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***Cognitive Functioning of Patients with CHD
After Coronary Artery Bypass Grafting with Cardiopulmonary Bypass***

Daria Eremina, Saint-Petersburg State University, Russia

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Introduction

According to WHO, about 16.7 million people in the world die every year from cardiovascular diseases, including coronary heart disease (CHD). CHD is a leading disease in incidence and mortality in the general population [1,2]. One of the most important treatments of coronary heart disease is coronary artery bypass grafting (CABG), which's been one of the most commonly performed surgeries for more than 30 years. The main purpose of the operation includes: extending the patient's life, reducing the somatic symptoms associated with CHD, and improving the quality of life. However, CABG patients frequently experience neurocognitive complications as a result of the surgery. The current level of development of cardiac technology has resulted in a significant reduction of severe neurological complications. At the same time, mild postoperative neurological disorders (primarily, cognitive decline) remain a widespread problem [3].

In general, a cognitive decline means a subjectively and/or objectively detectable reduction of cognitive functions (attention, memory, gnosis, praxis, speech, thought, etc.). This reduction affects the efficiency of learning, professional, consumer, and social activities. The problem of a cognitive decline after CABG has been under the great attention recently. Let's have a look on previous researches.

First, previous studies, which evaluate the effect of CABG on cognitive abilities, mostly consider long-term effects of the operation [4]. However, the studies of cognitive functioning in the early postoperative period are very controversial. For instance, some studies [5] describe a reduction of cognitive functioning in the early postoperative period. Some authors report on the absence of changes and even on an improvement [6] of cognitive functioning after CABG. Second, recent studies have shown severe neurocognitive complications in cardiac patients after surgery. At the same time, mild cognitive dysfunction remains outside the scope of research because of difficulties in diagnosing. The situation is also complicated by the fact that mild cognitive dysfunction is less realized by the patients than by clinicians. In addition clinicians frequently reject subjective complaints about cognitive decline from patients and their relatives [7]. Third, the vast majority of current studies mostly considers negative changes in cognitive functioning, while positive changes are neglected. Finally, most studies only state the presence of some cognitive disorders, accompanying cardiac pathology, whereas the underlying mechanism leading to cognitive decline is still unclear.

The present research aims at a comprehensive study of the characteristics and disorders of cognitive functions in patients with CHD undergoing CABG. The work focuses on studying the dynamics of the main indicators of cognitive functioning, including active attention, psychomotor speed, memory, and thinking abilities.

Materials and methods

70 patients undergoing coronary artery bypass grafting with standard cardiopulmonary bypass technique in Federal Almazov Medical Research Centre (Saint-Petersburg, Russia) have been studied. Cardiopulmonary bypass (CPB) is a technique that temporary takes over the function of the heart. CPB is commonly used in heart surgery because of the difficulty of operating on the beating heart. CPB is

well known to contribute to cognitive decline. The informed consent was obtained from all patients. Among them there were 58 (82.9%) men and 12 (17.1%) women; the average age of the patients was 59 years. 48.6% of the patients were employed before the operation, 54.3% of patients were planning to return to their work after the operation. According to clinicians, the majority of the patients had no contradictions to come back to work three months after the surgery. But in fact, only 20.5% returned.

The examination was performed in three stages: a day or two before CABG, immediately before discharge from a hospital (12-14 days after CABG), and three months after CABG.

The methods used in the current study were selected with regard to the bio-psycho-social approach in modern clinical psychology and in accordance with the «Statement of Consensus on Assessment of Neurobehavioral Outcomes after Cardiac Surgery» [8].

The study of cognitive functions of patients with CHD undergoing CABG was performed with the use of the following methods.

- (1) Verbal learning test «10 words» was used in studying short- and long-term verbal memory.
- (2) The method «Remembering stories» was used in studying logical memory.
- (3) «The Benton Visual Retention Test» was used in studying visual perception and visual memory.
- (4) The subtest «Similarities» of the Wechsler Adult Intelligent Scale (WAIS) was used in studying abstract verbal reasoning.
- (5) The «Simple analogy» method was used in studying verbal-logical thinking.
- (6) The subtest «Block Design» of the Wechsler Adult Intelligent Scale (WAIS) was used in studying spatial thinking.
- (7) The Trail Making Test (TMT Parts A and B) was used in studying psychomotor speed, attention switching and mental flexibility.
- (8) The Stroop Color-Word Test (SCWT) was used in studying two indicators: processing speed, as well as selective attention and resistance to cognitive interference.

The results obtained were processed with the use of standard statistical techniques included in SPSS and Excel. We used Wilcoxon signed rank tests for a comparative analysis of the preoperative and postoperative variables of cognitive functioning. The scores obtained vs normative scores were analysed by using the t-tests. Differences were considered significant at $p < 0.05$.

Results

The investigation was started by asking every patient whether they had had any problems in cognitive functioning. 58.6% of the patients answered positively and declared memory complaints.

In accordance with the purposes of the research, the dynamics of the main indicators of the cognitive functioning of patients with CHD during the rehabilitation after CABG was studied (Table 1).

Table 1. Indicators of cognitive functioning of patients undergoing CABG

The main indicators of cognitive functioning	The first stage (before CABG)	The second stage (12-14 days after CABG)	The third stage (three months after CABG)
	M ± m	M ± m	M ± m
Short-term verbal memory («10 Words»), the number of reproduced words after 5 presentations	7.97 ± 1.58	8.05 ± 1.46	7.24 ± 1.87
Long-term verbal memory («10 Words»), the number of reproduced words after 1 hour of presentation	5.44 ± 2.09	5.78 ± 2.05	3.20 ± 1.84
Visual memory (Benton test), score	6.64 ± 1.76	7.03 ± 2.05	7.96 ± 1.56
Logical memory («Remembering Stories»), score	3.98 ± 1.17	4.35 ± 1.06	4.64 ± 0.99
Abstract verbal reasoning (subtest «Similarity»), score	15.72 ± 4.29	17.20 ± 3.88	17.32 ± 3.84
Verbal-logical thinking («Simple Analogy»), score	7.68 ± 2.13	8.27 ± 1.78	8.04 ± 2.28
Spatial thinking (subtest «Block Design»), score	29.82 ± 10.47	29.43 ± 11.17	32.0 ± 12.47
Psychomotor speed (TMT-A), score	5.18 ± 2.93	5.05 ± 3.33	6.50 ± 3.23
Attention switching and mental flexibility (TMT-B), score	5.17 ± 3.0	4.57 ± 3.41	6.0 ± 3.46
Processing speed (SCWT), score	7.21 ± 2.16		8.29 ± 2.31
Selective attention and resistance to cognitive interference (SCWT), score	2.97 ± 2.87		5.26 ± 3.67

The short- and long-term verbal memory was investigated by the verbal learning test «10 words». The indicator of the short-term verbal memory span is statistically significantly higher before CABG than three months after. Moreover, 12-14 days after the operation the short-term verbal memory span is also larger than three months after the operation. As to the long-term verbal memory span the same statistically significant trend was observed.

On the contrary, the visual memory indicator increases during the whole period of observation (from the first to the third stage). The logical memory improves during both the hospital treatment period (from the first to the second stage of the study) and the whole period of the observation (from the first to the third stage of the study).

Thus, the reduction in the verbal memory span and improvement in the visual and logical memory as a result of CABG were demonstrated.

Verbal-logical thinking, spatial thinking and abstract verbal reasoning of the patients were also studied in this research. The indicator of verbal-logical thinking is higher 12-14 days after CABG than before it. However, we have observed no significant changes in verbal-logical thinking between the second and the third stages of the research. The indicator of abstract verbal reasoning shows exactly the same dynamics. It is also higher 12-14 days after CABG than before it. The dynamics of spatial thinking was positive as well. The indicator measured three months after the surgery is higher than the preoperative one. This data suggests that CABG can have a positive impact on the thinking abilities of patients with CHD.

The psychomotor speed, as well as attention switching and mental flexibility, was studied by the Trail Making Test. The changes in the psychomotor speed are not statistically significant. However, the indicator of attention switching and mental flexibility is statistically significantly lower after the surgery than before.

The indicators of processing speed, selective attention and resistance to cognitive interference were measured by the Stroop-test. The changes in the processing speed are not statistically significant. At the same time, the indicator of selective attention and resistance to cognitive interference statistically significantly improves during the treatment. These facts show a reduction in the attention switching and in the tendency to interfere during mental work, as well as an improvement in functioning under the influence of external stimuli.

Conclusion

The present research demonstrates significant and stable changes in the cognitive functions of patients with CHD undergoing CABG with cardiopulmonary bypass. In agreement with previous results [9,10], we observed negative changes in both short- and long-term memory. At the same time, a positive trend was discovered in the visual and logical memory, active attention, and thinking activity. This positive dynamics can be a result of the coronary revascularisation and improved cerebral blood flow. The reason for postoperative cognitive dysfunctions is yet unknown. Possible reasons include conditions and consequences of the surgery, normal ageing, brain injury at the time of coronary surgery, or a combination of these and other factors. The results obtained can be used in diagnosing cognitive impairments and in developing and improving rehabilitation programs for patients undergoing CABG.

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***Parental Socialization for Emotional
and Social Development of Children in Urban Slums***

Kannupriya Kamboj, Tata Institute of Social Sciences, India
Rajani Konantambigi, Tata Institute of Social Sciences, India

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Abstract

This paper aims at understanding the parental socialization practices, and behaviours for their child's emotional and social development, as a result of being situated in the urban slums of Mumbai. As an ethnographic study, the objectives of understanding the context and its influence on the parental socialization behavior have been carried out using 'spot observations' and formal/informal interviews. Data triangulation and thematic analysis proceeded simultaneously. There was an influence of the contextual factors like financial helplessness, lack of security, crowding, lack of family planning, no sanitation and lack of other resources, in addition to environmental risks and vulnerabilities on the parental behavior and belief systems. This influence reflected through behavioral responses of the parents/caregivers in the interactions, which were also rationalized as their learned helplessness and little control over situations and practices for the desired behavioral outcomes from the child. Issues like enmeshed social boundaries, overcrowding, and heightened emotionality of the caregiver and lack of understanding of the child's perspective had implications for child care behaviors. This reflects disengagement between the parent and child, other than fulfilment of basic physiological needs. Usual methods specifically operant, observational and cognitive were used for socialization. Children were socialized to understand the other's emotionality, while little emphasis was on the child's emotionality. This led to a suppressed yet socially appropriate behavioral expectation. Early gendered apprenticeship for household chores directed to the girl child was also observed. Interventions for empowerment of self and understanding parenting behavior are much needed.

Keywords: Parental socialization, social development, emotional development, child care practices, observation

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Socialization is a process of establishing wider and profound relationships, and inducing the individual into the social and cultural world. As Grusec and Hastings (2008) have inferred that it is not a one-way street but that new members of the social group are active in the socialization process and selective in what they expect from the older members of the social group. McLoyd (1989) showed that there are significant influences of the parental job and income loss on the child. Therefore, the present paper attempts to focus on the parental socialization practices and behaviours, and the influence of context with respect to the child's emotional and social development in the urban slums of Mumbai.

Banerjee (1986) has described family as the "cultural workshop", where children are taught the basics of civilization. She also argues that the family plays a major role in shaping the personality, not because of the parent-child interactions and relations are prototypes of adult situations, but because the child unconsciously assimilates many attitudes and social expectations from parents. Language also plays a crucial role in social adjustment and is the chief source of cultural transmission to the child. Belsky and Vondra (1989) postulated that the insights of ecological model and parenting (or child development) are comprehensible within a specific context. Therefore, there might be differences in the parental behaviour depending upon the ecological and bidirectional aspects of context and could be dependent on physical health and temperament of the child.

Experience of living on low incomes influence the adults and children in a variety of ways including loss of self-esteem and feelings of powerlessness, damage to present and future health and well-being, feelings of isolation and restricted opportunities and choices (Beresford et al., 1999, cited in Ridge, 2009). It is also found that lower SES parents are more concerned about the societal compliance by their children, create home environment with higher parental authority over the children, and are punitive when the authority is countermanded. However, positive effects of parenting differ across cultures. Researches show that successful parenting is that which matches the domains in which the child is operating and responds to his current needs.

Mirabile (2010) conducted a study which inspires the present study with the focus on the relations between two facets of parental emotion socialization: direct or indirect socialization; three facets of children's emotional competence: emotional expression, regulation and understanding, and their relations with children's social and emotional adjustment. Parental emotional socialization and children's emotional competence are multi-faceted, rather than unitary processes. Additionally, the aspects of children's emotional competence are linked (directly or indirectly) to the parental emotional socialization behaviours and children's social and emotional adjustment. A significant research in Gujarat slums (India) defines the emotional socialization as a result of the "emotional ecology" created by the ecological conditions, environment they live in, their families and the everyday practices of the families and other people around (Pai, 1998).

It was found through the previous researches that (a) majority of the researches are based on the parent-child relationships, attachment patterns, gender roles, SES influences on behaviour, family structures, but little emphasis is on the interplay of the socio-cultural context of the family, its influence on the everyday practices of the families and their outcomes, and (b) researches have been done on the socialization

behavior and practices, but little focus is on the parental intention of emotional and social development while socializing their children. The framework, thus, adopted was based on the assumption that the human functioning is central to the context of the everyday practices of the people, and that the family's role in socializing the child through the unconscious assimilation of attitudes, social roles and expectations from the everyday practices and parental behaviours is vital to the emotional and social development and socialization of the children as well.

Methodology

Research done by T.S. Saraswathi (1988) entitled '*Invisible Boundaries: Grooming for adult roles*', has been a significant study in the Indian literature of child socialization especially in the 'cultures of poverty', also because of the use of naturalistic observation through 'spot observations' and interview methods. Based on this research, some methodological understanding has been utilized for the consolidation of the present paper.

The question which boggles, with the concern of caregiver's perspective, is: "*What are the parental practices in terms of their behaviours and practices as they socialize or facilitate their child's social and emotional development?*" Leading to the objectives of the study, focusing majorly on the '*understanding of the parental socialization with special focus on emotional and social behaviours*', the lines of inquiry are listed below:

1. Understanding the context of the community
2. The nature of interactions between the parent/adult/another child for promoting social behaviors and emotional development in children

1.1 Positionality as a researcher

As a researcher, with certain premises in my mind, regarding understanding the differences in the context from the world outside, what made this community not grow beyond its situations, and if it was possible to lower the stress, vulnerabilities and lack of resources in life and improve their quality of life. But in the field, I realized that most people talked about the basic physiological needs fulfillment. The basic premise of understanding the risks, vulnerabilities and stressors in parenting and socialization by parents with due respect to the Maslow's need hierarchy was complemented with several other important aspects like family dynamics and other contextual factors. As Horwitz's (1999) explanation of the sociology of mental disorder, the nature of symptoms is culturally dependent and object of explanation are multiple responders, but not the individual, which also has the social constructionist perspective. Along with the contextual understanding, I had adopted the lens of social constructionism with a belief that it is the culture and the context that shapes the individual. But this paper is about the extent and process of these influences in the reality of urban slums.

1.2 Methods and tools used in present study

Being an ethnographic study with data triangulation, three different modes of data were used as the source for final analysis and interpretations: observations (particularly spot-observations), formal/informal interviews and field notes.

