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From the Desk of the Chief Editor

How difficult/easy it would be for affiliated colleges to become autonomous colleges

NEP 2020 envisions that every college would develop into either an autonomous degree-granting college, or a constituent college of a university. Overall culture of empowerment and autonomy to innovate will be fostered by gradually phasing out the system of 'affiliated colleges' over a period of 15 years through a system of graded autonomy. All colleges currently affiliated to a university shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges. Thus, over a period of fifteen years, there will be only 2 types of colleges: autonomous degree-granting colleges and constituent colleges of universities.

There are 45,473 colleges registered in AISHE portal and the number of affiliated colleges under different types of universities is 44,185 (AISHE Final Report 2021-2022) which constitutes the large majority. On the other hand, the number of approved autonomous colleges is only 979 which are under 122 universities spread in 25 states as on 12.06.2023 (UGC website).

The big task lying ahead of the country's higher education is to upgrade all these affiliated colleges to large multidisciplinary autonomous degree granting colleges or at least to constituent colleges. According to the UGC (Conferment of Autonomous Status upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) Regulations, 2018; getting the status of autonomy was not easy for colleges and large majority of affiliated colleges in the country did not even think of applying for the status. To fulfill the mandate of NEP 2020 on this matter, the UGC has brought out the UGC (Conferment of Autonomous Status upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) Regulations, 2023 notified in the Gazette of lndia on 3rd April, 2023 in supersession of the Regulations, 2018.

The Regulations, 2023 provide for a simplified and transparent mechanism for conferment of Autonomous Status to Colleges. While the simple eligibility criteria like the requirements of being under Section 2(f) of the UGC Act and having at least 10 years of existence remain the same, the difficult criteria relating to NAAC or NBA accreditation have been made easier. While the Regulations 2018 mandate colleges to have accreditation by either NAAC with minimum 'A' Grade or by NBA for at least three programme(s) with a minimum score of 675 individually or a corresponding accreditation grade/score from a UGC empanelled accreditation agency, the Regulations 2023 do not insist on these. Simply getting accreditation from the concerned accreditation agency is enough to become eligible for autonomous status.

Further, the Regulations 2023 provide for exemption of a college from the requirements of having at least 10 years of existence and accreditation by concerned accreditation agency, if it offers programmes in any of the following focus areas:

1) unique discipline(s), e.g., special education, Indian knowledge system, yoga, defence studies
2) addressing the strategic needs of the country
3) engaged in the preservation of Indian cultural heritage
4) preservation of the environment
5) dedicated to Skill Development, Sports, languages
6) any other discipline(s)/ field(s) so determined by the UGC.

Thus, looking into the new Regulations 2023, it appears that becoming autonomous college will not be difficult for an affiliated or a constituent college. This is the outcome of the UGC's continued efforts to implement the recommendations of NEP 2020 with regard to transformation of colleges (affiliated and constituent) into autonomous colleges. However, in the process of the transformation, the UGC Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions, 2022 need to be consulted and implemented. A College fulfilling the eligibility, intending to become autonomous, may submit the application on the UGC portal anytime during the year.

Lalhmasai Chuaungo
Chief Editor

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Attitude towards Computer among Higher Secondary School Students in West Siang District of Arunachal Pradesh

Monisha Ado*
H.Malsawmi**

Abstract

The present study attempts to find out the attitude of higher secondary school students towards computer in West Siang District of Arunachal Pradesh. It was found that most of the students had neutral attitude towards computers. It was also found that students who were regular users of computers had more favourable attitudes towards computers compared to students who were not regular users; that students who used computers at home had more optimistic attitudes towards computers compared to students who never used computers at home; that students who spent more than three hours a week using computers had a more positive attitudes towards computers compared to those who spent less than three hours a week.

Key word: Attitude, Computer, Higher secondary, Arunachal Pradesh

In the digital age, computers have become essential tools in our daily lives. The use of computers has become increasingly important in higher secondary education, as it provides a means for students to access information, collaborate with peers, and engage in various learning activities.

As computers and technological applications spread more widely, many started to think about how essential it would be to have basic knowledge of computers. Many schools made the decision to buy computers in response to the growing government awareness of the importance of computer literacy.

Attitude towards computers refers to an individual's overall feelings or opinions about computers. Positive attitudes towards computers may lead to greater interest

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and engagement in computer-related tasks, while negative attitudes may result in disengagement and avoidance of computer-related tasks (Davis, 1989).

According to Smith, Caputi and Rawstorne(2000), the term "computer attitude" refers to an individual's evaluation of, or overall distaste for, computers and computer use.

Tamer and Halim (2013) found that 'A Positive attitude can accelerate learning, student achievement, and improve program effectiveness and negative attitudes hamper accelerated learning, student achievement, and teacher improvement as well as program effectiveness.

Whitrow (1999), indicated that students' perceptions of computers had a significant impact on their interest in learning about them, enrolling in classes on them, and ultimately choosing a career path that involves some aspect of computing.

Students' attitudes towards computers are affected by their familiarity and ease with the technology, as indicated by Levine and Donitsa-Schmidt in 1995.

Overall, attitude towards computers are important factors that can affect the performance and engagement of higher secondary school students in computer-related tasks. By understanding the factors that influence these concepts and implementing strategies to improve them, educators can help students become more confident and effective users of computers in their academic and professional lives.

Rationale of the study:

In today's digital age, where computers are omnipresent in nearly every aspect of life, understanding how students perceive and interact with these technological tools is essential. Students' attitudes towards computers can greatly influence their engagement and performance in academic settings. Positive attitudes can lead to higher motivation, increased participation, and enhanced learning outcomes. Conversely, negative attitudes or apprehensions about technology can hinder a student's educational experience. Therefore, studying students' attitudes can help educators tailor their teaching methods and curricula to better align with students' preferences, ultimately improving the quality of education. Another important rationale is that these attitudes play a pivotal role in shaping students' future prospects. In a world where digital skills are in high demand, a positive attitude toward computers can be a valuable asset. It can pave the way for successful integration into the workforce, as many careers and industries now require digital proficiency. This makes it vital to study students' attitude towards computers, as it can provide one with informed decisions about educational and vocational pathways. Furthermore, understanding students' attitudes toward

computers is crucial for shaping technology-related policies and initiatives in educational institutions. It can help in allocating resources for computer education, determining the need for technology-related support, and developing strategies to bridge the digital divide among students with differing attitudes and access to technology.

Objectives of the study:

1. To find out attitude towards computers among higher secondary school students in West Siang District of Arunachal Pradesh.
2. To compare the attitude towards computers among higher secondary students based on their computer usage.
3. To compare the attitude towards computer among higher secondary students based on their computer usage at home.
4. To compare the attitude towards computers among higher secondary students based on their weekly computer usage.

Null Hypotheses:

1. There is no significant difference in the attitude towards computers among higher secondary students based on their computer usage
2. There is no significant difference in the attitude towards computers among higher secondary students based on their computer usage at home
3. There is no significant difference in the attitude towards computers among higher secondary students based ontheir weekly computer usage

Methodology:

The descriptive survey method is a research approach that involves collecting data to provide a comprehensive description of a particular phenomenon or subject of interest. The present research also employs the descriptive survey method as it seeks to find out the attitude of higher secondary students towards computers and to compare them based on different variables.

Population and samples:

The population includes all higher secondary students in West Siang District of Arunachal Pradesh and the sample consists of 231 students with 118 male and 113 female students.

Tools employed:

For collecting data, the investigator employed the Computer Attitude Scale (2009) developed by Khatoon and Sharma.

Analysis and interpretation of findings

Analysis and interpretation of the present findings are done in accordance with the objectives stated as follows:

Objective 1: To find out attitude towards computers among higher secondary school students in West Siang District of Arunachal Pradesh

The following table shows the number and percentages of higher secondary students' level of attitude towards computer.

Table No.1

Table No.1 Attitude of higher secondary school students towards computer (N=231)

Attitude	No. of students	Percentages
Favourable attitude	40	17.32%
Neutral attitude	153	66.23%
Unfavourable attitude	38	16.45%

From table 1, we can see that majority (66.23%) of higher secondary students had neutral attitude towards computers. Students having favourable attitude (17.32%) are slightly more than students who had unfavourable attitude (16.45%) towards computer.

Objective – 2: To compare the attitude towards computers among higher secondary students based on their computer usage.

Attitude towards computer were compared between students who used computer (user) and students who never used computer (non-user). For this, the mean and standard deviation of the two groups were calculated and the mean difference was tested by applying 't' test and the details are presented in the following table - 2

Table – 2

Attitude towards computer between computer user students and computer non-user students

Groups	N	Mean	SD	MD	t- value	Sig level
Computer user	150	75.59	7.375	3.537	3.615	0.01
Computer non-user	81	72.05	6.548			

Table No - 2 shows that the 't' value for the significance of difference between computer user students and non-user students is 3.615. Since the calculated 't' value is greater than the criterion 't' value, therefore, it can be concluded that there is a significant difference in the attitude towards computer between computer user students and non-user students. Therefore, the null hypothesis No. 1 that assumes that there is no significant difference in the attitude towards computers among higher secondary students based on their computer usage is rejected, since the two groups differed significantly at .01 level of confidence. A comparison of their mean scores show that this difference is in favour of the computer user students, as their mean score is found to be higher than non-user students. The result shows that computer user students have more favourable attitudes towards computer than the computer non-user students.

Objective – 3: To compare the attitude towards computer among higher secondary students based on their computer usage at home.

Attitude towards computers were compared between students who used computer at home and students who do not use computer at home. For this, the mean and standard deviation of the two groups were calculated and the mean difference was tested by applying 't' test and the details are presented in the following table - 3

Table – 3

Attitude towards computer between computer user at home and computer non-user at home

Groups	N	Mean	SD	MD	t- value	Sig level
User at home	98	75.76	8.133	2.447	2.466	0.05
Non-user at home	133	73.31	6.419			

Table No - 3 reveals that the 't' value for the significance of difference between computer user at home and non-user at home is 2.466. Since the calculated 't' value is greater than the criterion 't' value at .05 level, therefore, it can be concluded that there is a significant difference in the attitude towards computer between user at home and

non-user at home. Therefore, the null hypothesis No. 2 that assumes there is no significant difference in the attitude towards computers among higher secondary students based on their computer usage at home is rejected, since the two groups differed significantly at .05 level of confidence. A comparison of their mean score shows that this difference is in favour of the user at home, as their mean score is found to be higher than the non-user at home. The result shows that students who used computer at home have more favourable attitudes towards computer compared to those students who do not use computer at home.

Objective – 4: To compare the attitude towards computers among higher secondary students based on their weekly computer usage.

Attitude towards computers were also compared between students who spends less than three hours a week using computer and those students who spends more than three hours a week using computer. For this, the mean and standard deviation of the two groups were calculated and the mean difference was tested by applying 't' test and the details are presented in the following table – 4

Table – 4

Attitude towards computer between students with shorter computer usage per week and students with longer computer usage per week.

Groups	N	Mean	SD	MD	t- value	Sig level
User for shorter hours a week	179	73.77	6.777	2.556	2.248	0.05
User for longer hours a week	52	76.33	8.579			

Looking at Table No – 4, one can see that the 't' value for the significance of difference in the attitude towards computer between students who dedicate less than three hours a week using computers and those who allocate more than three hours a week using computers is 2.248. Since the calculated 't' value is greater than the criterion 't' value, therefore, it can be concluded that there is a significant difference in the attitude towards computers between students with shorter computer usage and students with longer computer usage per week. Therefore, the null hypothesis No. 3 that assumes that there no significant differences difference in the attitude towards computers among higher secondary students based on their weekly computer usage is rejected, since the two groups differed significantly at .05 level of confidence. A comparison of their mean score shows that this difference is in favour of the students with longer computer usage per week, as their mean score is found to be higher than students with shorter

computer usage per week. The result shows that students who spend more than three hours a week using computer have higher attitude towards computers compared to students who spends less than three hours a week using computers.

Discussions on the findings of the present study:

1. It was found that majority (66.23%) of higher secondary students had a neutral attitude towards computers.A likely reason for the majority of higher secondary students having a neutral attitude towards computers could be a lack of exposure to or limited experience with computers. Many students might not have had sufficient opportunities to explore and engage with computers in ways that would lead to strongly positive or negative attitudes. In educational settings, computer usage and digital literacy programs may vary, and not all students may have access to computers at home. As a result, their interactions with computers might be limited to basic tasks or school-related activities, which may not be extensive enough to generate strong opinions. Also, some students may not have encountered specific computer applications or experiences that deeply resonate with their interests or needs. A neutral attitude may stem from a lack of exposure to the full range of computer applications and their potential benefits, leaving students in a position of neutrality due to a lack of strong positive or negative experiences.
2. The study also found that computer user students have a more favourable attitude towards computer than the computer non-user students. There can be many reasons for this finding. Computer users have practical, hands-on experience with computers, which allows them to explore various applications, software, and digital resources. This familiarity often leads to a positive attitude as they realize the practical benefits and versatility of computers. They also tend to have higher levels of digital literacy and are more adept at using digital tools, which can lead to increased confidence and comfort with technology. Students who use computers for educational purposes or skill development recognize the advantages of technology in achieving their goals, leading to a more favorable attitude.
3. The present research also found that students who use computers at home have a more favourable attitude towards computers compared to those students who do not use computers at home. The basis for such finding could be that students who have access to computers at home are exposed to technology on a regular basis. This exposure allows them to become more familiar with computers, besides, students who use computers at home have the opportunity to engage in hands-on learning. They can explore various applications, conduct research, and complete assignments, which can contribute to a favorable attitude as they see the practical benefits of computer use. Also, computers are essential for

communication and social interaction, especially through email, social media, and video conferencing. Students who use computers at home may have a more favorable attitude because of the connectivity and social opportunities they offer.

4. The result of the present study also shows that students who spend more than three hours a week using computer have higher attitude towards computers compared to students who spends less than three hours a week using computers. Some of the reason for this finding could be because spending more time using a computer allows students to gain a higher level of proficiency in computer-related tasks and software applications. This increased competence could lead to a more positive attitude as they feel more capable and in control. Moreover, spending more time on computers allows students to access educational resources, conduct in-depth research, and complete assignments more effectively which could have contributed to a positive attitude.

Suggestions for improving students' attitude towards computers:

1. Integrate technology and computers into the educational curriculum. Use interactive learning software, online resources, and digital assignments to make learning with computers engaging and relevant.
2. Implement digital literacy programs that teach students essential computer skills, such as using software, navigating the internet, and understanding digital safety and ethics.
3. Encourage practical, hands-on activities that allow students to explore computers and technology. Projects, coding exercises, and creative assignments can make computer use more enjoyable.
4. Showcase successful individuals who have advantageously used computer skills in their careers. Guest speakers or role models can inspire students to see the practical benefits of computer proficiency.
5. Be aware that students have different interests and learning styles. Offer choices in computer-related activities and assignments to cater to diverse preferences.
6. Promote collaborative projects and activities that require students to work together using computers. Collaborative learning can foster a sense of community and shared enthusiasm for technology.
7. Encourage students to use computers for creative expression, such as digital storytelling, multimedia presentations, or art projects. These activities can make computer use more enjoyable and fulfilling.

8. Highlight the real-world relevance of computer skills. Discuss how digital literacy and technology proficiency are crucial for future career opportunities and personal development.
9. Acknowledge and celebrate students' achievements and efforts in computer-related tasks. Positive reinforcement can boost confidence and encourage a more favorable attitude.
10. Educate students about responsible and ethical computer use. Teaching digital citizenship and online safety can instill a sense of responsibility and good attitudes towards technology.

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General Anxiety Disorder and Co-morbidity with Depression

V.L. Biaknungi*

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Abstract

Generalized Anxiety Disorder (GAD) and Major Depressive Disorder have been known as having a high rate of co-morbidity, ranging from 40% to 98% in treatment studies. Models have been put forth to explain this high rate of co-morbidity due to various factors such as family, environment, personality, physical health and gene factors. The present study examined the level of GAD, co-morbidity with Depression, and gender difference in generalized anxiety disorder and depression; it employed the Patient Health Questionnaire (PHQ-9-Depression Severity Scale, Spitzer, et al., 1999) on 100 patients with GAD diagnosed admitted in Hospital and 100 normal people not having GAD but shared demographic variables (sex, age, etc.) with an equal number of male and female. Results highlighted the positive relationship between levels of anxiety and depression. Results evinced the need for psychological care for a person living with GAD as their burden was coupled with depression.

Keywords: Anxiety, depression, comorbidity, environment, personality.

Introduction: Generalized Anxiety Disorder (GAD) is defined as excessive anxiety and worry (apprehensive expectation), occurring more days than not for at least 6 months, about a number of events or activities (APA, 2013). In generalized anxiety disorder, the anxiety, worry, or physical symptoms cause clinically significant distress or impairment in social, occupational, or other important areas of functioning. GAD is characterized by worries about possible negative outcomes in the future (Dugas, Gagnon, Ladouceur, & Freeston,1998b).

Depression has been distinguished from anxiety by the experience of loss of pleasure, thoughts of personal loss and failure, and dysphoric mood (Clark, Beck, &

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Beck, 1994), while anxiety has been distinguished by threat-related thoughts, subjective anxiety, worry, and tension (Clark et al., 1994). Depression (major depressive disorder) is extreme sadness can lasts more than days and interferes daily activities with physical symptoms (APA, 2013). It may cause the individual clinically significant distress or impairment in social, occupational, or other important areas of functioning; and the symptoms must also not be a result of substance abuse or another medical condition (Truschel, 2020).

GAD had a combined lifetime prevalence of 3.7% (0.1%), 12-month prevalence of 1.8% (0.1%), and 30-day prevalence of 0.8% (APA, 2013). Prevalence estimates varied widely across countries, with lifetime prevalence highest in high-income countries (5.0%), lower in middle-income countries (2.8%), and lowest in low-income countries (1.6%). Generalized anxiety disorder typically begins in adulthood and persists over time, although onset is later and clinical course is more persistent in lower-income countries. Lifetime co-morbidity is high, about 81.9%, particularly with mood at 63.0% (Ruscio, Hallion, Lim, Aguilar-Gaxiola, Al-Hamzawi, Alonso, Jordi, Andrade, Borges, Bromet, Bunting, Caldas de Almeida, Florescu, Girolamo, Gureje, Haro, & Yanling, 2017).

Women are 2-3 times more likely than men to meet lifetime criteria for Generalized Anxiety Disorder (GAD); having more somatic complaints, fatigue and muscle tension than men; the lifetime prevalence rate of Generalized Anxiety Disorder is between 5% and 6% in which women were reported to have an increased rate of GAD in comparison to men. GAD is reported as the second most common psychiatric disorder after depression in a primary setting. In GAD, around 90% of the individuals have comorbid psychiatric illness in which mood disorders is the most common lifetime comorbid disorders that the GAD patient acquired. GAD is also comorbid with other anxiety disorders like Panic Disorder and Social Anxiety Disorder (Jalnakpurkar, Pigott, & Allen,2018).

Studies have shown that there will be increased mental health problems when there is an outbreak of infectious diseases and that females will be more prone than males. Hou and colleagues (2020) investigated gender differences of depression and anxiety and explored the associated factors during the Covid-19 epidemic among Chinese social media users. They had recruited 3088 participants through social media in China. They conducted the study using the socio-demographic variables, COVID-19 epidemic-related questions, the 2-item Patient Health Questionnaire (PHQ-2), and the 2-item Generalized Anxiety Disorder Scale (GAD-2), the Chinese version of the 10-item Connor-Davidson Resilience Scale. The study revealed that the total prevalence of depression and anxiety was 14.14%and 13.25% respectively. Females were

experiencing more severe stress and anxiety symptoms, while males showed better resilience to stress.

The study provided that in 37% of depression cases, Anxiety began before or concurrently; whereas in 32% of anxiety cases, depression began before or concurrently. 72% of lifetime anxiety cases had a history of depression, but 48% of lifetime depression cases had anxiety (Moffitt, Harrington, Caspi, Kim-Cohen, Golberg, Gregory & Poulton, 2007).

Generalized anxiety disorder has high rates of comorbidity such as major depressive disorder and dysthymia. In the study of the comorbidity of Generalized anxiety disorder, evidence shows that generalized anxiety disorder and major depressive disorder have a shared genetic diathesis (Noyes & Russell 2001), females are more likely than males to experience an anxiety disorder (Yonkers & Gurguis, 1995), the prevalence rates were also higher in women than men for each anxiety disorder examined, including generalized anxiety disorder (Kessler, Mc Gonagle, Zhao, Nelson, Hughes, Eshleman, Wittchen & Kendler, 1994) and a previous investigation found its association with depression (Lewinsohn, Roberts, Seeley, Rohde, Gotlib & Hops, 1994).

Generalized Anxiety Disorder (GAD) is a highly prevalent and frequently comorbid diagnosis with Depression as a majority of individuals with MDD report a lifetime history of one or more anxiety disorders (Fava, et al., 2000; Kessler, et al., 1996). GAD in particular is highly comorbid, with 60–70% having a lifetime history of MDD (Carter et al., 2001). MDD and GAD are accompanied by overlapping, perhaps indistinguishable genetic liabilities (Hettema, Neale, Myers, Prescott & Kendler 2006), and several shared symptoms such as fatigue, difficulty concentrating, sleep disturbance, and agitation (Zimmerman & Chelminski, 2003). Across all psychiatric disorders, comorbidity is the rule, which is the case for anxiety and depressive disorders, as well as their symptoms. Concerning major depression, a worldwide survey reported that 45.7% of individuals with lifetime major depressive disorder had a lifetime history of one or more anxiety disorders.

Anxiety and depressive disorders are among the most common psychiatric illnesses; they are highly comorbid with each other, and together they are considered to belong to the broader category of internalizing disorders. Based on statistics from the Substance Abuse and Mental Health Services Administration, the 12-month prevalence of major depressive disorder in 2017 was estimated to be 7.1% for adults and 13.3% for adolescents (Kalin, 2020). Data for anxiety disorders are less current, but in 2001–2003, their 12-month prevalence was estimated to be 19.1% in adults, and 2001–2004 data estimated that the lifetime prevalence in adolescents was 31.9% (NIMH). Both anxiety and depressive disorders are more prevalent in women, with an

approximate 2:1 ratio compared with men during women's reproductive years (Kalin, 2020).

Across all psychiatric disorders, a worldwide survey reported that 45.7% of individuals with lifetime major depressive disorder had a lifetime history of one or more anxiety disorders (Kessler et al., 2015), commonly coexist during the same time frame; 41.6% of individuals with major depression also had one or more anxiety disorder over the same; and anxiety disorders, the lifetime comorbidity with depression is estimated to range from 20% to 70% (Dunner, 2001), that 53% of the patients with major depression had significant anxiety (Hettema et al 2006); and depression measure explained 44% of the variance in anxiety measures (Menza, Doreen, Robertson-Hoffman & Bonapace 1993).

