

Difficulties of High School Students in the Communication of Life Issues with Parents

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Abstract: Communication between generations often faces many difficulties in every household, especially daily life issues. This article discusses the challenges of high school students in communicating about life issues with their parents based on quantitative and qualitative data collected from high school students in Grades 10 - 12. At the same time, the article assesses the current status of family communication, communication content, level of communication satisfaction, and recommendations to increase effective communication between parents and children.

Keywords: difficulties, communication, life problems, family, parents, high school students.

1. Introduction

Communication is a social need, an essential condition for self-formation, and an indispensable factor for human existence and development. Communication helps students develop cultivation, relationships, knowledge, and life capital. Today, as communication becomes more diverse and complex, many people encounter difficulties because of this rapid development and cannot communicate effectively with those closest to them. Students' poor and inadequate communication with others, specifically parents in the family, leads to unpredictable detrimental effects on people's health and psychological state.

In the high school stage, family communication plays a crucial role in psychological and physiological development and in preventing increasing social issues, especially when mentioning sensitives such as sexual relationships, emotions, sexuality-related topics, or negative emotions. The United Nations Fund Population Agency (UNFPA) in 2022 reported that the abortion rate in Vietnam is approximately 300,000 cases/year, with 30% being women aged 15 - 19 years old, of which 70% are students. According to the latest data from the Ministry of Education and Training, in solely one school year, nearly 1,600 incidents of students fighting inside and outside the school's scope were recorded. According to research by the Institute for Educational Research (2020), the rate of bullied students online increased from 12% in 2016 to 18% in 2020. In a research by the Academy of Social Sciences in 2021, the suicide rate among 15-to-19-year-olds increased from 1.8% in 2015 to 2.5% in 2021. According to a report by UNICEF and ODI, lack of communication between parents and children is one of the factors that aggravates household tensions of high parental expectations, having to perform excellently in school, disapproving of romantic relationships, controlling cell phones, thereby impacting mental health and psychosocial well-being of children and adolescents.

The above studies show the urgency of providing adequate educational orientation for the current generation of students with appropriate tools at school and, most importantly, in every student's family. The number of students participating in social problems and suffering psychological trauma leading to extreme behaviors shows the situation of ineffective communication between students and those around them, especially with strangers who have direct responsibility as parents. The article uses the results from "Difficulties of High School Students in the Communication of Life Issues with Parents" to clarify the current state and obstacles that cause communication difficulties between parents and high school students.

2. Research Foundation

Participants and scope of the research

Regarding participants, the article will study the difficulties in communicating life issues with parents of high school students in Ho Chi Minh City and Hanoi City. The study surveyed high school students and their parents in the two cities mentioned above. We utilized the results of the research "Difficulties of High School Students in the Communication of Life Issues with Parents," conducted from June to August 2023. The research focuses on understanding the difficulties of high school students in communicating with their parents and the factors affecting student communication.

Research methods

The research uses quantitative and qualitative methods through questionnaires and in-depth interviews, document analysis methods, and observation methods. The study randomly selected 87 high school students in Grades 10 - 12 to survey the questionnaire. At the same time, the study randomly gathered 04 students and 07 parents to conduct interviews. Regarding the data analysis method, the study used Stata software version 14.0 to analyze collected data.

3. Results

3.1. Participants' characteristics

After conducting a questionnaire survey, we obtained 84 results in accordance with the criteria for research subjects.

Table 1 Social characteristics of the survey's participants

	Participants' characteristics	Number (n)	Percentage (%)
Gender	Male	28	33.3
	Female	56	66.7
Grade	Grade 10	9	10.7
	Grade 11	44	52.4
	Grade 12	31	36.9
Currently living with	Father and mother	75	89.3
	Father	1	1.2
	Mother	4	4.8
	Other guardians	4	4.8
School type	Public	74	88.1
	Private	6	7.1
	International	4	4.8

(Source: Survey results of the author group, 2023)

Students participating in the survey who studied high school programs at public schools imparted 88.1%, while students who studied at private and international schools account for 7.1% and 4.8%. The proportion of female students participating in the survey was 66.7%.

Most students participating in the survey accommodated with their parents, 89.3%. Only one lived with their father (1.1%), four lived with their mother, and four lived with their guardian, respectively accounting for 4.8%.