The parent-child interactions were observed for approximately 15 to 30 seconds and then relevant field notes were taken simultaneously. One such observation was

considered one unit, and applying this technique of spot observation, each family was observed for at least 3 days (minimum 6 hours a day each). During observation, the informal conversation was made by the family members, followed by the formal interviews and field notes. Other factors like family relationships, child's age, caregiver's age, etc added to the complexity of the data.

1.3 Sample

Sample included 9 families, which were from different occupational backgrounds, like rag picking, beggary, carpentry, tailoring, etc. The inclusion criteria of the sample were based on the structure of their family where at least one child should be in the age group 3-6 years. Another important factor considered was the variety of situations and dynamics of the families, i.e. families with different situational difficulties. The sample selection was facilitated by one of the project coordinators of a local NGO. Mumbai slums are a vast area to cover within a yearlong study; therefore, the focus was on identifying the differences in the encroachment areas and the old slums for sample selection. As per the information by the NGO, encroachment areas were least researched areas, therefore, it was also incorporated as one of the inclusion criteria. Therefore, the sample included only those families belonging to the encroachment areas.

Themes emerged from data triangulation

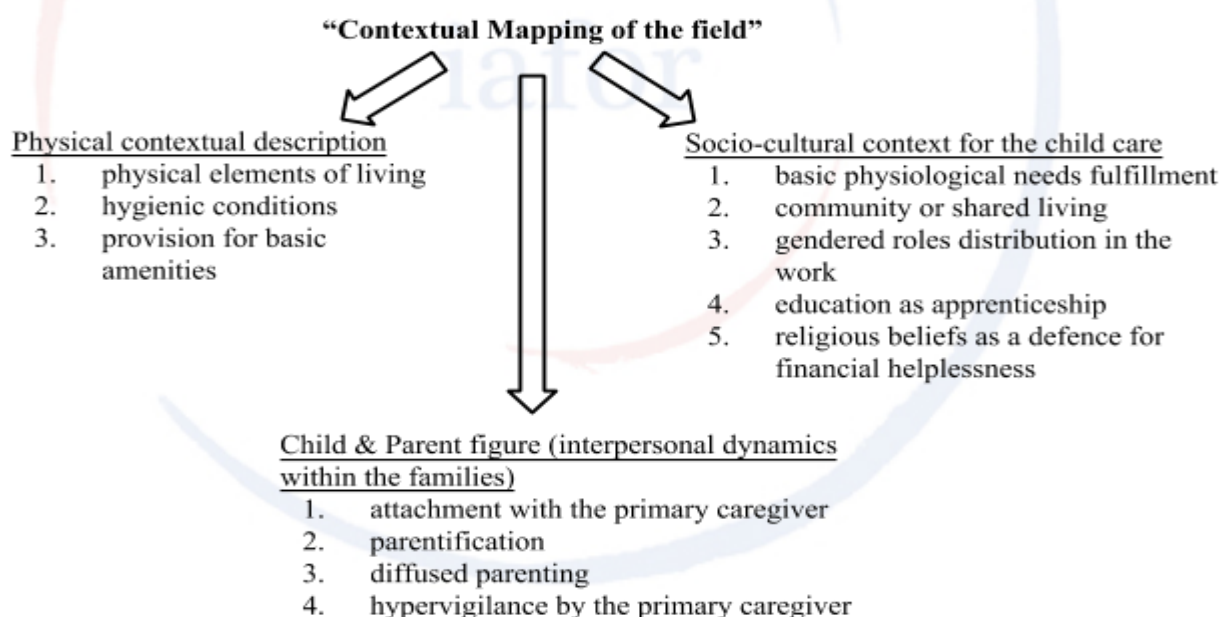


Figure 1: Themes from data triangulation highlighting contextual understanding of the field

In the field, they have one Primary Health Centre (PHC) 3 km away from their homes and unaffordable. The health post is inadequate with staff & medical supplies to cope up such a large population. There is always lack of drinking water which is at times provided by BMC, alternately after 2 to 3 days. This portable water is black-marketed in encroachment areas by some political leaders at the rates of Rs. 60 per drum and Rs. 30 per gallon. The area is connected by 'kutcha' roads and is marshy and muddy for most part of the year, with no streetlights. There was one municipality school

nearby, with low enrolment rates as compared to the religious schools or Urdu schools. The houses were just 10 square feet blocks for each family, within which they had to accommodate their entire family with all their belongings. People in the slums called it 'pattra wale ghar' ('houses made of tin').

Basic physiological needs fulfilment

The focus of parent-child interactions in the families was on the needs fulfilment, like providing them food, or ordering them to do certain tasks. A 6 months pregnant mother, talked to her children when she was giving them food, or stopping them from creating nuisance and would say, "Come here and have food", or angrily stop them from creating nuisance. The need fulfilling behaviours majorly included feeding/giving food to the child, and bathing/grooming activities. All families had different rationalizations about reasons for little communication, yet some common themes emerged. The caregivers were noticed to be highly concerned about the safety and security instead of the basic physiological needs like food, shelter, clothing etc., which directed linkages towards the importance of social protocols over individual or family needs. The need for power in the caregivers, as explained by McClelland (1961, 1975, 1976), was also higher than other needs. This need to power helped them maintain a strict and vigilant image so that their primary need for safety was also met. Much intensive research can be carried out along these lines in this context. One of the important roles acquired by most caregivers was of the vigilant parent. From their behavioural and everyday practices, it was evident that the caregiver/parent was also taking care of their 'need for safety'.

Community/shared living

Most mothers were noticed to be in emerging adulthood, and were unable to manage the responsibility of so many children at this tender age. Therefore, much help was required from the people around, and the family boundaries gradually fade, leading to community or shared living. Some mothers mentioned about the little social and family boundaries they had. Anyone could walk inside the house anytime, and all the family lived together, as if a part of the same kin. Therefore, there was enmeshed family boundary.

Gendered roles distribution in the work

The families in the slums were mostly male dependent for financial resources, while females being the caretaker of the family members. At times, all the members of the family, including the children contributed to the collection of finances for their survival.

Though families encouraged their girls to go out, yet consciously or unconsciously emphasized over submission directed towards girl child. At times, the elderly women would emphasize on the roles of women in household to the young girls. Also, there is little control over the child's everyday practices, as the parent/caregiver is little interested in instructing their children about the do's and don'ts, whereas a gendered difference is seen in this behaviour as well.

Education as apprenticeship

Their understanding of education came from the concept of apprenticeship. Most mothers said, "... she's a girl, and will have to manage household chores, that's why we think of putting her in some course to learn all these skills... if she learns

something better, she'll be an asset to the family... what else does a parent want?!" Education for them was the ability to help the family fulfil their basic needs like security, food, shelter, etc., as told by a mother.

There were gender differences influencing the choice of courses for the children, as one of the mothers said, "... will train my son for computers, and never thought of daughter... she'll manage household, but it's important for her to study in this world... that's why we'll put her in some course... if she learns tailoring, she can be of use to the family. Look at the girl staying in next lane, how much she earns?!" Gender compliance in terms of allocation of the tasks to be carried out by male and female members in the family was therefore noticed. After several awareness camps, people began to believe that women had equal share in helping their family to increase resources. This helped people in educating their girls to gain some skills based training like tailoring and parlour training. On the contrary, in families with father as the primary caregiver, the value of formal education persisted, and all the children were sent to the school on time every day.

Religious beliefs as a defence for financial helplessness

Most aspects of the socio-cultural context were influenced by the larger domains of the society like the religious beliefs, cultural practices, traditions, customs, and habits. Some mothers said, "Our religion doesn't permit us to do so." The learned helplessness and surrender to the macro-systems were beyond the control of an individual. Thus, response in such cases by the females could show was to confirm and comply with the social and religious norms.

High amounts of group pressure through the traditions, rituals, routines, and religious symbols on the families were prominent. This compliance led to the issues like unwanted pregnancies, and increased amount of liabilities for most families, which resulted in compromises in child care and development. It enhanced the vicious cycle of need for social acceptance among people, leading to increased rigidity of mindset towards the change. When mothers talked about the 'ganda mahaul' (insecure environment), their intention was to highlight their experiences and vicarious learning of the insecurity that prevailed in the community, adding onto the vulnerabilities of the family.

According to Herbert Kelman (1958), all the three major pillars of social influence, namely, compliance, identification and internalization were active to fulfil their needs i.e. the need for affiliation and accuracy.

Parentification

Parentification, as a major theme, reflected that the parentified sibling was the secure base for them, while the parent/ caregiver adopted the 'avoidant parenting' style throughout. Usually in such cases, there was shift in the roles based on the needs of the families. The primary caregiver acquired the role of the hyper vigilant and disengaged adult, and the parentified sibling, usually a girl child, became the nurturing member in the family.

Diffused Parenting

In families, with the lack of a secure base for the child, they were neither attached to their siblings, nor any parent figure. This led to the confusion for the child, in

understanding the emotions and intentions. For instance, in a rag picker's family, all the members would contribute in earning livelihood for the family, and everything was simply about financial stability, enough for survival, otherwise no such emotional bonding was seen. Also, the absence of the parent in the family increases the feeling of helplessness.

Attachment with the primary caregiver

Amidst these observations, there was an exception, where Sakina was the only child in the family. For her, more than the behavioural or personality factors, the belief system of the family played a major role in bonding the parent-child. Families which had an understanding of the child's feelings, emotions and their importance for the better development of the child had a sensitive and responsive behaviour with an 'authoritative parenting style'.

Hyper vigilance by the primary caregiver

Due to the unpredictable and highly crime prone residential areas with least security, the role of primary caregiver was to ensure that her children were safe and secure which led to acquiring the vigilant role in the family. While upon asking about the differences between the vigilance and hyper vigilance, it was difficult for her to demark the boundaries, and reflect on the disturbed communicational skills with her children. This showed the shift from attachment to emotional distancing, and leaving the onus on the child to learn from the environment, which also increased the pressures of social compliance. Similar to the 'development niche' proposed by Super and Harkness (1986), their beliefs and context influenced the parent's socializing behaviour, and tendency to selectively expose their children to the context, also referred to as 'planned socialization'.

Child Care practices

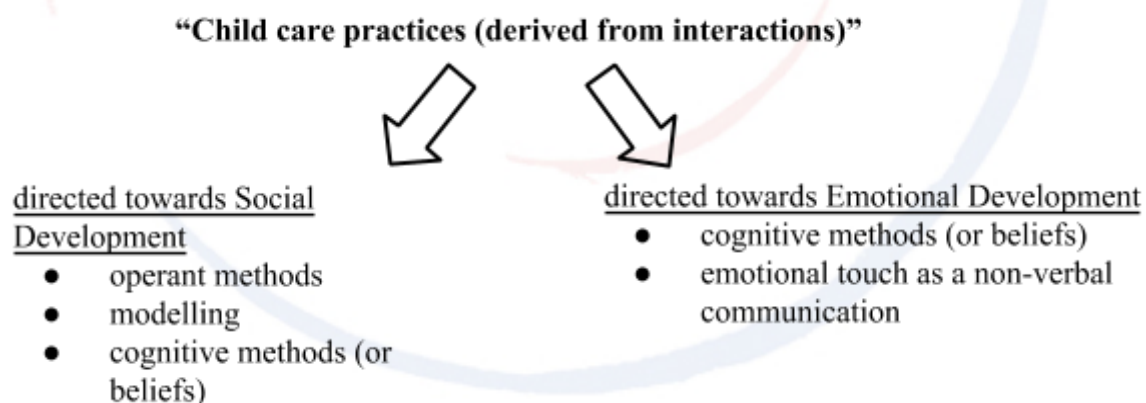


Figure 2: Themes from data triangulation explaining the nature of parent-child interactions promoting social and emotional development

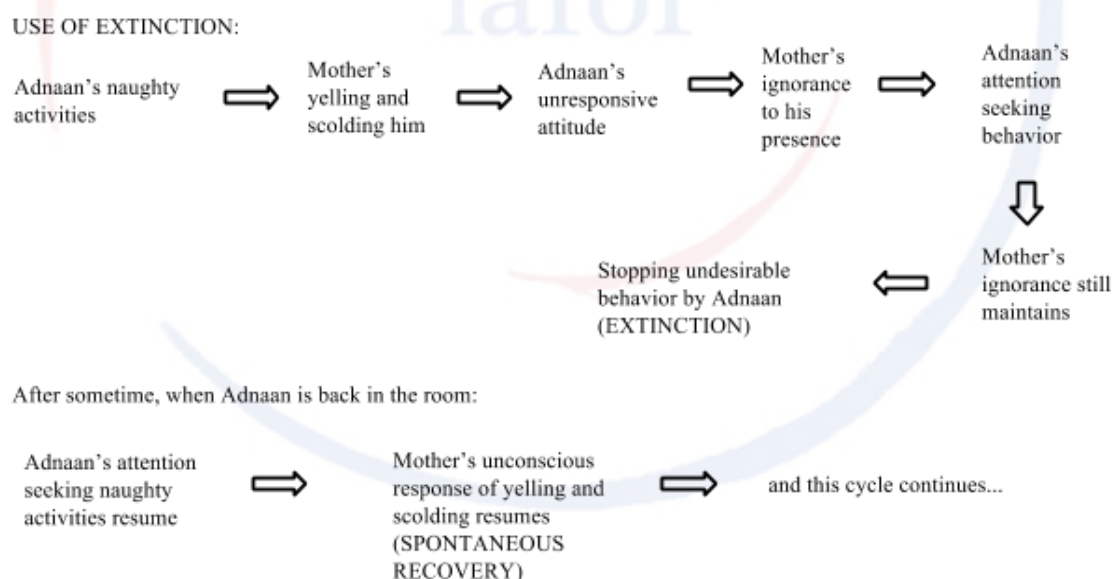
Operant methods of socialization for social development

From the understanding of the behaviourism by Watson and Skinner, the relevance of operant learning and verbal behaviour was emphasized. It was also noticed that most caregivers used either negative reinforcement or punishment as a response to the children. Upon asking for alternate behaviour, the rationalization was, "... if the child is wrong, it's important to tell him about his mistakes... I scold him, but it hurts me as well, ask your mother about it! It's a mother's heart, will hurt... but it's important to

stop him as well.” By stopping children from doing anything wrong, they would teach them socially desirable behaviours. Very little importance was given to positive reinforcement and feedback as a response to the child’s behaviour. One of the primary caregiver, a father, emphasized on the communication and listening skills as a parent, to provide them with a space to come up and openly talk about their emotions, feelings and thoughts. He mentioned television as the source of understanding of parenting he has, contributing to the contrary view of child socialization among these families. Also, he emphasized on the ‘shaping of behaviour’ by allowing the child to do certain tasks. He had allocated different roles to all children depending upon their age, and would positively reinforce them for any appropriate behaviour, referred to as ‘differential reinforcement of successive approximation’ (Peterson, 2004).

When the adult quits paying attention to the behaviour that is undesirable, when the behaviour doesn’t get the child what he/she wants, the child usually tries something else. This is called as ‘extinction’. When a reinforcing behaviour, after several repetitions, stops producing desired response from the children, then it stops occurring. The cycle of yelling and scolding the child and ignoring them if not receiving desired outcome is a repetitive cycle. This became repetitive because of the spontaneous recovery of the emotional reaction by the mother. In such a situation, Pavlovian conditioning suggests that there is re-emergence of the extinguished conditioned behaviour after a delay (Benjamin, 2007).

