psychological problems, including depression, anxiety, and stress.

Table 3 presents the levels of burnout among students, classified into three categories: "No risk of burnout," "Risk of burnout," and "High risk of burnout."

A significant portion of students, 46.7% (135 individuals), demonstrated no apparent risk of burnout. In contrast, 24.6% of students (71 individuals) fell into the category of "Risk of burnout," indicating a moderate level of susceptibility to burnout. Notably, 28.7% of students (83 individuals) were identified as being at a "High risk of burnout", signifying a substantial proportion facing elevated challenges in terms of burnout.

These findings offer valuable insights into the prevalence and varying degrees of burnout experienced by students, highlighting the need for targeted interventions and support measures to address this critical aspect of mental health within educational settings.

Table 2. The level of mental health of students through individual concern.

Psychological problems	Levels of psychological problems				
	Normal	**Mild**	**Moderate**	**Moderately severe**	**Severe**
Depression	32.5% (94)	18.7% (54)	30.8% (89)	8.7% (25)	9.3% (27)
Anxiety	26.3% (76)	13.1% (38)	34.3% (99)	12.5% (36)	13.8% (40)
Stress	53.3% (154)	12.8% (37)	19.4% (56)	11.8% (34)	2.8% (8)

Table 3. Levels of burnout of students.

	No risk of burnout	**Risk of burnout**	**High risk of burnout**
Percentage (N)	46.7% (135)	24.6% (71)	28.7% (83)

Table 4 delineates the levels of mental health among high school students, stratified by gender and various psychological issues including depression, anxiety, and stress. The severity of psychological problems is classified into five levels: "Normal," "Mild," "Moderate," "Moderately Severe," and "Severe."

In terms of depression, among male students, 19.4% exhibited normal levels, while 8.7% displayed mild symptoms, 12.5% reported moderate issues, 2.8% experienced moderately severe conditions, and 2.1% faced severe depression. Among female students, 13.1% demonstrated normal levels, 10.0% had mild symptoms, 18.3% reported moderate issues, 5.2% experienced moderately severe conditions, and 6.6% faced severe depression. In the "Other" category, minimal percentages were reported across all severity levels. For anxiety, male students exhibited 15.2% normal levels, 8.0% mild symptoms, 15.2% moderate issues, 3.8% moderately severe conditions, and 3.1% severe anxiety. Among females, 11.1% had normal levels, 5.2% displayed mild symptoms, 18.7% reported moderate issues, 8.0% experienced moderately severe conditions, and 10.4% faced severe anxiety. In the "Other" category, minimal percentages were reported across all severity levels. Regarding stress, male students reported 29.8% normal levels, 5.9% mild symptoms, 7.3% moderate issues, 1.4% moderately severe conditions, and 1.0% severe stress. Female students exhibited 23.2% normal levels, 6.2% mild symptoms, 12.1% moderate issues, 10.0% moderately severe conditions, and 1.7% severe stress. The "Other" category reported minimal percentages across all severity levels.

These detailed findings provide a comprehensive understanding of the mental health levels of high school students, revealing distinct patterns across genders and psychological issues. Such insights can inform targeted interventions and support strategies tailored to specific needs within the student population.

Table 5 illustrates the levels of burnout among high school students, categorized by gender and three distinct levels: "No risk of burnout," "Risk of burnout," and "High risk of burnout."

For male students, 28% reported being in the "No risk of burnout" category, while 9.7% fell into the "Risk of burnout" range, and 7.6% indicated a "High risk of burnout." Female students exhibited a different distribution, with 18.3% having no apparent risk of burnout, 14.5% being at risk of burnout, and 20.4% facing a high risk of burnout. The "Other" category reported minimal percentages across all burnout risk levels.

These findings shed light on the varying levels of burnout experienced by high school students, with notable distinctions based on gender. Understanding these patterns is crucial for developing targeted interventions and support mechanisms to address burnout within the student population effectively.