3.2. Communication situation with parents

In the second part of the questionnaire, students answered questions about their current status and frequency of communication with their parents, revealing correlations between some parents-related information and the above questions. Some students in the in-depth interviews also raised their opinions about the communication state between them and their parents. "In my opinion, this is no new problem but has been going on for a long time, especially in the current era when the gap between the two generations is getting wider and the chemistry when sharing reduced quite a lot." (Female, Grade 11) "The disconnection between students and their parents is a problem of all times and periods. Maybe the gap between two successive generations in our time is clearer than before, making communication more difficult, but on the contrary, each generation tends to be more open to expressing their emotions than the previous generations. Up to now, our generation has seen this problem and proactively narrowed the gap with our parents for the sake of the relationship itself and the

mental health of each party by trying to communicate with our parents more frequently with quality time or by researching this issue.” (Female, Grade 11)

Table 2 Correlation between fathers’ professions and the frequency of the students to meet their parents in one week

Father’s occupation groups	Frequency of the students to meet their parents in one week					
	Number (n) Percentage (%)					
	Under 10 hours	10 - 20 hours	20 - 30 hours	30 - 40 hours	Above 40 hours	Total
Homemaker/ Freelancer	1 (14.3)	1 (7.14)	1 (6.25)	0 (0.00)	3 (8.82)	6 (7.89)
Office worker	2 (28.6)	2 (14.3)	4 (25.0)	2 (40.0)	4 (11.8)	14 (18.4)
Engineer/ Architect	0 (0.00)	0 (0.00)	2 (12.5)	0 (0.00)	6 (17.7)	8 (10.5)
Teacher/ Lecturer	1 (14.3)	1 (7.14)	0 (0.00)	1 (20.0)	1 (2.94)	4 (5.26)
Worker/ Craftsman	0 (0.00)	3 (21.4)	1 (6.25)	0 (0.00)	4 (11.8)	8 (10.5)
Business/ Trading	3 (42.9)	7 (50.0)	8 (50.0)	2 (40.0)	16 (47.1)	36 (47.4)

(Source: Survey results of the author group, 2023)

Table 3 Correlation between mothers’ professions and the frequency of the students meeting their parents in one week

Mother’s occupation groups	Frequency of the students to meet their parents in one week					
	Number(n) Percentage (%)					
	Under 10 hours	10 - 20 hours	20 - 30 hours	30 - 40 hours	Above 40 hours	Total
Homemaker/ Freelancer	0 (0.00)	2 (14.3)	1 (6.25)	2 (33.3)	5 (14.3)	10 (12.7)
Office worker	4 (50.0)	4 (28.6)	8 (50.0)	0 (0.00)	8 (22.9)	24 (30.4)
Engineer/ Architect	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (5.71)	2 (2.53)
Teacher/ Lecturer	1 (12.5)	2 (14.3)	3 (18.8)	2 (33.3)	9 (25.7)	17 (21.5)
Worker/ Craftsman	0 (0.00)	0 (0.00)	1 (6.25)	0 (0.00)	4 (11.4)	5 (6.33)
Trade/ Business	3 (37.5)	6 (42.9)	3 (18.8)	2 (33.3)	7 (20.0)	21 (26.6)

(Source: Survey results of the author group, 2023)

Table 2 depicts results from 75 participants living with their parents and one living with their father (Table 1). Table 3 contains results from 75 participants living with their parents and four living with their mothers (Table 1).

A highlight of the research results shows that parents with occupations in the office and trade/business groups account for a high proportion of both parents. In Tables 2 and 3, all parents' occupational groups have a significant number of people spending more than 40 hours/week on their children, especially the father's trade/business group with 47.1%. All occupational groups have an even distribution of time for their children, and the number of people spending less than 30 hours/week with their children never exceeded 50% in both tables.

In Table 3, however, the number of people who spend 40 hours/week with their children is 16 out of 36 of the total number of people in the trade/business group, the number of people who spend less than 30 hours/week with their children in this group uses highest level than all other groups (more than 50% of total). The same thing is observed in the office staff group in Table 2 and in Table 3, and the trade/business group, with the number of people spending less than 30 hours/week using more than 50% of the total. For other occupation groups, the rate of less than 30 hours/week is always smaller than 30 hours/week or more. Thus, the unique characteristics of each occupation are statistically related to the frequency of the students meeting their parents in one week.