Objectives:

Much research has been done on anxiety but comorbidity is underestimated, and they are not yet done in the targeted population of the study. On these counts, to meet the research gap, the present study framed the following objectives:

1) To determine gender differences in GAD and depression among the samples.
2) To determine illness differences in GAD and depression among the samples.
3) To examine the relationship between GAD and Depression.
4) To study any prediction of Depression on GAD.

Hypothesis

To meet the objectives framed for the present study, the following hypotheses were outlined, as follow:

1) Females will have a higher GAD and Depression than male samples among the participants.
2) Patients with GAD will have higher depression than patients without GAD.
3) GAD and Depression will have a significant positive relationship.
4) A significant prediction of depression on GAD was expected.

Methodology

The methodology followed in the study is presented below:

Sample: 200 samples consisting of two groups comprised of 100 patients with GAD diagnosed admitted to the Psychiatric Ward, Government Hospital located in Aizawl, and 100 normal persons not having GAD were selected from the same hospital where the representatives of the patients with GAD were drawn, both groups shared

demographic variables (sex, age, etc.) with an equal number of males and females, the age range was 25 to 50 years of age. Equal gender representation in both patients with GAD and Patients without GAD was there for comparison. Sample were selected as far as possible using random sampling procedure.

Tools used: *The study used the following tools for psychological evaluation of the study-*

1) The socio-demographic profiles: *constructed by the researcher (Biaknungi, 2021), and consists of the general profiles including age, gender, address, type of illness, onset time of illness, any other illness with onset, treatment history, etc to tap the subject's information which can be utilized for cross-checking of the true representation of the sample and to get any further relevant information.*
2) Patient Health Questionnaire (PHQ-9: *Spitzer, et al., 1999): It is a diagnostic instrument for common mental disorders, which scores each of the 9 DSM-IV criteria as "0" (not at all) to "3" (nearly every day), contained nine-items and having Cronbach's alpha of 0.89 among primary care patients. It is one of the most validated tools in mental health and can be a powerful tool to assist clinicians in diagnosing depression and monitoring treatment response.*
3) The Generalized Anxiety Disorder Assessment (*GAD-7: Spitzer et al., 2006*) *which measures the generalized anxiety disorder across various settings and populations, it has excellent internal consistency, scored on a four-point Likert scale (0–3) with total scores ranging from 0 to 21 with higher scores reflecting greater anxiety severity.*
4) Informed Consent Form (Biaknungi, 2022) *It was constructed by the researcher to get written consent from the sample after making them understand the purpose, activities to be done, duration of time, voluntary participation, etc.*

Research Design: The design of the present study was a 2 x 2 factorial design which represents 2 illnesses (patients with GAD and Patients without GAD) and 2 genders (male and female) for comparing on GAD and Depression.

Procedures: The researcher prepared a specific proforma for collecting demographic details of participants used for the present study, selected through the multi-stage sampling procedures Firstly patients with GAD were selected from the registered patients of the Psychiatric ward of the Government hospital in Aizawl. Secondly, patients without GAD were selected from the patients admitted to the government hospital in Mizoram with equal representation of males and females and also equally matched with the patients with GAD, and the selection was done following a random sampling procedure as far as possible. Then, the administration of the psychological scales and

interviews was conducted by strictly following APA research ethics (2000, 2016) and the prescribed manual of the tests; all doubts were clarified, and confidentiality was assured to be maintained.

Results: The raw data was checked for missing entries and outliers, then again checked for applicability of the selected scales on normality, linearity, homogeneity and reliability. The scales were found trustworthy for use in the target population (á =.89; .83), Skewness and kurtosis showed normality range from -1.02 to .51, and homogeneity was found (Levene's Test ='00; .00) significant for both scales which evinced that the parametric statistics may be used for analysis. Pearson's correlation revealed the correlation between Gad and depression was a Positive significant relationship (á =.89**). Two-way ANOVA results revealed the significant effect of gender on depression (45%) and GAD (9%), with depression prediction on anxiety (28%).

Table: showing Mean, SD, kurtosis, skewness, reliability, homogeneity, correlation and ANOVA on Depression and GAD for the sample.

Illness	Gender	Depression				GAD			
		Mean	SD	kurtosis	skewness	mean	SD	kurtosis	Skewness
GAD Patients	Female GAD	27.3	2.93	-0.83	-0.22	6.85	2.86	-0.36	0.49
	Male GAD	22.26	2.89	-0.49	-0.13	6.71	2.67	-0.11	0.48
Non-GAD patients	Female Non-GAD	20.5	2.67	0.07	-0.15	5.55	2.07	-0.16	0.37
	Male Non-GAD	15.56	2.47	-0.49	0.51	4.84	1.93	0.43	0.48
Total female scored		24,78				6.78			
Total Male scored		18.03				5.2			
Total score GAD patients		23.9				6.2			
Total Non-GAD patients		18.91				5.17			
Reliability		0.89				0.83			
Homogeneity (Brown Forsythe)		0				0			
Pearson's Correlation between depression and GAD						r=.26**			
GAD prediction on Depression (simple regression)						F=. 29.14**; R^2=.09			
ANOVA	Gender	F=332; eta sq= 45**				F=42.81; eta sq=.09**			
	Illness	F=131.82; eta sq= 28**				F=25; eta sq=.000 NS			

Discussion: The results illustrated that females scored higher than males, and patients with GAD scored higher than non-GAD patients on anxiety and depression which invites to accept the first hypothesis and second hypotheses; it has conformation findings from earlier research that females are more likely than males to experience an anxiety disorder (Yonkers & Gurguis, 1995). Pearson's correlation revealed the correlation between Gad and depression was a positive significant relationship (α=.89**) which

supports the third hypothesis and consistent finding with the earlier research that individuals with lifetime major depressive disorder had a lifetime history of one or more anxiety disorder (Kessler et al., 2015). Two-way ANOVA results revealed the significant effect of gender on depression and GAD, with depression prediction on anxiety which provided reasons to accept the third and fourth synopsis and also supported by earlier findings that patients with major depression had significant anxiety (Hettema et al., 2006) and depression explained 44% of anxiety (Menza et al., 1993).

Limitations: Participants may not represent the wider population being a small size sample and one type of mental illness. A larger sample size that would look at more types of illness would be preferable. Furthermore, no validation studies had been conducted on the selected scales.

Implications: This work provides a new evaluating approach to anxiety and depression, and contributes to understanding their relationship and predictors. The scales may inspire further simple evaluation of GAD and depression measurement, which could be beneficial for prevention and intervention.

Suggestion: Based on the findings, it was suggested that GAD and Depression are highly prevalent and need more research with bigger samples looking at the causes and their implications in the targeted population for framing prevention and intervention

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Declaration: The study is an extract of a part of the thesis of Ms Biaknungi, V.L, Department of Clinical Psychology, Mizoram University which has never been published before in any form of publication.

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Attention Control among Internet Users: A Comparative Study between Internet Users and Non-Users

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Abstract

The study studied Inattention and Attention Control among heavy Internet Users by comparing Internet Users and non-users of Mizo Adolescents. 100 adolescents, heavy Internet users and 100 non-users having well-matched demographic variables from Mizoram, ages ranging between 16 to 24 years of age, were selected by multi-stage random sampling to serve as sample. The study used the Internet Addiction Test (IAT)/ Kimberly S. Young (1998) and the Attentional Control Scale (ACS; Derryberry & Reed, 2002) for the collection of data. Results revealed that internet-heavy users showed lower attention and higher in-attention control than non-Internet users among the samples. The attention and inattention control had a negative relationship. The results suggested the need of psychological care for heavy internet users as it destroys attention span.

Keywords: attention, inattention, internet user, adolescent

Introduction : With the advancement of the Internet and digital technologies, society is becoming more linked. In 1969, the first version of the Net was created and interconnected 15 academic institutions, including Stanford University and the University of California, Los Angeles (Wu, 2017). People are rapidly adopting information and communications technology (ICT) to exchange ideas, connect with one another, buy things, and acquire data from internet sources due to the rapid growth and pervasiveness of ICT (Cheung et al., 2013; Wong et al., 2018). The widespread usage of the internet by the younger generation is having negative impacts on their ability to perform in social, intellectual, and psychological domains. Web users, especially students, engage in a wide range of online activities that could cause them to neglect their crucial daily duties. Digital gadgets like computers, tablets, and smart

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phones are great tools in academic settings that improve the level of instruction and learning in the classrooms (Chen et al., 2014; Aagaard, 2015), but they can cause disruptions amongst class-going students (Akbulut et al., 2017; Seemiller, 2017; Wu et al., 2018). About one-third (35.3%) of Americans, post - secondary students were taking at least one remote learning course as of 2018, with 16.6% enrolling only in online courses (Distance Learning, 2019).

The World Health Organization announced a pandemic in March 2020 after the outbreak of a virus known as coronavirus disease 2019 (COVID-19) spread from Wuhan, China, by December 2019 (Ghebreyesus, 2020). Since then, it has resulted in a significant disruption to American higher education. Well over 1,100 schools and universities across all fifty states have already switched to online classes or cancelled on-campus programs as of March 6, starting with the University of Washington (Smalley, 2020). Similar issues were detected in India across different states including Mizoram. Unless a viable vaccine could be produced and made available to medical experts, it is realistic to assume that a significant number of educational institutes will remain in operation exclusively online in order to safeguard students and staffs. Regardless of the knowledge of how widespread COVID-19 is in the community as a whole, the Centers for Disease Control and Prevention (CDC) expressly advises online classes in the presence of even one reported case on campuses (Interim Guidance for Administrators of US Institutions of Higher Education, 2020). If a student hasn't ever taken a distance learning course before, it may be difficult for them to jump to one suddenly. Students might not have access to household amenities that support productive study routines, like a quiet space away from outside interruptions. An increase in members of the family who work from home or are unemployed might make this situation worse (Brynjolfsson et al., 2020). Students must deal with their own digital device habit in addition to disruptions from members of the family when studying at home without such guidance of professors to assist them to stay on track. Self-discipline is essential for success at college since students are often going through a critical phase of learning and development and are no more underneath the harsh control or monitoring of their parents or lecturers at school. The Online world has almost permeated every element of modern living and is distinguished by its involvement, promptness, popularity, and openness. As a result, young people and students' scholastic and life choices are significantly influenced by the Internet. Today's digital systems' promise of fast communication has resulted in digital temptations that harm work efficiency and undermine organizational discipline (Rigby, 2006; PR Newswire, 2013). The socio-economic growth of a nation depends in large part on its educational system, which must be functional and productive in order to meet the objectives set forth in the resources available (Cornali, 2012).

Internet Addiction

Kimberly Young (1996) reported the first account of a patient exhibiting signs of Internet addiction although it is still debatable as to the degree that the Internet serves as a centre for addiction or encourages addictive behaviour. Internet-gaming disorder, one particular type of Internet addiction, has previously been added to section III of the Diagnostic and Statistical Manual (DSM-5) (APA, 2013), emphasizing that it is most likely that this disorder has clinical implications though additional studies are required to guarantee its clinical significance and the precise phenomenology. Kimberly Young, PhD, made the initial suggestion for Text Revision in her groundbreaking 1996 work when she realised the concept that problematic computer use fulfills the criteria for an addiction and suggested that it should be added in the Diagnostic and Statistical Manual of Mental Disorders (DSM), 4th edition, when it is revised. The term internet addiction, problematic internet use and internet use disorder has been used interchangeably used in previous researches and also in consistence with the nomenclature of the DSM-5 and the ICD-11, however, we will use the term 'problematic internet use' more except when it is more precise to use the term 'internet addiction'.

Internet use and cognitive failures

Previous investigation has identified mobile phone addiction as a primary cause of cognitive problems (Hadlington, 2015). Cognitive failures can be defined by a person's incapacity to carry out appropriate cognitive processes or to finish basic activities that they are typically capable of doing (Clark et al., 2012). An individual's psychological resources are finite, thus in order to prevent exhaustion of mental resources, one must pay continuous attention to the performance task for optimal outcomes, according to cognitive resource theory (Head & Helton, 2014). Cognitive failure could result from the exhaustion of mental resources (Head & Helton, 2014).

Review of literature:

A number of studies have found a link between both higher problematic mobile phone use and excessive internet use on self-reported cognitive failures in daily life. Problematic internet use is highly correlated to higher scores on the cognitive failures questionnaire alongside a similar strong positive correlation between cognitive failure and problematic mobile phone usage (Hadlington, 2015). Phubbing (using a mobile or device to ignore someone) has been linked to issues with attention shifting and distractibility, frequent attention lapses, unintentional and intentional mind wandering, and failures in cognition that were attention-related. Perceived daily attention failures are more strongly related to and capable of predicting phubbing behaviour than various

social and psychological traits (Sansevere & Ward, 2021). Also, high levels of smartphone addictions were found to be positively correlated with cognitive failures by both rumination and mindfulness, as demonstrated by structural equation modelling and multiple mediation analysis. The association between cognitive failures and cell phone addiction was somewhat moderated by rumination and mindfulness. Furthermore, low mindfulness was indicated by increased ruminating. The association between cell phone addiction and cognitive impairments was mediated successively by rumination and mindfulness practises (Zhang et al., 2021). Students with higher levels of internet use are more likely to experience cognitive failures, which can significantly impair their academic achievement (Ali & Nisa, 2013). Among high school students, internet addiction and online gaming is the main causes of attention deficiencies causing academic disruption (Yýlmaz et al., 2015). Problematic internet use is connected with depression, impulsiveness, cognitive failures, etc. Even low-level users reported less optimum efficiency (Devine, D et al., 2022).

Statement of the Problem

According to Crawford (2015),"Distractibility appears to show that we are sceptical on the topic of what is worth paying attention to; that is, what to value". According to the distraction hypothesis, distraction is caused by an inability to pay attention, a drop in interest in the main job or item, and/or a desire to focus on anything other than the object of attention. Distractions can also arise from both external (such as social media connections, music, texts, and phone calls) and internal (such as hunger, exhaustion, sickness, and daydreaming) (Union of International Associations, 2020). Students' motivation to learn has been discovered to be affected by psychological and social factors (Froiland, Oros, Smith, & Hirchert, 2012). As a result, it is possible that these psychological characteristics, rather than PIU itself, will play a part in influencing the impact of PIU on learning motivation. Given that it is uncertain if PIU affects learning motivation directly or indirectly, a secondary goal of the study was to explore the relationship between PIU and learning motivation is mediated by psycho-social states.

Since the widespread use of digital technology, its impact on users' cognitive processes has received little attention, and only a few researches have been undertaken on the topic. Despite the data suggesting a potential relationship between internet use and a loss in attention during the day, it is still unclear which mechanism is to blame for this condition. Individuals with problematic internet use had increased impulse control issues, attention deficiency, and forgetfulness in their daily lives, according to a few researches. Since there have been a number of studies done on adolescents, there is significant neglect or lack of information regarding problematic internet use,

its predictors and its effects on young adults in Mizoram as youths have become more indulged on the Internet as we live in the era of smartphones and social media. Increased reports have been observed regarding attention, concentration and distraction issues during their academic lives. Therefore, this study will aim to elucidate the levels of problematic internet use among Mizoram college and University students and find out its effects on individual's attention problems during the day.

Objectives: The study set forth objectives based on the literature available as under:

1) To examine the applicability of *the Attentional Control Scale (Derryberry & Reed, 2002) in adolescent* samples in Aizawl.
2) To examine any significant difference in attention and in-attention control between *heavy Internet Users and non-users of Mizo Adolescents* samples.
3) To examine any significant relationship between attention and in-attention control variables.

Hypothesis: In relation to the objectives of the study the following hypotheses were framed for the present study:

1) The *Attentional Control Scale (Derryberry & Reed, 2002) will have applicability among the adolescent* samples in Aizawl.
2) It was expected that the heavy internet users would score lower in attention and higher score inattention control than *non-internet users of Mizo Adolescents* samples.
3) There will be a negative significant relationship between attention and inattention control variables.

Methodology

Sample- The sample of the study consisted of 200 participants. Efforts were made to equalize representations of male and female participants. The participants were University/College students studying in Mizoram. Multi-stage random sampling was employed to select the final samples. At first stage, Colleges were selected from the pool of different schools/colleges/University in Mizoram. Then, the stream was selected randomly and the invitations were sent to all the students of that stream through different possible mediums. Permission was taken from the authorities, informed consents were obtained from the participants.

Inclusion criteria:

1) Students (e"10years)
2) Students currently continuing education with adequate knowledge on English language.
3) Students who have access to the Internet.

Exclusion Criteria

For increased generalization of the study we have not taken any exclusion criteria.

Psychological tools used:

1) Internet Addiction Test (IAT2): Developed by Kimberly Young,1998).
2) Attentional control: switching (Carriere et al., 2013).
3) Socio-demographic profile (Lalduhsaka, E, 2022)
4) Informed Consent form (Lalduhsaka, E,2022)

***Design of the study*:** The study will be 2x2 factorial design which consists of 200 College students {100 males (50 Heavy internet users and 50 Non heavy internet users) and 100 Females (50 Heavy internet users and 50 Non heavy internet users)} samples

Ethics: We obtained written informed consent from all the participants clearly explaining the voluntary nature of participation, their anonymity, and their option to withdraw at any time without the need to give reasons was also explained. The study protocol was presented and ethical clearance was obtained from the Institute Human Ethics Committee of Mizoram University.

Results

The raw data was checked for missing details and outliers which can influence the results, then, further analysis was done to meet the objectives of the study; and presented sequentially as under:

Objective-1: To examine the applicability of *the Attentional Control Scale (ACS; Derryberry & Reed, 2002) adolescent* samples in Aizawl.

Table -1shows the Psychometric Properties of the attention and inattention control of the sub-scales of *the Attentional Control Scale (ACS; Derryberry & Reed, 2002)* for the targeted population.

Table-1: showed Mean, SD, Skewness, Kurtosis, reliability and homogeneity for the *heavy Internet Users and non-users*

Adolescents	Statistics	Dependent Variables	
		Attention	Inattention
Internet heavy users	Mean	16.14	13.16
	SD	2.48	2.27
	Kurtosis	0.91	0.75
	Skewness	-0.69	-0.92
Internet non-users	Mean	12.48	16.82
	SD	2.12	2.32
	Kurtosis	-0.88	0.77
	Skewness	0.89	0.83
Reliability (Alpha)		0.73	0.71
Test of Homogeneity of Variances		0.32	0.37

The results provided that skewness values and Kurtosis values were less than 1.0 (+/-) which conveyed that the data had a normality. Alpha Reliability result showed high reliability as attention (á= 73) and inattention (á = 71). Homogeneity of variance was also checked on attention (.32), and inattention (.37). The overall results showed the applicability of the tests in the targeted population and also highlighted the appropriateness of parametric statistics. The result accepted hypothesis no -1.

Furthermore, recent research on the relationship between media multitasking and task-switching abilities has been unclear (Alzahabi & Becker, 2013; Minear et al., 2013; Sanbonmatsu et al., 2013), the study explored the relationship between media multitasking and subjective judgements of task switching ability and self-reported distractibility. To address this, we incorporated a subjective report measure of attentional switching (AC-S; Carriere et al., 2013) and distractibility (AC-D; Carriere et al., 2013), both of which were based on modified versions of Derryberry and Reed's (2002) original attentional control scales. Participants on the attentional switching scale reacted to items such as ''After being stopped, I have a difficult time transferring my attention back to what I was doing before." High scores on this scale indicated that it was more difficult to shift attention between tasks. Participants on the distractibility measure replied to phrases such as ''while I am concentrating hard on something, I still get distracted by happenings around me," with higher scores indicating more feelings of distractibility. It should be noted that these scales are measures of perceived shifting and distractibility, not objectively measured skills (Alzahabi & Becker, 2013; Minear et al., 2013; Ophir et al., 2009).

Objective-2: To examine any significant difference in attention and inattention control between *heavy Internet Users and non-users of Mizo Adolescents* samples.

Table-2 showing the mean and significant difference (t-test) between Heavy and non heavy internet users.

Adolescent groups	Attention	Inattention
Heavy internet users	16.14	13.16
Non-heavy Internet users	12.48	16.82
Total	14.31	14.99
t-test (between heavy internet users and non heavy internet users)	21.94*	14.31*

The result in Table-2 displayed that Internet-heavy users scored higher than Non-Internet users on attention control (M=16.14; 12.48; t=21.94; p>.01) and inattention control (M=13.16; 16.82; t=14.31; p>.01) and Anxiety (M=18.18; 11.89; t=21.29; p>.01) at significant .01 level. The result has accepted hypothesis no -2. In a few studies, the use of a mobile phone has been linked to inattention. One possible reason for this link is that the brain is more susceptible to electromagnetic radiation from mobile phones than any other area of the body. Furthermore, people appear to participate in media multitasking because they believe they are well-equipped to do so (Sanbonmatsu et al., 2013) or because it meets particular emotional demands (Wang and Tchernev, 2012).

Objective-3: To examine any significant relationship between attention and inattention variables.

Table- 3: Showing the significant relationship between the dependent variables among the samples'

Dependent Variables	1	2
Attention	1	-.57**
Inattention		1

** significant at the 0.01 level (2 tailed)

The results showed a negative significant correlation between attention and inattention (r= -.57**) which accepted hypothesis no 3 of the study.

Conclusion: From the above results, we can conclude that the Psychometric Properties of the attention and inattention control of the sub-scales of *the Attentional Control Scale (ACS; Derryberry & Reed, 2002)* for the targeted population shows significance, and the obtained overall results showed the applicability of the tests in the targeted population and also highlighted the appropriateness of parametric statistics proving our first hypothesis. We also found that individuals who were exposed to higher levels of internet use reported frequent loss of attention control while performing activities during the day which was not reported by normal non-internet users proving our second hypothesis.

The reliability coefficients emerged to be strong indicating the dependability of the test scales for measurement purposes in the project population (Mizo). Pearson Correlation results show significant negative correlation between attention and inattention meaning when attention decreases, inattention will increase thus proving our third hypothesis.

Limitations

Although, the present study was intended and designed to be a systematic and an authentic research, the present study is not free from limitations. Possible limitation of the study is that since self-report questionnaires were used, participant's social desirability could have influenced their reporting. Another possible limitation of the study is that the study was conducted on middle school to university students, which raise some methodological issues concerning the external validity of the findings for the general population.

Suggestions for further research- It would be worthwhile to test the present findings of the study, generalizing to different groups of the same population and other populations. Further, extended studies by incorporating larger sample size and more repetitive measures of the psychological variables are desirable to be replicated in support of the findings.

Implications of research

The study will provide insight into the levels of problematic internet use and their negative effects among college and university students of Mizoram. The results obtained from this research will contribute to the growing literature of Internet addiction and its related consequences.

The study's findings will have some practical applications and will encourage one to consider focalized solutions. Many students nowadays face a slew of academic

issues as a result of their procrastination and internet-related ideas, feelings, and actions. Many students admit to being aware of their procrastination and say they aim to reduce its frequency in their everyday lives.

