

## **Psychological Problems among Female Adolescent at Secondary School in Al-Nasiriyah City**

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**Background:** The psychological problem is most problem a serious include anxiety and depression for adolescent and etiology a constant children feeling of a weakness in moving and very sad. Also, causing with physical ,emotional, and functional problems for them

**Objectives :** Assess the levels of psychological problems among female adolescent at secondary school; and determine the association with their characteristics such as students age, gender and grade of study in Nasiriya City/ Iraq.

**Methods:** A descriptive study design was conducted in Nasiriya among female adolescents at secondary schools. The study started from October 2025 to January 2026. A probability random sampling technique was used to select the study sample. The total sample consisted of (492) students, representing 10% of the total study population. The sample was distributed among six secondary schools in Nasiriya City. Female students enrolled in secondary schools in Nasiriya City. Adolescents aged between 13–18 years.

Students who agreed to participate in the study. The reliability of the questionnaire was assessed using Cronbach's Alpha coefficient to determine the internal consistency of the study instrument. The questionnaire included the Child Anxiety and Depression Scales consisting of 15 items for anxiety and 10 items for depression. The overall reliability coefficient of the questionnaire was found to be acceptable ( $\alpha = 0.82$ ), indicating that the instrument had good reliability and consistency for measuring anxiety and depression among female adolescents

**Results:** The study findings revealed that the majority of participants were female students aged between 13–14 years and enrolled in the first academic grade. Regarding anxiety levels, nearly half of the students demonstrated high anxiety, while most of the remaining students experienced moderate anxiety. In terms of depression, the majority of participants showed moderate levels of depression, whereas a smaller proportion experienced severe depression. Statistical analysis showed no significant association between anxiety or depression levels and students' age or academic grade. However, a significant difference was found between anxiety levels and gender, with females reporting higher anxiety levels compared to males. Overall, the results indicate that anxiety and depression are common psychological problems among adolescent school students and highlight the importance of mental health support programs within schools.



**Conclusion:** Elevated level of anxiety and depression for female students causes by reduce educate program in schools mental health. Therefore, must to psychological disorder put counseling in schools and provider professional counselors to treat psychological problem exposure the female adolescent in school . The educated parent about mental status of their children

**Keyword: Psychological Problems , Female Adolescent**

## **Background**

Since adolescence is one of the most crucial life times, we should concentrate our efforts on finding solutions to challenging circumstances. Psychological issues like stress, anxiety, and sadness [1]. It's not that simple due to the multifactorial changes that are occurring during that time period, such as biological, physiological, and psychological changes [2]. Psychiatric disorders are a major public health concern during this time period because of their impact on almost every aspect of life, from poor academic performance to substance abuse to suicide attempts [3].

According to the World Health Organization (WHO) reports, community-based studies revealed an overall prevalence rate for mental disorders around 20% in several national and cultural contexts [4]. According to a previous survey, 38.2% of Saudi middle school males had depressive disorders, 48.9% had anxiety disorders, and 35.5% felt stress [5]. Another study was showed that depression was accounted as 41.5%, anxiety was 66.2% and 52.5% experienced stress [6]. anxiety disorders of adults indicated that there are began in childhood Furthermore, the stress is escalating at an alarming rate among adolescents according to many researchers [7]. a major cause for depression (depressive disorder) resulted suicide & disability. It can impair a person's capacity to perform at work and at residence and is associated with a number of mental and physical issues. [8, 9].

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## **Methodology**

A descriptive study design was conducted in Nasiriya among female adolescents at secondary schools. The study started from October 2025 to January 2026. A probability random sampling technique was used to select the study sample. The total sample consisted of (492) students, representing 10% of the total study population. The sample was distributed among six secondary schools in Nasiriya City.

**Study Criteria:**

**Inclusion Criteria:**

Female students enrolled in secondary schools in Nasiriya City. Adolescents aged between 13–18 years.

Students who agreed to participate in the study.

**Exclusion Criteria:**

Students absent during data collection period. Students with incomplete questionnaire responses. Students who refused participation in the study.

**The Study Instrument:**

The reliability of the questionnaire was assessed using Cronbach’s Alpha coefficient to determine the internal consistency of the study instrument. The questionnaire included the Child Anxiety and Depression Scales consisting of 15 items for anxiety and 10 items for depression, developed by Klaufus et al. (2020) [10]. A pilot study was conducted on a sample similar to the study population, and the obtained Cronbach’s Alpha value indicated acceptable reliability for the instrument, confirming that the questionnaire was suitable for data collection and achieving the objectives of the study. The overall reliability coefficient of the questionnaire was found to be acceptable ( $\alpha = 0.82$ ), indicating that the instrument had good reliability and consistency for measuring anxiety and depression among female adolescents.