Table 4 Level of Intimacy of students to their parents

Level of Intimacy	Father		Mother	
	Number(n)	Percentage (%)	Number (n)	Percentage (%)
Very not close	3	3.57	1	1.19
Not close	8	9.52	4	4.76
Normal	43	51.2	23	27.4
Close	21	25.0	38	45.2
Very close	9	10.7	18	21.4

(Source: Survey results of the author group,2023)

Table 4 illustrates that the majority of students participating in the survey had a higher level of *close* and *very close* with their mothers than their fathers (45.2% and 25.0%, respectively). At the *normal* level, it is almost twice as high for fathers (51.2%) as for mothers (27.4%). The *very not close* comprise the lowest percentages of 3.57% and 1.19% for the father and the mother, and the *normal* or higher accounts for more than 80% for both the father and the mother. The above numbers show that the level of intimacy between children and their mothers at high school age is always higher than between the children and their fathers. The results of the in-depth interviews also depict similar results: "I regularly communicate with my parents and especially with my mother, I talked much more. However, we never discuss important or core issues." (Female, Grade 11)

When we asked parents about the current state of communication with their children, reported children's closeness in some families reflects the same results of the above data: "I and my children communicate openly every day, share information comfortably in all aspects." (Female, office worker, 47 years old) However, there are also opinions expressing many difficulties in communication between parents and students: "My child has difficulty expressing emotions and rarely talks proactively (perhaps because of heavy study schedule and overwhelming information technology)." (Female, freelancer, 44 years old). Parents' views show that some students have difficulties communicating with their parents due to many influencing factors, such as lack of time and personal devices, which reduce interaction between children and parents.

Table 5 Subjects that students would turn to for sharing and assistance

Subjects students turn to	Need to share		Need to seek support	
	Number(n)	Percentage (%)	Number(n)	Percentage (%)
Father	15	17.9	48	61.5
Mother	43	51.2	69	88.5
Siblings	30	35.7	38	48.7
Other relatives	17	20.2	23	29.5
Friends	59	70.2	27	34.6

Teachers and school staff	4	4.76	10	12.8
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(Source: Survey results of the author group,2023)

Table 5 shows that when most students participating in the survey want to share, they will choose to go to friends, with the highest number being 70.2% and the lowest number of students sharing with teachers and school staff being 4.76%. Meanwhile, when they need help, most students choose their mother (88.5%) or look to their father (61.5%), while help-seeking from the teacher and school staff accounted for only 12.8%. Although students turn to friends when they want to share, students tend to turn to their parents more when they need help with struggles in life.

Table 6 Frequency of students communicating with parents when facing hardships in life

Frequency	With father	With mother	Self-resolve	Not solve
	Number (n) Percentage(%)			
Never	23 (27.4)	9 (10.7)	0 (0.00)	28 (33.3)
Rarely	24 (28.6)	15 (17.9)	1 (1.19)	30 (35.7)
Sometimes	34 (40.5)	32 (38.1)	23 (27.4)	20 (23.8)
Often	3 (3.57)	22 (26.2)	30 (35.7)	5 (5.95)
Always	0 (0.00)	6 (7.14)	30 (35.7)	1 (1.19)

(Source: Survey results of the author group,2023)

Table 6 shows that although the proportion of students who *sometimes* discuss difficulties with their father and mother is approximately equal (40.5% and 38.1%, respectively), students still have a low frequency of *often* communication with their fathers (3.57%), while this frequency with their mothers accounts for more than 30%. In addition, the number of students who never or rarely discuss difficulties in life with their fathers accounts for more than 55%.

Students tend to self-resolve difficulties, with the frequency of never/rarely accounting for less than 2% (1 participant), while the frequency of *often* and *always* both account for 35.7%, the highest percentage in the Self-resolve column. Additionally, in Table 6, the proportion of students who *never* or *rarely* do not solve their difficulties accounts for nearly 70%, while the proportion of students who often/always do not solve problems accounts for just over 7%.

