

The impact of obsessive-compulsive disorder on high school students' school life

Han Han^{1,a,*}

¹The University of Queensland, Brisbane, Australia

^a374294475@qq.com

*Corresponding author

Abstract: *In contemporary society, more and more people have anxiety due to stress or some other reasons. Obsessive-compulsive disorder is a specific type of anxiety that is still not well understood by many people because they are ashamed to talk about their "abnormalities". According to research, obsessive-compulsive disorder is not only common in adults, but also in school-age students who suffer a lot from it and are often more susceptible. Compulsive thinking in elementary and middle school students has been studied by many experts. However, there is still a gap in research on the impact of obsessive-compulsive disorder on high school students in China. Surveys and interviews will be used to examine the experiences of high school students with OCD and what kind of help they are more interested in.*

Keywords: *obsessive-compulsive disorder; high school student; impact*

1. Introduction

China's college entrance exams are held once a year and many high school students will crumble under the pressure of the exams. Worse still, these pressures can cause them mental illnesses. Obsessive-compulsive disorder is one of these torturous mental illnesses, which often interferes with a normal person's life. The purpose of this research is to address the question: How does obsessive-compulsive disorder influence high school students' school life? Chinese high school students are taught from the beginning that everything is prepared for the college entrance exam. Due to the pressure from heavy tasks, some students develop obsessive-compulsive disorder, which makes them very miserable. So, the aim of this research is to better lead more schools to focus on obsessive-compulsive disorder on high school students and give the best help to students by understanding what their school life is really like.

2. Literature Review

Obsessive-compulsive disorder (OCD) is classified as an anxious disorder and a complex neuropsychiatric disease which lasts for a long time, causes substantial discomfort, and/or interferes with daily life [10]. OCD often manifests itself throughout childhood and adolescence and can evolve with age [19] and the prevalence of high school students is higher than in previous adult studies [2]. However, there has been minimal study on children and teenagers [6]. Maggini [17] and other experts found that obsessive-compulsive childhood symptoms are more common in girls than in boys, and females had greater issues with personal functioning than men, even though males outnumber females in juvenile age research. Comorbid anxiety disorders are a key characteristic of OCD [25]. Comorbidity rates for teens range between 68 and 100 percent [29] and it is observed that males have a higher incidence of comorbid disorders, earlier onset and a higher incidence of comorbid attention deficit hyperactivity disorder and other disruptive behaviour disorders than females [18].

According to some recent studies, OCD severity is not significantly related to quality of life in groups of people with OCD [27] because the social structure can gradually make reaction prevention simpler, causing obsessions to go away [24]. However, other studies showed that obsessive-compulsive disorder exerts negative outcome of quality of school life. Anxiety interferes with social interaction and fundamental daily activities that affect young people's ability to function well in school as well as develop normal connections with their peers [15]. Piacentini [22] performed research on the functional impact of obsessive-compulsive disorder on adolescents in school context by means of diagnostic examination. Child Obsessive Compulsive Impact Scale (COIS) and a scale self-report for children. The result is that

44% of children reported significant OCD-related issues at school, with academics and homework being the two most common OCD concerns. There are still some limitations of this research. These findings should be thoroughly scrutinized and independently reproduced in larger, more representative populations. In addition, the inability to assess the specialty of these data is hampered by a paucity of psychiatric and nonclinical comparison groups.

CBT, which is based on the ERP behavioral approach, includes cognitive therapy and psychoeducation [16]. ERP gradually exposes people to situations that generate anxiety and prevents obsessive behaviors. The therapist progresses from fewer anxiety-inducing symptoms to more anxiety-inducing symptoms and pushes the patient not to engage in mandatory routines for longer periods of time, despite compulsive thinking and compulsion [10]. It is important for schools to adopt this method to help students who suffered obsessive-compulsive disorder.

According to several research, the intensity of OCD has little effect on kids' academic performance since they are distracted by the pressures of school. Other research have demonstrated that OCD can have a significant impact on students' learning habits, such as distraction, obstructing arithmetic abilities, and so on. Still, there is a gap in assessing the impact of obsessive-compulsive disorder on school lives of Chinese high school students. A mixed-method study is proposed to explore the answers.

3. Research design and method

3.1 Methodology

Mixed method research approach will be adopted as the methodology in this study with a pragmatic paradigm. It may be claimed that this "mixing" or blending of facts gives a better grasp of the problem or subject [7] and the best way to understand a psychological characteristic is to collect several types of data [5]. Each person's experience is real and different [4]. In terms of participants who suffered obsessive-compulsive disorder, they will have different school life experience, feelings, and thoughts. Different types of knowledge are just the outcome of how we interact with the environment. They are, in other words, the outcomes of various acts [4]. Different perspectives of realities will use many methods to show the different experience of individuals, which is the epistemological view in pragmatic paradigm. About this study, different perspectives about OCD will be interpreted to indicate different experiences.

Creswell [7] suggested that mixed method research combines qualitative and quantitative research while reducing the drawbacks of both methodologies. When doing mixed methods research, pragmatism dictates that researchers make liberal use of both quantitative and qualitative assumptions. Pragmatists do not believe in absolute oneness in the world. Similarly, rather than sticking to a single technique for gathering and evaluating data, mixed methods researchers look at a variety of ways. Based on the concept that both means, and their results are created and refined in the processes of continual inquiry [8]. Dewey pragmatism allows diverse forms of evidence, techniques, and even claims to be combined [11].