The findings obtained in this study can be used to develop training at the individual and group level, developing intervention programmes and arranging workshops for controlling procrastination, internet usage, effective time management, academic motivation, and task-oriented coping techniques.

Significance of the study

The study highlighted the different levels and comorbidity of internet addiction and its effect on attention lapse among college/university students of Mizoram. It also shows that higher levels of internet users experienced more frequent involuntary loss of attention during activities and in the course of their lives.

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Prevalence and Correlates of Post-Traumatic Stress Disorder and Insomnia Disorder on Post- COVID-19 Patients: A Comparative Study

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Abstract

The study aimed to study the Prevalence and Correlates of Post-Traumatic Stress Disorder and Insomnia Disorder on post-COVID-19 patients: A comparative studyin Aizawl City, 80 post-COVID-19 patients and 80 non-COVID-19 patients comprised of 40 female and 40 male patients who had equally matched demographic variables and who were selected from Zoram Medical College in Mizoram using purposive sampling procedures, age range between 28 to 67 years of age served as a sample. The study used the (i) PTSD Inventory (PTSD-8;and (ii) Insomnia Severity Index (Morin, 2016) for the collection of data. Results revealed that COVID-19 survivors had higher Post-Traumatic Stress Disorder and Insomnia than non-COVID-19 patients and that female patients had higher scores on Post-Traumatic Stress Disorder and Insomnia than male patients; the Post-Traumatic Stress Disorder and Insomnia had a significant positive relationship, and Post-Traumatic Stress Disorder significantly predicted Insomnia in post COVID-19 patients but not in non-COVID-19 patients. The results revealed the GAD comorbidity with PTSD and Insomnia; the prediction of PTSD on Insomnia; and also highlighted the dreadfulness of the COVID-19 pandemic and the survivors' need for psychological support much more than other patients.

Keywords: COVID-19, post-traumatic stress disorder, insomnia disorder

Introduction: Coronavirus disease 2019 (COVID-19) is an on-going pandemic that is caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV- 2). Originating from Wuhan, Hubei, China, SARS-CoV-2 had infected and induced COVID-19 and had spread throughout the world. Common clinical signs and symptoms included Fever, Cough, Fatigue, Shortness of breath, Expectoration, Myalgia, Rhinorrhea, Sore throat, Diarrhoea, Anosmia or Ageusia preceding the onset of

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respiratory symptoms. Older people and immune-suppressed patients in particular presented with atypical symptoms such as fatigue, reduced alertness, reduced mobility, diarrhoea, loss of appetite, delirium, and absence of fever. Children had not reported fever or cough as frequently as adults. All viruses, including SARS-CoV-2, the virus that causes COVID-19, change over time. Most changes have little to no impact on the virus' properties. However, some changes may affect the virus's properties, such as how easily it spreads, the associated disease severity, or the performance of vaccines, therapeutic medicines, diagnostic tools, or other public health and social measures.

The first COVID-19 case in Mizoram, India was declared on 26th March 2020 while the first fatality was reported on 28th October 2020. Thus, apart from highlighting important topics related to COVID-19 like the epidemiology, adverse health effects, and pharmaceutical interventions; this article mainly describes the incidence of COVID-19 in Mizoram between 26th March 2020to 26th November 2020. The first outbreak of COVID-19 in Mizoram startedin the 2nd week of June and ended in the 1st week of July. The second outbreak of COVID-19 in Mizoram started in the 2nd week of July and ended by the 3rd week of October. The third outbreak of COVID-19 in Mizoram started in the 4th week of Octoberand as of 26th November 2020, it was still an ongoing outbreak with a trend declining ofactive cases.

Due to its swift growth and high death rate, the current coronavirus disease 2019 (COVID-19) outbreak had caused major disruptions and was considered a global emergency. The total number afflicted by coronavirus 2 (SARS-CoV2), continued to propagate quickly across the world due to severe acute respiratory syndrome. COVID-19 patients develop pneumonia, significant signs of multiple organ failure and acute respiratory distress syndrome (ARDS).

Post-traumatic stress disorder (PTSD) is defined as an autoimmune disease that develops as a result of exposure to a severe traumatic incident or injury.PTSD is a mental illness that can appear after witnessing extremely frightening or threatening situations. Many people exhibit incredible fortitude and recuperation ability after experiencing trauma.

Insomnia disorder is defined as symptoms that occur during the day and at night. It is characterized by difficulty initiating sleep and a main complaint of unhappiness with the quality or duration of sleep, sleep at night, extended or frequent wakefulness, or awakening early in the morning and being unable to go back to rest.An inability to fall asleep, remain asleep, or experience non-refreshing sleep is known as insomnia, and it can have adverse consequences during the day. Insomnia can occur as a primary disorder, though it usually occurs as a secondary symptom of a medical, psychiatric, circadian, or sleep disorder.

Review of literature:

The prevalence of Post-Traumatic Stress Disorder in COVID-19 patients who were admitted to the hospital was worrying. Especially, females and those having mental disorders were at a greater risk for acquiringPost-Traumatic Stress Disorder. Health personnelswho were treating COVID-19 patients were to be considered for screening for Post-Traumatic Stress Disorder while performing assessments in patients before discharge (Tarsitani, Vassalini, Koukopoulos, Borrazzo, Alessi, Di Nicolantonio & D'Ettorre, 2021). As, neuropsychiatric clinical manifestations, especially those that were related with Post-Traumatic Stress Disorder aggravated as time went by in post COVID-19 patients(Kyzar, Purpura, Shah, Cantos, Nordvig & Yin 2021)

Trauma-exposed disturbed sleep and greater rates than the general population (Milanak, Zuromski, Cero, Wilkerson, Resnick & Kilpatrick 2019;Neylan, Marmar & Metzler 1998) which include difficulty initiating and maintaining sleep (Neylan et al., 1998) sleep-disruptive behaviours (Mysliwiec, Brock, Creamer, O'Reilly, Germain & Roth 2018), recurrent nightmares (Davis, Byrd, Rhudy & Wright, 2007), and frequent awakenings (Mellman, David &Kulick-Bell, Hebding& Nolan, 1995). Trauma experience-related sleep problems are now recognized as primary symptoms of needing interventions (Spoormaker& Montgomery, 2008).The Post-Traumatic Stress Disorder group usually experienced anxiety, distress, and concurrent body motion, which were all associated with sleep disorder. Their nightmares occurred frequently and made it harder to fall asleep again compared to the non-Post-Traumatic Stress Disorder insomnia group who did not have symptoms. The Post-Traumatic Stress Disorder group further reported being tired and anxious at daytime functioning compared to those non-Post-Traumatic Stress Disorder insomnia group (Inman, Silver &Doghramji, 1990).

Sleep disturbances are closely related to Post-Traumatic Stress Disorder with associated distress and impairment, and the close link between trauma and sleep is reflected in the diagnostic criteria for Post-Traumatic Stress Disorder, which include nightmares and sleep disturbances (APA, 2013), Sleep disturbances and dysfunction and functional disability (Giosan, Malta &Wyka2015)and complicate recovery (Smith, Huang & Manber, 2005).Sleep disturbances and Post-Traumatic Stress Disorder(Harvey, Jones & Schmidt, 2003;Spoormaker& Montgomery, 2008) with estimates of up to 80–90% of patients with Post-Traumatic Stress Disorder experiencing insomnia symptoms and 50–70% experiencing nightmares (Neylan et al., 1998;Leskin, Woodward, Young & Sheikh, 2002) greater than five per week, 8 nightmares and insomnia, other sleep disorders and disruptive nocturnal behaviours are prevalent among trauma-exposed individuals. Sleep-disordered breathing, periodic leg movement disorders, and other parasomnias were common in trauma-exposed samples (Krakow, Ulibarri, Moore & McIver, 2014;Mellman, Kulick-Bell, Ashlock, & Nolan, 1995).Older

people, lonely relationships, not being supported by relatives and those having mental health problems were the common factors affecting the patients' insomnia. So, adults recovering from COVID 19 were to be screened for sleep disturbances and managed as well (Huynh, Nguyen, Vo, Le & Nguyen, 2022)as it was found that at various time points after being discharge from the hospital due to COVID-19 pneumonia, several sleep disorderswere observed (Kalamara, Pataka, Boutou, Panagiotidou, Georgopoulou, Ballas&Pitsiou, 2022).

Statement of the Problem:

According to Shalevet al. (2017), Post–post-traumatic stress disorder (PTSD) is characterized by an onset of symptoms associated with intrusion, avoidance, adverse changes in mental and emotional state, and heightened arousal and reactivity after experiencing a traumatic event. When examining the cognitive effects of COVID-19, it is important to take into account the trauma survivors have endured. On the other hand, not much information on possible psychological impacts had been revealed.

The COVID-19 pandemic's unpredictability and uncertainty, the lockdowns, physical separation, and other containment measures that followed, as well as the subsequent economic collapse, could have made mental health problems more likely and exacerbate health disparities.Only few studies have been conducted specifically addressing post-COVID-19 sleep impairment. Isolation, hospitalization, and stress are important factors, but the exact mechanism behind COVID-19related sleep disturbances, as well as the duration of such manifestations, remain to be investigated. Therefore, this study attempts to highlight the effects of COVID-19 on recovered patients admitted at Zoram Medical Collegerelating to Post-Traumatic Stress Disorder and Insomnia disorder and its unique relation and predicting effects on one another.

Objectives: The study aims to study the Prevalence and Correlates of Post-Traumatic Stress Disorder and Insomnia Disorder inPost-COVID-19 patients: A comparative study and the objectives are as follows:

1) To examine the applicability of the *PTSD Inventory (PTSD-8; Hansen, Andersen, Armour, Elklit, Palic& Mackrill, 2010)* and *Insomnia Severity Index (Morin, 2016) to the target population*
2) To examine any significant difference between post-COVID-19 patients and non-COVID-19 patients, and also between Female Patients and Male patients on PTSD and Insomnia.
3) To examine any significant relationship between *PTSD and Insomnia* variables.
4) To study any significant effect of *PTSD* on *Insomnia* among the samples.

Hypothesis: In consistency with the objectives of the study the following hypotheses were framed for the present study:

1) *The PTSD Inventory* (PTSD-8; Hansen, Andersen, Armour, Elklit, Palic& Mackrill, 2010) *and Insomnia Severity Index* (Morin, 2016)will have applicability in the targeted population.
2) Post-COVID-19 patients will have higher scores than non-COVID-19 patients and Female Patients will score higher than Male patients on PTSD and Insomnia.
3) There will be a positive significant positive relationship between *PTSD and Insomnia* variables.
4) PTSD will have a significant effect on Insomniavariables among the samples.

Methodology

Sample: The study sample consistsof 80 post-COVID-19 patientsand 80 non-COVID-19 patients having equal representation of male and female (80 females and 80 males).Purposive sampling technique was employed. Permission was taken from the authorities, and informed consent was obtained from the participants after making them know about the nature and risk of the study.

Inclusion Criteria:

1) The post COVID-19 patientswho were identified from ZoramMedical College run by the Government of Mizoram.
2) Age range between 28 to 67 years.
3) COVID-19 patients who had taken treatment at the hospital for more than 10 days served as samples.
4) The non-COVID-19 patients who matched well with the post COVID-19 patients on demographic variables but not affected by COVID-19 and admitted in the same hospital for other physical illnesses and who had taken treatments for more than 10 days served as thecontrol group for the comparison with the post COVID-19 survival patients.

Exclusion Criteria:

1) The post COVID-19 patients who were not identified from Zoram Medical College run by the Government of Mizoram.
2) Age range below 28 and above 67years old.

3) COVID-19 patients who had taken treatment at the hospital for less than 10 days.

4) The non-COVID-19 patients who did not match the post COVID-19 patients on demographic variables and who werenot affected by COVID-19 and were admitted to the same hospital for other physical illnesses and who had taken treatments for less than 10 days.

Tool used: The present study used are:

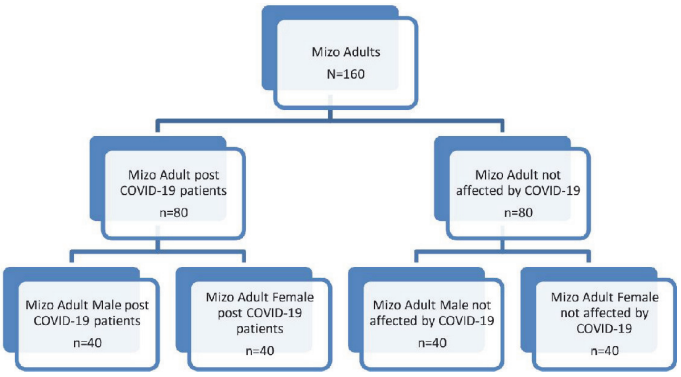
1) *PTSD Inventory (PTSD-8; Hansen et al, 2010):*The scale was constructed by Hansen and colleagues consisting of 8 items. The results of the PHQ-9 was used to make a depression diagnosis according to DSM-IV criteria and which took less than 3 minutes to complete. Reliability and tests found a Cronbach's alpha of 0.89 among 3,000 primary care patients and 0.86 among 3,000 OB-GYN patients. The result was interpreted as depression Severity: 0-4 none, 5-9 mild, 10-14 moderate, 15-19 moderately severe, 20-27 severe.

2) *Insomnia Severity Index (Morin, 2016):*The Insomnia Severity Index (ISI) was developed by Charles M. Morin, Professor of Psychology at the Université Laval in Quebec City, Canada, a world-leading authority on insomnia and its treatment. It is a brief screening assessment tool designed to evaluate insomnia.The ISI is one of the most widely used assessment instruments in clinical and observational studies of insomnia.

3) *The socio-demographic profiles* (Lalrinchhani, 2021): It is a socio-demographicprofile which includes age, gender, address, type of illness, onset time of illness, any other illness with onset, treatment history, etc which can be utilized for identifying the true representation of the sample and to get any further relevant information.

4) *Informed Consent Form* (Lalrinchhani, 2022): It was constructed by the researcher and was intended to get written consent from the sample after making them understand the purpose, activities to be done, duration of time, voluntary participation, etc.

Design: The present study employed a 2 x 2 factorial design which represents 2 types of patients (80 post-COVID-19 patients and 80 non-COVID-19 patients) and 2 genders (80 males and 80 females).



Data Analysis: t-test, correlation and regression and other applicable statistical analyses were used. The significance level was set at <0.05 level. An available version of SPSS was used.

Procedures: Tools to be used were identified which were freely available, and copies were made for ready administration. Samples as per design to meet the objectives for the study were identified, necessary permissionsand consentswere taken from authorities from the samples/guardians. The administration was done following the manual of the test and APA guidelines.

Results: The raw data of the study were checked for missing entries/data and outliers data; and if the same were not found, then further analysis was proceeded with following the sequence of the objectives of the study.

Objective-1: To examine the applicability of the PTSD Inventory (PTSD-8; Hansen et al, 2010) and Insomnia Severity Index (Morin, 2016) to the target population.

The results provided that skewness values and Kurtosis values were less than 1.0 (+/-) which conveyed that the data had a normality. Alpha Reliability result showed high reliability as both are higher than .70 reliability on PTSD felt at .73 and Insomnia had reliability .77. Homogeneity of variance was also checked and the scales showed acceptable homogeneity (PTSD =.18 and Insomnia = .21). The overall results showed the applicability of the tests in the targeted population and also highlighted the appropriateness of parametric statistics for further analysis, and the results accepted hypothesis no 1 as it demonstrated the COVID-19-PTSD questionnaire's strong convergent validity and good internal consistency (Forte & Favieri, 2020)which found that the insomnia severity index had high scores (13.01±4.9) (Sayed & Gomaa, 2021).

Table -1: Showing the Psychometric Properties of *i) PTSD Inventory (PTSD-8; Hansen et al. 2010) and (ii) Insomnia Severity Index (Morin, 2016)* for the targeted population

Statistics	PTSD	Insomnia
Mean	23.19	32.28
Std. Deviation	4.37	5.12
Kurtosis	-0.72	0.79
Skewness	-0.81	0.84
Reliability (Alpha)	0.73	0.77
Test of Homogeneity of Variances	0.18	0.21

Objective-2: To examine any significant difference between post-COVID-19 patients and non-COVID-19 patients, and also between Female Patients and Male patients on PTSD and Insomnia.

The result in Table -2 displayed that *post-COVID-19 patients* scored higher than *non-COVID-19 patients* on PTSD (M=26.35; 20.02; t=3.93.10;p<.01)and Insomnia (M=34.92; 29.65; t=2.41; p<.01) and is significant at .01 level. It was also found that female patients scored higher than male patients on PTSD (M=24.91; 21.47; t=4.46;p<.01) and on Insomnia (M=34.02; 30.56; t=2.73; p<.01) and is significant at .01 level. The findings were in line with the second hypothesis of the study as a significant proportion of PTSD symptoms (29.5%) was discovered in the Italian population during COVID 19 pandemic (Forte et al., 2020). One of the main issues in the post-COVID-19 environment is sleep disruption (Tedjasukmana&Budikayanti, 2022)and despite the less severe course of their illness, female patients had significantly higher rates of depression, anxiety, traumatic stress, and insomnia (Pappa, Barmparessou, Athanasoiu&Sakka, 2022).

Table-2: Showing the Mean for post-COVID-19 survivor patients non-COVID-19 patient groups, and male and Female Patient groups; t-test between post-COVID-19 survivor patients non-COVID-19 patient groups, and between male and Female Patient groups

Four comparison groups	Stats	PTSD	Insomnia
post-COVID-19 survivor patients	Mean	26.35	34.92
non-COVID-19 patients	Mean	20.02	29.65
Female Patients	Mean	24.91	34.02
Male Patients	Mean	21.47	30.56
t-test between *post-COVID-19 survivor patients and non-COVID-19 patients*		3.93**	2.41 **
t-test between *Female Patients and Male patients*		4.46**	2.73**

Objective-3: To examine any significant relationship between *PTSD and Insomnia* variables.

The results showed significant positive correlation between PTSD and Insomnia (r=.38; p>.01) which accepts hypothesis no 3 of the study. Insomnia was related with post-traumatic stress disorder (Pedrozo-pupo, Caballero-Dominguez & Campo-Arias, 2022).

Table- 3: Showing the significant relationship between the PTSD and Insomnia variables among the samples

Dependent Variables	PTSD	Insomnia
PTSD	1	.38**
INSOMNIA	.38**	1
**= significant at the 0.01 level (2 tailed)		

Objective -4: To study any significant effect of *PTSD* on *Insomnia* among the selected samples.

The simple regression analysis was done to examine the prediction of PTSD on Insomnia, and results showed that PTSD affected Insomnia at 21%, and Durbin Watson was lower than 2.0 (DW=1.09) indicating that there was no autocorrelation detected in the sample, and the results proved significant accepting the hypothesis no 4 that exposure to traumatic events is associated with a significant risk of developing clinically significant insomnia (Sinha, 2016).

Table-4: Showing the prediction (simple regression analysis) of PTSD on insomnia for the samples.

Predictor	Criterion	R Square	F Change	df	Sig.	Durbin-Watson
PTSD	Insomnia	0.21	72.91	1/187	0	1.01

Discussion:

The present study titled, "Prevalence and Correlates of Post-Traumatic Stress Disorder and Insomnia Disorder on Post- COVID-19 Patients: A Comparative Study" was conducted: (i) To examine the applicability of the PTSD Inventory (PTSD-8; Hansen et al, 2010) and Insomnia Severity Index (Morin, 2016) to the target population (ii) To examine any significant difference between post-COVID-19 patients and non-COVID-19 patients, and also between Female Patients and Male patients on PTSD

and Insomnia. (iii) To examine any significant relationship between PTSD and Insomnia variables. (iv) To study any significant effect of PTSD on Insomnia among the samples with having hypotheses: (i) The PTSD Inventory (PTSD-8; Hansen et al, 2010) and Insomnia Severity Index (Morin, 2016) will have applicability in the targeted population. (ii) Post-COVID-19 patients will have higher scores than non-COVID-19 patients and Female Patients will score higher than Male patients on PTSD and Insomnia. (iii) There will be a positive significant positive relationship between PTSD and Insomnia variables. (iv) PTSD will have a significant effect on Insomniavariables among the samples. 160 samples which comprised of 80 post COVID-19 patientsand 80 non-COVID-19 patients having equal representation of male and female (80 females and 80 males) served as samples. Selected Psychological tools; (i) PTSD Inventory (PTSD-8; Hansen et al, 2010)(ii) The Insomnia Severity Index (Morin, 2016) (iii) The socio-demographic profiles (Lalrinchhani, 2021) and (iv) Informed Consent Form (Lalrinchhani, 2021). Thedesign was a 2 x 2 factorial design which represents 2 types of patients (80 post COVID-19 patients and 80 non-COVID-19 patients) and 2 genders(80 males and 80 females). Results accepted the hypotheses and met the objectives of the study that the Psychometric Properties of the PTSD Inventory (PTSD-8; Hansen et al, 2010) and Insomnia Severity Index (Morin, 2016*)* for the targeted population show normality and the obtained overall results showed the applicability of the tests in the targeted population and also highlighted the appropriateness of parametric statistics for further analysis. It was also found that the prevalence of Post-Traumatic Stress Disorder and Insomnia Disorder were higher in post-COVID-19 patients than in non-COVID-19 patients, as well as in female patients than in male patients. There was a positive significant relationship between Post-Traumatic Stress Disorder and Insomnia disorder; and that, Post-Traumatic Stress Disorder have a significant prediction on Insomnia disorderand also highlighted the dreadfulness of the COVID-19 pandemic and the survivors' need for psychological support much more than other patients.

Significance of the study: The present study contributes to the academic knowledge on COVID-19 related Psychological problems, especially on the level of post-traumatic stress disorder and insomnia disorder and the high needfor psychological interventions for the same; and also provides the lack of authentic research findings.

Limitation: As with the majority of studies, the design of the current study is subject to limitations. The present study, due to time constraints,was not able to take large sampleswith more varied psychological and demographic variables which is very much needed.

Ethical Declaration: Informed consent was obtained from all the participants explaining the voluntary nature of participation, their anonymity, and that their option to withdraw at any time without a need to give a reason. The study protocol was presented for ethical clearance from the Institute of Human Ethics Committee of Mizoram University.

Declaration: This is an extract from Ph. D thesis of Ms Vida Lalrinchhani and not published anywhere in any form of publication.

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Attitude towards Teaching Profession of Secondary School Teachers in Aizawl City

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Abstract

A country's greatness is determined to a large extent by the quality of its teachers. A good principal, a great facility, strong infrastructure, and a good curriculum are all meaningless if teachers in the institution do not have positive attitude towards teaching profession. Teaching is a very respectable career, but not all teachers enjoy it. The purpose of this study is to compare attitude towards teaching profession with reference to gender and school management. A sample of 104 secondary school teachers, 48 male and 56 female, 56 from private and 48 from government secondary school teachers were selected using random sampling method. "Attitude towards Teaching Profession Scale" developed by Renthlei (2016) was used to collect data. The findings revealed that there is no significant difference in the attitude towards teaching profession among male and female secondary school teachers. The study also revealed that there is significant difference in the attitude towards teaching profession in relation to school management.