Figure 3: The pattern of behavioural responses in the parent-child interaction



Modelling for social development

Firdosh would lift the vegetable basket her sister lifted to get vegetables from the market, and would roam around in the streets holding it. Upon asking about her behaviour she instantly replied, “... got vegetables.” The child tried to imitate the person she valued more than anyone else, who is also a part of their family, as most of their behaviours are then influenced by their actions, also considered as ‘role models’. “... children will learn through observing elders, we can just do our respective jobs... it’s upon them to learn. If they learn it’ll be of their benefit” reflected the attitude of

the parents towards free will of the child to learning and acquiring social skills. This showed lack of controlling behaviour among the caregivers. From the parental perspective, social learning is a process which must demonstrate the change in understanding of the individuals involved (Reed et al., 2010). From the awareness about enmeshment of social boundaries, children got a lot of social freedom, which was suppressed at the later ages on the name of social compliance. But this helped most children to be socially active at a much early stage of development. Differences in the parental permission for being around with the peers were present on the gendered comparison. Dearth of communication within the family was mainly directed towards the lack of feedback to the child about the response given by the parent or dearth of positive reinforcement for any desirable behavior. The rationalization of rich-poor differences also existed among the caregivers. Their frustration, as a result, was vented out on the child rearing through aversive measures, instead of being interactive to convey their intentions and feelings of their children.

Cognitive methods of socialization for social development

It was amazing for the caregivers to know about the importance of emotional education and communication for child development. Instead, they rationalized their behaviour by assuming their child's perspective based on their own childhood experiences, and their parenting. Some of them also believed that financial helplessness is another reason for them to not be involved in such activities, as they have lesser time to focus on anything, but money making. Some caregivers also highlighted the cultural, religious and social pressures for not adopting to the new and better ways of learning parenting skills. Over emphasis on the basic needs fulfilment also led to such outcomes. Therefore, most interactions would centre around the instructions or commands parents would give their children, and yelling on them when not done the expected work properly. The miscommunication between the mother's intention and the behaviour conveyed created a lot of differences in the expected behaviour from the child. Such gaps in the interactions had significant implications for child care, as the parental frustration is being transferred to the child through their socialization behaviours. Absence of synchronization in the non-verbal and verbal messages led to the confusion and undesirable behaviours by the children. Therefore, there is high need for promoting better interactions in families to integrate the parent-child bonding.

Cognitive methods of emotional socialization

Trevarth et al (1999) suggested that parental sensitivity increases the willingness of the children to comply with the socializing agent's directions. In the community, almost all the parents used cognitive methods of socialization like giving directions or instructions and setting standards for the children, but never conveyed their intentions behind.

When a girl came out in towel after bath, when I was in the room; her mother was concerned about her privacy and was constantly keeping a check on the behaviour around. Therefore, this conveyed Mehak, her mother's intention of her safety and helped in setting standards of socially appropriate behaviour. "... Bath properly... and don't roam around in the towel, what will teacher ji say?" said Mehak's mother. Such questions act as a probe to be sensitive to other person's emotions and feelings about their action. On the other hand, no attention is paid to her emotions. Especially among girls, this behaviour was implied to increase their social compliance, which may

become reason for the inability to step out of the already existing social beliefs and norms.

Emotional touch as a non-verbal communication

Attention of the caregiver is an important precursor for the child to feel connected to the socializing agent. This was prominently displayed when Firdosh, after fighting with her peer, came running to feel comforted by her sister, ignoring the mother completely. Her sister hugged her and wiped off her tears, which helped her feel comfortable in highly anxious state. This showed that 'emotional touch' for a child is extremely important to feel connected, which is given least preference by the caregivers. Some mothers would ask their children about their feelings, constantly communicate about it, and baby talk with them. Such an awareness and sensitivity was not present in many families. In fact the thought of conveying and understanding child's emotions led to an expression of amazement and shock among most caregivers. Although while teaching their children socially appropriate behavior, parents considered important to teach them worth of other's feelings, but there was no thought about the child's emotional needs. Their language of expressing emotions and their understanding was also quite limited leading to limited emotional expressivity.

Discussion

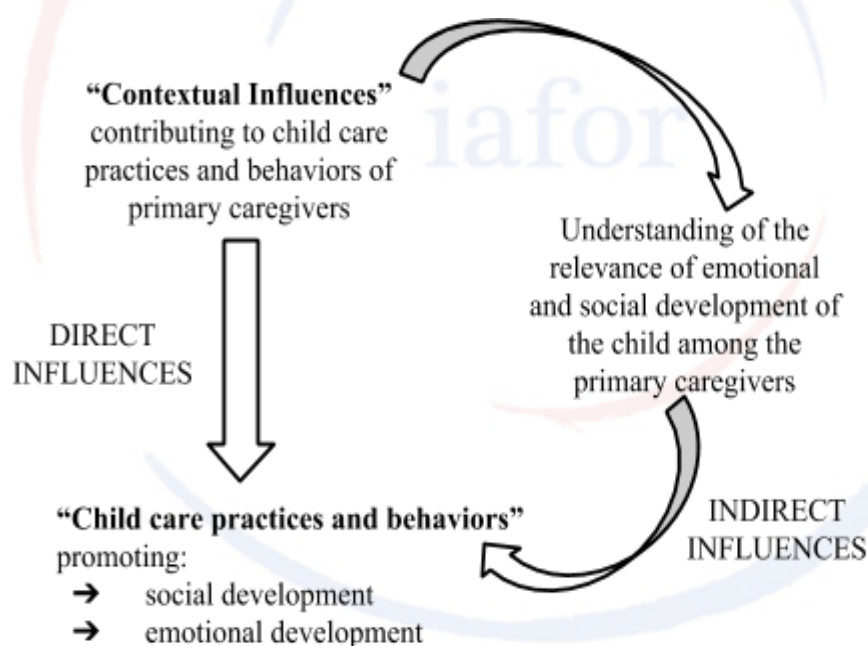


Figure 4: Overview of themes with interplay between two objectives of the study

The aim of the study is to focus on the parental behaviours and practices influencing child's social and emotional development in a given context. According to Patterson (1997), reinforcement contingencies were significant in development and inhibition of anti-social behaviour. Contrary to this view, the themes in this study reflected that the use of negative reinforcement and punishment was most preferred, while no relevance was given to the positive reinforcement or feedback for the children. Maccoby (2007) had highlighted that the major conflict in parenting lied in understanding the best use of parental control as support to the children, rather than as a premise of exercising authority over the children to expect compliance. This shift in the parental frustration

onto the children may have serious consequences for the children. The psychological control in this community as compared to the behavioural control was more often. Barber (2002) suggested psychological control involves attempts to influence the child's emotional state, and guilt induction, withdrawal of love and parental intrusiveness, while behavioural control involves monitoring their child's activities, setting reasonable rules and enforcing them with autonomy. For the emotional socialization of children, it is considered essential to sensitize the children towards their own as well as other's emotionality. Frijda (1986) suggested two ways of expressing emotions, from which the evaluative connotation was prevalent. Due to lack of emotional language, there was always a difficulty in expression. On the other hand, there was little or no focus on the subjective reference of the emotions, in this community, especially for children.

The parental socialization behaviours and practices centred essentially around teaching their children socially acceptable behaviour, influencing their emotional development. Kaplan and Chen (2001) had suggested that most parents tended to follow the similar parenting styles which they had been exposed to, reinforcing the culture of poverty. Similar observations, in the community, suggested that learned helplessness was a result of the internalization of the culture of poverty, that it influenced most parents, and their behaviours and practices. The contagion models of explaining the influence of poor environment on the learning and acquisition of parental behaviours and beliefs also suggested the similar aspects of development (Jencks & Mayer, 1990). But this paper highlights learned helplessness as a rationalization for the disempowered behaviour of parents. Saraswathi (1988) has talked about the resistance to change in the poverty context, she highlighted that the awareness about little scope for upward mobility among the people acted as a reinforcer for social compliance. The most acceptable entry point for the change in this community could be school education for boys and skill education for girls at least at ideational level. The levels of awareness about the usefulness of education, though discriminant, holds little importance for the families in the present community.

In certain cases, the heightened emotions were displaced onto the child, while in other situations the parent withdrew from the engagement with the child. The heightened emotionality of the caregiver due to enmeshed social boundaries and unmanageability of different family systems was evident. Trevarth et al. (1999) had emphasized that positively responding parents to the child's reasonable demands and attending them, were more likely to receive increased compliance to their directions. Therefore, the emphasis on the dyadic mutuality of interactions and understanding between the parent and child played an essential role. Thus, it was implied that there is little dyadic mutuality among the parent child relationships.

A reasoning, warm and affectionate parent-child relationship along with power assertion worked well for socialization of children. But, majority of the focus of the parental figures was on the power assertion in order to fulfil their basic needs and need for safety. Smetana (2008) had indicated that parental warmth, responsiveness, acceptance and trust were associated with greater disclosure. Whereas, in this community specifically, leaving alone the disclosure, basic interaction and conversation between the parent-child were intended for either need fulfilment or teaching socially appropriate behaviours, with an outward focus on emotionality. Most of their conversations reflected the religious conceptions and compliance to

them as a defence of inability to access and understand the realm of a better living. This implied a higher social influence and deeper internalization of these beliefs as an explanation to their rational or irrational behaviour. This occurred due to minimal empowerment and awareness among the caregivers in this community. These implications on the parental behaviours and beliefs also reflected that there was higher social compliance and resultant feeling of helplessness, with deep internalizations and identification with the pre-existing social norms.

Implications for future research and interventions

The dominance of the socio-political-religious influences on the beliefs, norms and practices has led to the inability to grow, despite the best efforts and hard work by the earning member of the family. Issues like lack of information or prohibition of family planning practices, reproductive health, malnourishment, sanitation and poor physical surroundings, add onto the vulnerabilities these families are constantly living under. A need for informed parenting was realized therefore, the formal education is another important aspect crying out to be addressed. Most caregivers (i.e. mothers) in the community are minor, and are less educated or unaware about the child care practices, and the respective challenges. This leads to a significant lack in the care provided to the child, despite the best efforts by the mothers. Thus, combined interventions from developmental and family therapy models and addressing the systemic issues are required. Guidance and counselling, deeper therapies and psycho-education would be preferable.

Methodology and other limitations of the study

The study though based on the ethnographic methods would have benefitted from more time in the field to further strengthen the understanding of the concepts, clarifying the beliefs and practices of the family as a whole. Yet the researcher did interact with other people who were available through the day, did note down observations and focused; spot observations were also done.

Observation method emphasizes on the probability of the occurrence of behaviour, the probable intent, and interactions of individual or behaviour of a particular individual. While noting the parent-child interactions, child's behaviour depends upon psychological factors like attention, level of cognitive development, retention, type of activity being observed, motivation, ability to reproduce the behaviour, and repertoire of alternative behaviour. The factors studied can be analyzed in the future researches, with an added perspective of the child's understanding of these socialization practices, and their developmental progress.

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***The Impact of Learning Skills Instruction on Emotional Intelligence
and Self-Esteem of Female High School Students***

Mohammad Khodayarifard, University of Tehran, Iran
Soraya Ramezanzadeh, University of Tehran, Iran
Shiva Khalili, University of Tehran, Iran
Parvin Mohammadi, University of Tehran, Iran

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Abstract

Objective: The purpose of this research was to investigate the impact of social emotional learning skills program on the emotional intelligence and self-esteem of female high school students. **Method:** 64 students of Behshar Schools were randomly chosen from female first year high school students of Behshar city, and were placed in experimental and control groups. Before administering skill training to the experimental group, the EQ-I (Emotional Intelligence Questionnaire Sybryashryng: 30 items) & (Rosenberg self esteem scale: 10 items) was administered to both groups as pre-test. Then the social-emotional skills programs, was administered to the experimental group in 9 sessions. After finishing the instructions, the EQ-I & self-esteem scale was administered to both groups again as a post-test. Data analysis was achieved through the t-test statistical test and showed that social-emotional skills training had been effective in increasing emotional intelligence & self-esteem of students in the experimental group. **Result:** The results revealed that teaching social-emotional skills had a significant effect on increasing the experimental group students' emotional intelligence and self esteem. **Conclusion:** It can be said that supporting teenagers' abilities through social skill educational programs enhances close interaction and training self-esteem. Increasing self esteem and emotional intelligence in a person will lead to revitalizing his sense of ability and value and occurring changes such as having self confidence and enjoying interaction and cooperation with others.

Keywords: Emotional, intelligence, Self-esteem, Social, skills, program

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1. Introduction

Adolescence is the period of emotional challenges regarding the training of social and emotional competence. Students entering this period encounter many problems such as the loss of self-confidence. Their social self-esteem, i.e. their confidence in finding friends and in maintaining relationship with peers and those around them will face problems. Many of them have very low self-confidence. Therefore, many of their activities such as socializing and interacting with friends and managing their emotions will be affected. Due to the sensitivity of adolescence that is called the period of pressure, adolescents often experience intense emotional swings. Adolescence is accompanied by passion, conflicting feelings and stressful physiological and emotional stimuli. This critical period has an important role in shaping adolescent's future personality.

Goleman (1995) suggests that the present generation of adolescents emotionally face more problems than the previous generations. They become lonelier, more depressed, angrier, more rebellious, more prone to worry, more impulsive and more aggressive. Thus, it is proposed that training of social and emotional skills to adolescents can help them manage their emotions and feelings and improve their relations with others. Finally, it leads to enhancing their personal efficiency and self-esteem.

Emotional intelligence based on the skill-oriented model of Mayer and Salovy (quoted in Azfan et al, 2010) is considered as the ability to perceive emotions effectively, use emotions in facilitating thought, understand and manage emotions in self and others. Obviously, paying attention to emotional skills such as emotional intelligence without considering mental-personal dimensions like self-esteem doesn't seem logical. Undoubtedly, increasing emotional intelligence has a positive effect on individuals' self-esteem. Self-esteem is the result of social life and its values have an important role in all daily activities. Thus, self-esteem can be considered as one of the most important aspects of human personality that can determine behavioral characteristics (Lawrence et al, 2006). Self-esteem like emotional intelligence is one of the main determinants in emotional behavior patterns especially in students.

Emotional intelligence and self-esteem are dimensions of human personality that can be developed and enhanced using training programs. Training programs of social-emotional skills can lead to the development of individuals' social and emotional capabilities and competence (Casel, 2003).

The increase of social-emotional skills can be one of the main aims of training programs of schools. To achieve this end, the identification and development of students' social-emotional skills should be taken into account. Teachers' and school officials' level of social-emotional intelligence and their awareness of how to use these skills in addition to the development and training of social-emotional skills in teachers can provide the opportunity to guarantee the optimal growth of students in all cognitive, social, and emotional aspects (Elias, 2006).

Several studies have confirmed the effect of training of social-emotional skills on increasing the level of emotional intelligence and self-esteem. Clarke (2010) has conducted a study on the effect of training of social-emotional skills on a sample of

managers in England. Nelis, Quoidbach, Mikolajczk, and Hanson (2009) have investigated the possible ways to increase emotional intelligence.

Five studies have appeared in the literature specifically investigating emotional intelligence in project contexts. These examined relationships between emotional intelligence and either leadership or project management competences associated with “human skills”, and have found some promising positive results (Turner and Lloyd-Walker, 2008; Muller and Turner, 2007; Sunindijo et al., 2007; Butler and Chinowsky, 2006; Mount, 2006).