In short, students prefer solving their difficulties proactively, and the frequency of discussions with their parents about life problems is relatively infrequent. One parent, when asked about the consequences of students and parents having difficulty communicating with each other, responded, “*Children solving their problems can lead to mistakes.*” (Female, teacher, 44 years old)

Self-resolving life problems, as well as several other signs, were observed and mentioned by students when asked about how to recognize that they are having difficulty communicating with their parents. “*Solving problems alone even when in a difficult situation, seeking help from people other than parents when encountering difficulties, or being willing to talk to others but having little contact with parents.*” (Female, Grade 11) “*Cannot talk comfortably, just talk to each other for a few minutes before arguing, and remain silent when crossing each other; Acts rebellious towards parents' words or actions, always complaining about family.*” (Female, Grade 11) “*Afraid to share issues related to personal life; Rarely communicates, tells stories, and often locks oneself in one's room.*” (Male, Grade 11) “*Dialogue is shallow and superficial, does not touch on outstanding issues; do not communicate often and spend little time with the other person; easily lose your temper and argue when communicating; dishonesty. Some other signs are when students have mental health problems, need to be listened to by outsiders, encounter difficulties but cannot solve any part of them, and need a lot of rest and recovery time after talking or spending long periods with family.*” (Female, Grade 11)

Table 7 Communication occasions and methods students choose to communicate with parents

When	Number(n)	Percentage (%)	How	Number(n)	Percentage (%)
Proactively sharing	10	11.9	Direct contacts	72	85.7
Parents ask	45	53.6	Texts	22	26.2
Having meal	38	45.2	Phone calls	23	27.4
In privacy	33	39.3	Through another person	6	7.14
In crowds	13	15.5	Rarely sharing	6	7.14
Rarely sharing	12	14.3			

(Source: Survey results of the author group, 2023)

From the data in Table 7, most students in this age group hardly actively discussed and shared with their parents when the rate of proactive sharing was only 11.9%. The highest rate is the start of communication when parents ask (45.2%). However, the total rate at different times is always positive, except for sharing in crowded places, which only accounts for about 15% of participants. Regarding communication methods, students chose direct communication with parents recording for the highest percentage (85.7%), and choosing slightly more indirect ways (texting, calling) accounted for more than 25% of participants. One parent reflected: *“Parents and children communicate positively and freely about their children's problems.”* (Male, business executive, 49 years old)

Students rarely chose infrequent communication and communication through another person, which accounts for less than 7.14%. Some parents, when asked about this issue, also expressed that they were aware of the signs of communication difficulties in the family: *“My child rarely shares, only answers when my parents ask and answer through speaking loudly or ignoring or not answering the important part that we want to ask.”* (Female, freelancer, 44 years old)

3.3. Level of communication satisfaction with parents

When students enter high school, life changes in school, relationships, knowledge, and more. These factors can create unpredictable pressure if children are mentally ill-prepared and hardly ever receive encouragement from people around them, especially family. Communication sessions between parents and children that achieve expectations, both sides striking to find comfort, understanding, and sympathy with each other are what families desire. Students participating in the study reported the following level of satisfaction with their parents:

Table 8 Students' level of communication satisfaction with parents

Level of Satisfaction	With father		With mother	
	Number(n)	Percentage (%)	Number(n)	Percentage (%)
Totally unsatisfied	4	4.76	3	3.57
Unsatisfied	10	11.9	2	2.38
Normal	42	50.0	41	48.8
Satisfied	24	28.6	26	31.0
Totally satisfied	4	4.76	12	14.3

(Source: Survey results of the author group, 2023)

In Table 8, the level of satisfaction with students' communication with parents is generally high: at the "normal" level, fathers are 50.0%, and mothers are 48.8%. The percentage of students rated as "totally satisfied" is low for both fathers and mothers, equivalent to 4.76% and 14.3%. The "totally unsatisfied" and "unsatisfied" rate when communicating with parents is slightly low, 11.9% and 2.38% for fathers and mothers, respectively. Students always have a "normal" or "satisfied" attitude with their interactions with parents, even though many difficulties still happen. Specifically, the communication contents are present in the data tables below:

3.4. Communication contents with parents

Table 9 Students' Frequency of Communicating Life Content with Parents

Communication content	Never	Rarely	Sometimes	Often	Always
	Number(n) (Percentage %)				
Studies	2 (2.38)	14 (16.7)	39 (46.4)	24 (28.6)	5 (5.95)
Friendships	4 (4.76)	19 (22.6)	36 (42.9)	25 (29.8)	0 (0.00)
Romantic relationships	38 (45.2)	17 (20.2)	16 (19.1)	11 (13.1)	2 (2.38)
Moods and emotions	17 (20.2)	29 (34.5)	25 (29.8)	10 (11.9)	3 (3.57)
Gender, sexuality, and sexual orientation	54 (64.3)	17 (20.2)	7 (8.33)	4 (4.76)	2 (2.38)
Career orientation	3 (3.57)	7 (8.33)	36 (42.9)	29 (34.5)	9 (10.7)
Pressure and negative feelings	24 (28.6)	26 (31.0)	20 (23.8)	13 (15.5)	1 (1.19)
Personal needs	4 (4.76)	14 (16.7)	38 (45.2)	24 (28.6)	4 (4.76)