Keywords: *Attitude,Teachers, Teaching Profession, Secondary Schools.*

Introduction

One defines an attitude as a predisposition to behave in a particular way towards a given object. Attitudes are of prime importance not only for a person's character

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formation but for his mental health and achievement as well. Like other aspects of personality, attitudes are acquired, not innate.

According to Travers, "An attitude is a readiness to respond in such a way that behavior is given a certain direction." (OpenLibrary.org.,1973, p.337)

Having a positive attitude in the workplace will not necessarily make someone better at their job, but it will improve the way people view one as a person, so they may be more inclined to help one succeed and cheer them on. A positive attitude is important for many reasons, but one of the main reasons for having a positive attitude in the workplace is because it can rub off on everyone else.

The study of attitudes has been at the forefront of social psychology for many years. Attitude field is vast and diverse accumulating over 80-plus years. Attitudes are involved in practically every other area of a discipline, including social perception, interpersonal attraction, prejudice and discrimination, conformity, compliance, and so on.

TeachingProfession:

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities such as note taking, discussion, assignment writing, simulations and practice.

Dictionary meaning of profession is "a paid occupation, especially one that involves prolonged training and a formal qualification".

The act of teaching requires substantial amount of professional and practical knowledge. Teachers make professional decisions each day for which they require thinking processes of the higher-order and this professional thinking and planning goes on throughout the day, in and out of the classroom. Once the teacher realizes the importance of this noble profession and understands the fact that teaching requires systematic acquisition of knowledge on a continual basis and a professional conduct, which distinguishes it from other professions, he will come to grips with the realities of the profession, and become more responsible.

Secondary Education:

Secondary education serves as a bridge between primary and higher education and prepares young persons between the age group of 14-18 for entry into higher education or work situations. These school teachers have specialization in one or more than one subjects like English, art, maths, science, music, etc.

Rationale of the Study

Teachers at every level of education are equally important and they play vital role in the development of children. However, teachers at the secondary level of education look after students who are between the age group of 14 to 18 years. These children are adolescents who are facing a period of storm and stress. Due to changes in their body and mind, and the desire to meet the expectations from society, they often feel stress and tension which may lead to undesirable consequences if left unnoticed. Such are the characteristics of students under their care. This creates higher responsibility in teachers of this level of education. They have to understand the psychology of the students, their problems and issues as well as how to handle such situations. It is a well-known fact that many teachers enter into the profession without the dedication and conviction, in short, without the right attitude. It is felt very important that their attitudes towards their profession are studied and necessary steps are taken to improve them.

Objectives of the Study:

1. To study the attitude of secondary school teachers in Aizawl City towards teaching profession.
2. To study the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their gender.
3. To compare the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their gender.
4. To study the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their school management.
5. To compare the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their school management.

Hypothesis of the Study:

1. There is no significant difference in the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their gender.
2. There is no significant difference in the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their school management.

Methodology

Method of Study: The current study, which focuses on secondary school teachers' attitudes towards the teaching profession, falls under the genre of "Descriptive Research".

Population and Sample: The population of the present study comprises of all secondary school teachers in Aizawl city. Secondary schools in Aizawl comprise of classes 9 and 10. For the present study, 104 secondary school teachers within Aizawl city were selected by employing random sampling technique. Out of the 104 secondary school teachers selected, there are 48 male and 56 female. Again, out of the 104 secondary school teachers, 48 are from government secondary schools while 56 are from private secondary schools.

Tool Used: For the present study "Attitude towards Teaching Profession Scale" developed by.Mary, L. Renthlei and H. Malsawmi (2016) was used.

The scale consists of 22 items out of which 10 are positive and 12 are negative statements. For scoring the attitude scale, the pattern suggested by Likert was followed.The co-efficient of reliability of the scale is .69. Criterion related validity was also establishedwith co-efficient of correlation .84.

The score range, stanine grade and interpretation of the score are given in the following table:

Table 1

Score Range, Stanine Grade and Interpretation of Score

Sl. No	Score Range	Stanine Grade	Interpretation
1	Above 80	9	Very high attitude
2	77 – 80	8	High Attitude
	74 – 76	7	
3	70 – 73	6	Neutral attitude
	66 – 69	5	
	62 – 65	4	
4	59 – 61	3	Low attitude
	55 – 58	2	
5	Below 55	1	Very low attitude

Analysis of Data: Data were analyzed both quantitatively and qualitatively. Statistical techniques like percentage, mean, and standard deviation were used for analysis of data. Further, t test was employed for the purpose of comparison in terms of gender and school management.

Results and Findings:

Objective wise analysis of data and findings are presented as follows:

1. Attitude towards teaching profession of Secondary School Teachers in Aizawl City:

Table No. 2 shows analysis of attitude towards teaching professionof secondary school teachers in Aizawl City followed by interpretation.

Table No. 2

Attitude of Secondary School Teachers in Aizawl City towards Teaching Profession

Group	No. of Teachers (N = 104)	Interpretation
Very High Attitude	3 (2.89)	Favourable (15.39)
High Attitude	13 (12.5)	
Moderate Attitude	56 (53.84)	Neutral (53.84)
Low Attitude	18 (17.30)	Unfavourable (30.76)
Very Low Attitude	14 (13.46)	

As indicated in Table No. 2, out of the 104secondary school teachers in Aizawl City, 2.89% have very high attitude towards teaching profession, 12.5% have high attitude, 53.84% have moderate attitude, 17.30% have low attitude towards teaching profession and 13.46% have very low attitude towards teaching profession. To facilitate interpretation, the percentages of the two high groups are added together and the percentages of the two low groups are added together. Thus, it can be said that majority i.e., 53.84%of secondary school teachers in Aizawl City have neutral attitude towards teaching profession,30.76%of them have unfavourable attitude and 15.39% of them have favourable attitude towards teaching profession.

Therefore, it can be concluded that majority of secondary school teachers in Aizawl City have neutral attitude towards teaching profession.

2. Attitude of Secondary School Teachers in Aizawl City towards Teaching Profession with reference to their Gender

Table No. 3 shows analysis of attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their gender followed by interpretation.

Table No. 3

Attitude of Secondary School Teachers in Aizawl City towards Teaching Profession with reference to their Gender

Group	Male Teachers (N = 48)	Interpretation (%)	Female Teachers (N = 56)	Interpretation (%)
Very High Attitude	1 (2.08)	Favourable (16.66)	2 (3.57)	Favourable (16.07)
High Attitude	7 (14.58)		7 (12.5)	
Moderate Attitude	25 (52.08)	Neutral (52.08)	31 (52.54)	Neutral (52.54)
Low Attitude	11 (22.91)	Unfavourable (31.24)	10 (17.85)	Unfavourable (28.56)
Very Low Attitude	4 (8.33)		6 (10.71)	

(Figures in the parenthesis indicate percentage)

As indicated in the above table, among male secondary school teachers in Aizawl City majority i.e., 52.08% have neutral attitude towards teaching profession while 31.24% have unfavourable attitude and 16.66% of them have favourable attitude towards teaching profession. The above table also shows that among female secondary school teachers in Aizawl City, majority i.e., 52.54% have neutral attitude towards teaching profession while 28.56% have unfavourable attitude and 16.07% of them have favourable attitude towards teaching profession.

Therefore, it can be interpreted that majority of male and female secondary school teachers in Aizawl City have neutral attitude towards teaching profession.

3. Comparison of Attitude of Male and Female Secondary School Teachers in Aizawl City towards Teaching Profession

Table No. 4 shows the comparative analysis of attitude of male and female secondary school teachers in Aizawl City towards teaching profession followed by interpretation.

Table No. 4

Comparison of Attitude of Male and Female Secondary School Teachers in Aizawl City towards Teaching Profession

Group Compared	N	Mean	SD	't' value	Sig. Level
Male	48	64.89	8.13	0.02	NS
Female	56	64.94	9.1		

(NS-Not Significant)

Table No. 4 reveals that the t value relating to the comparison of attitude of male and female secondary school teachers in Aizawl City towards teaching profession is not significant. Therefore, the hypothesis – "*There is no significant difference in the attitude of Secondary School Teachers in Aizawl City towards teaching profession with reference to their gender"* cannot be rejected. It implies that there is no significant difference in the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their gender.

4. Attitude of Secondary School Teachers in Aizawl City towards Teaching Profession with reference to School Management

Table No. 5 shows analysis of attitude of secondary school teachers in Aizawl City towards teaching profession with reference to school management followed by interpretation.

Table No. 5

Attitude of Secondary School Teachers in Aizawl City towards Teaching Profession with reference to School Management

Group	Govt. Teachers (N = 48)	Interpretation	Private Teachers (N = 56)	Interpretation
Very High Attitude	2 (4.16)	Favourable (31.24)	1 (1.78)	Favourable (1.78)
High Attitude	13 (27.08)		0 (0)	
Moderate Attitude	20 (41.66)	Neutral (41.66)	36 (64.28)	Neutral (64.28)
Low Attitude	8 (16.66)	Unfavourable (27.07)	9 (16.07)	Unfavourable (33.92)
Very Low Attitude	5 (10.41)		10 (17.85)	

(Figures in the parenthesis indicate percentage)

From the above table, it can be seen that among governmentsecondary school teachers in Aizawl City majority i.e.,41.66% have neutral attitude towards teaching profession while 31.24% have favourable attitude and 27.07% of them have unfavourable attitude towards teaching profession. It can also be seen from the table that among privatesecondary school teachers in Aizawl City, majority i.e., 64.28% have neutral attitude towards teaching profession while 33.92% have unfavourable attitude and 1.78% of them have favourable towards teaching profession.

Therefore, it can be interpreted that majority of government and private secondary school teachers in Aizawl City have neutral attitude towards teaching profession.

5. Comparison of Attitude of Government and Private Secondary School Teachers in Aizawl City towards Teaching Profession

Table No. 6 shows the comparative analysis of attitude of government and private secondary school teachers in Aizawl City towards teaching profession followed by interpretation.

Table No. 6

Comparison of Attitude of Government and Private Secondary School Teachers in Aizawl City towards Teaching Profession

Group Compared	N	Mean	SD	't' value	Sig. Level
Government	48	67.47	8.69	2.91	0.01
Private	56	62.73	7.82		

Table No. 6 reveals that the t value relating to the comparison of attitude of government and private secondary school teachers in Aizawl City towards teaching profession is significant at .01 level. Therefore, the hypothesis – "*There is no significant difference in the attitude of Secondary School Teachers in Aizawl City towards teaching profession with reference to their school management"* is rejected. It implies that there is significant difference in the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their school management and government secondary school teachers have more favorable attitude towards teaching profession as the mean score of government secondary school teachers is higher than that of private secondary school teachers.

Conclusion:

The present study tries to find out the attitude of secondary school teachers towards teaching profession. The findings reveal that most teachers have unfavourable attitude towards their profession. It is also found that there is significant difference in the

attitude of government and private secondary school teachers while there is no significant difference in the attitude towards teaching profession among male and female secondary school teachers. In this regard, it can be said that there are teachers who enter into the profession by chance with little or no dedication while there are those who think of no other professions besides teaching. This is a big factor for teachers having differences in their attitudes towards their profession. The impact of teachers' positive attitude on students' overall achievements cannot be denied. Therefore, it is important that measures be taken for improving the well-being of teachers both in private and government schools so that positive attitude can be built in them towards their profession as this is an important step towards improving the overall performance of students inside and outside the classroom.

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Emotional Intelligence of Higher Secondary School Students: A Critical Study of Aizawl District

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Abstract

Emotional intelligence is the ability to identify and regulate one's emotions and understand the emotions of others. A high Emotional Quotient helps you to build relationships, reduce stress, and diffuse conflict, having a high emotional intelligence allows you to empathize with others, communicate effectively, and be both self and socially aware. This study aimed to find out the emotional intelligence of higher secondary school students in Aizawl district. Comparison was made regarding their gender, stream of study and type of school. It was found that the majority of students had a normal average level of emotional intelligence. There was a significant difference between males and females among the school students.Significance was also found in the type of stream of study in school.

Keywords: *Emotional intelligence, students, Higher secondary school*

Introduction

The most common definition of emotional intelligence (EI) is the capability to recognize, utilize, comprehend, regulate, and deal with emotions. Emotionally intelligent people can identify and categorize a wide range of emotions, use emotional information to make informed decisions and actions and modify their emotions in response to changing circumstances.

Despite the fact that the term originated in 1964, it became well-known from science journalist Daniel Goleman's 1995 best-selling book 'Emotional Intelligence'.

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Emotional Intelligence (EI) is the collection of abilities and traits that motivate effective leadership, according to Goleman. The term emotional intelligence describes the capability to recognize, regulate, and assess emotions. While some researchers maintain that emotional intelligence is an innate trait, others contend that it can be developed and strengthened. (Goleman, 1998)

To quantify EI, several models have been developed. The term "emotional quotient" (EQ) was coined by British scientist Keith Beasley in 1987 as a replacement for the intelligence quotient (IQ). Konstantinos V. Petrides created the trait model in 2001, and it is centred on self-reported behavioural dispositions and perceived abilities. The ability model, which was created in 2004 by Peter Salovey and John Mayer, is centred on a person's capacity to process emotional data and apply it to their social interactions. Now, ability EI and trait EI, which have since been modelled independently, can be combined in Goleman's original model, which is now regarded as a mixed model. Emotion recognition, or the attribution of emotional states based on observations of visual and auditory nonverbal cues, has been the subject of more recent research. Furthermore, the goal of neurological research has been to define the neural underpinnings of emotional intelligence.

Emotional intelligence, like general intelligence, is the product of one's heredity and its interaction with the forces of his or her environment. Until recently, we have been led to believe that a person's general intelligence, measured as I.Q., or intelligence quotient, is the greatest predictor of success in any walk of life— academic, social, vocational, or professional. Consequently, I.Q. scores are often used for the selection, classification, and promotion of individuals in various programmed courses, job placement, etc. However, research and experiments conducted in the 1990s onwards have tried to challenge such over-dominance of intelligence and its measure, the emotional quotient (E.Q.). These have revealed that a person's emotional intelligence, measured through his or her E.Q., maybe a greater prediction of success than his or her I.Q.

Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and diffuse conflict. Emotional intelligence helps us build stronger relationships, succeed at school and work, and achieve our career and personal goals. It can also help us connect with our feelings, turn intention into action, and make informed decisions about what matters most to us.

Nowadays, the general public, professionals, and researchers in educational institutions are all interested in emotional intelligence. Emotional and social

competencies are seen to be just as important as the more conventional aspects of personality and intellect. The many components or elements of emotional intelligence, particularly the data on an individual's emotions and relationship management, greatly assist a person in all areas of life. Another aspect of the human mind that can be usefully examined when examining intelligence through the application of science is emotional intelligence. Such a methodical comprehension of human emotion and intelligence can be very beneficial in raising the overall success rate of modern education and its systems. Therefore, our capability to manage both our own emotions and those of others is essentially reflected in our emotional intelligence. To understand the significant resonances in people's hearts, intelligent academics must investigate emotional intelligence. Many studies have been conducted on emotional intelligence, and it has emerged as a fascinating psychological topic. Emotional intelligence was first defined by Mayer and Salovey in 1990. According to them, emotional intelligence is the ability of individuals to use their emotions to reason in order to improve their thinking and foster both intellectual and emotional development. Numerous investigators have discovered variations in emotional intelligence among individuals. These studies concentrate on the analysis of emotional capacities as predictors of social functioning, psychological well-being, and physical health.

Rationale of the Study:

The capability to recognize, control, and comprehend one's own emotions as well as those of others is known as emotional intelligence. Having a high EQ facilitates relationship development, lowers team stress, and diffuses conflict. Being socially self-aware, able to communicate effectively, and having empathy for others are all made possible by having a high emotional intelligence. Our home and work environments are impacted by the way we react to one another and ourselves. Living in this world involves interacting with a wide variety of people and embracing change and unexpected experiences on a daily basis. The secret to handling life's challenges well is emotional intelligence. It is also essential to have compassion and comprehend the underlying motivations of other people's behavior.

Being emotionally intelligent is particularly crucial when handling high-stress circumstances like conflict, change, and obstacles. It is important to remember to be kind during these times, and being aware of our feelings can support us in doing so.

Having emotional intelligence makes life easier to handle and more productive. Students compete fiercely to achieve academic excellence in today's world. Students struggle to manage their emotions as they deal with a variety of issues in the classroom. The ability to manage one's emotional intelligence is the most important factor to

ensure a student's academic success. The essential component of this understanding is emotional intelligence, which includes traits like self-assurance, cooperation, relatedness, intentionality, curiosity, self-control, and communication skills. All of these characteristics are parts of emotional intelligence. Research has demonstrated that emotional intelligence outperforms conventional measures such as IQ, GPA, and test scores in predicting future success. As a result, businesses, academic institutions, and educational institutions across the country have a keen interest in emotional intelligence.

There are advantages for secondary schools that implement structured emotional intelligence programs. Pupils who take part in emotional intelligence education programs behave less violently against peers and adults. Gaining emotional intelligence also enhances the learning environment in the classroom, which facilitates instruction for both teachers and students. This facilitates effective communication between the teachers and the students during their academic journey. It is possible to clearly identify a student's strengths and abilities, which can create a favorable environment for their learning system. In order to improve relationships among students, raise emotional self-awareness, develop better interpersonal skills, comprehend a variety of emotions, and be able to express one's own, it is necessary and crucial to conduct research on secondary school students' emotional intelligence.

Objectives of the Study

1. To find out the emotional intelligence of higher secondary school students in Aizawl City.
2. To find out the emotional intelligence of arts higher secondary school students in Aizawl District.
3. To find out the emotional intelligence of science higher secondary school students in Aizawl District.
4. To compare the emotional intelligence of higher secondary school students in Aizawl District with reference to their gender.
5. To compare the emotional intelligence of higher secondary school students in Aizawl District with reference to their stream of study.

Hypotheses of the Study

1. There is no significant difference in the emotional intelligence of higher secondary school students in Aizawl District with reference to their gender.
2. There is no significant difference in the emotional intelligence of higher secondary school students in Aizawl District with reference to their stream of study.

Methodology

Research Approach: Descriptive survey approach was followed for the present study.

Population and Sample: The population of the present study includes all the students from higher secondary schools in Aizawl District.

The sample of the study comprised of 200 higher secondary school students in Aizawl District, out of which 92 were male and 108 were female. In the present study, random sampling technique was applied, so data was collected among 200 students of higher secondary schools in Aizawl District. The sample consisted of 91 males and 108 females.

Tool Used: For the present study, the investigator used the emotional intelligence scale (EIS) developed by Anukool Hyde, Sanjyot, and UpinderDhar.

Data Analysis: Data were analyzed both quantitatively and qualitatively. Statistical techniques like percentage, mean, standard deviation etc. were used for data analysis. Further, t test was used for the purpose of comparison.

Results and Findings:

Objective-wise analysis of data and findings are presented below

1. Emotional Intelligence of Higher Secondary School Students in Aizawl District

Table No. 1 shows analysis of emotional intelligence of higher secondary school students in Aizawl District followed by interpretation.

Table No. 1

Emotional Intelligence of Higher Secondary School Students in Aizawl District

Level of Emotional Intelligence	Number (200)	Percentage
High	15	7.50%
Normal	109	54.50%
Low	76	38%

The above table shows that majority i.e., 109 (54.5%) of higher secondary school students in Aizawl District have normal level of emotional intelligence while 76 (38%) of them have low level of emotional intelligence and there are 15 (7.5%) students with high level of emotional intelligence. Thus, it can be concluded that majority of higher secondary school students in Aizawl District have normal level of emotional intelligence.

2. Emotional Intelligence of Arts Higher Secondary School Students in Aizawl District

Table No. 2 shows analysis of emotional intelligence of arts higher secondary school students in Aizawl District followed by interpretation.

Table No. 2

Emotional Intelligence of Arts Higher Secondary School Students in Aizawl District

Level of Emotional Intelligence	Number (100)	Percentage
High	5	5%
Normal	48	48%
low	47	47%

The above table shows that among arts higher secondary school students in Aizawl District, majority i.e., 48 (48%) have normal level of emotional intelligence while a considerable number i.e., 47 (47%) have low level of emotional intelligence and there are 5 (5%) students with high level of emotional intelligence. It can be interpreted that majority of arts higher secondary school students in Aizawl District have normal level of emotional intelligence while a considerable number of them have low level of emotional intelligence.

3. Emotional Intelligence of Science Higher Secondary School Students in Aizawl District

Table No. 3 shows analysis of emotional intelligence of science higher secondary school students in Aizawl District followed by interpretation.

Table No. 3

Emotional Intelligence of Science Higher Secondary School Students in Aizawl District

Level of emotional intelligence	Number (100)	Percentage
High	10	10%
Normal	61	61%
low	29	29%

Looking at the above table, it can be seen that among science higher secondary school students in Aizawl District majority i.e., 61 (61%) have normal level of emotional intelligence while 29 (29%) have low level of emotional intelligence and there are 10

(10%) students with high level of emotional intelligence. Thus, it can be interpreted that majority of science higher secondary school students in Aizawl District have normal level of emotional intelligence.

4. Comparison of Emotional Intelligence of Higher Secondary School Students in Aizawl District with Reference to their Gender

Table No. 4 shows the comparative analysis of emotional intelligence of higher secondary school students in Aizawl District with reference to their gender.

Table No. 4

Comparison of Emotional Intelligence of Higher Secondary School Students in Aizawl District with Reference to their Gender

Group	N	M	SD	t value	Sig. Level
Male	91	118.61	12.97	4.63	0.01
Female	108	127.7	14.8		

(NS=Not Significant)

Table No. 4 shows that the t value relating to theemotional intelligence of higher secondary school students in Aizawl District with reference to their gender is significant at .01 level. Therefore, the hypothesis - *"There is no significant difference in the emotional intelligence of higher secondary school students in Aizawl District with reference to their gender"* is rejected. This implies that there is significant difference in the emotional intelligence of higher secondary school students in Aizawl District with reference to their gender and female students have higher emotional intelligence than male students as the mean score of female higher secondary school students is higher than that of male students.

5. Comparison of Emotional Intelligence of Higher Secondary School Students in Aizawl District with Reference to their Stream of Study

Table No. 4 shows the comparative analysis of emotional intelligence of higher secondary school students in Aizawl District with reference to their stream of study.

Table No. 5

Comparison of Emotional Intelligence of Higher Secondary School Students in Aizawl District with Reference to their Stream of Study

Group	N	M	SD	t value	Sig. Level
Arts	100	120.14	10.57	8.01	0.01
Science	100	124.39	11.78		

(NS=Not Significant)

Table No. 4 shows that the t value relating to the emotional intelligence of higher secondary school students in Aizawl District with reference to their stream of study is significant at .01 level. Therefore, the hypothesis - *"There is no significant difference in the emotional intelligence of higher secondary school students in Aizawl District with reference to their stream of study"* is rejected. This implies that there is significant difference in the emotional intelligence of higher secondary school students in Aizawl District with reference to their stream of study and science students have higher emotional intelligence than arts students as the mean score of science higher secondary school students is higher than that of arts students.