The results revealed that the training of emotional skills led to the significant increase in emotional aspects and identification of emotions.

Researches conducted in Iran also confirm the results expressed above. Studies by Ghanbari, Hashemabadi and Bagheri (1387) are some of these studies. Regarding the effect of training of social-emotional skills on self-esteem, Tylor et al. (2007) have investigated the effect of behavioral-cognitive training on female adolescents’ self-esteem. The results revealed that behavioral-cognitive trainings led to the increase of self-esteem. The results of this study are in agreement with the results of the study conducted by Jalali and Nazari (1388).

Jalali and Nazari (1388) have investigated the effect of training of social learning patterns on self-esteem, self-confidence, self-assertiveness, and academic achievement of third grade students. The results of their study showed that training of social learning patterns increased self-esteem.

Regarding the importance of emotional intelligence and self-esteem in adolescence and the effect of training of social-emotional skills on the increase of these two variables as is expressed above, the present study aims at studying the training of social-emotional skills in educational contexts of high school adolescents. Supporting adolescents’ abilities by means of emotional skills training program can aid close communications and promote self-esteem and emotional intelligence. As the majority of students at this critical period do not have high level of emotional intelligence and self-esteem and studies conducted in Iran merely focused on the relation between these two variables, the present study seeks to answer if social-emotional skills training has any effect on female high school students’ emotional intelligence and if social-emotional skills training has any effect on high school students’ self-esteem.

2. Method

2.1. Participants

Participants of this study were 64 female students of a high school in Mazandaran.

2.2. Materials

2.2.1. Rozenberg Self-esteem Scale

This standard and well-known scale was developed by Rozenberg in 1965. This scale is a ten-item Likert-type scale with items answered on a four-point scale from strongly agree to strongly disagree. Five of the items have positively worded statements and five have negatively worded ones. Scale scores range from 10 to 40.

The Persian version of this scale was used in the present study. Reliability of the scale calculated using Kuder Richardson in the study of Moulavi (1388) was 0.73. In the present study, researchers also calculated Kuder Richardson which was 0.82.

2.2.2. The Schutte Self Report Emotional Intelligence Test (SSEIT)

The Schutte Self Report Emotional Intelligence Test (SSEIT) is a 33 item self-report measure of emotional intelligence developed by Schutte et al. (1998). The SREIS has been designed to map onto the Salovey and Mayer (1990) model of EI. Items of the test relate to the three aspects of EI:

- (1) Appraisal and expression of emotion
- (2) Regulation of emotion
- (3) Utilization of emotion

2.3. Study procedure

Participants of this study were chosen using stratified random sampling. A high school was chosen from among 10 high schools of the city of Behshahr. Two classes were chosen from this high school. Students of these two classes selected as the participants of the present study were randomly assigned into an experimental and a control group. Each group included 32 persons.

Social-emotional skills training protocol used was driven from the training program of components of emotional intelligence developed by Hatami (1387), social skills training by Ansari (1390), and parts of training programs developed by Khodayarifard. The training program of the present study was held as a workshop in 9 two-hour sessions twice a week.

2.3.1. Framework of training sessions

Session 1: emotional intelligence and its components

Session 2: training of social-emotional skills on how to start conversations in everyday communication and investigating the factors affecting self-esteem and respect to group discussion.

Session 3: training of interpersonal coping skills, appropriate social skills, group discussion and offering supplementary activities

Session 4: promoting the social skill of firmness (assertiveness)

Session 5: self-expressiveness: training of social-emotional skills related to methods of making request and asking for help, training of social-emotional skills related to rejecting illogical demands and training of problem-solving skills

Session 6: emotional self-regulation and recognition of personal characteristics; training of social skills related to expression of positive and negative emotions

Session 7: emotional self-motivation and methods of increasing self-confidence and training of happiness

Session 8: creating empathy and emotional self-control

Session 9: investigating tasks of previous sessions and giving feedback, receiving feedback from all participants about the whole sessions; evaluating the results of sessions; and asking individuals' views.

3. Results

The aim of this study is investigating the effect of social-emotional skills training on female students' emotional intelligence and self-esteem. The hypothesis of the study

and their results are presented in this section. Table 1 shows the mean and the standard deviation of the experimental and control groups separately.

Table 1: The Mean and Standard Deviation of Gain Scores of Emotional Intelligence and Self-esteem in Experimental and Control Groups

Standard of Deviation	Mean	Groups	Variables
35/47	65/15	Experimental	Emotional Intelligence
28/76	9/28	Control	
8/899	13/125	Experimental	Self-esteem
11/214	3/718	Control	

As it can be seen from the table 1, gain scores of the emotional intelligence and self-esteem in the experimental group are more than the gain scores of the control group.

Table 2: Independent sample t-test for gain scores of the emotional intelligence and self-esteem in Experimental and Control Groups

Power of Test	Effect Size	Mean Difference	Level of Significance	Degree of Freedom	T	Variables
1	.436	88/55	./..1	62	6/92	Emotional Intelligence
./95	./182	9/4	./..1	62	3/71	Self-esteem

As it can be seen from the table 2, the result of independent sample t-test is significant at $p < . /5$. This result confirms the significant effect of social-emotional skills training on the general emotional intelligence and self-esteem. It can be said that social-emotional skills training has significantly affected the general emotional intelligence and self-esteem. The effect size (43/6) in the emotional intelligence reveals that 43/6 percent of observed variance in the scores of emotional intelligence was because of the treatment used (social-emotional skills training). Statistical power 1 shows that test accuracy is 100 percent in detecting significant differences. The effect size of (18/2) in the self-esteem shows that 18/2 percent of observed variance in the scores of self-esteem is due to the treatment applied (social-emotional skills training). Statistical power of (./95) shows that the test accuracy is 95 percent in detecting significant differences. Thus, based on the tables 1 and 2, it can be

concluded that the social-emotional skills training has a significant effect on the emotional intelligence and self-esteem.

4. Discussion and conclusion

The results of the present study revealed that there was a significant difference between the experimental and the control groups regarding their emotional intelligence and self-esteem. It can be concluded that social-emotional skills training significantly affected the emotional intelligence and self-esteem of the experimental group. The results of this study are in agreement with the results of the study conducted by Ghanbari Hashem Abadi and Bagheri (1387), Nelis et al. (2009), Wong (2007), Stern (2007), and Clarke (2010). These researchers in their study used a training program for emotional intelligence. Ghanbari Hashem Abadi and Bagheri in their study concluded that emotional intelligence skills training could improve indicators of emotional intelligence and components of management, regulation, evaluation and expression of emotions in the experimental group.

The study conducted by Clarke about the effect of emotional skills training on managers revealed that the emotional skills training had positive effects on emotional intelligence abilities, empathy and capabilities, and capacity of project management. The results of several studies using such a program show that successful application of such programs and creation of a warm and appropriate atmosphere with a high level of cooperation can provide the opportunity to increase the social and emotional intelligence and to improve social and emotional operations (Goleman, 1998).

The result of the study conducted by Javaheri Kamel (1385) showed that there was not any significant relation between students' emotional intelligence and their social skills. But the results revealed a significant positive relation between components of emotion regulation, emotion evaluation and social skill. Javaheri Kamel concluded that the lack of a significant relation was due to the instrument used in the study and explained that the low Cronbach's alpha of this component led to the obtained result. The difference in the results of the study conducted by Jalali and the present study is because of the difference in the training methods used.

The results of the present study are in agreement with the results of the study conducted by Jalali and Nazari (1388) and Taylir (2007) regarding the use of training programs for self-esteem. Jalali in his study concluded that social learning training led to the increase of self-esteem in third-grade students. Taylir in his study investigating the effect of cognitive-behavioral training showed that social behavioral training caused the increase of self-esteem. But the results of this study are not consistent with the results of the study conducted by Hatami (1387). It can be inferred that difference in the training methods led to the difference in the results.

In general, the results of the present study are consistent with the result of the majority of studies and programs conducted on social-emotional skills training and insist on using such programs for comprehensive improvement of those acquiring the programs.

The acquisition and the use of social-emotional skills are the basis on which interpersonal relationships are constructed. Children and adolescents who use social

skills effectively will undoubtedly be successful in entering a peer group and in finding friends. They will be able to have positive and mutual interactions with their peers. They will also display socially appropriate behaviors and will have a high level of self-esteem and social confidence. If students acquire these skills effectively, they will socially display more competent behaviors. Thus, they can evaluate, understand, and accept their limitations and capabilities more accurately.

Due to the rich theoretical background and researches done about the positive effect of social-emotional skills training on increasing and improving social-emotional skills in different people, it can be predicted that the present study confirmed the previous ones. The results obtained in the present study were not unexpected and verified the results of the previous studies.

In any type of training, the increase and improvement of traits addressed by training programs is expected. The concepts of emotional intelligence and self-esteem are not exceptions. Supporting adolescents' abilities using emotional skills training program can enhance their self-esteem and emotional intelligence and can aid close communications. If self-esteem and emotional intelligence are increased, the sense of self-worth and empowerment will be restored in individuals and positive changes such as having self-confidence and enjoying interactions will be appeared.

It should be noted that the training time was not sufficient in the present study due to limitations the researcher was confronted with. Training sessions were also held after school classes and the fatigue of participants and the lack of cooperation of school authorities were the most important problems of the current study. Regarding these limitations, other researchers may be stimulated to start a similar study with a larger sample. In order to enhance generalizability of research, it is suggested that researchers conduct a study including both male and female students. Doing a similar research with other age groups is also recommended.

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The Development of Resilience Quotient (Rq) Promotional Model to Apply for the Flooded Community by Using the Community Participation Activity, Case Study: District, Lampang Province

Ammaret Netasit, Lampang Rajabhat University, Thailand

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Abstract

This research had the objectives to analyze the resilience quotient (RQ) promotional method, develop the RQ promotion format for flooded communities to be used to promote the RQ of flooded communities and to assess the RQ promotional operations for flooded communities in Mueang Lampang district, Lampang province. The research sample group consisted of three RQ specialists from the provincial hospital, 10 flood victims from Mueang Lampang district, Lampang province, 30 academicians specialized and possessed experiences in RQ, 10 RQ experts and 40 villagers from flooded communities in Mueang Lampang district, Lampang province. The research tools consisted of a content analysis form, an interview form, a questionnaire, a behavioral observatory form, focus group discussion and the RQ assessment Test of the Mental Health Department, Ministry of Public Health. The statistics used in analyzing the data were percentage, means, standard deviation and t-test.

The results of the research found that in the development of the RQ format for flooded communities, the model for the promotion of RQ consisted of 7 facets: Practice; Resilience; Open Heart; Make Friends; Objectives; Think and Emotion. The development of format created RQ promotional activity set called 'Immunity from Community Power' consisted of five smaller activities: Telling negative stories and finding way-out; Heart onto heart; Ten thousand friends; Thought provoking clips and Guiding cards. After using the developed set to promote RQ for the flooded victims, it was found that the villagers had increased RQ after doing the activity set 17.98%: the highest was morale at 17.86% followed by problem management at 18.76% and emotional stability at 17.12%.

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Background

Lampang province was another province affected by the flood causing damages in 9 districts, 38 sub-districts with the loss of life, many properties, tens of broken roads and impassible bridges, countless cut-off villages with the loss of many domestic animals such as cows, buffalos, pigs, ducks and chicken (Pattasaya Lumyai, 2011). For example, in the Chae hom Municipality, the sudden flash flood phenomenon happened and people had to save their own life by escaping to the second floor of the houses while people with single floor houses had to rush to the rooftops. In less than 2 hours, houses and important buildings were under muddy water. There were a lot of damages to properties because the flood came so quickly and most people were unaware. While the Nakhon Lampang Municipality warned people to move from the area on the banks of the Mae Wang River and repeatedly warned people to pack their belongings and prepare to escape from the rising water, most people did not heed the warnings because they did not expect the water would flood the municipal city area. But when water from every direction converged, the Lampang municipal area was under water in a second. Apart from the city of Lampang which was regarded as high water flooded area, the incident also affected the airport which never happened in the past 30 years. Moreover there were also flood of rainwater and flash floods in the districts of Mae Tha, Kohkha, Hang Chat and Sobprap (Krob kua kao 3, 2011) and from the reports of Channel 9, the rainwater from Doi Prabat flooded the Mueang Lampang district area with people missing in Ban Gluay pae village and a person died in his home at Ban Gluay Lauang village, speculated that he was shocked from the flood.

People after flooding may create mental problem such as the problem concerning the feeling of loss, the problem from changed way of life that creates anxiety, sadness and sorrow, discourage, boredom, confusion and physical symptoms of stress such as headache, stomachache, loss of sleep while some may have encountered frightening situations and have the symptom of fright from stress for a long time. This will affect the physical conditions and cause illness easily while persons with personal illnesses may find the recurring of their diseases. Moreover, persons with a lot of stress that lack the source of help may become quiet, do not talk with stressful behavior, discouraged, sad and in some cases they may feel hopeless and become suicidal, so depressed that they lose the ability of lead a normal life. They have lack of appetite, loss of sleep, loss of energy to do normal daily activities and the symptoms last longer than 2 weeks and become ill with depression which is a curable mental psychosis disease.

Though many agencies both governmental and private gave the importance in the immediate solving of the flooding problems, but after the flooding ended, what was left was the feeling of loss and hopelessness of the flood victims. The cure was a specific assistance after what had happened but the teaching or supporting the villagers so they have strong mentality with resilience quotient and can adapt or adjust themselves to reality reasonably well is the worthy immunity always imbedded in them because in the future we do not know how many times they may have to face with sudden natural disasters or worse phenomenon like this.

From the background, significance and information provided above, it reflects the need for a model to promote resilience quotient (RQ) for flooded communities. There

is also no research concerning the promotion of RQ for flooded victims in Mueang district, Lampang province. The author thought there should be a study in the development of RQ promotional model and apply that model to operate the promotion of RQ to villagers in flooded communities so they could adapt and recover after facing the flood to help them conquer the problems and barriers and live on happily with positive viewpoints on problems and possess mental immunity if they have to encounter that kind of sudden problems or barriers again. If there is no research or the promotion of RQ, the flooded communities may have psychological problems affecting their physical conditions in the end. Moreover, the RQ promotional model for flooded communities can be a guideline and apply or use in other flooded communities nationwide.

Objectives

1. To analyze the method of resilience quotient promotion.
2. To develop the resilience quotient promotional model for flooded communities.
3. To use the developed resilience quotient promotional model in the operation of the RQ model with flooded communities in Mueang district, Lampang province
4. To evaluate the application of RQ promotional model for flooded communities in Mueang district, Lampang province

Sample groups in this research

1. RQ specialists from provincial hospitals selected by the purposive sampling method totaled 3 persons with the duty to provide information concerning the RQ promotional model.
2. Flood victims from Mueang district, Lampang province totaled 2 communities that suffered higher than 1 meter of flood for 2 days and had losses of life which were Ban Gluay pae village and Ban Gluay Luang village, Mueang district, Lampang province by volunteering sampling method, 5 persons per community totaled 10 persons with the duty to provide information concerning the RQ promotional model.
3. Academicians with knowledge, expertise and at least 2 years RQ experience or in psychology from governmental universities presently teaching psychology in the upper northern Thailand which are Chiang Mai University, Mae jo University, Mae Fah Luang University, Chiang Mai Rajabhat University, Chiang rai Rajabhat University and Lampang Rajabhat University, 5 persons per university totaled 30 persons using the purposive sampling method with the duty to assess the suitability of the RQ promotional model for flooded communities.
4. Experts specialized in RQ promotion totaled 10 persons using the purposive sampling method with the duty to verify and confirm the RQ promotional model for flooded communities.
5. Flood victims from Mueang district, Lampang province totaled 2 communities (Ban Gluay pae community and Ban Gluay Luang community) selected by volunteer sampling method for adults ages 25 – 60 years old, 20 persons per community, totaled 40 persons with the duty to be trained by the developed RQ promotional model.