3.2 Sample

Hefei, the researcher's home city, is the capital city of Anhui province, a relatively modern and prosperous metropolis with a population of approximately 9.37 million people. Hefei No. 1 High School, a well-known local boarding high school, will be chosen to conduct this experiment. This school was chosen because the researcher was familiar with this school district and could already get permission. Secondly, the school has an advanced psychological medical unit which were screened using the Short OCD Screener (SOCS) to increase the rate of OCD detection which will help us to better select the sample with OCD, and finally, the school has strong parental support. The study targeted 28 students from the high school's psychiatric unit who had been diagnosed with OCD as early as their freshman year of high school and also during their senior year. The sample size of students was relatively small, but as this study is relatively new, it is useful to assess their thoughts.

3.3 Method

In the first phase, all of the research members viewed films that taught them how to score standardized questionnaires. Students (n=28) who have been diagnosed with OCD will complete an online questionnaire which uses the WHOQOL-BREF (Angermeyer, Kilian & Matschinger, 2000), which is a Quality of Life Assessment. The questions on the questionnaire are closed-ended and follow a quantitative approach. The aim of these questions is to measure the students' feelings and perceptions of

their lives. Regular students (n=28) were also randomly selected to answer the questionnaire along with students with OCD (n=28). The study will compare the quality of school life of high school students who have OCD with the quality of life of the average students. Numerous centers from all around the world were engaged in the development of the WHOQOL. This approach ensures that the tool is culturally appropriate (Group, 1998). It consists of 24 items divided into four main areas: physical health, mental health, social relationships, and environment. The items were scored on a 5-point scale. The WHOQOL-BREF is a questionnaire with high validity, able to ensure internal consistency and reliability [1]. The questionnaire was then returned to describe the number of sample members in terms of numbers or percentages of respondents and non-respondents and to discuss the effect of non-respondents on the survey [7]. Patients who are lack of information were contacted by phone to confirm the data's integrity. Based on the results on the questionnaire, the range and mean of scores for each domain were statistically analyzed to confirm the validity and trustworthiness of the obtained data. The Dynamic Data Exchange (DDE) program (Beijing Jinshan Office Software Co., Ltd., Beijing, China) was used to analyze data, and the SPSS database was used to export the results. The data was organized and analyzed using SPSS version 19.0 (IBM Corp., Armonk, NY, USA). In the second phase, a face-to-face unstructured interview will be conducted with the same sample (n=28) who have obsessive-compulsive disorder. The questions are open-ended and follow a qualitative approach. Samples are divided into groups of seven respondents each. The interview will mention about how they felt when symptoms come while at school and what kind of help they would like to receive from the school. The aim is to obtain their perceptions of OCD and their school's recommendations. In this process, notes will be taken and videos of interviews were recorded to verify the data obtained was reliable. According to Patton [21], in unstructured interviews, they rely on the spontaneous creation of questions throughout the normal flow of a conversation. It is good for them to express their true feelings freely. Additionally, researchers will participate in it as an "instrument", which will make respondents at ease. However, unstructured interviews, according to Punch [23], are a means to comprehend people's complicated behavior without applying any a specific categorization previously, which might restrict the range of inquiry. The quantitative and qualitative data analysis was carried out independently in stages, and the quantitative results were used in the qualitative analysis to help better formulate the type and content of the problem [7].

4. Ethical Issues

Compliance with the requirements of ethics committees cannot be equated with ethical research activity. Indeed, such conformity should not be expected to be always ethical [12] [13]. The reality is that ethical considerations exist outside the administrative scope of ethics review boards. The most important factor to evaluate is whether any study should be conducted at all. What to do, how to do it, with whom to do it, and what makes excellent practice are all ethical issues [3]. Prior to the study, the researcher respects the autonomy of the individual who can choose whether to participate in the study and can choose to withdraw at any stage of the study and clear the data they have provided about the OCD. During the study, the researcher follows ethical guidelines to keep the identity of the participants and the private information provided confidential. It is possible that information may be disseminated that will have a detrimental impact on people's reputations [14]. Some people who do not know much about OCD may think they are not very bright or stay away from them, which can have an impact on their lives. To prevent this from happening, personal information will be kept confidential. Additionally, children are a particularly susceptible group [20], So the researchers will try to minimize the risks during the study, and the pain felt by the individuals is referred to as risk [20]. This is because the study requires them to recall how they felt when the compulsion came on in their school life, and the compulsion will bring more psychological torture. During the study, the researcher does not emphasize on treating the participants as patients, but rather as ordinary students to talk to and talk about their feelings. The term compulsion was not mentioned much during the process either. As the connection between researchers and participants is negotiated throughout the study process, the concerns are addressed, evolved, and altered [3] [9] [26] [28].

5. Limitations

There are several limitations to this study. Because the qualitative database questions limit the breadth of the quantitative database questions, comparing the two databases directly results in an insufficient comparison of variables or ideas [7]. The sample size of participants was small, but it could be done to provide valid results for the research questions. In this selection, the sample was drawn from the school's counselling center, and it is still possible that students who have OCD but do not go to the counselling center may be left out. They may be too shy to talk about it or may not yet be aware that it is an obsessive-

compulsive symptom. It will be mentioned in the interview how they felt when the obsessive-compulsive disorder was present and how it affected their school lives, so students can also take their time to recall how they felt and the difficulties they encountered if the obsessive-compulsive disorder were present before. If the obsessive-compulsive disorder had not subsided just before the interview or happened to be compulsive at the time the questions were asked, they would have had been impacted by more negative emotion and there may have had ethical concerns. The study should have expanded the sample size to include a larger number of students.

6. Conclusion

This study uses a mixed methods approach to analyze the impact of OCD on the school life of high school students, providing information on OCD in Chinese adolescents and drawing some attention to the need for schools to focus on mental health education when educating students to help them learn and experience school life better. The study will hopefully provide more professionals with a clearer understanding of students who have OCD and in turn work with school personnel to provide useful help to students.

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