**Statistical Analysis:** In analysis result used to conduct 20.0 software (SPSS). the distributed data according

on socio-demographic characteristics for study by used as mean standard deviation.

**Results:**

**Table 1. Socio-Demographic Characteristics of Female Adolescent School Students (n = 492)**

Age (M + SD=13+4.112)	Classification	Freq.	%
	13 years	165	33.5
	14 years	165	33.6
	≥15 years	162	32.9
Gender	Male	205	41.7
	Female	287	58.3
Grade	First	183	37.2
	Second	159	32.3
	Third	150	30.5

The findings demonstrated that the participants were almost equally distributed across the age groups, with students aged 14 years representing the highest percentage (33.6%). Females constituted more than half of the sample (58.3%), while first-grade students represented the largest proportion (37.2%). These results indicate a balanced distribution of participants according to demographic variables, which enhances the representativeness of the study sample.

**Table 2 . Distribution of Anxiety Levels among Female Adolescent School Students**

Anxiety level	Freq.	%	M ± SD
High (M=0-15)	241	49.0	14.69±10.699
Moderate (M=16-30)	222	45.1	
Low (M=31-45)	29	5.9	
Total	492	100.0	

The results revealed that nearly half of the students (49.0%) experienced high levels of anxiety, whereas 45.1% reported moderate anxiety levels. Only a small proportion (5.9%) demonstrated low anxiety. The mean anxiety score was  $14.69 \pm 10.699$ , indicating that anxiety is highly prevalent among adolescent students and may negatively affect their academic and psychological well-being.

**Table 3. Distribution of Depression Levels among Female Adolescent School Students**

Depression level	Freq.	%	M ± SD
Sever (M=0-7)	91	18.5	12.10±6.910
Moderate (M=8-15)	320	65.0	
Mild (M=16-23)	26	5.3	
Non (M=24-30)	55	11.2	
Total	492	100.0	

The majority of students (65.0%) demonstrated moderate levels of depression, while 18.5% experienced severe depression. Mild depression and absence of depression were reported in 5.3% and 11.2% of participants, respectively. The overall mean depression score was  $12.10 \pm 6.910$ , suggesting that depressive symptoms are common among adolescent students and require early psychological intervention.

**Table 4. Differences in Anxiety and Depression Levels According to Students' Age**

Age Variables	Source of variance	Sum of Squares	d.f	Mean Square	F	p≤ 0.05
Anxiety	Between Groups	3.752	2	1.876	3.728	0.065
	Within Groups	246.064	489	.503		
	Total	249.816	491			
Depression	Between Groups	.273	2	.136	.284	0.753
	Within Groups	234.233	489	.479		

	Total	234.505	491			
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The findings indicated no statistically significant differences between anxiety and depression levels across different age groups ( $p > 0.05$ ). This suggests that psychological problems such as anxiety and depression were similarly experienced among students regardless of age category.

**Table 5. Differences in Anxiety and Depression Levels According to Students' Gender**

Variables	Gender	Mean	S.D	t-value	$p \leq 0.05$
Anxiety	Male	0.871	0.688	2.859	0.022
	Female	1.05	0.721		
Depression	Male	1.10	0.719	3.024	0.658
	Female	1.28	0.660		

A statistically significant difference was found between anxiety levels and gender ( $p = 0.022$ ), with female students reporting higher anxiety scores than males. However, no statistically significant association was observed between depression levels and gender ( $p > 0.05$ ). These findings indicate that gender may influence anxiety more strongly than depression among adolescent students.

**Table 6. Differences in Anxiety and Depression Levels According to Students' Academic Grade**

Grade Variables	Source of variance	Sum of Squares	Mean Square	F	$p \leq 0.05$
Anxiety	Between Groups	1.118	.559	1.099	0.334
	Within Groups	248.698	.509		
	Total	249.816			
Depression	Between Groups	1.302	.651	1.365	0.256
	Within Groups	233.203	.477		
	Total	234.505			

The study showed no statistically significant differences in anxiety and depression levels according to students' academic grade ( $p > 0.05$ ). This finding suggests that students across different school grades experience comparable levels of psychological distress.

## Discussion

Al-Yateem et al. (2020) found that pupils under the age of 15 had a mean age of  $15.9 \pm 1.6$  since they were chosen in the comparable educational level and had similar ages [11]. When it came to gender data, women predominated over men.