Research tools

The tools used in this research to collect data were constructed by the author from related concepts, theories and researches with adaptations and developments appropriate for this research with the following details.

1. Document analysis form using the content analysis technique of Krippendorff (1980) to analyze the RQ promotional model from documentary, websites studies and interviews.
2. Interview forms
 - 2.1 Interview form for interviewing RQ specialists of provincial hospitals totaled 3 persons to collect data on RQ promotional model verified by experts.
 - 2.2 Interview form for interviewing the villagers of Ban Gluay Luang community and Ban Gluay pae community totaled 10 persons to collect data concerning the RQ promotional model and verified by experts.
 - 2.3 Interview form and behavioral observation form for villagers after receiving the RQ promotion application according to the mental health index evaluation form adapted by the research team from the mental health index of Thai people developed by the Mental Health Department, Ministry of Public Health by adjusting the index of the interview and behavioral observation forms so they agreed with the behavior and way of life of the flooded victims.
3. Questionnaire for opinion to evaluate the suitability of the RQ promotional model for flooded communities constructed by the research team from related concepts, theories and researches, results of the analysis of RQ promotional model and results of interviews and divided into 2 parts as follows:

Part 1: Asking about general conditions of the respondents such as the academic positions, work experience and name of the agency where they were working under.

Part 2: Asking about the suitability of the RQ promotional model using a 5 level rating scale.
4. Focus Group Discussion of experts to enable the actual usage of RQ promotional model for flooded communities.
5. RQ Evaluation Form of the Mental Health Department, Ministry of Public Health to evaluate the level of RQ of the villagers in Ban Gluay Luang and Ban Gluay pae communities, Gluy pae sub-district, Mueang district, Lampang province before and after the application of RQ promotion by the developed RQ promotional model.

Research Methodology

The methodology was divided in to the following steps:

1. Studying related documents, research findings and information, concepts, theories and principles of RQ both from international and domestic sources. The study of the information created ideas and principle of clearer RQ promotional model then used them to specify the research framework.
2. Analyzing the RQ promotional model by studying documents, websites and interviews of the specialists and flood victims totaled 13 persons to specify the RQ promotional model for flooded communities.
3. Developing the RQ promotional model for flooded communities by drafting the RQ promotional model for flooded communities from the results of data analysis from

both international and domestic sources including the interviews and developed appropriate model according to the model development guidelines of Keeves (1988).

4. Presenting the RQ promotional model for flooded communities using a rating scale questionnaire to ask academicians specialized in psychology from the 6 governmental universities offering courses in psychology totaled 30 persons about their opinions to evaluate the model and acceptance of the RQ promotional model for flooded communities.

5. Improving the RQ promotional model for flooded communities by using the recommendations regarding the model from the questionnaire to evaluate the model suitability of the respondents from the 6 universities according to the steps in the development of RQ promotional model for flooded communities and get the RQ promotional model appropriate for flooded communities.

6. Verifying and confirming the RQ promotional model for flooded communities by having focus group discussion of 10 RQ experts with RQ experience to provide suggestions for actual application.

7. Applying the developed RQ promotional model to the flooded communities in Mueang district, Lampang province by actual application with the villagers and having the sample groups totaled 40 adults ages 25-60 evaluated by the RQ Evaluation Form developed by the Mental Health Department, Ministry of Public Health before applying the RQ promotion.

8. Evaluation after RQ promotional model application of the flooded communities in Mueang district, Lampang province by having the 40 villager samples complete the RQ Evaluation Form for Adults ages 25-60 developed by the Mental Health Department, Ministry of Public Health and observed the villagers after the RQ promotional model application according to the mental health index adapted by the research team from the mental health index of Thai persons developed by the Mental Health Department, Ministry of Public Health by adapting the index in the observation form to agree with the behavior and way of life of flood victims.

9. Concluding the results of RQ promotional model application by comparing the results of the evaluation before and after getting RQ promotion for the developed model including the conclusion according to the mental health index adapted to agree with the behavior and way of life of flood victims.

Research findings

The findings from the research titled: The development of resilience quotient (RQ) promotional model to apply for the flooded communities by using the community participation activities. Case study: Mueang district, Lampang province had the following details:

1. Method and model for RQ promotion for flooded communities

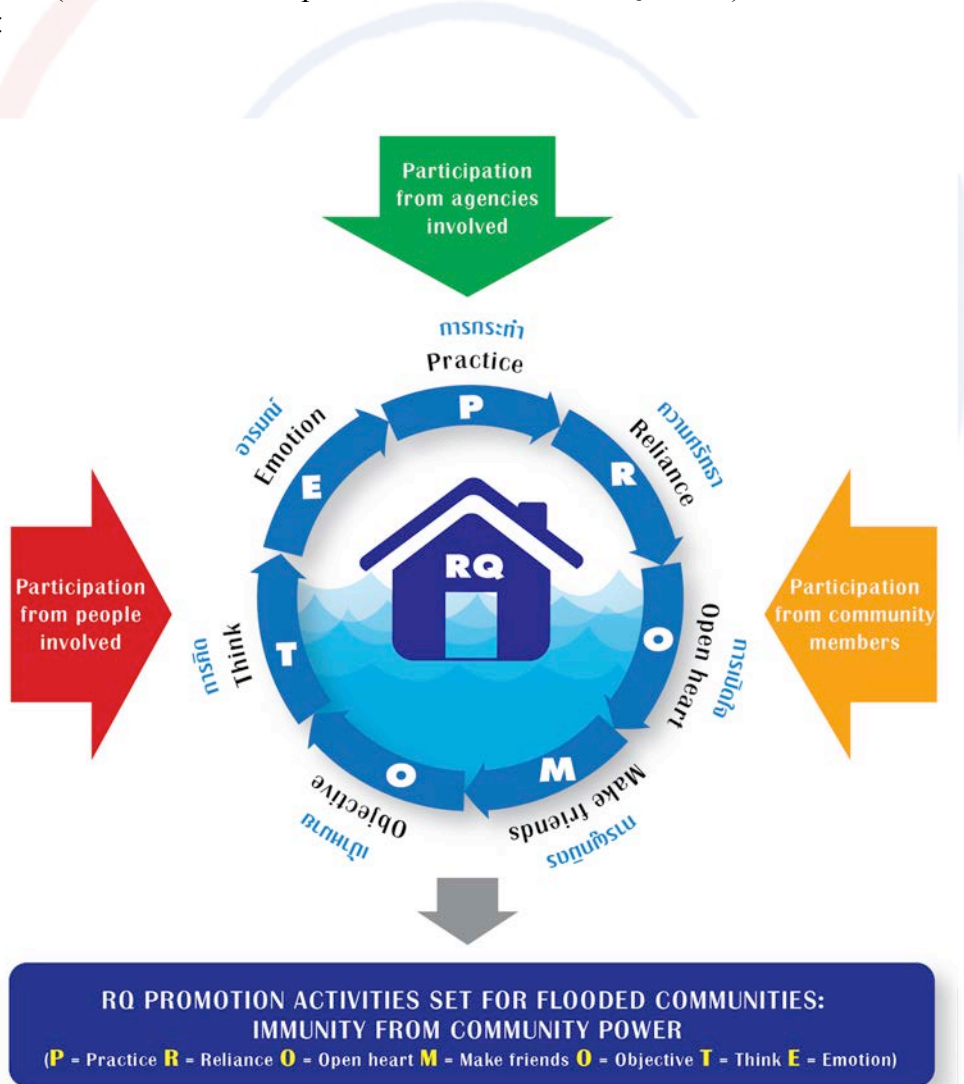
Model for RQ promotion for flooded communities with community participation from studying related documents, interviewing RQ experts and flood victims concerning the RQ promotional model for flooded communities found that the RQ promotional model for flooded communities should have the characteristics of the cooperation of all concerned agencies such as provincial disaster prevention officers, municipalities, provincial hospitals, sub-district health promotion hospitals, village public health volunteers, communities, educational institutes close to the communities, police, military, social welfare officers and general volunteer groups. All concerned agencies should have readiness preparation/flood relief preparation meetings together and

conclusion/results of operations together after finishing the flood relief operations for villagers to analyze the inadequacy or other needed additional assistances and when the appropriate improvements of assistance format are finished, they should use the developed RQ promotional model to further develop as activities to promote RQ to the flood victims separated according to groups of victims with systematic RQ promotional planning and follow the guidelines for RQ promotion according to the guidelines of 4 adjust and 3 add of the Mental Health Department, the Ministry of Public Health.

2. Development of RQ promotional model for flooded communities

The research findings: the RQ promotional model for flooded communities with the community participation must consist of 7 facets: Practice, Reliance, Open heart, Make friends, Objectives, Think and Emotion with the following details:

Components of RQ promotional model for flooded communities with 7 facets of RQ promotion (The model for the promotion of Resilience Quotient) with the following details:



THE MODEL FOR PROMOTE RESILIENCE QOUTIENT (RQ)

3. Applying the developed RQ promotional model to apply the RQ promotional activities for flooded victims in Mueang district, Lampang province

During the villagers doing the activities under the developed model, there were unofficial interviews and observations of villagers during activities participation and the overall picture found that the villagers cooperated well, paid much attention to doing the activities, had a lot of fun during doing the activities and could be observed clearly that the displayed behaviors of the villagers were according to the objectives of the activities. The villagers' behaviors during doing the RQ promotional activities with details separating into each activity are as follows:

The Telling negative stories and finding way-out activity found the villagers analyzed and knew full well their own emotions and could tell the method to control their own emotions apart from learning how to control other member's emotions and could apply and use in their own emotional control.

The Heart onto heart activity found the villagers able to adjust their thinking and actions appropriate for the situations; knew how to care for themselves to be happy when facing with the sufferings from flood problems; able to adjust their thinking to be flexible according to the situations; possessed positive thinking towards the problems and this activity also made the village fun and had humor.

The Ten thousand friends activity found the community members befriending each other; helping others as much as possible; communicating with each other using both spoken language and body language and this activity caused relaxation from listening to songs, swaying their bodies to the rhythm and massaging each other's hands.

The Thought provoking clips activity found the community members open up their minds and change their views and accept other people different ideas, have self-confidence, believe or trust in the community cooperation that whenever the people in the community cooperate seriously, any bad situation happening in the community would pass.

The Guiding cards activity found the villagers learn to be flexible and adjusted the targets appropriate to the period's situation; intended to solve flooding problems together seriously and expected that the coming rainy season would affect their homes very little or with no flood at all as a result of their own participation in the prevention, preparation and solving together the problems of floods.

4. The evaluation of the application of RQ promotional model for flooded communities in Mueang district, Lampang province

In the promotion of RQ to villagers affected by floods, the 40 villager samples completed the mental health evaluation form of the Mental Health Department, Ministry of Public Health before and after the application of the RQ promotional model and the results of the RQ evaluation were as follows:

4.1 Emotional Stability: The overall picture found that the villagers increased their RQ 85%; the number of the villagers having RQ lower than normal criteria was reduced 30%; the number of villagers having their RQ in the normal criteria increased 12.50%; and the number of the villagers who had their RQ higher than the normal criteria increased by 42.50%. When considered each item of the evaluation criteria, it was found that before doing the RQ promotion, the number of villagers had RQ lower

than the normal criteria was 30% and in the normal criteria 70% while there were no villagers who had the RQ higher than normal. After applying the RQ promotion to the villagers, the RQ evaluation found none of the villagers having RQ lower than the normal criteria and 57.50 % were in the normal range and 42.50% were in the higher than normal range.

4.2 Morale: The overall picture found the villagers had increased their RQ 65%; the number of villagers who had their RQ lower than normal criteria was reduced 5%; the number of villagers who had their RQ at the normal range was 27.50%; and the number of villagers who had RQ higher than normal increased 32.50%. When considered each evaluation item, it was found that before doing the RQ promotional activities, 10% of villagers had their RQ lower than normal range, 85% of the villagers had their RQ at the normal range and only 5% of them were above the normal range. But after doing the RQ promotional activities, 5% of the villagers were below the normal criteria, 57.50% were at normal criteria and 37.50% were above normal criteria.

4.3 Problem Management: the overall picture found 50% of the villagers had increased their RQ; the number of villagers who had RQ lower than normal criteria was reduced 12.50%; the number of villagers who had their RQ in the normal range was 12.50% and the number of villagers who had their RQ increased to be in the above normal range was 25%. When considered each evaluation item, it was found that before doing the RQ promotion, the number villagers who had RQ lower than normal range was 12.50%, at normal range was 85% and only 2.50% was higher than the normal range. After the RQ promotional activities, the results of the evaluation showed no villagers with RQ below the normal range while 72.50% were within the normal range and 27.50% were higher than the normal range.

4.4 For the overall picture of three sides, 17.98% of the villagers had increased RQ after doing the activities; while the morale side increased the most at 17.86%, followed by the problem management at 18.76% and the emotional stability at 17.12%.

4.5 The comparison of the average RQ of the villagers before and after using the RQ promotional model found that the combined RQ after using the model different from the combined RQ before using the model with the statistical significance at $p=0.5$ and the score after using the model was higher than the score before using the model. When considered each side, it was found that all 3 sides had the RQ scores after using the model different from the RQ scores before using the model with the statistical difference at level $p=.05$ and all the after scores were higher than the before scores.

Suggestions and recommendations for applications:

1. The research findings have recommendations for village public health volunteers, staff of sub-district health promotion hospitals, provincial hospitals, teachers, professors, educational personnel with psychological knowledge or those who wish to use the activity pictures under the model to promote RQ to villagers affected by floods as follows:

1.1 All members of the community should have the opportunity to participate in the activities.

1.2 During the activities, morale should be boosted and provide the opportunity to participants to be successful in the activities to create self-confidence and pride.

1.3 The trainers need to create participatory atmosphere and generate warm atmosphere and friendship towards each other.

- 1.4 The trainers should listen to community members' opinions, set themselves as neutral and when problems arise, they should judge them fairly.
- 1.5 The trainers need to manage time suitable for the number of participants.
- 1.6 Arrange the activities stressing the members of the communities be able to learn by themselves while the training team acts as the facilitators supporting the activity participants to learn according to the set objectives.
- 1.7 The activity set under the developed model is the activity set designed for community members affected by the flood whose ages and sexes are different, doing the activities together may have some limits during the activities, so the trainers/assistant trainers should be ready to help the community members when necessary.
- 1.8 The trainers must possess the ability to summarize the problems clearly and can pick or isolate the issues correctly.
- 1.9 The trainers must have knowledge in the conclusion according to the knowledge sheets.