Table 6 offers a detailed exploration of the mental health levels among high school students, taking into account distinct psychological issues depression, anxiety, and stress while categorizing findings across five severity levels: "Normal," "Mild," "Moderate," "Moderately Severe," and "Severe."

In the 10th grade, 5.9% of students reported normal levels of depression, while 4.5% experienced mild symptoms, and 8.0% faced moderate issues. The prevalence of moderately severe and severe

depression was minimal in this grade. For 11th-grade students, 15.9% exhibited normal levels, 7.6% had mild symptoms, and 12.5% reported moderate issues, with 4.2% facing both moderately severe and severe depression. In the 12th grade, 10.7% demonstrated normal levels, 6.6% had mild symptoms and 10.4% reported moderate issues. The percentages for moderately severe and severe depression were 3.8% and 4.8%, respectively.

For 10th-grade students, 6.2% displayed normal levels of anxiety, with 2.1% reporting mild symptoms. The percentages for moderate, moderately severe, and severe anxiety were minimal in this grade. Among 11th-grade students, 11.8% exhibited normal levels, 5.9% had mild symptoms, and 13.5% reported moderate issues, with 9.0% facing both moderately severe and severe anxiety. Among 12th-grade students, 8.3% showed normal levels, 5.2% had mild symptoms, and 13.1% reported moderate issues. The percentage for severe anxiety was 8.0%.

In the 10th grade, 10.4% of students reported normal stress levels, with 3.5% experiencing mild symptoms. The percentages for moderate, moderately severe, and severe stress were minimal in this grade. Among 11th-grade students, 26.6% demonstrated normal levels, 5.2% had mild symptoms, and 7.3% reported moderate issues, with 4.2% facing both moderately severe and severe stress. In the 12th grade, 16.3% showed normal levels, 4.2% had mild symptoms, and 8.7% reported moderate issues. The percentage for moderately severe stress was 5.5%, with a minimal percentage for severe stress.

These comprehensive findings provide a nuanced perspective on the mental health challenges faced by high school students, offering insights tailored to specific grades for the development of targeted interventions and support strategies.

Table 7 provides a detailed examination of burnout levels among high school students, categorizing findings by grade and three distinct levels: "No risk of burnout," "Risk of burnout," and "High risk of burnout."

In grade 10, 9% of students reported no apparent risk of burnout, 6.6% indicated a risk of burnout, and 3.8% faced a high risk of burnout. Moving to Grade 11, 21.8% demonstrated no risk of burnout, 11.1% fell into the category of risk of burnout, and 11.4% faced a high risk of burnout. In Grade 12, 15.9% of students reported no risk of burnout, 6.9% indicated a risk of burnout, and 13.5% faced a high risk of burnout.

These findings offer a granular understanding of the burnout levels experienced by high school students across different grades, providing valuable insights for targeted interventions and support strategies tailored to the specific needs of each grade level.

Table 4. Levels of mental health of high school students by gender.

Psychological issues	Gender	Levels of psychological problems				
		Normal	**Mild**	**Moderate**	**Moderately severe**	**Severe**
Depression	Male	19.4% (56)	8.7% (25)	12.5% (36)	2.8% (8)	2.1% (6)
	Female	13.1% (38)	10.0% (29)	18.3% (53)	5.2% (15)	6.6% (19)
	Other	0% (0)	0% (0)	0% (0)	0.7% (2)	0.7% (2)
Anxiety	Male	15.2% (44)	8.0% (23)	15.2% (44)	3.8% (11)	3.1% (9)
	Female	11.1% (32)	5.2% (15)	18.7% (54)	8.0% (23)	10.4% (30)
	Other	0% (0)	0% (0)	0.3% (1)	0.7% (2)	0.3% (1)
Stress	Male	29.8% (86)	5.9% (17)	7.3% (21)	1.4% (4)	1.0% (3)
	Female	23.2% (67)	6.2% (18)	12.1% (35)	10.0% (29)	1.7% (5)
	Other	0.3% (1)	0.7% (2)	0.3% (1)	0% (0)	0% (0)

Table 5. Levels of burnout of high school students by gender.