(Source: Survey results of the author group, 2023)

Observing from Table 9, the percentage of students always sharing every content is notably low as the highest is more than 10.7% on career orientation and the lowest is 0.00% on friendships. In studies, the frequency of *sometimes* and *often* accounts for more than 70%, and *never* only accounts for 2.38%. Similar trends occur in friendships, career orientation, and personal needs. In romantic relationships and topics of gender, sexuality, and sexual orientation, the proportion of students who *never* or *rarely* share accounts for more than 65%. In the context of mood, emotions, pressure, and negative feelings, the proportion of students who *never* share accounts for more than 20%, and *rarely* and *sometimes* share accounts for more than 50%. In-depth interviews with students showed similar results to the frequent but limited communication content when facing parents. "I often talk to my mother about friends and mental health." (Male, Grade 11) "Students at this age have had quite a change in their mentality: they are more sensitive and often more closed to themselves, so they are afraid to share their stories." (Female, Grade 11)

Regarding romantic relationships and topics of gender, sexuality, sexual orientation, moods, emotions, pressure, and negative emotions, the frequency of students' discussions with parents is often *never*, *rarely*, and *sometimes*. Parents' opinions also showed similar results: "Children will have some communication difficulties, for example about boyfriends and girlfriends." (Female, office worker, 47 years old) Parents also have comments on the reasons leading to the difference in the frequency of content exchanged between themselves and their children: "We discuss studying issues frequently. Regarding friendships, my child often shares with family, but sometimes parents don't like their children pursuing relationships with the opposite sex because they should focus on studying." (Female, seamstress, 48 years old). These contents, rarely paid attention to or mentioned, potentially cause huge impacts on the mental lives of students that parents cannot grasp and share.

3.5. Communication difficulties with parents

Out of 87 survey participants, whom we asked whether students had difficulty communicating with their parents, 35 reported having difficulty communicating with their parents and 49 students reported not having difficulty (Table 10).

Table 10 Proportions of Students Having Communication Difficulties(Gender Distributed)

Having communication difficulties	Female	Male	Total
	<i>Number(n) (Percentage %)</i>		
Yes	24 (42.9)	11 (39.0)	35 (41.7)
No	32 (57.1)	17 (68.7)	49 (58.3)

(Source: Survey results of the author group, 2023)

From Table 10, the proportion of female students having difficulty communicating with their parents is higher than male students, equivalent to 42.9% and 39.0%. Nearly half of students said there are always communication difficulties with their parents, specifically as follows:

Table 11 Communication Difficulties with Parents Students Encountered (Gender Distributed)

Communication difficulties	Female	Male	Total
	<i>Number(n) (Percentage %)</i>		
Lack of parents' time	3 (87.5)	3 (72.7)	6 (17.1)
Parents impose the topic	14 (56.3)	6 (54.5)	20 (57.1)
Students have no communication skills	7 (29.1)	2 (18.1)	9 (25.7)
Unfamiliar with sharing	9 (37.5)	6 (54.5)	15 (42.8)
Uncomfortable communicating	6 (25.0)	8 (72.7)	14 (40.0)
Afraid of parents' judgment	7 (29.2)	7 (63.7)	14 (40.0)
Generational gaps	15 (62.5)	7 (63.7)	22 (62.9)
Usually share with someone else	6 (25.0)	2 (18.2)	8 (22.9)

(Source: Survey results of the author group, 2023)

The results show that communication difficulties with parents, which are common and comprise high proportions, include generation gaps, parents imposing topics of discussion on their children, and problems of sharing habits with parents, accounting for 62.5%, 56.3%, and 37.5%, respectively. Other difficulties that affect students' ability to communicate with their parents include a lack of sharing skills, not being comfortable sharing private stories or being afraid of being judged by their parents. There is no gender difference in difficulties caused by parents' lack of time to listen and parents imposing topics for discussion, as the proportions are 87.5% for females, 72.7% for males and 56.3% for females, 54.5% for males, respectively. There is a difference between male and female students in sharing private matters with their parents, equivalent to 25.0% and 72.7%.