The assistant trainers/group trainers are very essential during the activities. Apart from being the assistant trainers while doing the activities such as distributing and collecting equipment or materials during the activities, helping to summarize matters or ideas from conducting the activities etc. and during the activities, some villagers may need assistance while doing the activities i.e. some villagers may not be able to read or write or with physical handicaps with some limits and cannot participate in the activities fully so the assistant trainers/group trainers need to assist the villagers all through the activity time.

2. The 'Immunity from community power' activity set is the activity set that has the characteristics of doing the activities appropriate for promoting RQ to community members in adult ages (between 25 – 60 years) so those who wish to use the set should use it appropriately with villagers specified in this activity set only.
3. The research results found that the time used in doing each sub-activity was about 1 hour and to finish all 5 activities uses 1 day from 8:30 – 16:30 hrs. and the time needed for doing the activities may be adjusted and changed and need to plan according to the number of villagers participating at each activity. This activity set specifies the number of activity participants at no more than 40 persons each time so everyone has the chance and participates fully in the activities. Moreover each activity in this activity set can be used separately by itself or adapted and used in the teaching and learning management as appropriate.
4. Every sub-activity in this activity set has a knowledge sheet/summary guidelines for the trainers for each activity with subject matters in accord with the activity, agree with the way to build RQ power of the Mental Health Department, Ministry of Public Health and in agreement with the purposes of each activity. However the trainers' conclusions should bear in mind the context of doing the activities together too. So the knowledge sheets/guidelines for summary for the trainers are just only guidelines, the trainers may adjust or change to suit the activity conducted each time.

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***Divided Presentations in History Textbooks in Three Ex Yugoslav States:
Discussing Implications for Identity Development***

Alma Jeftić, International University of Sarajevo, Bosnia and Herzegovina
Jelena Joksimović, University of Belgrade, Serbia

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Abstract

Main aim of this study is to determine the differences in the presentation of significant historical events during Yugoslavia war in history textbooks used in high schools in three ex Yugoslav states: Bosnia-Herzegovina, Serbia and Montenegro. Historical events that were analyzed are: disintegration of Yugoslavia, and the 1992-1995 war in BiH and Croatia. Three different history textbooks published by state publishers for fourth grade of secondary schools that are currently used (in the Federation BiH, the Republic of Srpska and in Bosnian areas that teach history according to Croatian curriculum) were analyzed along with two textbooks from Montenegro and Serbia. Content analysis was applied, and comparison of presentation of same events in the textbooks was conducted qualitatively and quantitatively. Special attention was paid to the way in which the authors described the role of neighboring countries (Kosovo, Slovenia, Macedonia, as well as Serbia, Montenegro and two entities of BiH). Textbooks were analyzed in terms of the core content, language and illustrations. In case of BiH was also analyzed the degree to which textbooks follow the guidelines prescribed by the Commission for the Development of Guidelines for history teaching in BiH from April 2005. The results show that textbooks differ in core content, language, and illustrations, especially when describing the collapse of Yugoslavia and the war in Bosnia (1992-1995). Textbooks share similar presentation of period before and after the war. Also, Bosnian textbooks do not follow mentioned Guidelines.

Key words: history textbooks, presentations of war, neighboring countries, content analysis, identity

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Introduction

The aim of this paper is to describe how different cultures of memories persist in history education in three ex Yugoslav states: Bosnia-Herzegovina (BiH), Serbia, Montenegro, as well as how these cultures lead to the formation of groups and "others", described as possibly "dangerous" persons who can become a threat and a burden bearer of "dead generations". The main purpose was to determine the differences in the presentation of the breakup of Yugoslavia in five history textbooks for the fourth grade of high schools. Content analysis was used to determine the way textbooks' authors described the role of neighboring countries in this process, including the frequency of their mentioning in the text. It was assumed that all five textbooks will present the topic differently. Therefore, we analyzed how many times 1992-1995 war was mentioned in all three textbooks related to two themes: whether only the beginning of war was mentioned, or whole period of war was described. Also, it was described if (and to what extent) the war in Croatia was mentioned (only as a date or more particularly described, as well as the way in which it was named: "Homeland war", "liberation" etc.) and if NATO bombing of Serbia was described or mentioned.

A special attention was paid to textbooks from BiH because the way of teaching history in elementary and secondary schools has not been agreed upon yet and it has been carried out by three different curricula: two entities (the Federation and the Republic of Srpska) and areas where teaching process is conducted according to Croatian curriculum. In most parts of BiH, 1992-1995 war was not included in the official curriculum, which is in line with the recommendations of the Council of Europe to temporarily suspend teaching about the war years until historians in BiH with the support of international experts do not establish a common approach to the study of this period in schools.

We hope that this research can complement the existing analysis of history textbooks, as well as emphasize the role of religious and national Other. The very existence of three different curricula in BiH implies the formation of three different generational communities of memories of the war and the events that preceded it. The possibility of accepting Other, as well as identifying the barriers that separate people largely depends on the way in which historical information and facts are presented. Implications for multiperspectivity in history teaching in the Balkan region were provided at the end of this analysis.

History teaching – importance and consequences

Generation is an important factor in selective memory, and the different generational relationships determine the structure of society. Life in the past can be very dangerous, because it prevents progress and creation of a vision of future. However, without knowing the past advanced vision for the future does not exist (Kuljić, 2009). At the individual level, there are three sources of knowledge: history, collective memory and individual experiences that are combined to create a subjective view of historical reality, another "common sense" narrative that is often manifested through identity and autobiographical context (Hewer, Roberts, 2012). This model of social memory, which comes from the theory of social representations, makes a distinction between collective memory, which is resistant to change, and representation of the

past discussed within the broader social milieu, which has the potential to develop into a new or changed perspective, especially when they are sensitive to generations' shifts.

Revision of history flows in several directions (Kuljić, 2010): contents in historical narrative are either omitted or complemented, the meaning of the same facts is variously interpreted, ratio between the relevant historical facts is changing, the framework for the interpretation of historical facts is modified. History and history textbooks have always been trapped between the romantic view of the nation and the distorted image of "Other" (Cole, Barsaolu, 2006). Many researchers of historiography agree on two things: the rewriting of history always carries the risk of spreading the ideology and creating a negative history that can be misused to achieve special (exclusive) identity, and, multiperspectivity in textbooks allows students to identify described world as well as to understand the opposition to selective perception, values and stereotypes (Engelbrecht, 2008).

According to Slater (1995), there are intrinsic and extrinsic goals of teaching history. In doing so, the first objective relates to the very scientific discipline, while the other is a broader educational goal focused on changing society. Also, the teaching of history has the task to develop students' critical thinking and analysis, and objectivity in the evaluation of the main facts. Evaluation, analysis, synthesis and interpretation skills that develop during the teaching also deepen students' understanding of the past, but also provide a basis for taking a critical stance when "use" past for evaluation of present. The Council of Europe in the context of the "New Europe" from in 1990 states that "the lessons of history contribute to the development of citizens who have open views of the world, who are aware of the differences, willing to accept those differences and respecting members of other cultures, religions and languages" (Gallagher, 1996, p. 22). According to Pingel (2008), teaching history has to achieve two main goals: to explain why there conflict exists and to provide a new narrative that will unite the cracks of the past and strengthen the cohesion of the damaged society.

Teaching history in a divided post-conflict society

Smith and Vaux (2003) define reform of "national courses" (art, literature, geography, and history) as crucial for the establishment of awareness of national identity. In their view, the teaching of history is of particular importance in conflict societies and, as such, is particularly susceptible to bias. The connection between teaching history and sense of identity is explored in the form of the concept of "historical consciousness." Porat (2004) revealed that the Israeli students who attend religious schools and who equated themselves with right-wing Israeli policies followed legendary and heroic narratives of Tel Hai event from 1920 (example of Jewish-Arab conflict) even when they read in the books descriptions of the event as accidental and insignificant. In this case, the students added or reinterpreted details from textbooks in a way that fits the context of their narratives. Secular students, leftists, accepted what was written in the textbooks and rejected descriptions of the events that were represented as Jewish heroism. Today their history textbooks contain both narratives with blank space between them, left for students and teacher to write their own opinions on "what happened" (Learning Each Others Historical Narrative, 2003). It is assumed that "third" narrative would bring closer two existing and opposite narratives.

The presentation of a single narrative as "the only accurate" has no value in the educational sense, especially in divided societies where ethnicity is debatable. Therefore, one of the possibilities in organizing the teaching of history is multiperspectivity. Multiperspectivity in history teaching in divided societies has many drawbacks, and even "meeting" with the past is difficult, especially when it comes to societies that are characterized by a collective trauma, anger and grief. "Revealing the truth" is considered very important, but also the emotional component of the reconciliation process. Chapman (2007) considered deeply divided society as characterized by "politics of identity" and the experience of violence and human rights abuses, which is why it needs multiple levels and types of healing and reconciliation in order to be re-launched. In their research on students from different parts of Northern Ireland McCaffery and Hansson (2011) found that young people learn history from many more sources than the teaching and tutorial. Also, there is a variation in the level of knowledge they have about the past, but the fact that they are all ready to accept other sources and alternative approaches to the past. What is interesting in this research are two different interpretations of what history is. The first interpretation encompasses history as an academic subject that examines the sequence of events in Northern Ireland, people and places, in an abstract and less important way. Another explanation is related to the very idea of "history" that is highly relevant, since it entails the past where "Other" committed violence against the community. This is one form of the past that is not abstract, and that did not exist only on the pages of books, but also in real life and that continues to live for the majority of young people (McCaffery, Hansson, 2011).

The content of textbooks was changed after the collapse of Yugoslavia and the beginning of the wars for Yugoslav succession. The textbooks were prescribed by the Ministry of Education, which indicates changing of ideologies, but did not change the principle of state control over education (Stojanović, 2008). In BiH the Republic of Srpska and Herceg-Bosna adopted textbooks from Serbia and Croatia. Sometime later special textbooks for Bosnian students were written, and Bosnia went not only through the division of the territory, but also the division of historical consciousness (Stojanović, 2008).

History textbooks in Bosnia-Herzegovina – tripartite narrative or triple silence?

BiH is a country where history teaching suffers more because of the political situation and attempts to establish peace, than because of pedagogical methods. Dayton Agreement from 1995 "confirmed" and separated three teaching curricula for the three constituent peoples in BiH. In this way, the education has become a field of political games and divisions. There are three different teaching curricula in the two entities: the Federation of BiH and the Republic of Srpska. Despite the efforts of the international community and local institutions to achieve reform of curricula and textbooks until 2000, these institutions have failed to overcome the existing parameters set by the Dayton Agreement (Pingel, 2008).

Generations of which is expected to create a new curriculum were also involved in the conflict that should now be objectively presented and described. The Parliamentary Assembly of the Council of Europe adopted a resolution on "Education in BiH" in 2000 in which guidelines for teaching about the war (1992 - 1995) were proposed. In this way, the historians from all ethnic groups get a chance to collaborate with

international experts with the aim to develop a common approach (Karge, Batarilo, 2008). Although they are still in effect, the guidelines did not stimulate work on textbooks, but only created a vacuum that has been blocked by intellectual curiosity and development of new approaches to the teaching process (Pingel, 2006). Research in Bosnia and Rwanda have shown that students want to learn about the war and genocide (Pingel, 2008).

The international community has intervened in the case of BiH in the curriculum. Commission composed of three constituent peoples under the supervision of international experts, analyzed the history textbooks to eliminate "inappropriate" and "offensive" material that could be considered discriminatory from the position of one of three members of the constituent peoples, but also from the position of the International Convention on Human Rights (Pingel, 2008). Publishers were obliged to change textbooks in accordance with the reached agreement. International Commission subsequently sent representatives from UNESCO, with the task of monitoring teaching of history in schools. Of course, it sparked protests in public, and it also provoked students to read "prohibited" sources. In the third phase, the International Community made cooperation with the Ministry of Education that aimed to organize the review and verification of the manuscripts prior to printing. Although the work of these committees largely "offset" language and excludes extreme interpretation, it did not change the views and opinions of experts from the three constituent peoples and has not come to a unified history textbook to be used in BiH (Pingel, 2008).

The next step was writing new history textbooks. In 2003 Guidelines for writing history and geography textbooks were adopted and they were a basis for developing a balanced, comparative and multi-perspective narrative. "Guidelines for the evaluation of history textbooks for primary and secondary schools in BiH" were unanimously adopted and forwarded to the ministries of education. After three years they were officially signed and accepted for printing (Pingel, 2008).

Guidelines define: quantity of information related to the political history that should be reduced; writing of history textbooks, since the modern textbook is expected beside to educate, to encourage, guide and lead the development of students; how history textbooks should look like, from format to content.

Ability to accept responsibility and the recognition of the crimes is still one of the key problems authors of history textbooks face, and certainly this is one of the reasons why the period from 1992 to 1995 is not mentioned in the two of the three history textbooks used in BiH today.

It is clear that textbook authors and experts in the field of education refuse to use material from international courts and tribunals located outside the borders of their state, since the courts are considered biased (Corkalo et al., 2004, p. 147). Biro et al. (2004, p. 200) concluded that the results of the research represent the role of the International Criminal Tribunal for the former Yugoslavia (ICTY) in promoting peace in Croatia and BiH as problematic.

Research Aims and Methodology

Two major aims of this research are:

1. to determine differences in the presentation of significant events from the past (dissolution of Yugoslavia, 1992-1995 war) in five history textbooks for high school (fourth grade) that are currently (school 2012/2013) used in: BiH, Serbia and Montenegro;
2. to analyze if there are differences in presentation of religious and national Other's role within significant events from the history of BiH (dissolution of Yugoslavia, 1992-1995 war).

Method

Content analysis method was applied. Important historical events were analysed with the reference to the frequency of their mentioning in all five textbooks. Textbooks are also analyzed in terms of the language in which they were written, and the degree to which analyzed content follows the guidelines prescribed by the Commission for new history textbooks guidelines drafting in BiH in April 2005.

Results

Although Guidelines for textbooks drafting in BiH exists, results of content analysis revealed that none of three currently used textbooks follows it. This is especially true of the textbook used in the areas of BiH applying Croatian curriculum, within which period of the war in Bosnia (as well as in Croatia), is described in full. Also, the differences are reflected in the way the dissolution of Yugoslavia was described in all five textbooks, especially when it comes to highlighting the role of neighboring countries as well as the frequency of mentioning of neighboring countries. Specifically, the textbook used in the Republic of Srpska mostly mentions Serbia and its role in the breakup of Yugoslavia, and the textbook written according to Croatian curriculum emphasises Croatia, its role, as well as the subsequent events during the Homeland war (events in Croatia were firstly defined, and events in BiH followed them).

Frequency of describing of historical events from the period 1990-1999

There are significant differences in the frequency of mentioning of some important historical events as well as neighboring countries, depending on which curriculum textbook was designed for and where it was used.