Conclusions:

The present study is an attempt to find out the emotional intelligence of students in higher secondary schools in Aizawl District. The findings show that the majority of all the respondents have normal attitudes towards emotional intelligence. The result also shows that there is a significant difference in the emotional intelligence of higher secondary school students in Aizawl District regarding their stream of study and science students have higher emotional intelligence than arts students.

The teacher needs to have more awareness of how to deal with low emotional intelligence as the findings reveal that 38% of the respondents have low emotional intelligence. Both the teachers and parents need to focus on improving the emotional intelligence of the students by listening to them, engaging in activity, modelling appropriate behaviour etc. Developing healthy relationship between teachers and students, between parents and children and teaching children resilience can be important factors in improving their emotional intelligence.

More science students have higher percentage of high emotional intelligence so it can be discussed that higher achievement can be related to high emotional intelligence. Many schools offering science streams have high cutoffs, which require a high percentage to get admission in the science stream.

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Involvement of Parents in the Upbringing and Education of Children with Special Needs in Kolasib District

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Abstract

Parents are the first teachers and first role-models for a child. They occupy an irreplaceable role in the life of a child. They influence their social, emotional, physical and mental development. This holds true for both abled and disabled children. The educational and overall well-being of Children with Special Needs (CWSN) is closely related with the level of parental involvement as it fosters a collaborative approach between parents, educators, and healthcare professionals. When parents actively participate in their child's education, they gain a deeper understanding of their child's needs and progress. This enables them to provide consistent support and reinforce learning strategies at home, ultimately contributing to the child's overall development and well-being. By working together as a team, parents can help create a nurturing and inclusive environment that empowers children with special needs to reach their full potential. Thus, the study aims to investigate the involvement of parents in the upbringing and education of their CWSN in the district of Kolasib.

Keywords: Parents, Involvement, Children with Special Needs, Kolasib district.

Introduction

Parents of CWSN often serve as the primary advocates for their children, working closely with educators, therapists, and healthcare providers to ensure that their child's unique needs are being met. By actively participating in their child's education and treatment plans, parents can help to create a supportive environment that fosters their

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child's growth and development (Elkin, Van Kraayonoord & Jobling, 2003; Roberts and Kaiser, 2011). Their dedication and advocacy are essential in helping children with special needs thrive and reach their full potential. In addition to advocating for their children, parents of children with special needs also play a critical role in providing emotional support and encouragement. They often face unique challenges and obstacles, such as navigating complex healthcare systems, accessing specialized services, and managing day-to-day care routines (Hadjiyiannakou, Ioannou & Tzoigkouros, 2007). By offering love, understanding, and a sense of stability, parents create a nurturing environment that allows their children to feel safe, valued, and empowered to overcome obstacles and achieve their goals. This unwavering support and dedication from parents are fundamental in helping children with special needs navigate the complexities of the world around them and lead fulfilling lives (Bagadood, 2021).

Rationale of the Study

A successful upbringing of a child starts with parental support. Well-involved parents produce successful children who are less prone to participate in undesirable activities and behaviours. Their involvement in activities, whether social, intellectual, or otherwise, shows how successful and mature the child is because they are their first instructor and role model. Many parents, meanwhile, merely permitted their children alone to take care of themselves because they were unable to understand this viewpoint. In particular, CWSN required the greatest care and attention, it is impacting and detrimental when parents act irresponsibly. Thus, a study on the involvement of parents in the upbringing and education of CWSN become crucial to shed light on the current status of CWSN in Kolasib district, Mizoram. Furthermore, it is hoped that the finding of this study will contribute to the existing knowledge and also provide baseline information for the growth and development of CWSN in Kolasib district, Mizoram.

Review of Related Literature

Some of the literature related to the present study are reviewed below –

Elkin et al., (2003) in their research on "Parents' Attitudes to Inclusion of their Children with Special Need" in Australia revealed that more interactions between parents and qualified teachers would be advantageous to both parties. The school's ability to comprehend and work with students who have special needs may be strengthened by these interactions and active participation. Enhanced Parent-teacher engagements through approaches like Parent-Teacher Association (PTA) offer several benefits.

Hadjiyiannakou et al., (2007) in their study named "Parents of Disabled Children: The Educational System and the Everyday Challenges" highlights the problems and barriers parents of disabled children faced in Cyprus. The absence of a support system

for parents of disabled children creates lot of problems. Parents of disabled children in Cyprus, in most cases they are left alone until their child will attend a school. Then parents are so overwhelmed with negative experiences, they are so tired, thus they failed to appreciate the guidance and the help that professionals offer them.

Roberts and Kaiser (2011) in their study called "The Effectiveness of Parent-Implemented Language Interventions: A Meta-Analysis" found that parental classify the benefits of parental involvement into four categories: to meet parental involvement positively impact the academic progress and overall well-being of disabled students. By actively participating in their child's education, parents can provide the necessary support and encouragement that can help boost confidence, motivation, and self-esteem in students facing disabilities.

Bagadood (2021) stated in his study of "Parental Involvement and Education of Children with Intellectual Disabilities in Saudi Arabia" that parents must receive instruction and guidelines from the school on how to help their children with their homework. Whether or not their children attend school, parents' ought to be involved in their education and extended an invitation to take part in all school-sponsored events. At its core, parents are the most significant individuals in their children's lives, even though the school bears the responsibility for their academic progress during school hours. The experiences that parents' expose their children to outside of school can greatly enrich their lives in a multitude of ways.

Delimitations

The delimitations of the present study are -

1. The study is delimited to Mizo mothers and in the absence of mother, the immediate caregiver of CWSN.
2. The study is delimited to only those CWSN who are enrolled in an educational institution.
3. The study is delimited to only one district of Mizoram, i.e., Kolasib district.

Objectives of the Study

The objectives of the study are listed below –

1. To find out the involvement of parents in the upbringing and education of CWSN.
2. To compare the involvement of parents in the upbringing and education of CWSN based on locale.
3. To compare the involvement of parents in the upbringing and education of CWSN based on type of family.

Hypotheses of the Study

The hypotheses of the present study are as follows –

1. There is no significant relationship between the involvement of parents in the upbringing and education of CWSN based on locale.
2. There is no significant relationship between the involvement of parent in the upbringing and education of CWSN based on type of family.

Methodology and Procedure

Method of the Study

The present study employed Descriptive Survey Method

Population

The population for the present study comprises of parents of CWSN in Kolasib district whose children are enrolled in an educational institution.

Sample

The investigator selected 53 (fifty-three) parents of CWSN in Kolasib district usingcluster random sampling method.

Tools Used

The investigator used the "Parent Involvement Scale (PIS)" developed by Chopra & Sahoo (2007). The norms for interpretation of the tool are recalibrated to ensure maximum accuracy and reliability for the present study.

Procedure of Data Analysis

The investigator personally visited the homes of the selected sample and collected the necessary data. For analyzing data, statistical technique such as Percentage, Mean, Standard Deviation and 't' tests were employed to find accurate results.

Analysis and Interpretation of the Study

Objective No.1: To find out the involvement of parents in the upbringing and education of CWSN.

In order to find out the involvement of parents in the upbringing and education of CWSN, their responses are categorized into four dimensions namely School Involvement, Home Involvement, Involvement through Parent's Teacher Association (PTA) and Overall Involvement as per the manual of the scale employed for the present study.

Table. 1

School involvement of parents in the upbringing and education of CWSN

Category	Range of score	Number of parents	Percentage of parents
Low involvement	15 and below	34	64.15
Average involvement	16-24	16	30.18
High involvement	25 and above	3	5.67
Total	-	53	100

A cursory glance at Table. 1, shows the school involvement of parents from Kolasib district. It is found that, out of the total 53 parents, 34 (64.15%) parents are having low involvement, 16 (30.18%) are having average involvement and the remaining 3 (5.67%) are having high involvement in school.

It can thus, be concluded that the highest numbers of parents are having low involvement in school, followed by those having average involvement and the parents having high involvement constitute the fewest in number.

Table. 2

Home involvement of parents in the upbringing and education of CWSN

Category	Range of score	Number of parents	Percentage of parents
Low involvement	22 and above	49	92.45
Average involvement	23-34	4	7.55
High involvement	35 and above	0	0
Total	-	53	100

An examination of data vide Table. 2, shows the home involvement of parents in Kolasib district. From the selected 53 parents, 49 (92.45%) are having low involvement at home and the remaining 4 (7.55%) are having an average home involvement. Parents from the selected sample were not found to have high involvement at home.

In accordance with the data displayed above, majority of the parents have low involvement at home while the minority have an average level of involvement at home.

Table. 3

PTA involvement of parents in the upbringing and education of CWSN

Category	Range of score	Number of parents	Percentage of parents
Low involvement	14 and below	37	69.82
Average involvement	15-25	16	30.18
High involvement	26 and above	0	0
Total	-	53	100

Table. 3, displays the PTA involvement of parents in Kolasib district. The data reflects that, among the 53 parents, 37 (69.82%) parents are having low involvement through PTA followed by 16 (30.18%) parents having an average PTA involvement. No parents were found to have high PTA involvement from the selected sample.

Considering the details shown in the aforementioned table, it is clear that there are more parents with low level of PTA involvement than there are with average level involvement. In Kolasib district, among the selected parents, there lack any parents having high involvement through PTA.

Table. 4

Overall involvement of parents in the upbringing and education of CWSN

Category	Range of score	Number of parents	Percentage of parents
Low involvement	48 and below	36	67.93
Average involvement	49-80	16	30.19
High involvement	81 and above	1	1.88
Total	-	53	100

The above Table. 4, presents the overall involvement of parents in Kolasib district. The obtained data reveals that, out of the total 53 parents, 36 (67.93%) parents are having low overall involvement, 16 (30.19%) parents are having average involvement and the remaining 1 (1.88%) parent is having high overall involvement.

As a result, it can be gathered that, from the selected 53 parents, that the majority are having low overall involvement followed by those having an average involvement while there is one parent having high overall involvement.

Objective No.2: To compare the involvement of parents in the upbringing and education of CWSN based on locale.

To compare the involvement of parents in the upbringing and education of CWSN, the parents are divided into two categories of rural and urban; wherein parents in the

neighbouring villages were labelled as rural locale and the capital district were labelled as urban locale.The comparison between the two groups of parents in all the dimensions of parental involvement is done by employing 't'-test which is presented below –

Table. 5

Comparison of school involvement of parents based on locale

Locale	N	Mean	SD	Df	t-value	Sig.
Rural	15	13.73	4.75	51	1.08	NS
Urban	38	15.28	4.69			

An examination of data vide Table. 5, shows the comparison of school involvement of parents based on locale. The finding reveals that the calculated mean score of rural locale is 13.73 with a standard deviation of 4.75, while the calculated mean score of urban locale is 15.28 with a standard deviation of 4.69.

The obtained 't'-value is found to be 1.08 which is smaller than the critical value of 't' at both level of confidence (0.05 = 1.95, 0.01 = 2.59) indicating that the involvement of parents in school does not differ based on locale.

Table. 6

Comparison of home involvement of parents based on locale

Locale	N	Mean	SD	Df	t-value	Sig.
Rural	15	16.06	3.37	51	0.72	NS
Urban	38	16.87	3.75			

An observation of Table. 6, shows the comparison of home involvement of parents based on locale. The finding shows that the calculated mean score is 16.06 and 16.87 for rural and urban locale respectively. The standard deviation is found to be 3.37 and 3.75 for both rural and urban locales respectively.

The 't'-value is found to be 0.72 which is smaller than the critical value of 't' at both levels of confidence indicating that the home involvement of parents in the upbringing and education of CWSN does not differ based on locale.

Table. 7

Comparison of PTA involvement of parents based on locale

Locale	N	Mean	SD	Df	t-value	Sig.
Rural	15	12.86	3.46	51	1.21	NS
Urban	38	14.15	3.48			

Table. 7, shows the comparison of PTA involvement of parents based on locale. The finding shows that the calculated mean score and standard deviation for rural locale is 12.86 and 3.46 respectively. Likewise, the calculated mean score and standard deviation for urban locale is 14.15 and 3.48 respectively.

The 't'-value is found to be 1.21 which is smaller than the critical value of 't' at both level of confidence indicating that the PTA involvement of parents in the upbringing and education of CWSN does not differ based on locale.

Table. 8

Comparison of overall involvement of parents based on locale

Locale	N	Mean	SD	Df	t-value	Sig.
Rural	15	42.66	10.3	51	1.11	NS
Urban	38	46.32	10.8			

The above Table. 8, shows the overall comparison of parentalinvolvement based on locale. The finding shows that the calculated mean score and standard deviation for rural locale is 42.66 and 10.3 respectively. Likewise, the calculated mean score and standard deviation for urban locale is 46.32 and 10.8 respectively.

The obtained 't'-value is found to be 1.11 which is smaller than the critical value of 't' at both level of confidence indicating that the overall involvement of parents in the upbringing and education of CWSN does not differ based on locale.

Therefore, the null hypothesis which holds that there is no significant relationship between the involvement of parents in the upbringing and education of CWSN based on locale can be accepted.

Objective No.3: To compare the involvement of parents in the upbringing and education of CWSN based on type of family.

To compare the involvement of parents in the upbringing and education of CWSN, the parents are divided into two categories of nuclear and joint family based on the type of family settings they inhabit. The comparison between the two groups of parents in all the dimensions of parental involvement is done by employing 't'-test which is presented below –

Table. 9

Comparison of school involvement of parents based on type of family

Type of family	N	Mean	SD	Df	t-value	Sig.
Nuclear family	36	15.13	4.72	51	0.64	NS
Joint family	17	14.23	4.78			

It can be inferred from Table. 9, that the comparison of school involvement of parents based on the type of family does not have a significant difference. The above table reveals that the calculated mean score of nuclear family is 15.13 with a standard deviation of 4.72. Whereas the calculated mean score of joint family is 14.23 with a standard deviation of 4.78.

The obtained value of 't' as presented in the table, is found to be 0.64, which is smaller than the critical value of 't' at both 0.01 and 0.05 level of confidence. Thus, it can be stated that the school involvement of parents based on the type of family setting they inhabit does not have a significant difference in the upbringing and education of CWSN.

Table. 10

Comparison of home involvement of parents based on type of family

Type of family	N	Mean	SD	Df	t-value	Sig.
Nuclear family	36	17	3.97	51	1.05	NS
Joint family	17	15.88	2.71			

Table. 10, reveals the comparison of home involvement of parents based on the type of family settings they have. It is found that the mean score of nuclear family is 17 with a standard deviation of 3.97. Additionally, the calculated mean value of joint family is found to be 15.88 with a standard deviation of 2.71.

The obtained value of 't' as seen in the table, is 1.05, which is smaller than the critical value of 't' at both level of confidence (0.05 = 1.95, 0.01 = 2.59). This finding indicates that the home involvement of parents based on the type of family do not have a significant difference towards the upbringing and education of CWSN.

Table. 11

Comparison of PTA involvement of parents based on type of family

Type of family	N	Mean	SD	Df	t-value	Sig.
Nuclear family	36	13.91	3.64	51	0.37	NS
Joint family	17	13.52	3.22			

Table. 11, reveals the results of comparison made on the PTA involvement of parents based on the type of family settings they inhabit. As seen in the above table, the obtained mean score of nuclear family is 13.91, while the mean score of joint family is 13.52. Furthermore, the value of standard deviation for nuclear family is 3.64 while the value of standard deviation for joint family is 3.22.

It can be inferred that the obtained value of 't' which is 0.37, is smaller than the critical value of 't' at both level of confidence. Consequently, it can be denoted that the PTA involvement of parents based on the type of family settings they inhabit does not have a significant difference towards the upbringing and education of CWSN.

Table. 12

Comparison of overall involvement of parents based on type of family

Type of family	N	Mean	SD	Df	t-value	Sig.
Nuclear family	36	46.05	11.43	51	0.75	NS
Joint family	17	43.64	9.34			

An examination of Table. 12, highlights the comparison of overall involvement of parents based on the type of family settings they have. The mean score as provided in Table. 12, are 46.05 and 43.64 for nuclear and joint family respectively. Likewise, the calculated value of standard deviation is 11.43 and 9.34 for nuclear and joint family respectively.

The above table reveals that the calculated 't' value is 0.75. This obtained 't' value is smaller than the critical value at both 0.05 and 0.01 level of confidence. Thus, it can be determined that the overall involvement of parents in the upbringing and education of CWSN does not differbased on the type of family settings they inhabit.

Therefore, the null hypothesis which states that there is no significant difference between the involvement of parents in the upbringing and education of CWSN based on type of family is accepted.

Major Findings

The major findings of the study are listed below –

1. From the present study it was found that out of the total 53 parents, 64.15% have low school involvement while 30.18% of them have an average involvement and the remaining 5.67% have high involvement towards the upbringing and education of CWSN. Therefore, the majority of parents have low school involvement.
2. In home involvement, the study found that the majority i.e., 92.45% have low involvement while 7.55% have an average involvement. This finding indicates that the greatest number of parents have low home involvement followed by those who have an average involvement. However, among the selected sample, no parents were found to have a high involvement at home.
3. The present study reveals that 69.82% have a low PTA involvement followed by 30.18% of parents having an average PTA involvement. No parents were found to possessed high PTA involvement.
4. The overall involvement of parents denotes that, the majority i.e., 67.93% have a low overall involvement, 30.19% of parents have an average involvement and the remaining 1.88% have high overall involvement.
5. The present study found that the involvement of parents based on their locale does not have significant differences based on their locale and type of family settings they exhibit.

Discussions

Involvement of parents in the upbringing and education of CWSN is of vital importance. The present study found that the involvement of parents in all the dimensions of parental involvement is at a low level of involvement. One possible explanation could be the lack of adequate resources,educational level, awareness, socio-economic status,infrastructure and supports required by the parents (Elkin et al., 2003; Hadjiyiannakou et al., 2007; Brekke et al., 2023). Additionally, Oranga et al., (2022) reiterates that parents failed to understand their role and thought that teaching their CWSN is solely the responsibility of the teachers.The study also found that the involvement of parents does not differ based on their locale and family settings. This finding is also supported by Sharma et al., (2022) who found that involvement of parents in the upbringing and education of CWSN does not have a significant difference based on locale, type of family settings, gender and settings of the school.

Conclusion

The issue of parents' involvement in the upbringing and education of CWSN had been gathering numerous attentions in recent years. The manner in which parents – or any adult who perform the act of taking care of the child, handle the situations, makes decision and implement actions have an impactful result on the growth and development of CWSN. In comparison to parents who are in denial of their children's disability, the ones who accept and seek ways of training and educating their disabled child in accordance to their disability reflects the love, dedication and their resolute mindset. These positive perceptions are often lacking in many parents of disabled children, who ultimately produced an incapable child unable to even tend for themselves. It is important to note that disability differs from one another, the degree of disability indicates the possibility of the disabled child being an educable or trainable individual. Further research could focus on ways to improve and provide remedy in order to encourage parents to be proactive and more involved in the upbringing and education of CWSN.

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Parent Involvement in Education of their High School-Going Children in Aizawl City

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Abstract

Parental involvement is an important determinant of a children's holistic development. This paper presents a detailed analysis of parents' involvement on three dimensions, viz. home involvement, school involvement and involvement through parent-teacher association. The sample consisted of 110 parents (55 males and 55 females) of high school students in Aizawl city. Parent Involvement Scale (PIS) developed by Chopra and Sahoo was used for data collection. It was found that majority of the parents had high involvement on the dimension of school involvement and average involvement on the dimension of involvement through parent-teacher association and the percentage of parents who had high involvement and average involvement was the same (48.18%) on the dimension of home involvement.

Key Words: Parental involvement, home involvement, school involvement, parent-teacher association, high school students

Introduction

The importance of parental involvement in education cannot be overstated. It plays a crucial role in enhancing children's academic performance, regardless of other educational practices at home or school (Jaiswal, 2017). Parental involvement in education encompasses a wide array of activities ranging from assisting with homework to active participation in school governance. It has been consistently shown that such involvement yields multiple benefits across educational contexts. Students with engaged parents tend to achieve higher grades (Tapor et al., 2010), show increased motivation

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(Gonzalez-DeHass et al. 2005) and have better attendance records (Utamy, 2022). This active engagement not only supports academic success but also fosters a positive and cooperative relationship between home and school, crucial for the holistic development of students. Engaged parents also gain better understanding of the educational system, enabling them to support their children more effectively.

Parental involvement is widely recognized as a significant factor in students' academic success and overall well-being, particularly during the crucial high school years (Epstein, 2011). This involvement manifests in various forms, including participation in activities within the home environment, engagement with school-related matters, and involvement in Parent-Teacher Association (PTA) initiatives. Understanding the interplay between these dimensions of parent involvement is essential for educators, policymakers, and researchers aiming to support students' educational journeys. This paper aims to explore the level ofparent involvement in their high school going children on selected dimensions such as home involvement, school involvement, and involvement through PTA.

Home Involvement: It refers to the extent to which parents are actively engaged in their child's learning and development within the home environment (Fan & Chen, 2001). This can include assisting with homework, providing educational resources, fostering a conducive learning environment, and engaging in discussions about academic goals and progress. Research suggests that positive home involvement is associated with higher academic achievement, improved attitudes towards school, and enhanced social-emotional development among high school students (Deslandes & Bertrand, 2005; Jeynes, 2005).

Thus, parental involvement at home is vital as it directly enhances academic performance and fosters a supportive environment that encourages educational engagement and curiosity. Active participation in a child's homework and educational activities boosts their confidence and establishes a strong foundation for lifelong learning.

School involvement: It encompasses parents' participation in school-related activities, such as attending parent-teacher conferences, volunteering in school events, joining advisory committees, and collaborating with educators to support student learning (Henderson & Mapp, 2002). High levels of school involvement have been linked to increased student motivation, better attendance rates, and a stronger sense of belongingness within the school community (Hill & Tyson, 2009). Moreover, school involvement facilitates positive relationships between parents and teachers, leading to improved communication and collaboration in addressing students' needs (Epstein, 2011).

Parental involvement in school activities is key to building strong relationships between families and educational institutions, fostering a community where educators and parents collaborate for the students' benefit. This involvement helps to create a more supportive educational environment that enhances student morale and motivation. Moreover, when parents are visible and active within the school, it often leads to better behaviour and higher academic achievement among students.

Participation in Parent-Teacher Associations (PTAs)*:* It encompassesthe opportunities of parents to contribute in the school decision-making, fundraising efforts, and community-building activities. PTAs play a vital role in fostering partnerships between parents, teachers, and school administrators, thereby promoting a supportive and inclusive educational environment. Research indicates that active involvement in PTAs correlates positively with parental satisfaction with the school, perceived school effectiveness, and students' academic outcomes (Christenson & Sheridan, 2001).