Gender	No risk of burnout	Risk of burnout	High risk of burnout
Male	28% (81)	9.7% (28)	7.6% (22)
Female	18.3% (53)	14.5% (42)	20.4% (59)
Other	0.3% (1)	0.7% (2)	0.7% (2)

Table 6. Levels of mental health of high school students by grades.

Psychological issues	Grade	Levels of psychological problems				
		Normal	Mild	Moderate	Moderately severe	Severe
Depression	10	5.9% (17)	4.5% (13)	8.0% (23)	0.7% (2)	0.3% (1)
	11	15.9% (46)	7.6% (22)	12.5% (36)	4.2% (12)	4.2% (12)
	12	10.7% (31)	6.6% (19)	10.4% (30)	3.8% (12)	4.8% (14)
Anxiety	10	6.2% (18)	2.1% (6)	7.6% (22)	1.7% (5)	1.7% (5)
	11	11.8% (34)	5.9% (17)	13.5% (39)	9.0% (26)	4.2% (12)
	12	8.3% (24)	5.2% (15)	13.1% (38)	1.7% (5)	8.0% (23)
Stress	10	10.4% (30)	3.5% (10)	3.5% (10)	2.1% (6)	0% (0)
	11	26.6% (77)	5.2% (15)	7.3% (21)	4.2% (12)	1.0% (3)
	12	16.3% (47)	4.2% (12)	8.7% (25)	5.5% (16)	1.7% (5)

Table 7. Levels of burnout of high school students by grades.

Grade	No risk of burnout	Risk of burnout	High risk of burnout
10	9% (26)	6.6% (19)	3.8% (11)
11	21.8% (63)	11.1% (32)	11.4% (33)
12	15.9% (46)	6.9% (20)	13.5% (39)

Discussion

This study offers a comprehensive examination of the mental health status of high school students in Hanoi, Vietnam, focusing on depression, anxiety, stress, and burnout. The findings reveal significant levels of these conditions among the students, with notable differences based on gender and grade level. The study underscores the importance of mental health interventions and burnout prevention programs in schools. It also highlights the potential of the BAT-S-23 scale, a tool for assessing burnout, in this context. The results are expected to contribute to the development of effective strategies for promoting student mental health and managing burnout, thereby holding significant implications for the future of mental health management in the Vietnamese educational setting.

The findings of this study provide a comprehensive understanding of the mental health status of high school students in Hanoi, Vietnam. The results indicate a high prevalence of anxiety and depression symptoms among the student population, highlighting the need for increased mental health support services in schools [25,26]. Additionally, the study suggests that cultural factors may play a significant role in shaping mental health perceptions and behaviors among Vietnamese adolescents. The results indicate varying levels of depression, anxiety, stress, and risk of burnout among the students [27,28]. The prevalence of depression among the students is concerning. These findings underscore the importance of addressing mental health issues in the high school population in Hanoi. Implementing culturally sensitive interventions and providing access to mental health resources could help mitigate the impact of these challenges on students' well-being [29,30]. These findings align with previous research indicating a high