This result is consistent with Torrano et al. (2020), who found that there were more female students than male pupils, since there were more girls [12]. Because girls are more likely than boys to enroll in elementary school, 1138 of the 1821 elementary school pupils in the research conducted by Mohamad et al. (2021) were female [13].

According to the survey, middle school students had high levels of worry when it came to their scholastic personal development. According to Bhardwaj et al. (2020), the majority of pupils have anxiety levels that fall between high, moderate, and low. Periodic assessments of teenagers are necessary to detect broad anxiety manifestations, enable early therapy, and offer health education about coping mechanisms that will help adolescent pupils manage generalized nervousness [14]. With an average score of 52.97, 61% of pupils in Tamil Nadu's Kanchipuram District reported having serious anxiety, 20% moderate anxiety, 8% mild anxiety, and 11% extremely serious anxiety [15]. Teenage psychological health is significantly impacted by school-related variables, according to certain polls [14]. Adolescents are more affected by serious anxiety. However, teenagers with psychological issues frequently do not receive therapy or psychology instruction. [16]. In addition to providing psychiatric and psychotherapy services, schools ought to improve interaction. [17]. The school creates mental health initiatives that can avoid extreme anxiety and enhance pupils' positive moods [14]. Pupils who performed well academically were 0.362 times more likely to experience serious anxiety than those who did poorly. [18].

According to the study's findings, the majority of school children showed a moderate degree of despair. According to Alharbi et al. (2019), of the 1245 pupils, 325 (26.0%) had moderate depression, 423 (34%) had serious depression, 306 (24.6%) had slight depression, 129 (10.4%) had moderately severe depression, and 62 (5.0%) had no depression. The moderate level of depression was linked to significant amounts of stress, as indicated to the researchers [19]. Additionally, the degree of depression among pupils is revealed by the findings of Baviskar et al. (2013). Of the 360 pupils, 6 (1.7%) have deep depression, 36 (10%) have serious depression, 150 (41.7%) have moderate depression, and 81 (22.5%) have light depression because their schools do not meet international requirements [20]. Additionally, the youngster experiences stress because the school atmosphere does not meet international norms. More than two-fifths (44.2%) of high school pupils had depression, according to a study by Bhattarai et al. (2020) [21]. In a cross-sectional study, 2,927 urban elementary school adolescents (ages 13 to 17) were evaluated for psychological issues based on their demographics using a standardized depression checklist. Female participants with mild, severe, and extremely severe depression made up the bulk. According to a logistic regression



model, individuals who were Chinese or had lower mean grades were three times more likely to experience depression [22]. There are no appreciable variations in each level the pupil's anxiety level, according to the results of the observation. Additionally, because anxiety is more prevalent as people age, the study participants in the same age groups According to Negriff and Dorn (2009), anxiety symptoms vary across teenagers, but anxiety is usually linked to adolescence [23]. The anxiety levels of pupils varied significantly depending on their gender ( $p=0.022$ ). This is consistent with research, which found that among 1012 teenagers, the prevalence of severe anxiety was significantly greater in females than in males [24]. There is currently no significant correlation ( $p=0.334$ ) between anxiety level and study grade. Due to the proximity of the school phases, kids experience the same degree of anxiety because they share the same knowledge, thoughts, and demands. According to Aydin (2019), there were no variations in anxiety levels between pupils in comparable research grade [25].

The results showed non-significant variations in depression levels. These results are consistent with those of Ekinci (2018), who reported that there was no significant difference in the students' age-related depression levels ( $p>0.05$ ) [26]. The study found no significant correlation between age and the median level of depression. According to this study, there is no discernible change for pupils, which is consistent with Karakaya et al. (2006). According to the gender parameter, there were no discernible variations in the depression levels of the pupils ( $p=0.658$ ) [27]. According to the study, there are no appreciable variations in depression among middle school students. These findings support those of Quiroga et al. (2012), who found no statistically significant variations in students' mean levels of depression. However, the chance of dropping out of school increased by 2.75 times when depression was present [28]. According to Freiburger (2015), pupils with the same level do not differ in their depression ratings based on their grade of study [29]. Additionally, Alharbi et al. (2019) found no statistically significant variations in students' levels of depression between study phases ( $p=0.543$ ) [30].

## **Conclusions**

The Female adolescent school student expressed result reveals that because to lack schools mental health programs, and level of anxiety difference between students gender ,therefor present a high level of anxiety and moderate level of depression of data . recommended to doing provider professional counselor to prevent mental disorders for students by educated parent about more aware of the mental status of their children .

## **Ethical consideration**



It was obtained in protocols of study were approved under the Education Directorate, Iraq and conduct of according approved guidelines

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