Table 12 Reasons Students Avoided Communicating with Parents (Gender Distributed)

Reasons	Female	Male	Total
	<i>Number(n) (Percentage %)</i>		
Parents do not ask	11 (22.9)	7 (29.2)	18 (25.0)
Parents do not understand	21 (43.5)	8 (33.3)	29 (40.2)

Feeling unnecessary	29 (60.4)	13 (54.1)	42 (58.3)
Some topics are sensitive	23 (47.9)	16 (66.7)	39 (54.1)
Other reasons	3 (6.24)	0 (0.00)	3 (4.2)

(Source: Survey results of the author group, 2023)

According to data from Table 12, the main reasons why students avoid sharing with their parents are that they feel unnecessary (58.3%), because it is a sensitive matter (54.1%), or students feel that their parents hardly understand them, leading to giving up on sharing (40.2%), and finally because their parents rarely ask (25.0%). Other causes account for 4.2%. In the results of in-depth interviews, when asked about reasons that hinder communication between students and parents, some students said: *"It could be due to generation gap, being busy with work and study, or opposite personalities."* (Male, Grade 11) *"Students have important things they cannot discuss with their parents (like me about sexual orientation); One or both parties easily lose their temper when communicating and/or are prone to violence; One or both sides do not have enough motivation, time, or skills to reconcile disputes or conflicts; Parents do not get along; Parents clearly favor one of the siblings."* (Female, Grade 11)

Parents also share some self-generated reasons. *"In my opinion, it is the children's lack of life skills and opportunities to coherently state the ideas, problems, or difficulties they have. Besides, it is possible that due to the difference between the two generations, children (subjectively) judge that their parents will not understand the problem they are facing, and parents may have negative reactions to what they say. They are scared, hence say nothing."* (Male, business executive, 49 years old) *"Because the way of thinking of both sides is different (parents think that is best for the children, but the children think the opposite)."* (Female, seamstress, 48 years old) There are also parents who believe that it is because *"...excessive exposure to technology (many online pastimes) leads to less interaction with parents; physiological changes in adolescence; afraid of doing wrong and afraid to explain."* (Female, freelancer, 44 years old)

Referring to the consequences of communication difficulties between parents and children, the students stated: *"Not emotionally mature; unable to discuss important topics; not receiving support from family when encountering difficulties, especially mental health problems."* (Female, Grade 11) and *"Feeling strange and lost in one's own family."* (Female, Grade 11) Parents raised several opinions about the consequences of this problem: *"Problems can become more serious, and the gap between parents and children increases. The more it increases, the fewer opportunities for communication will come, and the prejudices of children towards their parents and those of parents towards their children will finally become increasingly difficult to eliminate."* (Male, business executive, 49 years old) and *"They would become passive, lose confidence, have problems that we could misunderstand easily."* (Female, office worker, 47 years old)

There are diverse approaches to dealing with communication difficulties among students. This research shows the following results:

Table 13 Several Approaches of Dealing with Communication Difficulties with Parents (Gender Distributed)

Approaches of Dealing with Communication Difficulties	Female	Male	Total
	Number(n)(Percentage%)		
Stop communicating	17 (78.8)	6 (54.5)	23 (65.7)
Patiently continue directly communicating	5 (20.8)	2 (18.1)	23 (65.7)
Communicate indirectly (through texts, messages, calls)	1 (4.2)	1 (9.0)	2 (5.7)
Seek help from other people	2 (8.3)	2 (18.1)	4 (11.4)

(Source: Survey results of the author group, 2023)

When facing difficulties, the number of students who stopped communicating with their parents has a clear difference between males and females, equivalent to 54.5% and 78.8%. Some students continue to communicate with their parents directly, but the proportion is low among both genders, recorded at 20.8% for

females and 18.1% for males. Students also sought help from others or communicated indirectly with their parents through other channels such as text messages and letters.

3.6. Suggestions for families and schools to improve students' communication with parents

Table 14 Suggestions for Families to Improve Students' Communication with Parents

Students' suggestions for families	Number (n)	Percentage (%)
Develop a calendar that includes family-sharing time	26	31.0
Parents should learn communication skills	52	61.9
Students should learn communication skills	45	53.6
Parents should limit imposing on their children	55	65.5
Parents should focus when their children need to share	43	51.2
Parents should provide information to their children in a positive way	51	60.7
Other	4	4.76

(Source: Survey results of the author group, 2023)

According to the personal opinions of students, among the proposed solutions to improve communication between parents and children from the family side, the highest proportion is for parents to limit pressure on their children (65.5%), for parents to learn communication skills (61.9%), and parents should always provide information to their children in a positive way (60.7%). Besides, children should learn communication skills and parents should focus when children need to share both account for over 50%. Next, the need to build a schedule with family sharing time also received consensus from 31% of participants. Other solutions account for 4.76%.