Table 1: Frequency of mentioning of certain historical events

TOPIC	Textbook used in Federation BiH		Textbook used in Republic of Srpska		Textbook used according to Croatian teaching curricula		Textbook used in Serbia		Textbook used in Montenegro	
	Number of pages (f)	Number of lines in text (f)	Number of pages (f)	Number of lines in text (f)	Number of pages (f)	Number of lines in text (f)	Number of pages (f)	Number of lines in text (f)	Number of pages (f)	Number of lines in text (f)
Dissolution of Yugoslavia	4	154	1.5	51	6	167	6	0	3	122 (55 war related)
War in BiH 1992-1995 (listed only the starting date of the war)	1	5	0	0	(whole war period was described)	-	0	0	0	0
War in BiH 1992-1995 (described whole war period)	0	0	0	0	6	120	0	25	0	7
War in Croatia	0	0	0	0	6.5	127	0	18	0	5
NATO bombardment of Serbia	0	0	0	0	0	0	1	40 + table with locations and number of victims: 10 lines	1	10

As shown in Table 1, the textbooks used in the Federation BiH and the Republic of Srpska follow the Guidelines for writing and evaluation of historical textbooks for primary and secondary schools in BiH (Commission guideline concept of new history textbooks in BiH, 2005), and the topic “war in BiH” is not included into its content, as well as the war in Croatia and the NATO bombing of Serbia. However, although the content of textbooks used in the FBiH is not mentioning war in Bosnia, reader can be noted of these topics from the preface:

“... This textbook deals with the world, European and Bosnian history of the late nineteenth and the entire twentieth century. This is the time in which very important events and processes in the history of mankind took place... It is particularly important to note that in this period, an independent state of BiH was established, after a long and terrible war which was led against it by all means.” (Hadžiabdić, et al., 2007, p. 5)

Also, textbook used in Republic of Srpska contains interesting instruction for students/readers at the end of chapter on „Yugoslavia after World War II“:

„You can be informed of the events of our nearest past (after 1991) on the basis of interviews with contemporaries (teachers, parents, participants in events) as well as from other sources (newspapers, documents, photographs, documentaries, etc.). Information can be discussed during history class and tutorials.” (Zivkovic, Stanojlovic, 2012, p. 163)

The above guidance implies that, although not described in the book, the events after the 1991 (the war in Bosnia, the war in Croatia, the NATO bombing of Serbia) can be discussed during history classes, which is not in accordance with the Guidelines. Three textbooks are written in three languages: Bosnian (Latin script), Croatian (Latin script) and Serbian (Cyrillic), which is in accordance with the division of the three official languages that exist in BiH. Although textbooks do not contain chapters dealing with historical events after 1991, their content allows discussion on these topics during the lectures and tutorials. However, textbook written according to Croatian curriculum deeply analyses war in BiH and war in Croatia. NATO bombing of Serbia is not mentioned, but the United States of America bombing of Republic of Srpska is described. However, these are not the only differences that can be observed in the aforementioned three textbooks. Specifically, in the chapters describing the disintegration of Yugoslavia, interruption of XIV Congress of the League of Communists of Yugoslavia (SKJ) is described in different ways when it comes to reasons for its termination.

Example 1: A quote from the textbook applied in Republic Srpska

„In order to prevent the breakup of the country, the Communist Party leadership is required to urgently hold an extraordinary congress... The protagonists of the dissolution of Yugoslavia well knew that at the national level there are only two cohesive factors: the Communist Party and the Yugoslav People's Army. Therefore they decided to break firstly one (the Communist Party), then the other (Yugoslav Army) factor of unity... The Slovenian delegation, supported by the leadership of Croatian Communist Party left Congress, so it has not completed work.” (Zivković, Stanojlović, 2012, p. 163)

Example 2: A quote from the textbook used in Federation BiH

“The culmination of the political crisis occurred at the XIV Congress of the Communist Party. A collapse of Yugoslav Communist Party occurred due to disagreements of Serbian representatives with representatives of Slovenia and Croatia, as well as Bosnian and Macedonian representatives, who left the session. All of these events heralded a major political crisis in the former Yugoslavia, which began to fall apart.” (Hadžiabdić, et al., 2007, p. 172-173)

Example 3: A quote from the textbook written according to Croatian teaching curriculum

"Serbia provoked organization of XIV Congress of Yugoslav Communist Party. Milosevic hoped to ensure dominance in the top of the Yugoslav Communist Party, which would allow him to ultimately achieve proposed aims... During the debate, the delegates of Serbia and Montenegro expressed great aggressiveness, roughly attacking delegates from the Croatia and Slovenia, who left Congress. The remaining delegates

concluded that Congress had to be postponed. But Congress has never resumed, and termination signaled dissolution of Yugoslav Communist Party. ” (Matković, H., et al., 2003, p. 267)

From the above quotations noticeable difference in the description of the objectives and motives for organizing the XIV Congress of Communist Party, as well as causes for termination is evident. The textbook used in the Republic of Srpska does not contain a lot of pages explaining dissolution of Yugoslavia, while textbook applied within Croatian curriculum deeply describes dissolution of Yugoslavia. Also, this textbook describes the events related to the war in Croatia and the war in BiH within the two separate chapters: "Homeland War" and "War in BiH."

Frequency of mentioning of neighboring countries (Croatia, Serbia)

Differences among the three analyzed textbooks are presented in Table 2.

Table 2. Frequency of mentioning of BiH, Serbia and Croatia within the topic: Dissolution of Yugoslavia

Frequency of mentioning of BiH/Serbia/Croatia	Textbook used in Federation BiH	Textbook used in Republic of Srpska	Textbook used according to Croatian teaching curricula	Textbook used in Serbia	Textbook used in Montenegro
BiH¹	18	0	16	13	7
Serbia²	5	6	15	13	18
Croatia³	8	1	34	9	10
Kosovo⁴	3	1	1	17	5

BiH as a state is commonly referred in the textbook used in Federation BiH under the chapter "The Dissolution of Yugoslavia" (18 times), and the textbook used within the Croatian curriculum (16 times). Textbook of the Republic of Srpska does not mention BiH within the chapter on dissolution of Yugoslavia, while Croatia is mentioned only once, and Serbia 6 times. Also, the textbook applied in the Croatian curriculum mostly describes events that took place in Croatia and the Croatian position during the breakup of Yugoslavia, mentioning it 34 times. In the textbook applied in Federation BiH Bosnia is mostly mentioned country (18 times), then Croatia (8 times) and Serbia (5 times). It is evident that in the same chapter two textbooks used in BiH (one within the curriculum of Republic of Srpska and the other within the Croatian curriculum) devote more attention to the events in the neighboring countries (Serbia and Croatia), than to the events in BiH. Differences in approach can greatly influence the development and understanding of adolescent identity. A sense of belonging in this way becomes divided into three parts, and qualitative differences in the presentation of certain events as well as religious and ethnic Other also lead to different interpretations of the same issues and different attitudes towards the other parts of

¹ How many times Bosnia-Herzegovina was mentioned within the chapter on dissolution of Yugoslavia

² How many times Serbia was mentioned within the chapter on dissolution of Yugoslavia

³ How many times Croatia was mentioned within the chapter on dissolution of Yugoslavia

⁴ How many times Kosovo was mentioned within the chapter on dissolution of Yugoslavia

their own country and neighboring countries. On the other hand it seems like the key task of the content of the Serbian textbook was to illustrate the participation of the Serbian side in the war and its aftermath. The text itself has more comprehensive approach to the detailed description of the events in Bosnia and Croatia, than the textbook from Montenegro. A large part of the lesson in Serbian textbook is related to Kosovo, which is evident from the number of references to Kosovo (17). Serbian textbook also differs by description of the NATO bombing of Serbia and Montenegro. Serbian and Montenegrin textbook describe international intervention in Kosovo as biased. Slobodan Milosevic (Serbian former president) was mentioned very often within Serbian textbook, which contains even three photos of him with a slight attempt to put most of the blame for war on this individual.

Analyzed topic (dissolution of Yugoslavia) was least represented in textbook used in Montenegro (a bit more than two pages). In formulation of sentences the profound restraint and tendency to neutrally present events is very clear. Illustrations are neutrally titled in Montenegrin textbook, for example a photograph is named "Victims of dissolution of Yugoslavia" with no specific description of their ethnicity, nationality, location. This neutrality also stays for the sentences in the text.

Example 4. Quote from the textbook used in Montenegro

„...Sarajevo, capital of BiH, was under blockade more than three years“ (Rastoder, et al., 2003: p. 255)

As evident from this quotation, specific explanation of who was holding this blockade, why, or how this episode ended was described neither before nor later in the text. Text tends to reproduce the content mostly from the perspective of the state in which it arises, but in all these attempts it does not seem to provide solid ground for clear understanding of events, Montenegrin part in these events, and finally for national identity development.

Reconstruction of history teaching in the Balkan: pro and con multiperspectivity

The reform of history teaching for reconciliation and coexistence in a post-conflict society implies two possibilities: the construction of a common narrative that would be widely accepted, or the presentation of conflicting narratives with an aim of their analysis and discussion. The first method applies to the most divided, post-conflict societies in which it is safest to choose one narrative which is deemed to be accepted by the majority and thus avoid further conflicts. On the other hand, if someone offers multiple narratives, there is a possibility for an open discussion, but also for the grouping and selection of "their" narrative, which is also related to the development of identity.

Multiperspectivity implies interpretation of the past in a way it looks from our perspective but also from the perspective of those who perceived past events. While learning different perspectives students acquire richer and more complex knowledge based on mutually conflicting narratives (Stradling, 2003). Despite the emphasis on empathy in access to students during the teaching of history, multiperspectivity cannot be applied in BiH and neighbouring countries without the agreement on a common terminology. It will be of great importance to leave empty space in between the three

narratives, so students and teachers will have a space for discussion and possible selection of a new narrative. In this way, it would be clearly stated that both students and teachers can freely and openly discuss all issues until they do not offend the dignity of the Other. The importance of recognition or acceptance of responsibility for war crimes may (but not necessarily) lead to a more positive climate and may establish reconciliation. Since the views of the importance and prestige of the International Tribunal for War Crimes are divided, we cannot say with certainty that the recognition of guilt, judgment and punishment can contribute to the establishment of peace and harmonization of narratives.

The key insight that is gained by this analysis is that people never learn history from a single source, and therefore the teaching and tutorial can be viewed only as additional resources. Just as it is stated in history textbook from Republic of Srpska, for all topics that were not covered, or were partially covered, students can consult parents, friends, participants, or find the relevant sources. Consequently, the number of narratives with three suddenly switches to a much higher number, and it becomes almost impossible to track the flow of information. That is why the advocates of multiperspectivity in history teaching should not ignore the fact of the existence of a lot of resources and the inability of reducing them all to only a small empty space between the constituent narratives (and a few non-constituent).

Conclusion

This paper seeks to explore the importance of history teaching for the construction of identity, sense of belonging and self-awareness. Content analysis of currently used historic textbooks in the territory of BiH, Serbia, and Montenegro is done according to the way they teach about the disintegration of Yugoslavia, the war in BiH and other events from 1992 to 1999.

It is concluded that the textbooks (especially three textbooks currently used in BiH) differ in certain parts of the chapter dealing with the disintegration of Yugoslavia (the XIV Congress of Yugoslav Communist Party), although all three were written according to the Guidelines for writing and evaluation of history textbooks for primary and secondary schools. Also, differences are reflected in presentation of certain events related to the breakup of Yugoslavia, the way in which the 1992-1995 war in BiH was described, and the frequency of mentioning of the neighboring countries. It is important to note that multiperspectivity, although desirable, is not expressed in the analyzed textbooks. In order to determine the real differences, it is recommended to compare current history textbooks with those that were used immediately after the war (1996/1997 school year). This would be especially important because in that period guidelines for textbook writing did not exist, so the authors had freedom of explanation of historical events.

History is not learned only in school. History is learned from a multitude of sources and as such it affects identity, self-awareness and membership in a particular group and a particular narrative. What this study does not cover, and what is proposed for future research is to analyze other sources students use to learn about the past. This includes everything that teachers additionally apply in the educational process in the form of essays, exercises, additional resources, but also all materials students use for their information: various sources (parents, peers, participants of events), literature,

Internet, media and the like. Analysis of the additional resources along with analysis of textbooks may explain the ways of forming different narratives as well as the possibility of including multiperspectivity in teaching history in the Balkan.



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Contact emails: jelena_joksimovic@ymail.com, ajeftic@ius.edu.ba

The War 2003 Aftermath: Post Traumatic Growth Among Iraqi Students

Haider Kamil Mahdi, University Science Malaysia, Malaysia
Shahabuddin Bin Hashim, University Science Malaysia, Malaysia
Saad Sabet Jaber, Psychological Research Center, Iraq

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Abstract

This present paper attempts a) to examine the factor structure of the PTGI in a sample of Iraqi university students, b) to explore the factors of PTGI, c) to investigate the existence of posttraumatic growth (PTG) among Iraqi students who are exposed to traumatic events especially after the war in 2003, d) to identify the difference of PTG between genders. A survey has been conducted among 450 students from the colleges of political science, media, science, and veterinary medicine at the University of Baghdad in academic year 2013 to 2014. Participants completed a survey that consisted of the Baghdad Trauma History Screen, and the Posttraumatic Growth Inventory. Results of principal components analysis revealed presence of two factors of scale of PTGI and the existence of PTG among Iraqi students, a statistically significant difference between the two factors of PTG. as well as the difference between genders in terms of PTG is significant. Implications of the results and recommendations for further research are discussed.

Keywords: Traumatic stress, war, Iraq, posttraumatic growth

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Introduction

Over the past decade, trauma researchers' attention has been shifted from negative to positive influences of traumatic events. A new field of research on posttraumatic growth (PTG) exhibits positive relationship between exposure to traumatic events and positive personal transformations (Grubaugh & Resick, 2007; Knaevelsrud, Liedl, & Maercker, 2010; Roe-Berning, 2009; Tallman, Shaw, Schultz, & Altmaier, 2010).

The possibilities for growth from the struggle with suffering and crisis have received considerable attention since the 1990s. The term of Posttraumatic growth (PTG) refers to the reported subjective experiences of positive psychological changes, such as increased appreciation of life, setting of new life priorities, a sense of increased personal strength, identification of new possibilities, improved closeness of intimate relationships, or positive spiritual change, as a result of the struggle with trauma, which then also has an opportunity for further individual development of significant positive change arising from the struggle with a major life crisis (Calhoun, Cann, Tedeschi, & McMillan, 2000; Calhoun & Tedeschi, 1999; Tedeschi & Calhoun, 1996, 2004; Zoellner & Maercker, 2006).

Studies were conducted about terrorism incidents (Hobfoll et al., 2007; Linley & Joseph, 2004; Papadopoulos, 2006), wars (Forstmeier, Kuwert, Spitzer, Freyberger, & Maercker, 2009; Pietrzak et al., 2010), natural disasters (Cieslak et al., 2009; Yu et al., 2010) and sexual assault (Grubaugh & Resick, 2007; Joseph, 2011) discovered that PTG is evident after traumatic experience exposure outside Iraqi society. Therefore, it is possible that a similar phenomenon might occur in the Iraqi population. An instrument frequently used to assess PTG is the Posttraumatic Growth Inventory (PTGI) (Tedeschi & Calhoun, 1996).

The main purpose of this research was an attempt to examine the factor structure of the original PTGI due to the cultural context might influence on experiencing of PTG (Tedeschi & Calhoun, 2004). Moreover, investigating the existence of PTG among Iraqi students who were exposed to traumatic events after the war 2003 by examining the Iraqi translated version of the PTGI. Also to explore the factors of PTG to know which factor was dominant among Iraqi students, in the end to identify the difference between male and female in terms of PTG because male and female students may react differently toward exposure to war and its aftermath. The findings of this research can led to understand the nature of PTG in Iraq and the growth process.