The Parent-Teacher Association (PTA) strengthens the collaboration between families and schools, enhancing communication and mutual support that directly benefits students' educational outcomes. This partnership facilitates the organization of school events, supports educational initiatives, and amplifies a collective voice in advocating for improved resources and policies.

Rationale

Parental engagement in education has been widely acknowledged as a pivotal element influencing children's academic achievements and holistic development. As educators, policymakers, and researchers continue to explore the intricate dynamics of this relationship, the importance of conducting research on the level of parent involvement becomes increasingly evident. Numerous studies have demonstrated the positive correlation between parents' engagement and children's academic achievement, including improved grades, test scores, and graduation rates. By identifying the specific forms of parent involvement that yield the greatest benefits, researchers can inform educators and families alike about effective strategies for supporting children's learning. Furthermore, research in this area sheds light on the broader implications of parents' involvement for child development.

Research on the level of parent involvement in education is indispensable for understanding its multifaceted impact on children, families, schools, and communities. By informing evidence-based practices and policies, research contributes to the creation of inclusive, supportive, and equitable educational environments where all children can thrive. Thus, the level of parent involvement has a huge impact on children's learning affecting their academic achievement.

Objectives of the Study

The objectives include the following:

1. To find out the level of parental involvement in education of their high school going children on the dimension of school involvement.
2. To find out the level of parental involvement in education of their high school going children on the dimension of home involvement.
3. To find out the level of parent involvement in education of their high school going children on the dimension of involvement through Parental Teacher Association.

Statement of the Problem

The problem of the present study is stated as "Parent Involvement in Education of their High School-Going Children in Aizawl City".

Methodology

Method

Descriptive survey method was employed for the study to find out the level of parents' involvement in their high school going students in Aizawl City.

Population

The population consists of all parents of high school-going children affiliated under the Mizoram Board of School Education (MBSE) in Aizawl City.

Sample

The sample of the study comprised of 110 randomly selected parents of high school going children in Aizawl City.

Tool used for data collection

In this research "Parent Involvement Scale (PIS)" developed by Chopra and Sahoo was used.

Data collection and Analysis

The scale was administered using google forms and through personal visits by the investigator.Instruction was given to the subject before administering the tool. The data was analysed according to the established norms given in the scale.

Data Analysis and Interpretation

Objective No 1: To find out the level of parent involvement in education of their high school going children on the dimension of school involvement

Parent involvement was classified into three levels based on the established norm. Parent involvement with scores 25 and above were categorized as 'High Parent Involvement', scores between 16 to 24 were considered 'Average Parent Involvement, and scores 15 and below were categorised as 'Low Parent Involvement'. Table No. 1 provided below illustrates the distribution of parent involvement levels on the dimension of school involvement.

Table No. 1

Level of Parent Involvement on the Dimension of School Involvement

Category	Range of score	No. of Parents	Percentage
High Parent Involvement	25 and above	73	66.36
Average Parent Involvement	16 - 24	34	30.91
Low Parent Involvement	15 and below	3	2.73
Total		110	100

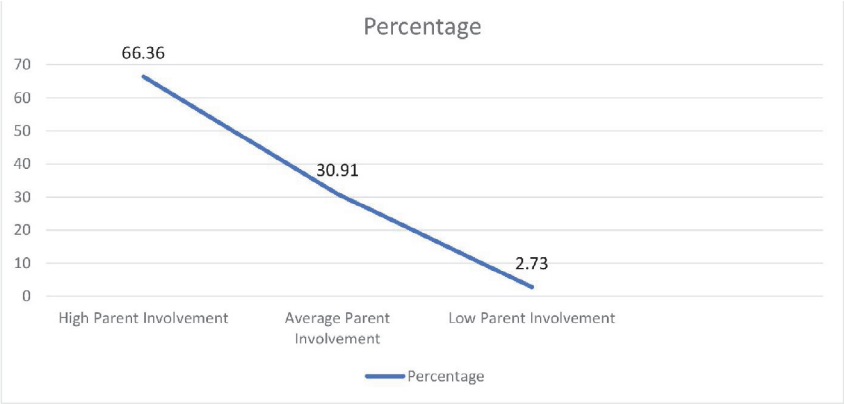

Fig. No. 1

As shown in Table No. 1 and Fig. No. 1, out of the 110 parents, 73 parents (66.36%) had high involvement on the dimension of school involvement, while 34 parents (30.91%) and 3 parents (2.73%) were categorised as having average involvement and lowinvolvement, respectively. The overall finding shows that the majority of the parents had high involvement with regard to the dimension of school involvement.

Objective 2: To find out the level of parent involvement in education of their high school going children on the dimension of home involvement.

Regarding the home involvement, the level of parent involvement was classified into three levels based on the established norm. Parent involvement with scores 35 and above were categorized as 'High Parent Involvement', scores between 23 to 34 were considered 'Average Parent Involvement, and scores 22 and below were categorised as 'Low Parent Involvement'. Table No. 2 illustrates the distribution of parent involvement levels with regard to the dimension of home involvement.

Table No. 2

Level of Parent Involvement on the Dimension of Home Involvement

Category	Range of score	No. of Parents	Percentage
High Parent Involvement	35 and above	53	48.18
Average Parent Involvement	23 - 34	53	48.18
Low Parent Involvement	22 and below	4	3.64
Total		110	100

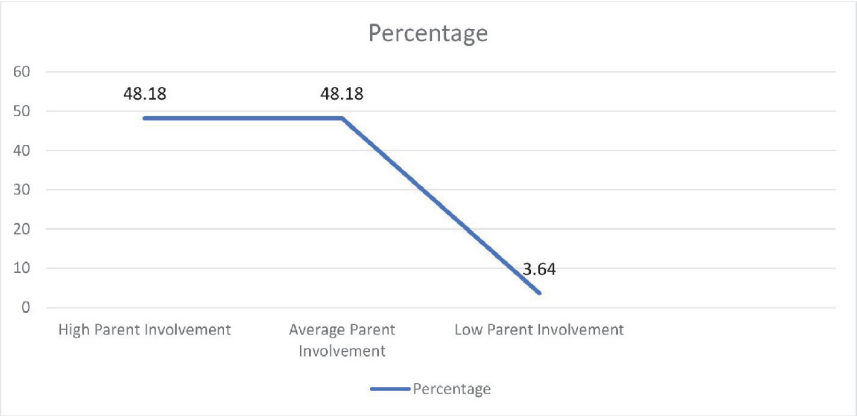

Fig. No. 2

As shown in Table No. 2 and Fig. No. 2, out of the 110 parents, 53 parents (48.18%) had high involvement in relation to the dimension of home involvement, while 53 parents (48.18%) had average involvement and 4 parents (3.64%) were categorised as low parent involvement.

Objective 3: To find out the level of parent involvement in education of their high school going children on the dimension of involvement through Parent-Teacher Association

The parent involvement with regard to the dimension of Parent-Teacher Association, according to the norm was categorised into three levels. Thus, parents who scored 26 and above were considered high parent involvement, parental score ranging from 15 to 25 were categorised as average parent involvement and parents coring 14 and below were considered low parent involvement. The following Table highlighted the level of parent involvement on the dimension of involvement through Parent-Teacher Association.

Table No. 3

Level of Parent Involvement on the Dimension of Parent-Teacher Association

Category	Range of score	No. of Parents	Percentage
High Parent Involvement	26 and above	4	3.64
Average Parent Involvement	15 - 25	79	71.82
Low Parent Involvement	14 and below	27	24.54
Total		110	100

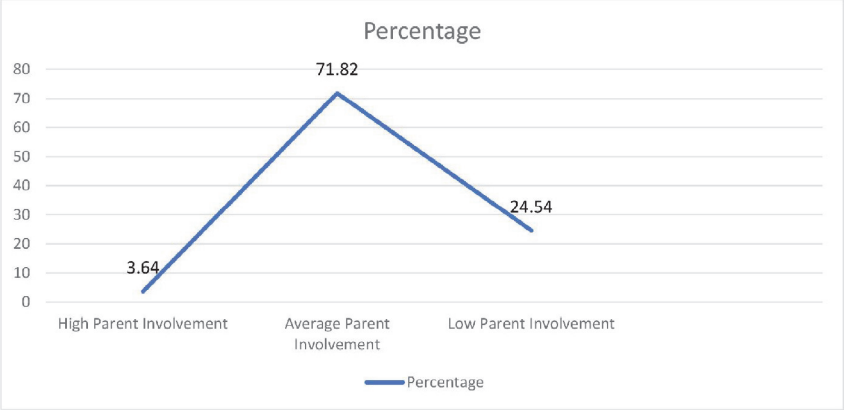

Fig. No. 3

From Table No. 3 and Fig. No. 3, it can be observed that 4 parents (3.64%) had high involvement, whereas, 79 parents (71.82%) and 27 parents (24.54%) had average involvement and low involvement respectively. The overall finding shows thatmajority of the parents had average parentinvolvement with regard to involvement through Parent-Teacher Association.

Conclusion

Research on the level of parent involvement in education is indispensable for understanding its multifaceted impact on children, families, schools, and communities. The results of the present study highlighted that majority of the parents had high involvement with regard to school involvement and average involvement with regard to parent-teacher association and the percentage of parents who had high involvement and average involvement was the same (48.18%) with regard to home involvement. By recognizing the degree of parental involvement, schools can facilitate effective partnerships between educators and parents etc. This enhances not only academic achievement but also cultivates long-term success, as children with supportive and involved parents are more likely to excel academically, and thrive in their future endeavours.

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Mental Health of Undergraduate Students in Aizawl Cityin the Post Covid Period

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Abstract

We live in a modern world where changes occur daily in almost everything.The fast-changing economy has led to the development of technology; thus, every individual tries to adapt himself/herselfto these changes to meet the present needs and demands of life. Therefore, having a well-balanced personality and a positive view of life is necessary to overcome stress, anxiety and frustration which affects the mental health of a person. It is important for everyone to have a strong sense of self-awareness and self-understanding in order to adapt to changing circumstances and maintain a positive outlook on life.

Keywords: Mental Health, Undergraduate Students, Post covid, Social media.

Introduction:

Due to drastic changes and developments in the economy, everyone tries to keep up with these changes, not only in terms of technology but also in society. Social media platforms like Facebook, Twitter, Snapchat, WhatsApp, Instagram have a significant impact on people's lives which has led to an increase in competition among everyone, particularly among the youth. Not only in academic areas but in fashion as well, there is an endless battle to maintain or to keep up with the newest brands, styles and trends. Although this competition can be used as a positive stimulus, it is harmful for the mental health of the youth as it has led to increase in stress, anxiety, frustration, jealously and depression etc. Most of the students are the youths who are still young and who are not expected to have too many experiences in life as compared to adults. Young minds can be considered as the most useful minds in the society. So, students in

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today's digital age have suffered a lot with this type of illness/pressure such as pressure to be successful, pressure to become a fashionista, pressure to be popular, uncertainty about the future, exam pressure and parental pressure etc. Many people have come to seek the help of psychologists and psychiatrists to promote healthy behaviors, to prevent diseases and to improve the quality of life. This is because it is difficult to live and try to change one's lifestyle under this kind of pressure.

The World Health Organization has declared 10th October as 'World Mental Health Day' because it feels that this will be beneficial to reduce the mental illness that people are suffering from by raising awareness about the mental health issues and support those who are dealing with these issues worldwide. As per the latest data reported by the National Crime Records Bureau (2021), 1,64,033 Indians have committed suicide, an increase in the total numbers by about 7.2% as compared to the previous year.According to VOLCOMH data, Mizoram has experienced over 100 suicide occurrences since 2017. Actual suicide rates are two to four times greater than those that are officially reported. Therefore, mental health and mental problems have become an important issue in society today.

Need and Importance of the Study

Positive mental health enhances academic success, as a positive mindset, emotional well-being, and self-confidence can improve focus, motivation, and overall learning outcomes. High levels of stress and anxiety can negatively impact academic performance of students, as the pressure to excel in academics can contribute to increased stress levels. Mental health disorders, such as depression, anxiety, ADHD, or eating disorders, often face challenges in academic pursuits, affecting cognitive functioning, attendance, and coursework completion.

Effective coping strategies for managing stress and emotional challenges are more likely to be employed by students. These strategies include seeking social support, practicing mindfulness, and engaging in self-care activities. Academic struggles can adversely affect mental health, as students who consistently underperform may experience lower self-esteem, increased anxiety, and concerns about their future.

Strong support systems, including family, friends, and access to mental health services, are essential for helping students navigate the challenges of both academics and mental well-being. Time management is essential for maintaining a healthy balance between academics and mental health, as struggling students may experience high levels of stress and poorer academic performance.

Lifestyle choices, such as sleep, diet, and physical activity, significantly impact mental health and academic performance. Early intervention and access to mental

health services are vital for addressing mental health issues before they negatively affect academic progress.

Cultural and socioeconomic factors also play an important role in the mental health of the students. Providing support and resources for students to maintain good mental health is crucial for educational institutions and policymakers. Reducing stigma around mental health issues and creating an environment where students feel comfortable seeking help promotes mental well-being and academic excellence.

Research and data collection from local universities and colleges can help understand the mental health status of undergraduate students in Aizawl City. This research can inform evidence-based policies and interventions to support students in the region.

Objectives of the Study:

1. To find out the mental health of Undergraduate students in Aizawl city.
2. To find out the mental health of female and male students.
3. To find out the mental health of 1st semester students.
4. To find out the mental health of 3rd semester students.

Definition of Key Terms

Mental Health: The absence of illness as a condition in which an individual tries to seek a balanced performance in a daily task and allows people to manage life's challenges, develop their potential, study and work effectively, and bring changes in society is called as mental health.

Undergraduate Students: Undergraduate students refer to students studying B.A in different colleges in Aizawl.

Post Covid: post covid period refers to the period after the covid pandemic i.e., after 2020.

Social Media: Social media refers to Facebook, Twitter, WhatsApp, Instagram, Tiktoketc

Methodology:

Method of the study: The investigationis descriptive in nature. The research methodology focuses on the mental health of undergraduate students in Aizawl city.

Population and sample: The population includes all Undergraduate students studying in different colleges in Aizawl city.

The sample consists of 100 students in total. Out of these, 46 are from 1st Semester and 54 from 3rd Semester; 57 are female and 43 are male. All the sampled students belong to Arts stream.

Tools used: Mental Health Inventory by Jagdish and Srivastava was used to find out the mental health of the students.It is divided into 6 dimensions:

1. **Positive self-Evaluation (PSE):** It includes self-Confidence, self-acceptance, self-identity, feeling of worth-whileness, realization of one's potentialities, etc.
2. **Perception of Reality (PR):** It is related to perception free from need distortion, absence of excessive fantasy and a broad outlook on the world.
3. **Integration of Personality (IP):** It indicates the balance of psychic forces in the individual and includes the ability to understand and to share other people's emotions, the ability to concentrate at work and interest in several activities.
4. **Autonomy (AUNTY):** It includes stable set of internal standards for one's action, dependence for own development upon own potentialities rather than dependence on other people.
5. **Group Oriented Attitudes (GOA):** It is associated with the ability to get along with others, work with others and ability to find recreation.
6. **Environmental Mastery (EM):** It includes efficiency in meeting situational requirements, the ability to work and play, the ability to take responsibilities and capacity for adjustment.

Major Findings of the Study:

1. **Findings regarding the Mental Health of Undergraduate Students**

Table 1:Mental Health of Undergraduate Students

Sl No.	Dimensions of Mental Health	Score of Male Students	Interpretation of Results	Score of Female Students	Interpretation of Results
1	Positive Self Evaluation (PSE)	24.44	Poor	22.49	Very Poor
2	Perception of Reality (PR)	18.3	Poor	19.42	Poor
3	Integration of Personality (IP)	28.02	Poor	27.98	Poor
4	Autonomy (AUNTY)	15.9	Average	14.4	Poor
5	Group Oriented Attitudes (GOA)	23.55	Poor	24.33	Very Poor
6	Environmental Mastery (EM)	23.13	Poor	22.3	Very Poor
7	Overall Mental Health	134.72	Poor	132.24	Very poor

From the above Table no.1, it was found that the scores of male students are poor in PSE (24.44), poor in PR (18.30), poor in IP (28.02), average in AUNTY (15.90), poor in GOA(23.55) and poor in EM (23.13).

The scores of female students are very poor in PSE (22.49), poor in PR (19.42), poor in IP (27.98), poor in AUNTY(14.40), very poor in GOA (24.33) and very poor in EM(22.30).

The overall mental health for male students is Poor (134.72) and for female students, it is Very poor (132.24). Therefore, it can be concluded that both male and female students have low mental health. However, the mental health of male students is slightly better than female students.

2. Findings regarding Mental Health of 1st Semester Students

Table 2: Mental Health of 1st Semester Students

Sl No.	Dimensions of Mental Health	Score of Male Students	Interpretation of Results	Score of Female Students	Interpretation of Results
1	Positive Self Evaluation (PSE)	24.69	Poor	21.65	Very Poor
2	Perception Of Reality (PR)	16,65	Very Poor	19.73	Poor
3	Integration Of Personality (IP)	28.52	Poor	28.04	Poor
4	Autonomy (AUNTY)	14.79	Poor	14.6	Poor
5	Group Oriented Attitudes (GOA)	24.04	Poor	25.17	Poor
6	Environmental Mastery (EM)	23.73	Poor	22.69	Poor
7	Overall mental health	135.87	Poor	135.04	Poor

From the above tableno.2It is found that the score of 1st semester male students is poor in PSE (24.69), very poor in PR (16.65), poor in IP (28.52), poor in AUNTY (14.79), poor in GOA (24.04) and poor in EM (23.73).

The score of female students is very poor in PSE (21.65), poor in PR (19.73), poor in IP 28.04), poor in AUNTY (14.60), poor in GOA (25.17) and poor in EM (22.69).

The overall mental health of 1st semester male students is poor (135.87) and for female is poor (135.04). Therefore, it may be concluded that both male and female students have low mental health.

3. Findings regarding Mental Health of 3rd Semester Students

Table 3: Mental Health of 3rd Semester Students

Sl No.	Dimensions of Mental Health	Score of Male Students	Interpretation of Results	Score of Female Students	Interpretation of Results
1	Positive Self Evaluation (PSE)	24.15	Very Poor	23.05	Very Poor
2	Perception Of Reality (PR)	20.2	Poor	19.2	Poor
3	Integration Of Personality (IP)	27.45	Poor	27.94	Poor
4	Autonomy (AUNTY)	17.2	Average	14.26	Poor
5	Group Oriented Attitudes (GOA)	23	Poor	23.76	Very Poor
6	Environmental Mastery (EM)	22.45	Poor	22.11	Very Poor
7	Overall mental health	133.4	Very poor	130.35	Very poor

From the above table no.3, It is found that the score of 3rd semester male students is very poor in PSE (24.15), poor in PR (20.2), poor in IP (27.45), average in AUNTY (17.2), poor in GOA (23) and very poor in EM (22.45).

The score of female students is very poor in PSE (23.05), poor in PR (19.20), poor in IP (27.94), poor in AUNTY (14.26), very poor in GOA (23.76) and very poor in EM (22.11).

The overall mental health of 3rd semester male students is very poor (133.4) and for female, it is also very poor (130.35). Therefore, it may be concluded that both male and female students have very low mental health.

Discussion and Conclusion

The present study reveals that all the sampled students have poor mental health. It was further found that the mental health of the female students was lower than the mental health of male students.This may be attributed to the fact that today's youth are usingsocial media platforms like Facebook, Twitter, Snapchat, WhatsApp, and Instagram for staying in touch with family and friends. This has led to an increase in lack of interaction not only with family but also with friends. They content themselves in their own room and what they saw on social media, the feeling of boredom let them neglect reality. Whatever things they need is provided to them by their parents. Most parents do not want their children to suffer or lack anything, every parent tries their best to give their children the best of everything. This has led to feelings of entitlement, selfishness, laziness, materialism, etc. which has resulted in lack of confidence, lack of independence especially after covid. Students seem to lack strong principles, self - control, morals and values. With the ongoing changes in the society, students of today have suffered a lot of pressure not only from family, but also from society. They feel the pressure to look good, be fashionable, be successful, be popular and so on. This pressure has led them toindulge in drugs, alcohol, sex etc.

Female students have lower mental health as compared to male students. This may be because the fast-changing trends in society, fashion, technology, etc. has led to changes in the lifestyle resulting in increase in competition in terms of gadgets, aesthetics, clothing, keeping up with the trends and brands, comparison among their peers. While promoting women empowerment all over the world, it cannot be denied that females are considered as less strong in terms of physique, emotions, intellect, etc. as compared to males. So, the investigator found that female students have faced more difficulty in adjusting with the ongoing changes in society.

The study found that the mental health of 3rd semester students is poorer than the 1st semester students. This may be because those who are studying in 3rd semester are students who have gone through online teaching mode because of the covid pandemic. It is clear that interaction plays an important role in teaching learning process. 3rd semester students started online learning from higher secondary school(class XI) without receiving any proper interaction with their teachers and their classmates. During the covid era, students are excusing themselves by using smartphones and computers a lot for learning. However, effective learning cannot take place without proper interaction and thishas resulted in lack of attention span, inability to accept reality, etc. which affects their mental health.

Mental health is not a new thing and not only a western concept anymore. It is somethingwhich is a serious issue and is relevant even in Mizo society. Today's youths need proper guidance and counselling in order to have well-balanced lives. From the above results, it is evident that awareness and promotion of mental health in schools, colleges, universities and different institutions is a must.

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Assessing the Effect of Self-Monitoring Blood Glucose (SMBG) on Glycaemic Outcome among Type-2 DM Patients of Aizawl, Mizoram

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Lukima Saikia**

Abstract

The present study aims to assess the effect of self-monitoring blood glucose(SMBG) on Glycaemic outcome among type-2 DM patients of Aizawl,Mizoram. A randomized control study was conducted on April 2023 to September 2023 at City Polyclinic, Dawrpui, Aizawl with a total of 60 diabetic patients (30 in experimental and 30 in control group). Interventional video on SMBG and its importance was given. Convenience sampling technique was used. Among the total of 60 samples, 80% did not have previous knowledge / teaching regarding SMBG (self-monitoring of blood glucose). From the DSMQ questionnaire focusing on SMBG questions, it was seen that majority (53% approx.) of the experimental group took their medicines (oral antidiabetics), practice SMBG and check their blood sugar regularly, especially after interventions were applied. The HbA1c result at the end of the study was 7.9% for the experimental group vs 7.7% for the control group with statistical significant difference (p-value < 0.05). Therefore, the study concluded that interventions on SMBG has a true impact on the result of Glycaemic control which directly improves the blood sugar of Type-2 DM patients. The study may be further introduced to larger samples for a more accurate and productive outcome.