According to students' specific opinions, families should *"...spend more quality time with family; Exploit common hobbies and interests and proactively learn about topics and cultural products that are familiar to parents; Every time talking, try to reach the problems in the family. You can seek family therapy/ psychological consultation for problems with deep roots and many knots. On a more general scale, I think communication issues should also be seen and studied concerning related issues: each generation's history, gender, social and income status, regional culture..."* (Female, Grade 11) and *"...maintain relationships by telling stories about daily activities, school, and studying to parents (so that parents can promptly help when children meeting difficulties) and give close gestures to each other. Parents should also be open when hearing stories from their children, avoid being strict, and find the best solution without hurting the child's ego."* (Male, Grade 11) According to the above data and the students, the proposed solutions require parents and children to change and learn in many directions.

Parents also want to improve family communication through some recommendations. *"Parents are responsible for grasping the psychological changes and differences in awareness that happen to youngsters to find more effective ways to communicate, exchange, and share. Children also need to become more profound in their thinking, pay attention to learn more about family and parents' problems, be mature, and practice being responsible in life."* (Male, business executive, 49 years old) *"Parents should sympathize, understand and listen to their children more."* (Female, seamstress, 48 years old) *"Parents should proactively become close to their children, share about parents' lives, consult their children within their abilities, and create a comfortable atmosphere. Let your children communicate openly and do not scold them when they make mistakes (just explain so they can understand)."* (Female, freelancer, 44 years old) *"Every day, we need to spend time with children."* (Female, office worker, 47 years old)

Table 15 Student's recommendation for Schools to Improve Students' Communication with Parents

Students' recommendationsfor schools	Number(n)	Percentage (%)
Enhance teaching and practice sessions for communication/ behavioral skills	46	56.1
Open forums and regular meetings between parents and students	22	26.8

Clarify the importance of communication between parents and children	47	57.3
Expand the department to help students facing psychological and social difficulties	53	64.6
Other	7	8.5

(Source: Survey results of the author group, 2023)

On the school side, students also proposed solutions to improve communication between parents and children. The highest percentage is that the school should expand the department to accompany students facing psychological and social difficulties (64.6%). Solutions proposing programs to clarify the importance of communication between parents and children accounted for 57.3%, and proposals to enhance teaching and training students' communication/ behavioral skills accounted for 56.1%. Other solutions account for 8.5%. Although psychological consultation rooms for students have appeared in high schools, the need for schools to expand departments and programs to help students, especially those with social and communicational issues, remains an emergency as the proposed solution reaches a consensus from more than 50% of participants. Some parents gave similar opinions: "There need to be many forums, dialogue organizations, and psychological counseling rooms (online and offline) so that students have a reliable place to share difficulties they encountered in communication." (Female, teacher, 44 years old)

4. Conclusion

Through the survey results on "Difficulties of High School Students in the Communication of Life Issues with Parents," we successfully observed the main difficulties of both students and parents. Students have communication difficulties due to a lack of communication skills and psychological characteristics of their age, which are closed and want to keep secrets to themselves, such as their emotions, gossip, sexuality, and relationships, since being affected by the development of social networks, studying schedules, and spend a scarce amount of time communicating directly with parents. Meanwhile, parents have difficulties due to limited time, imposed views of adults on children, misunderstanding their children, and lack of skills to interact and promote communication between children and parents. Parents' occupations are related to their children's communication level: parents with housework-oriented professions will have more time to communicate and care for their children than parents who have to travel a lot. Reasons for the above difficulties are that parents hardly discussed and explored students' stories proactively, making students hesitant to share and gradually no longer want to, eventually causing the gap between the two generations to become increasingly distant as family members misunderstand each other, which could lead to more severe long-term consequences such as alienation and indifference. Therefore, the participation of families, schools, and students in actively cultivating skills, looking for opportunities to improve communication with parents and vice versa, and parents always accompanying the school to enhance communication with their children will help students develop more comprehensive mental and physical health.

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