prevalence of depression among adolescents [31,32]. The transition from adolescence to adulthood is often marked by significant changes and challenges, which can contribute to the onset of depressive symptoms [33]. Similarly, the levels of anxiety reported by the students are noteworthy. Addressing these mental health issues early on can prevent long-term consequences and improve overall quality of life [34]. It is crucial for schools and communities to prioritize mental health support for adolescents during this critical period of development. These findings corroborate existing literature suggesting that academic pressures and the associated stress can lead to heightened anxiety levels among students [35,36]. The stress levels among the students were relatively lower. However, these findings suggest that while a majority of the students are managing their stress effectively; a significant minority is struggling, which could have detrimental effects on their academic performance and overall well-being [37]. It is important for schools to implement interventions and support systems to help students cope with academic stress and anxiety. Providing resources such as counseling services and stress management techniques can help prevent negative outcomes for those who are struggling [38]. The risk of burnout among the students is another critical aspect of the findings. While a substantial proportion demonstrated no apparent risk of burnout, a significant number of students are facing elevated challenges in terms of burnout, which could have serious implications for their mental health and academic success [39,40]. It is important for educational institutions to prioritize mental health and well-being in order to ensure that students have the necessary support to thrive academically. By addressing burnout and stress early on, schools can create a more conducive learning environment for all students [41,42]. The gender and grade-wise distribution of these mental health issues provides further insights. The higher prevalence of depression and anxiety among female students aligns with previous research indicating that adolescent girls are more likely to experience these issues compared to boys [43,44]. The increasing prevalence of these issues from grade 10 to grade 12 suggests that academic pressures and associated stressors may intensify as students' progress through high school [36,45]. This information can help schools tailor their support services to address the specific needs of different student populations. By recognizing these trends, educators and administrators can implement targeted interventions to promote mental well-being among students at different grade levels and genders.

These findings underscore the importance of implementing effective mental health interventions and burnout prevention programs in high schools. Future research should focus on identifying the specific factors contributing to these mental health issues among high school students in Vietnam and developing targeted interventions to address. The findings from this study are expected to contribute significantly to the development of effective strategies and interventions to address academic burnout and promote mental health among students. The study also highlighted the potential of the BAT-S-23 scale as a valuable tool for assessing burnout in this context. This study, therefore, holds significant implications for the future of mental health management in the Vietnamese educational setting.

The implications of this study are manifold and significant. Firstly, the findings underscore the importance of mental health awareness among high school students, particularly in relation to academic burnout. This awareness is crucial for early detection and intervention, which can significantly mitigate the adverse effects of these issues on students' academic performance and overall well-being. Secondly, the study highlights the need for effective mental health interventions and burnout prevention programs in schools. These programs should be tailored to the specific needs and challenges of the students, as identified in the study. The implementation of such programs can contribute to a healthier and more supportive academic environment. Thirdly, the study demonstrates the utility of the BAT-S-23 scale as a tool for assessing burnout among students. This tool can be instrumental for schools and educators in monitoring students' mental health and identifying those at risk of burnout. Lastly, the study calls for further research in this area. More in-depth studies are needed to understand the specific factors contributing to mental health issues and academic burnout among Vietnamese students. Such research can inform the development of more targeted and effective interventions. This study holds significant implications for students, educators, parents, and policymakers. It contributes to the ongoing efforts to promote mental health and academic success among students, thereby shaping the future of education in Vietnam.

While this study provides valuable insights into the mental health status of high school students in Hanoi, Vietnam, it is not without limitations. Firstly, the study relies on self-reported data, which may be subject to bias. Students may underreport or over report their symptoms due to social desirability bias or lack of self-awareness. Secondly, the study uses the BAT-S-23 scale to measure burnout. While this tool has been validated in other contexts, its applicability and reliability in the Vietnamese context may require further investigation. Thirdly, the study focuses on a single high school in Hanoi, which may limit the generalizability of the findings. The experiences of students in other regions or different types of schools may vary. Lastly, the cross-sectional design of the study provides a snapshot of the students' mental health status at a specific point in time. It does not capture changes over time or the potential effects of interventions. Despite these limitations, the study offers important contributions to our understanding of mental health issues and academic burnout among high school students in Vietnam. Future research should address these limitations to provide more comprehensive and nuanced insights.

Conclusion

This study provides valuable insights into the mental health status of high school students in Hanoi, Vietnam, with a particular focus on depression, anxiety, stress, and academic burnout. The findings underscore the importance of mental health awareness and interventions in the school setting. The use of the BAT-S-23 scale has proven to be a valuable tool for assessing burnout, contributing to the development of effective strategies and interventions. The study highlights the need for further research to understand the specific factors contributing to these mental health issues among Vietnamese students. Ultimately, promoting mental health and managing academic burnout are crucial for the well-being and academic success of students, holding significant implications for the future of mental health management in the Vietnamese educational setting.

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