Keywords*:* Interventional video, blood sugar, DSMQ questionnaire, oral antidiabetics, HbA1c

Introduction

Diabetes mellitus is a chronic multisystem disease related to abnormal insulin production, impaired insulin utilization, or both. Diabetes Mellitus has become a serious

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health problem throughout the world and its prevalence is increasing rapidly worldwide. In India, an estimated 40 million people have Diabetes in which the prevalence in urban areas is about 9% and in the rural areas 3%. Regardless of its cause, Diabetes is primarily a disorder of glucose metabolism related to absent or insufficient insulin supplies and/or poor utilization of the insulin that is available. Evaluating HbA1c(Glycated haemoglobin) level is the main method of determining the glycaemic control of diabetes mellitus patients in which HbA1c level < 5.6% are considered good glycaemic control and for diabetic patients maintaining HbA1c level <6.5% can reduce the risk of further complications. One of the main components of Diabetes management that can reduce HbA1c(Glycated haemoglobin) level is self-monitoring of blood glucose(SMBG) whose main goal is to reduce symptoms, promote well-being, prevent acute complications of hyperglycemia, and prevent or delay the onset andprogression of long-term complications. The goals are most likely to be met when the patient is able to maintain blood glucose levels as near to normal as possible.Self-monitoring of blood glucose(SMBG) is a cornerstone of diabetes management. By providing a current blood glucose reading, SMBG enables the patient to make self-management decisions regarding diet, exercise, and medication. SMBG is also important for detecting episodic hyperglycemia and hypoglycemia. The chief advantage of SMBG is that it supplies immediate information about blood glucose levels that can be used to make adjustments in food intake, activity patterns, and medication dosages. It also produces accurate records of daily glucose fluctuations and trends, as well as alerting the patient to acute episodes of hyperglycemia and hypoglycemia. The current study mainly aims to find the importance of SMBG and its effect in controlling Glycaemic outcome among Diabetic patients.

Objectives/aims of the study

The study aims to assess the effect of self-monitoring blood glucose (SMBG) on Glycaemic outcome among Type 2 DM patients of Aizawl.Mizoram.

Methodology

An experimental research approach was used to examine the effect of self - monitoring of blood Glucose (SMBG) on Glycaemic outcome among type-2 DM patients.Experimental research design, one group pre-test-post-test only design was found to be most suitable for studying the effect of SMBG on glycaemic outcome among type-2 DM patients. A total sample of 60 Diabetic patients attending city polyclinic,Aizawl were randomizedand divided into two groups,one as experimental group(30) and the other as control group (30). Pre-test was conducted for both groups. Experimental group received interventional video on “Importance of SMBG” in

addition to routine care in which control group received only routine care. Demographic proforma and DSMQ(Diabetes Self-Management Questionnaire) were provided to collect data regarding personal data, self-care routine and practicing of SMBG. HbA1c test results were collected and compared in both groups before and after interventions were introduced. The data from two groups was collected in similar situations at different occasions.

Statistical analysis was performed using IBM SPSS statistics version 24 and graph were prepared using Graph pad prism.

Result

1. Demographic proforma:

The demographic characteristics of control group and experimental group has been shown in Table 1. The proportion of age 60yrs and above is found to be higher in control group(66%) as compared to experimental group(36%) in which maximum(40%) of the samples are found to be between 50-60yrs in experimental with a significant difference($p<0.05$) between the two groups in terms of age. There is no significant difference between both groups in terms of gender, BMI(body mass index),anti-diabetics taken and previous teaching about SMBG.

Table 1: Demographic characteristics of both control and experimental group

	Variable	Control (n = 60) N (%)	Experimental (n = 60) N(%)	Significance difference
1	**Age (in years)**			
i.	**30-40**	3%	10%	**p<0.05**
ii.	**40-50**	10%	13%	
iii.	**50-60**	20%	40%	
iv.	**60 and above**	66%	36%	
2	**Gender**			
i.	**Male**	60%	63%	**ns***
ii.	**Female**	40%	36%	**ns**
3	**BMI(Body Mass Index)**			
i.	**≤ 25 (Normal)**	60%	40%	**ns**
ii.	**24-30 (Overweight)**	30%	53%	
iii.	**≥ 30 (obese)**	6%	3%	

4	**Anti-diabetics taken**			
i.	**One Anti-diabetics**	50%	46%	**ns**
ii.	**Two Anti-diabetics**	46%	53%	**ns**
5	**Previous teaching about SMBG**			
i.	**Yes**	23%	16%	**ns**
ii.	**No**	76%	83%	

***ns means Not significant**

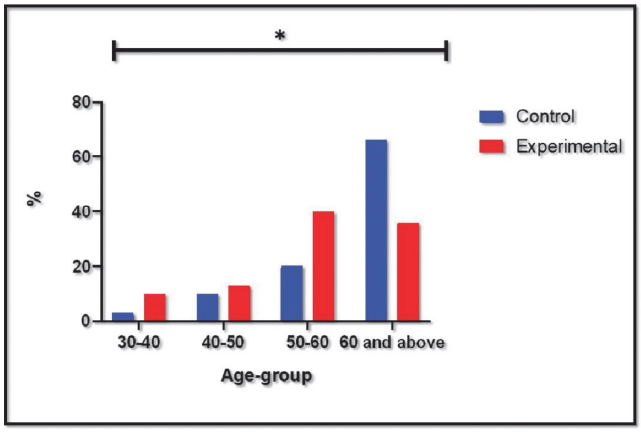

Fig 1 : Demographic characteristics - Age

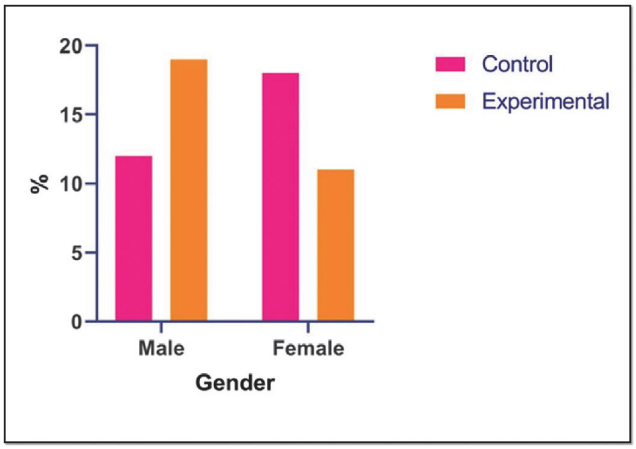

Fig 2: Demographic characteristics - Gender

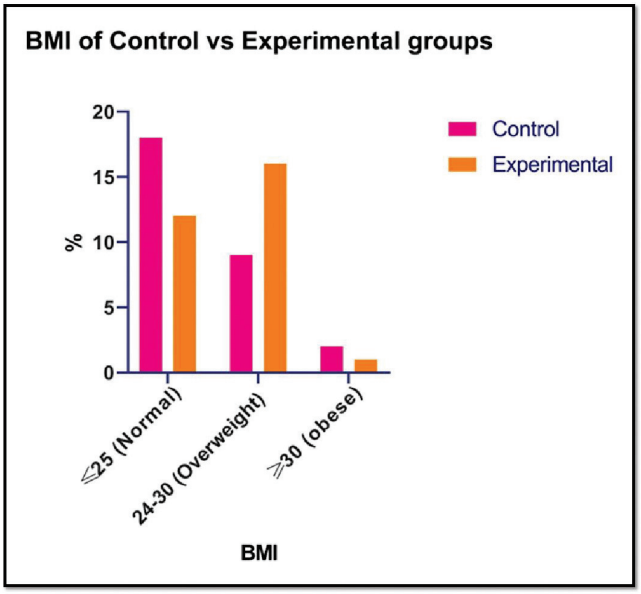

Fig 3 : Demographic characteristics – BMI of both groups

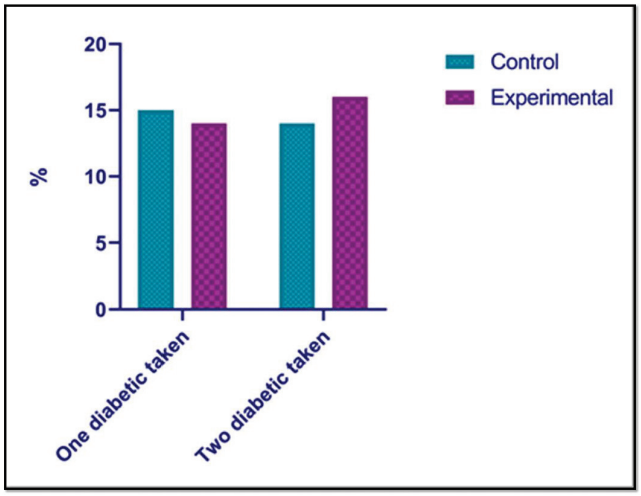

Fig 3: Number of oral diabetics taken by both control and experimental group

2. Comparison of DSMQ(Diabetes self-management questionnaires):

The responses of the DSMQ on both groups are as shown in table 2. DSMQ mainly targets diabetes self-care and assess behaviours associated with metabolic control withincommon treatment regimens for type 1 and type 2 diabetes in adult

patients. Item no. 1,4,6,10 & 12 mainly focuses on self-management of blood glucose(SMBG) and treatment regimens. A comparison of the parameters shows that 36% of the experimental group response to "Applies to me very much" in item 1 and 53% in item 4 regarding compliance to treatment and self-monitoring of glucose level where 6% and 20% of control group response towards the same.

Table 2: Comparison of DSMQ responses

SI No	Parameters	Does not apply to me (%)			Applies to me to some degree (%)			Applies to me to a considerable level (%)			Applies to me very much (%)		
		Control	Exp. Initial	Exp After 12 week	Control	Exp. Initial	Exp After 12 week	Control	Exp. Initial	Exp After 12 week	Control	Exp. Initial	Exp After 12 week
1	I check my blood sugar levels with care and attention	23	30	6	33	26	13	36	20	43	6	23	36
2	The food I choose to eat makes it easy to achieve blood sugar levels	26	16	13	40	36	30	30	23	23	3	23	33
3	I keep all doctors appointments recommended for my diabetes treatment	16	20	10	33	30	23	30	20	26	20	30	40
4	**I take my diabetes medication (e.g. insulin, tablets) as prescribed**	20	36	20	26	23	16	33	6	10	20	33	53
5	Occasionally I eat lots of sweets or other foods rich in carbohydrates	36	46	40	33	30	23	23	10	16	6	13	20
6	**I record my blood sugar levels regularly (or analyse the value chart with my blood sugar level)**	26	43	40	16	30	20	33	13	16	23	13	23
7	I tend to avoid diabetes-related doctors' appointments	33	30	23	33	20	10	13	16	23	20	33	43
8	I do regular physical activity to achieve optimal blood sugar levels	20	33	23	33	33	33	30	16	20	16	16	13
9	I strictly follow the dietary recommendations given by my doctor or diabetes specialist	13	23	13	36	26	30	30	40	36	20	10	20
10	**I do not check blood sugar levels frequently enough as would be required for achieving good blood glucose control**	40	23	20	26	33	23	16	20	23	16	23	33
11	I avoid physical activity, although it would improve my diabetes	26	36	30	30	40	33	33	6	6	10	16	33
12	**I tend to forget to take or skip my diabetes medication (e.g. insulin,tablets)**	40	30	23	23	20	6	26	26	33	10	23	36
13	Sometimes I have real 'food binges' (not triggered by hypoglycaemia)	26	20	13	30	23	30	33	43	40	26	3	16
14	Regarding my diabetes care, I should see my medical practitioner more often	20	13	6	20	33	23	33	30	33	26	23	36
15	I tend to skip planned physical activity	23	36	30	40	40	33	26	10	16	10	13	20
16	My diabetes self-care is poor	26	20	10	26	26	16	36	23	33	10	30	40

3. Comparison of HbA1c(Glycated hemoglobin) result:

The HbA1c test of both control and experimental group(both initial and after 12th week) are as follows in table 3. There was a significant difference between control group(initial and after 12th week) and experimental group(initial and after 12th week) in terms of the HbA1c result (p-value <0.0001). The percentage of experimental group(after 12th week) HbA1c exceeds control group with 7.9%.

Table 3: HbA1c result comparison

Group	%	P value	Sig. diff.	Sig. diff.
Control Group				
HbA1c (Initial)	7.69	<0.0001	Yes	**Yes**
HbA1c (After 12th week)	7.7			
Experimental Group				
HbA1c (Initial)	7.69	<0.0001	Yes	
HbA1c (After 12th week)	7.9			

Discussion

The study found out that majority(83%) of the participants do not have a knowledge or received teaching regarding SMBG. Demographic variables of gender,age were analysed in which 66% of the participants are of 60 years and above; as for gender, majority(63%) are male. In terms of data collected from DSMQ, 36% agrees in applying to recording and checking blood sugar level regularly. There is a significantimprovement in HbA1c of control and experimental groups with significant difference in glycaemic control between the two groups at the end of the study. HbA1c result can be drastically changed with patients choosing to follow self-care regimens regularly especially regarding diet,exercise and SMBG. The control group has HbA1c reduction of 0.01% while the experimental group had a reduction of about 0.2% in which there is a statistical difference. A reduction in HbA1c greatly relieve the risk of chronic complications and death due to diabetes.For people living with Diabetes, access to affordable treatment, including insulin, is critical to their survival. Several studies highlighted the influence of Self-monitoring of blood glucose (SMBG) among type-2 diabetes Patients which may vary between those using oral hypoglycaemics and insulin. A study of the effect of SMBG among diabetes patients is considered important as it can drastically improve the glycaemic outcome although it may differ from patient to patient. Further and wider studies needs to be implemented on the same population with larger samples for a more accurate results and analysis on SMBG effects on glycaemic outcome.

Conclusion

In conclusion, the study mainly represents the importance of SMBG and its influence in controlling blood sugar level and glycaemic outcome for diabetic patients. The results and findings are analysed from 60 samples with limited access to the sampling frame and poor follow-up to the interventional videos due to inconvenience

from the samples may bring to the study limitations. However, for improvement of results outcome, more studies need to be done in a respective time framed.

Acknowledgement

The researchers feel their utmost gratitude towards all the participants who gave their valuable time and to the authorities where the studies were conducted knowing that without their contribution the study would not have been completed.

Ethical consideration

The Mizoram University Human Ethics Committee gave its clearance in conducting the present study.

Declaration

The present study is an extract of Ph.D. thesis of Lalnuntluangi Hnamte who is the main author, not published in any form for any other purposes.

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The Unnoticed Ones: Political Participation of Chin Women in Myanmar Spring Revolution

Mawite *

Abstract

Between November and December of 2023, the Institute of Chin Affairs Inc. (ICA) carried out a study to look at the role that Chin women played in participating in politics during the Spring Revolution since February 2021. This study highlights the difficulties they encountered in their community and the contributions made by Chin women to public life and political engagement during this crucial time. While Chin women played a key role in the Spring Revolution, their current influence is limited due to low representation and traditional attitudes. The study aims to provide valuable insights for policymakers and activists interested in promoting gender equality and inclusivity in political participation as well as serve as a resource for further research on gender and politics in Myanmar.

Keywords: Politics, Chin Women, Gender Equality.

Methodology

The study employed a mixed-methods approach to gather data and insights. Qualitative data was obtained through interviews with Chin women and men who actively participated in the Spring Revolution (i.e. Parliamentarian, CDM, and leaders of governing bodies and Chin ethnic resistance organizations). A total of 12 in-depth interviews were conducted (6 women and 6 men). Although Chin women were the focus of this research, men were also included for a comparative analysis of pathways as well as to assess their level of support or lack thereof for women in politics generally and for their female colleagues more specifically. Quantitative data was also collected through surveys (62 responses), which aimed to gauge the extent of Chin women's involvement and their perceptions of their own impact.

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Introduction

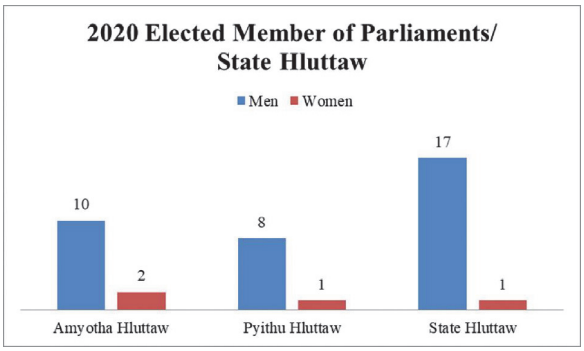
The 2021 Spring Revolution in Myanmar saw extensive involvement of women in the resistance movement against the military junta. During a study of gender roles in Myanmar's political leadership, it was discovered that 30 men were in 17 Ministries in the National Unity Government (NUG), while a total of 7 female members were present, including the State Counselor, 3 Union Ministers, and 3 Deputy Ministers. At the Ministry level, the rate of women's representation was more than 20%. However, the rate of Chin women's representation was low in Chin State. Chin women still face significant challenges when it comes to representation and decision-making within organizations. The low rate of women's representation in Chin State is a concerning issue that warrants attention and action. The study will primarily examine the participation of Chin women in the 2020 General Election, Chin women's roles in the Spring Revolution, and the challenges they continued to face in terms of political participation moving forward.

The Participation of Chin Women in the 2020 General Election

In the 2020 General Election, there was a significant increase in women's representation, with women representatives elected to all state/region Hluttaws for the first time. Eighteen percent of elected state/region Hluttaw representatives were women, compared with thirteen percent in 2015, and four percent in 2010 (Ling & Batcheler, 2020).

A total of 211 candidates from 12 political parties including independent candidates registered to run for the parliamentary seats in the November 8, 2020 General Elections, according to the Chin State Election Sub-Commission. Eighteen of these candidates were women. This was slightly less than the 22 candidates in the 2015 election. The 18 female candidates were: five for the lower house parliament, six for the upper house parliament and seven for the Chin State parliament. Two of them contested the election as independent candidates (Salai, 2020).

Each of the three Hluttaws (State Hluttaw, Pyithu Hluttaw, and Amyotha Hluttaw) in Chin State had a total of 39 representatives. The State Hluttaw was composed of 24 delegates, including 18 elected members, two each from the nine townships in Chin State and 6 delegates from Tattmadaw. Nine representatives from each of the nine townships consisted of the Pyithu Hluttaw. Twelve people were included at the AmyothaHluttaw, one each from six townships and two each from more densely populated townships of Paletwa, Tedim, and Hakha. According to the results of the 2020 election, the number of men and women representatives in Chin State was as follows;



As the above figure shows, in the 2020 General Elections in Chin State, 11.43% of representatives were women (4 out of 39), while 88.57% were men (35 out of 39). This indicates a significant gender imbalance in political representation in Chin State.

According to one of the female Chin candidates for the 2015 and 2020 elections:

> *"The conservative belief that women are utterly powerless and that it is hard for them to get support from other women may be the reason for the low representation of Chin women in Hluttaws. Some male candidates only emphasize how helpless women are. There are some women who have the confidence to participate in politics, but their family most likely do not support them to contest in the election."*

A male member of parliament who was elected in the 2020 election had provided an analysis as follows:

> *"The low representation rate of Chin women in Hluttaw could be linked to cultural norms or lack of confidence among Chin women that they are not qualified or capable of serving in political positions. They have traditionally been expected to prioritize domestic duties and family responsibilities over pursuing political careers."*

The low representation of Chin women in Hluttaws was perpetuated by traditional gender roles and a lack of confidence among women. The belief that women cannot hold political positions or make decisions perpetuated gender inequality and limited opportunities for Chin women's participation in decision-making processes.

The Chin Women's Participation in Interim Period

The Interim Chin National Consultative Council - ICNCC was formed in April 2021 as a political platform for Chin people during this revolution period. The ICNCC was formed by the Chin National Front (CNF), elected candidates from the 2020 Election, political parties which did not cooperate with the military council, political parties based in Chin State, and the Civil Society Organizations (CSOs) which were involved

in protesting movement (CDM, Youth, Women). The ICNCC was set up to manage political matters in Chin State and had a group of 12 executive members. Among them, only one was a woman, and the remaining 11 were men. The council followed a rotation system where three members switched out every three months, allowing for new perspectives and contributions to decision-making processes from all members.

Regarding women's representation in ICNCC, a woman active in CSO said the following;

> "*ICNCC is made up of four groups. There is a woman among the members of the rotating committee. Moreover, the overall number of women in the council's membership is also relatively small. We can say that this highlights a potential gender imbalance within the organization and may indicate a need for greater efforts to promote gender equality and increase the participation of women in decision-making roles*."

During the Spring Revolution in Myanmar, which began in February 2021, resistance forces emerged in the Chin State as well. These forces were formed based on both tribal and township affiliations. In September 2021, the 18 groups of Chin resistance forces including the Chin National Army (EAO) came together to form the Chinland Joint Defense Committee. The Committee was made up of two representatives from each of the nine townships-based resistance groups and one representative from each of the seven tribal-based resistance forces, as well as the representatives from the Chin National Army. The total number of representatives in the Committee was estimated to be 27. The Committee took military command of the Chin armed forces and was responsible for coordinating and executing military operations against the Myanmar military in the Chin region.

Regarding the gender representation in CJDC, the General Secretary of CJDC commented as follows:

> *"Among the representatives sent by 18 resistance forces were only men, women could only participate as observers in the CJDC working committee. This is because CJDC is a military cooperation platform and historically, military organizations have been predominantly male-dominated and it's not that we don't want women to participate. We already respect the courage of the women who took up arms in the revolutionary forces. For women to be included in the decision-making levels (from the local governance level), it should be included in the structure of various organizations."*

The revolution participants were trained in physical fitness by a woman from CDM, who described the following:

"Women are depicted as fighting against the coup from a variety of sectors during the revolution. The lack of female leaders in the resistance forces could be due to two factors: either the women themselves don't want to or the men don't give the women the opportunity. It is imperative to provide women with opportunities to engage in diverse decision-making processes."

During a recent interview, a prominent Chin women's rights activist discussed the following about the leading role of Chin women from the time of peaceful protests to the armed struggle.

"During the protests against the Burmese military regime in Chin state in 2021, although most of the Chin women participated, the leaders were men. On the 2021 International Women's Day, women's organizations led by Kanpelet and Mindat celebrated the Sarong Revolution in Kanpetlet and Mindat, respectively (I think it would have in Hakha, but I don't know for sure). Through this, women can only participate in roles such as fundraisers or support troops, and there are hardly any women in leadership roles".

Based on the survey results, most of the respondents accepted the fact that Chin women actively participated in the revolution against the military coup, as well as Chin men, and that they had the right to participate in leadership roles or key positions in various groups. This was a positive development for the Chin community and reflected a shift towards greater gender equality in their society.

However, according to the statements of the interviewees, it can be found that the participation rate of women in various political groups was numerically low. It also highlighted the importance of promoting gender equality and empowering women in all aspects of society.

Challenges for Women in Decision-Making Process

Despite the significant contributions of Chin women during the revolution period, there were still issues that hindered their representation in political roles. The following interviews showed that Chin women still faced numerous challenges in their political participation, including gender-based discrimination, limited access to resources, and social expectations regarding their traditional roles. One major challenge was the traditional gender roles that placed women in subordinate positions. According to the survey, the majority of respondents (80.6%) believed that the conservative ideology, which prioritizes men, hindered the participation of Chin women in different sectors.

One of the male Members of Parliament made the following comment regarding the traditional gender roles;

> *"In our Chin society, I accept that it is really necessary to amend the customs related to inheritance. And it is also necessary for both men and women to participate in the decision-making process. According to our customs, men are given priority by women themselves. In certain leadership roles, men may take seats themselves and women may provide seats to men."*

This comment implied that women were expected to defer to men's leadership and authority, perpetuating a power imbalance.

A woman involved in the CDM movement shared her experience as follows;

> *"In this revolution period, even though our women have been placed in the leadership position, some of our male colleagues do not like the leadership of our women. To be honest, I think that men's mindset is still influenced by the traditions of our past and it's imperative to alter their attitudes."*

The following are some of the experiences of a woman who was actively involved in the current political group.

> *"I believe that women are not fully able to participate in the decision-making process. Some male colleagues have spoken out against discussing politics with women and warning each other with immature ideas. Men also tend to act in ways that do not matter to a woman's role. Women's participation is frequently emphasized during the meeting, but only a few people agree with their discussion when they participate in road map and policy meetings. Women in Chin State are entitled to the opportunity, but men only give themselves space. They have to do housework and take care of their children. That is why men need to accept and understand the difficulties of women who join and give space to those women's talents as much as they have. There is a need to change a lot of men's thinking, and women themselves need to take an interest and be active if they want to benefit from a sector."*

According to the experiences of women, it is evident that there were still attitudes that perpetuate the belief that political issues are the domain of men and that women could be effective leaders during the revolution. This could create a significant barrier to women's participation in leadership roles and limit their opportunities for success.

Moreover, the survey also revealed that more than half of the respondents (53.1%) identified educational qualifications, social life, living standards, and respect for culture as challenges for promoting women's participation in various sectors.

Pathway of Chin Women in Future Federal Union

In building a federal democratic union, the principle of inclusiveness is accepted as the most important policy, so only with the participation of women can a true federal union be established. According to Article 48 of the Federal Democracy Charter, Part I, in order to realize equality in the Federal Democratic Union, a quota system of at least 30 percent of women in different levels of decision-making mechanisms shall be practiced.

Under the provision of the Charter, a policy maker (man) made the following comments regarding the inclusion of gender equality in the future Chin State Constitution.

> *"There is a need for groups to ask questions about how to implement the provisions of the FDC at the Chin State level. I don't think men will talk much, I think it depends on the women. I see that there are hardly any efforts to gather such a group of women and reflect the voices of women. Opportunities don't come by themselves; we have to beg for them, we need women leaders who will take the initiatives, whether it's one or two."*

A prominent Chin women's rights activist revealed her experiences and opinions as follows:

> *"It is very important for women to be able to participate in various decision-making levels, such as social issues and political issues. Not all women accept gender equality, and some men do accept it. Therefore, it's not just about having a gender policy, but also about having people who will implement it. It's also important to change the patriarchal mindset and behavior of Chin people (both men and women) and male leaders. To achieve gender equality, women need to speak out, and men must support them. Without women's voices, there can be no gender equality. I hope to start with the minimum 30% of women in decision-making positions as recommended by the Female Democracy Charter (FDC) and increase the percentage."*

A woman who is actively involved in the current political group discussed as follows;

> *"It can't be because it's only in the Charter. It's not like only women are asking for opportunities for women, but men themselves need to create opportunities. If men don't create opportunities, no matter how much women demand, they won't be able to reach the minimum percentage. For that, women themselves need to be qualified."*

A male participant who is actively involved in the current political group shared his perspectives as follows;

"*If the representation of women in decision-making roles exceeds 30%, they should willingly accept this participation level. Men, on the other hand, should be encouraged to study more about gender studies. Traditional gender norms often lead men to view women in a lower light. To address this, men themselves need to change their mindset significantly and support women's participation in decision-making processes.*"

Overall, the answers of the interview highlighted the importance of women's participation in building a federal democratic union and achieving gender equality, while also acknowledging the challenges and barriers that still existed.

The survey results showed that a significant majority of respondents (88.7%) believed that the role of women in politics and public activities is related to the country's policies. This indicated that there was recognition among the respondents that women's participation in decision-making processes is not only important for gender equality but also for the overall development and progress of the country.

It is evident that although gender equality was included in the Federal Democracy Charter, men and women must work together to implement it at the Chin State level. Women primarily need to speak up and demand their rights at all levels of decision-making. Women themselves must possess strength and confidence in themselves. In order to boost the participation rate of women, men who are involved in decision-making must also make a lot of opportunities. This emphasized that men and women must collaborate in order to question established gender stereotypes and advance to a more inclusive and equitable political system.

Conclusion

It can be concluded that this study revealed the critical role that Chin women play in many aspects of political engagement during the Spring Revolution. Women's participation and influence in decision-making processes are hindered in Chin State, by the low representation of women in leadership positions and the enduring patriarchal attitudes of men in positions of authority, according to an analysis of the representation of women in various political groups in the state. To achieve at least 30% representation of women at various decision-making levels, state-level gender awareness training, community dialogues and capacity-building programs for women are necessary. These initiatives can help to empower women, challenge traditional gender norms, and promote a more inclusive and equitable political system. Additionally, men involved in decision-making roles must be held accountable for promoting gender equality and creating space for women's participation. The implementation of gender awareness training, community dialogues, and capacity-building programmes for women in Chin

State will increase their visibility and participation in political groups. This will result in the inclusion of gender policies in these groups, promoting gender equality and increasing women's involvement in shaping the future federal system. By incorporating women's perspectives and experiences into decision-making processes, it will lead to a more inclusive and equitable political system that caters to the needs and priorities of all members of society.

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Interview List

No	Gender	Organization
1	Female	Member of Parliament
2	Male	Member of Parliament
3	Male	Member of Parliament
4	Female	Civil Society Organization
5	Male	ChinlandJoint Defense Committee
6	Female	Civil Disobedience Movement (CDM)
7	Female	Chin Women's Rights Activist
8	Male	Member of Parliament
9	Female	Civil Disobedience Movement (CDM)
10	Male	Member of policy maker
11	Female	Civil Disobedience Movement (CDM)
12	Male	Member of Chin Resistance Force

*Names and organizations of participating respondents are kept confidential to protect their identities.

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Vocational Interests: A Selective Review of Literature

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Abstract

This literature review explores crucial aspects of vocational interests, focusing on advancements in understanding, including stability and change, gender differences, environmental influences, and vocational interest assessment. The foundational Holland's Hexagonal Model remains pivotal in vocational psychology, offering a robust framework for career guidance. Stability and change in vocational interests, examined through studies, highlight the dynamic nature of individuals' career preferences. Gender differences persist, with men gravitating toward realistic and investigative fields and women towards artistic, social, and enterprising domains. Environmental factors, such as parental influence and cultural norms, significantly shape vocational interests, emphasizing the importance of personalized and culturally sensitive career guidance. While vocational interest assessment tools like SDS and SII provide valuable insights, integrating them into broader career guidance frameworks is crucial for a holistic understanding of individuals' career potential. Overall, this review contributes to an enhanced comprehension of vocational interests, guiding effective career development strategies.

Keywords: Vocational interests, Holland's Hexagonal Model, Gender differences, Environmental factors, Career guidance.

Introduction

Vocational interests, broadly defined as an individual's preferences for specific occupations, activities, or work environments, play a crucial role in career development and decision-making. Understanding these interests can help individuals identify

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potential career paths that align with their skills, values, and personality traits. The selected review of literature witnesses significant advancements in the study of vocational interests, with researchers exploring various facets of this construct. This paper provides a selective review of key literature, highlighting the major themes and findings.

Objective:

To review research works on vocational interests with a stress on their dynamic nature, gender differences, environmental influences, and assessment tools.

Navigating the Landscape of Vocational Interests

The intricate world of vocational interests has long captivated the attention of researchers and career counsellors alike, seeking to unravel the factors that shape individuals' career aspirations. Understanding the dynamics of vocational interests is crucial for effective career counselling and education, enabling individuals to make informed decisions about their future endeavours.

The present study embarks on a multifaceted exploration of vocational interests, exploring into the depths of their stability, change, gender differences, and environmental influences. Through a series of interconnected layers, it is aimed to shed light on the intricate interplay between personal characteristics, external factors, and career development.

1. Holland's Hexagonal Model: A Cornerstone of Vocational Interest Theory

Holland's hexagonal model of vocational interests, developed by John L. Holland, stands as a foundational framework in vocational psychology. The model proposes six distinct vocational interest types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). Individuals are classified into one or more of these types based on their responses to interest inventories. Holland's theory suggests that individuals are more likely to be successful and satisfied in occupations that align with their dominant interest type.

- Holland, J. L. (1973). Making vocational choices: A theory of vocational personalities and work environments. Prentice-Hall, Englewood Cliffs, NJ.

This seminal work by Holland introduced the RIASEC hexagonal model of vocational interests. Holland proposed that individuals' interests and personality traits are organized into six distinct types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. He argued that individuals are more likely to be successful and satisfied in occupations that align with their dominant interest type.

- Holland, J. L. (1997). Making vocational choices: A theory of vocational personalities and work environments (3rd ed.). Odessa, FL: National Career Development Foundation.

In this revised and expanded edition of his original work, Holland further elaborated on the RIASEC model and its applications in career counselling. He presented research evidence supporting the validity of the model and provided practical guidance for using it in vocational assessment and counselling.

- Gottfredson, L. S. (1996). Holland's theory of vocational choices: A review and synthesis. Journal of Counselling Psychology, 43(1), 49-70.

This comprehensive review article by Gottfredson provides a detailed overview of Holland's theory of vocational choices, its empirical support, and its applications in various settings, including career counselling, education, and organizational psychology.

- Rounds, J., & Engen, H. M. (2002). A review of the stability of vocational interests. Journal of Vocational Behavior, 60(1), 1-21.

This article by Rounds and Engen reviewed the research on the stability of vocational interests, examining how individuals' interests change or remain consistent over time. They found that vocational interests tend to stabilize with age and that individuals are more likely to be successful in careers that align with their stable interests.

- Super, D. E. (1951). Career patterns as a manifestation of personal development and adaptation. Harper & Row.

In this classic work, Super proposed a lifespan theory of career development, emphasizing the dynamic nature of career choices and the importance of considering individuals' personality traits, interests, and values throughout their lives. Holland's RIASEC model fits within Super's lifespan framework, providing a tool for assessing and understanding individuals' career preferences at different stages of their lives.

In addition to these references, the following points further supported the foundational role of Holland's hexagonal model in vocational psychology:

- The RIASEC model has been extensively researched and validated, with numerous studies supporting its ability to predict individuals' career choices, job satisfaction, and academic achievement.
- The model provides a simple and easy-to-understand framework for understanding vocational interests, making it accessible to both researchers and practitioners.
- The model has been translated into numerous languages and adapted for use in diverse cultures, demonstrating its cross-cultural applicability.

- The RIASEC model has been applied in a wide range of settings, including career counselling, education, and organizational psychology, making it a versatile and practical tool for vocational assessment and guidance.

In conclusion, Holland's hexagonal model of vocational interests stands as a cornerstone of vocational psychology. Its simplicity, clarity, empirical support, and wide range of applications made it a valuable tool for understanding and guiding individuals' career development.

2. Stability and Change in Vocational Interests

A central theme in vocational interest research is the question of stability and change. Several studies examined the longitudinal trajectory of vocational interests, investigating whether individuals' interests remain consistent over time. While some studies found evidence of stability, particularly in later adolescence and adulthood, others observed significant changes in interests, especially during early adolescence. These findings suggest that vocational interests are dynamic and subject to various influences, including personal experiences, educational exposure, and environmental factors.

- Gottfredson, L. S. (2000). Interests and the search for vocational identity. In J. L. Holland (Ed.), Making vocational choices: A theory of vocational personalities and work environments (3rd ed., pp. 127-153). National Career Development Foundation, Odessa, FL.

In this chapter, Gottfredson discussed the stability and change of vocational interests from a developmental perspective. She proposed that interests are relatively stable in later adolescence and adulthood but more fluid in early adolescence. She also suggested that changes in interests are often influenced by new experiences and information that individuals encounter throughout their lives.

- Rounds, J., & Engen, H. M. (2002). A review of the stability of vocational interests. Journal of Vocational Behavior, 60(1), 1-21.

This comprehensive review article by Rounds and Engen examined the research on the stability of vocational interests. They reviewed over 150 studies and found that vocational interests tend to become more stable with age. They also found that individuals are more likely to be successful in careers that align with their stable interests.

- Super, D. E. (1957). The psychology of careers. New York: Harper & Row.

In this classic work, Super proposed a lifespan theory of career development, emphasizing the dynamic nature of career choices. He argued those individuals'

interests, abilities, and values change over time, and their career choices reflect these changes.

- Holland, J. L. (1997). Making vocational choices: A theory of vocational personalities and work environments (3rd ed.). Odessa, FL: National Career Development Foundation.

In this revised and expanded edition of his original work, Holland discussed the implications of the stability and change of vocational interests for career counselling. He suggested that counsellors should be aware of the developmental nature of interests and should use a variety of assessment tools to track changes in interests over time.

- Lent, R. W., Brown, S. D., Creed, P. A., & Hackett, G. (2002). School climate measures for middle school students: A multilevel analysis. Journal of Educational Psychology, 94(3), 491-511.

This study by Lent, Brown, Creed, and Hackett examined how school climate affects students' vocational interests. They found that students who attended schools with a positive and supportive climate were more likely to have stable interests and higher career aspirations.

In addition to these references, the following points further supported the importance of understanding the stability and change of vocational interests:

- Vocational interests play a significant role in individuals' career decisions and their overall career satisfaction.
- The stability of vocational interests can influence individuals' persistence in their chosen careers.
- Understanding the factors that contribute to change in vocational interests can help counsellors and educators to provide more effective support to individuals as they make career decisions.

In conclusion, the stability and change of vocational interests are central themes in vocational interest research. While interests tend to become more stable with age, they can also change significantly, particularly in early adolescence. Understanding these changes and the factors that contribute to them is essential for effective career counselling and education.

3. Gender Differences in Vocational Interests

Gender differences in vocational interests have been a topic of extensive research. The selected reviews consistently demonstrated gender-specific patterns in interest profiles. Men are typically more interested in Realistic and Investigative occupations,

while women are generally more drawn to Artistic, Social, and Enterprising occupations. These differences have been attributed to a combination of biological, social, and cultural factors.

- Gottfredson, L. S. (2000). Interests and the search for vocational identity. In J. L. Holland (Ed.), Making vocational choices: A theory of vocational personalities and work environments (3rd ed., pp. 127-153). Odessa, FL: National Career Development Foundation.

In this chapter, Gottfredson reviewed the research on gender differences in vocational interests. She found that men and women typically have different interest profiles, with men being more interested in Realistic and Investigative occupations and women being more interested in Artistic, Social, and Enterprising occupations. She suggested that these differences are likely due to a combination of biological, social, and cultural factors.

- Rounds, J., & Engen, H. M. (2002). A review of the stability of vocational interests. Journal of Vocational Behavior, 60(1), 1-21.

This comprehensive review article by Rounds and Engen included a section on gender differences in vocational interests. They found that the gender gap in vocational interests is relatively stable over time and this is evident in both developed and developing countries. They also discussed the various theories that have been proposed to explain these gender differences.

- Super, D. E. (1957). The psychology of careers. New York: Harper & Row.

In this classic work, Super discussed the role of gender socialization in vocational development. He argued that boys and girls are typically socialized into different roles and expectations, which can influence their vocational interests and choices. He also suggested that these differences may be changing over time as gender roles become more fluid.

- Holland, J. L. (1985). Self-assessment in career development. ERIC Clearinghouse on Counselling and Personnel Services, Ann Arbor, MI.

In this book, Holland discussed the importance of considering gender in career counselling. He suggested that counsellors should be aware of the different interest profiles of men and women and should use assessment tools that are sensitive to gender differences.

- Scheunbaum, B., Klos, D., & Meece, J. L. (1999). Gender differences in academic achievement: An overview of psychological research. Educational Psychologist, 34(2), 97-118..

This review article by Scheunbaum, Klos, and Meece examined the research on gender differences in academic achievement. They found that girls tend to outperform boys in reading, writing, and language arts, while boys tend to outperform girls in math and science. They also discussed the various theories that have been proposed to explain these gender differences.

In addition to these references, the following points further supported the consistent demonstration of gender-specific patterns in vocational interest profiles:

- Research from around the world has consistently found similar patterns of gender differences in vocational interests.
- These differences have been observed in both adolescents and adults.
- The differences have been attributed to a combination of biological, social, and cultural factors.

In conclusion, gender differences in vocational interests are a well-documented phenomenon. The selected review saw a continued demonstration of gender-specific patterns in interest profiles, with men typically being more interested in Realistic and Investigative occupations and women being more drawn to Artistic, Social, and Enterprising occupations. Understanding these differences is important for effective career counselling and education. By recognizing the influence of gender on vocational interests, counsellors and educators can provide more personalized and effective support to individuals as they make career decisions.

4. The Role of Environmental Factors

Environmental factors, such as parental influence, socioeconomic status, and cultural norms, play a significant role in shaping vocational interests. Studies of the selected review highlighted the impact of these factors on individuals' interest profiles. Parental expectations and support, socioeconomic resources, and cultural values were found to influence individuals' perceptions of potential career paths and their subsequent interest development.

- Carter, P. J., & Hackett, G. (1996). Career interests and decision-making of Hispanic and White students. Journal of Vocational Behavior, 49(2), 128-146.

This study examined the career interests and decision-making of Hispanic and White high school students. The authors found that there were significant differences between the two groups in terms of their interest profiles and their career aspirations. Hispanic students were more likely to be interested in careers in the social and service sectors, while White students were more likely to be interested in careers in the business and technical sectors. The authors also found that Hispanic students were more likely

to report feeling limited in their career choices due to factors such as socioeconomic status and lack of access to resources.

- Davidson, A. J., & Gottfried, A. W. (2005). Cultural influences on the career choices of minority women. Journal of Counselling and Development, 83(2), 184-195.

This review of literature examined the cultural influences on the career choices of minority women. The authors found that cultural values, family expectations, and social norms can play a significant role in shaping the vocational interests of minority women. They also found that minority women face unique challenges in pursuing their career aspirations due to factors such as discrimination and lack of role models.

- Flores, M. A., & Schuler, R. S. (2008). Integrating cultural and gender theories in career counselling for diverse populations. Journal of Counselling and Development, 86(3), 272-283.

This article discussed the importance of integrating cultural and gender theories in career counselling for diverse populations. The authors argue that traditional career counselling approaches often overlook the cultural and gender-specific factors that influence the career development of minority women. They provide a framework for incorporating these factors into career counselling practice.

- Sue, D. W., Bingham, R. P., & Lee, C. C. (2019). Multicultural counselling and psychotherapy (7th ed.). New York: Wiley.

This comprehensive textbook provides an overview of multicultural counselling and psychotherapy. The authors discussed the importance of understanding cultural diversity and addressing cultural factors in counselling practice. They also provided specific strategies for working with clients from different cultural backgrounds.

In addition to the references listed above, the following points further supported the importance of environmental factors in shaping vocational interests:

- Environmental factors can influence individuals' perceptions of their vocational options and their beliefs about their abilities to succeed in particular careers.
- Environmental factors can provide individuals with opportunities and resources that can support their career development.
- Environmental factors can create barriers that can limit individuals' career options and hinder their progress.

Environmental factors play a critical role in shaping vocational interests. Understanding these factors is essential for developing effective career guidance and support for individuals from diverse backgrounds. By considering the impact of

environmental factors, counsellors and educators can provide more personalized and culturally sensitive guidance that empowers individuals to make informed decisions about their career paths.

5. Vocational Interest Assessment and Career Guidance

Vocational interest assessment tools, such as the Self-Directed Search (SDS) and the Strong Interest Inventory (SII), have become increasingly sophisticated and widely used in career counselling. These tools provide individuals with valuable insights into their interests and potential career options. However, selected research emphasized the importance of integrating vocational interest assessment with broader career guidance approaches that consider factors such as personality, skills, and work values.

- Holland, J. L. (1997). Making vocational choices: A theory of vocational personalities and work environments (3rd ed.). Odessa, FL: National Career Development Foundation.

In this revised and expanded edition of his seminal work, Holland emphasized the importance of integrating vocational interest assessment with other aspects of career development. He argued that counsellors should consider individuals' personality traits, skills, and work values in addition to their vocational interests when providing career guidance.

- Super, D. E. (1990). A life-space approach to career development. Journal of Career Education, 16(2), 72-81.

In this article, Super introduced his life-space approach to career development, which emphasized the importance of considering individuals' personal and contextual factors in their career development. He argued that career counselling should not be solely focused on assessing vocational interests but should also address individuals' personal strengths, values, and life experiences.

- Krumboltz, J. D. (1998). The helping relationship process: Theory and practice for counsellors and helping professionals. Longman.

In this comprehensive textbook, Krumboltz presented a comprehensive framework for career counselling based on his social learning theory. He emphasized the importance of considering individuals' learning experiences, personal agency, and environmental influences in their career development.

- Lent, R. W., Brown, S. D., & Hackett, G. (1994). A model of self-efficacy in career development and choice. Journal of Counselling Psychology, 41(1), 39-46.

In this article, Lent, Brown, and Hackett proposed a social cognitive theory model of self-efficacy in career development and choice. They argued that individuals' self-efficacy beliefs play a critical role in their career decisions and that career counselling should focus on enhancing individuals' self-efficacy for career success.

- Savickas, R. C. (1999). A life-space approach to career guidance: Embracing the realities of the 21st century (2nd ed.). American Psychological Association.

In this revised and expanded edition of his seminal work, Savickas further elaborated on his life-space approach to career guidance. He emphasized the importance of integrating various theories and concepts into a comprehensive framework for career counselling. He also argued that career counselling should be personalized to address the unique needs and circumstances of each individual.

In addition to the references listed above, the following points further supported the need to integrate vocational interest assessment with broader career guidance approaches:

- Vocational interests are just one piece of the puzzle in understanding an individual's career potential.
- Other important factors to consider include personality traits, skills, work values, and personal experiences.
- A comprehensive career guidance approach should integrate these factors to provide individuals with a holistic understanding of themselves and their career options.

Vocational interest assessment tools are valuable tools for career counselling, but they should not be used in isolation. Integrating vocational interest assessment with broader career guidance approaches that consider factors such as personality, skills, and work values is essential for providing individuals with comprehensive and personalized career guidance. By adopting a holistic approach, counsellors and educators can empower individuals to make informed decisions about their career paths and achieve their career goals.

Conclusion

The selected research marks significant advancements in the understanding of vocational interests. Research during this time explored the stability and change of interests, gender differences, the role of environmental factors, and the application of vocational interest assessment in career counselling. These findings have contributed to a more refined and comprehensive understanding of the role of vocational interests in career development.

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