PTGI is developed by Tedeschi and Calhoun (1996) to measure the posttraumatic growth. Several studies have been conducted using translations of the PTGI into other languages. In the German version of the PTGI, four of these original PTGI factors were replicated (Maercker & Langner, 2001), Bosnian version was composed of three factors (Powell, Rosner, Butollo, Tedeschi, & Calhoun, 2003), Chinese version also revealed a four factors structure (Ho, Chan, & Ho, 2004). Spanish version had a three-factor structure that was similar to the Bosnian version (Weiss & Berger, 2006) and Japanese version had four factors (Taku et al., 2007). However, the factor structures of the non-English versions of the PTGI have shown some differences from that described in the original study reporting the development of the PTGI (Tedeschi & Calhoun, 1996).

Previous findings suggested that the factor structure of the PTGI may differ somewhat from one country or cultural group to another. Tedeschi and Calhoun (1996) identified five factors of growth: new possibilities, relating to others, personal strength, appreciation for life, and spiritual change.

To date, there have been no reports of PTG from Iraq, even though the prevalence of posttraumatic stress disorder (PTSD) and the frequencies of various kinds of traumatic events due to its suffering from several wars over two decades especially like the traumatic events and violence in Iraqi society after the 2003 war. Iraqi society has become ground for many researches related to post-traumatic stress disorders PTSD. While western cultures tend to emphasize the positive side of traumatic experiences more than other cultures do (Calhoun & Tedeschi, 2006), there seems to be a literature gap in understanding the nature of PTG in Iraq.

It is expected that using the PTGI in an Iraqi society might show differences in both overall scores and factor structure of the PTGI. This may be due to the cultural and religious elements that differ considerably from the U.S, as well as the kind of traumatic events and exposure span. It is possible that this difference could affect the occurrence of PTG.

Method

Measures

Baghdad Trauma History Screen (BTHS)

To identify the presence of traumatic events among the students, an Arabic and English version of the BTHS scale developed by (Jaber, 2012) was selected as the appropriate scale for the Iraqi environment. The scale consisted of a series of traumatic events (e.g., chemical attack, car bombing, and attempt to kill) that were experienced by the Iraqi society as a result of previous wars. The BTHS included 20 traumatic event rows and six response columns for each event, in which the participants were asked to indicate if they were exposed personally and/or in close proximity to traumatic events

Posttraumatic Growth Inventory

Posttraumatic growth Inventory developed by (Tedeschi & Calhoun, 1996) was used to assess the positive growth reported by individuals who were exposed to the traumatic events. The twenty one items of the original version PTGI has demonstrated high internal consistency ($\alpha = .90$) and high test-retest reliability (0.71), and the reliability of this research was 0.87. The PTGI is a 6-point likert scale ("0 = I did not experience this change as a result of my crisis", "5 = I experienced this change to a very great degree as a result of my crisis").

Although the PTGI scale has been translated into a number of languages such as Chinese, German, Japanese and Spanish, a published Arabic version was unavailable. Therefore, the PTGI was translated by two professional experts who were proficient in both English and Arabic; one expert translated the scale from English into Arabic, and another translated it from Arabic into English. The translation of the scale followed the instrument translation guidelines (Brislin, Lonner,

& Berry, 1986). The outcomes of the translation were pilot versions of the PTGI scale in Arabic.

The Arabic versions of the PTGI scale were pilot tested to ensure that its items were understood to the Arabic participants. The PTGI scale was administered to 20 Iraqi students (10 males and 10 females) at Baghdad University, and the students were asked about the clarity of the items. The scale contained 21 items, and each item had two choices, namely, “this item is clear and understandable” and “this item is not clear and not understandable”. All of the participants reported that all of the items were clear and understandable

Procedures and participants

This research adopted a survey design to collect data from the Iraqi students who had been exposed to traumatic events. Initial data collection was conducted between October and December 2013 on 600 students in Baghdad University in academic year 2013–2014. BTHS and PTGI were administered on 600 university students from four science and humanities colleges in Baghdad. Five hundred seventy five questionnaires were returned. The researcher ruled out 32 incomplete questionnaires because they were left unanswered. BTHS was utilized to identify who among the 540 students had experienced traumatic events. The results showed that 450 students were exposed to traumatic events. Ninety students who did not report any traumatic event were excluded from the sample.

The size of the final research sample that was used for data analysis in this study was 450 students, who had been exposed to traumatic events. The sample consisted of 177 male and 273 female students in Baghdad University in academic year 2012–2013.

Analysis of the Data

Data was analyzed through four steps. First, to explore the factor structure of the PTGI-I, a principal component analysis with Varimax rotation was conducted. Then an exploratory factor analysis was conducted to test the factor structure of the PTGI. The coefficients of Internal and external consistency (Cronbach alpha) for the scales identified in the factor analyses were calculated and the correlations among the subscales of the PTGI were examined. Second to examine the existence of (PTG) among Iraqi students who are exposed to traumatic events using Descriptive statistics, Third to explore the factors of PTGI using Paired sample t-test. Fourth to identify the difference of PTG between genders using Independent sample t-test.

Result.

Exposure to traumatic events

All the 450 participants exposed to trauma, they had experienced , the most traumatic/stressful events and they felt fear, horror, or helplessness. The events our participants reported were relatively compatible with those described in the original study (Tedeschi & Calhoun, 1996).

Exploratory factor analysis

The 21 items of the PTG were subjected to principal component analysis using SPSS Version 20. Prior to performing PTG, the suitability of data for factor analysis was assessed. Analysis of the correlation matrix indicated the presence of several coefficients of 0.30 and above. The Kaiser–Meyer–Oklin value was 0.77, exceeding the recommended value of 0.60 as suggested by Hutcheson and Sofroniou (1999) to use a factor model. Furthermore, Barlett’s Test of Sphericity reached statistical significance, which supported the factor ability of the correlation matrix. Table 4.1 shows the rotated component matrix.

Table 1

Rotated Component Matrix^a for scale of PTGI

Items	Component	
	Factor1	Factor 2
1. I changed my priorities about what is important in life.	.426	
2. I have a greater appreciation for the value of my own life.	.692	
3. I developed new interests.	.610	
4. I have a greater feeling of self-reliance.	.701	
5. I have a better understanding of spiritual matters.		.497
6. I more clearly see that I can count on people in times of trouble.		.409
7. I established a new path for my life.	.646	
8. I have a greater sense of closeness with others.		.477
9. I am more willing to express my emotions.		.358
10. I know better that I can handle difficulties.	.642	
11. I am able to do better things with my life.	.573	

12. I am better able to accept the way things work out.	.338	
13. I can better appreciate each day.		.529
14. New opportunities are available which wouldn't have been otherwise.		.535
15. I have more compassion for others.		.641
16. I put more effort into my relationships.		.636
17. I am more likely to try to change things which need changing.	.515	
18. I have a stronger religious faith.	.417	
19. I discovered that I'm stronger than I thought I was.	.683	
20. I learned a great deal about how wonderful people are.		.686
21. I better accept needing others.		.662
<hr/>		
% of variance explained	29.398	19.831

As shown in Table 1, principal component analysis revealed the presence of two components with eigenvalues exceeding 1. These factors explained 49.22% of variance. The contributions of each factor were 29.398 and 19.831, respectively.

Internal and external consistency

To evaluate the internal consistency for the PTGI subscale, reliability for two factors was conducted on 450 participants from Baghdad University. Cronbach alpha was $\alpha = .83$ for factor 1 and $\alpha = .78$ for factor 2. To measure the relationship between the scores of individual items and the total score, Pearson correlation was used. The results indicated that all of the items were significant at the .01 levels and ranged from .355 to .683. Moreover, the correlations between the subscales of PTGI and its total score were all significant at .01.

After a factor analysis on the PTGI scale, the result was that the five factors were reduced to two factors. New names for each factor were suggested according to the mean items of each factor, and then reviewed by four psychologists in Baghdad University to ensure that the appropriate names for these factors. The first factor is

called “strength of ego,” which consists of 11 items "1,2,3,4,7,10,11,12,17,18 and 19", and the second factor is called “positive relationship with others,” which consists of 10 items "5,6,8,9,13,14,15,16,20 and 21".

Explore the factors of PTGI

the average scores of factors for students who were exposed to traumatic events. The result for factor 1, which was $M = 36.13$, $SD = 9.72$, is higher than that of factor 2, which was $M = 28.36$, $SD = 10.53$. The Correlations between factors of PTG is 18.518 and $p=.000$. This result means that there is a statistically significant difference between the two factors of PTG.

Existence of (PTG)

The participants with high and low PTG after being exposed to traumatic events. A total of 114 students, who obtained more than 77.0 from the PTGI scale were considered as having high growth, and 117 students were considered as having low growth because their scores were less than 53.0. The cutoff point of 67.0 was obtained through quartile statistics analysis.

Differences between genders in terms of PTG

The result of difference between male and female students in terms of PTGI-I There were no significant differences between male ($M=66.74,SD=18.24$) and female ($M=63.03,SD= 18.09$) and the independent samples t-test was 2.11. In other words, male samples of this study indicate higher levels of PTG compared to the female ones; however the difference is not significant due to the fact that the p value was 0.03.

Discussion:

This study provides a preliminary exploration of PTG society and it might appear to be the first to employ a standardized measure of PTG to assess the factors of growth in an Iraqi sample. The current findings indicate that the Iraqi version of the PTGI has good internal consistency and a factor structure with some similarity to that reported in the original study (Tedeschi & Calhoun, 1996). The average score of the PTGI showed that 25% of the university students reportedly perceived growth to a great degree and 25% to a small or moderate degree.

Findings related to the existence of PTG among Iraqi students who were exposed to traumatic events are in line with many other studies across different geographical locations (Linley & Joseph, 2004; Morris, Rieck, & Newbery, 2005), types of traumatic events, durations of the events (Pietrzak, et al., 2010; Roe-Berning, 2009), and research methods (Chun & Lee, 2008). In other hand, the findings lead to a conclusion that PTG might occur among people who exposed to any traumatic events anywhere.

In order to archive the aim of this research data analysis has been done; significant results for two of the factors (Strength of Ego, Positive Relationship with Others) of PTG were evident. The Correlation between factors 1 and 2 of PTG was found to be

18.51 and $p = 0.000$; it means that there are statistically significant differences between them and in favor of the factor 1 (Strength of Ego).

The research also discovered strong connection of the first factor (Strength of Ego) to the promotion of the person's inner strength. When individuals are able to ponder upon their own lives' meaning and interpretation of events, they can overcome the negatives of traumatic events and try to turn it into positive stimuli toward the good future as well as to facing great distress or adversities in life.

After reviewing the literature related to variable growth researcher at the moment did not find other studies have examined the factors that were found in this study. In other words, the researchers cannot compare this result with the results of other studies because this study has been applied to the community in the East of the different customs and traditions with Western societies, especially for undergraduate students. This study will open the way for researchers in the East Community. And the results of future researches will show support as a result of this research or not.

An independent sample t-test is performed identify the difference between genders, the finding was that a significant difference exists between male and female students in terms of PTG. This finding is not consistent with the results of (Helgeson, Reynolds, & Tomich, 2006; Jang, 2005; Tedeschi & Calhoun, 1995, 1996), whose findings illustrate that females have significantly higher PTG scores than males. Taku et al. (2007) found no significant differences between males and females in terms of PTG. Other studies reported that females scored higher PTG than males (Tallman, et al., 2010; Vishnevsky, Cann, Calhoun, Tedeschi, & Demakis, 2010). The gender-related differences in PTG are still debatable because such differences are not always evident in different cases, settings, and populations. However, most studies that have reported such differences findings that the females have obtained higher PTG scores than the males. Thus, those reports are not in line with the finding of this study, where males are reported to have significantly higher level of PTG Because females and males are treated differently in the Iraqi society, males have greater access to opportunities that enable them to deal with their communities and their daily experiences, which improves their understanding of events, their ability to absorb shocks, and their self-confidence. Linley and Joseph (2004) explained that education level was positively associated with PTG. Different results may be generated when the participants are taken from society members who have no access to quality education.

Conclusion:

Results provide support for the predict posttraumatic growth in Iraqi subjects Finding of this research emphasizes the factors of scale original PTGI will be different in other cultures, positive changes among students aftermath in trauma experience seems to protect Iraqi students from the effects of a negative perception of the impact of traumatic events and help them to adjustment themselves to problematic situations and to live effectively and efficiently. Psychosocial intervention programs should facilitate PTG in order to promote Iraqi students' adjustment.

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***Evaluation of Consumers' Awareness on Importance of
Reading Food Labeling in the Kumasi Metropolis (Ghana)***

V. Commey, Sunyani Polytechnic, Ghana

M. Frimpong, Sunyani Polytechnic, Ghana

J.A. Hagan, Sunyani Polytechnic, Ghana

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Abstract

Many diseases are diet related and can be managed or prevented by eating the right food. Sufficient information is needed at the point of purchase to guide the consumer. But how many people read food labels? This research assessed consumers' level of awareness on the importance of reading food labels. 400 respondents were selected purposively to assess their level of awareness in reading food labels, 50 respondents were observed on buying behavior. It was found out that all, 100% respondents has appreciable knowledge on food labels. 95% check food labels before purchasing. 85% and 75% check list of ingredients and expiry date respectfully. The results indicated that people are getting more informed and health conscious, however, forgetfulness, negligence and time constraints were the barriers to reading food labels. The researchers recommended future study on people's behavior towards reading of food labels, consumer awareness educational campaign to help overcome these barriers.

Keywords: Food labels, eating patterns, sufficient information, health consciousness, consumer awareness campaign, educational forums

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1. INTRODUCTION

Recent evidence points to poor diet as a risk factor for chronic diseases that are the leading causes of adult deaths: heart disease, stroke, hypertension, diabetes and some forms of cancers and together, these disorders account for two thirds of all deaths in affluence societies. The great tragedy is that these diseases are often preventable or slowed down through diet and physical exercise. For example the only dietary change effective in reducing many types of cancer and increasing life span is caloric restriction (Wardlaw, Hampl, & Di Silvestro 2004). As consumers are becoming aware of their nutritional habits their demand for nutrition information has increase.

According to (AL Tamimi & Company, 2004) information on food labels help consumers to a better understand of the nutritional value of the food and also enable them to compare the nutritional values of similar food product based on the relevant nutrition information on the choices of food. However another advantage of reading food labels also prevents consumers from choosing counterfeit products which can be dangerous to their health.

The World Health Organization has reported that dietary factors accounted for approximately 30% of cancers in industrialized countries. Consumers today are very interested in nutrition and health. Increased consumer interest in health has resulted in the greater availability of foods lower in energy content, sodium and fat and higher dietary fiber.

However most pre-packaged food products locally and imported manufactured are now provided with nutrition information on their food labels. But there are many important diet related diseases such as cancers, diabetes, poor nutrition, osteoporosis, cardiovascular and obesity high blood pressure (WHO/FAO 2003).

A study by Cowburn and Stockley (2003) reported that the use of nutrition labels in Europe is high but more objective measures suggest that actual use of nutrition labelling during food purchase may be much lower. Whether or not consumers can understand and use nutrition labelling depends on the purpose of the task. Available evidence suggests that consumers who do look at nutrition labels can understand some of the terms used but are confused by other types of information. Most people appear to be able to retrieve simple information and make simple calculations and comparisons between products using numerical information, but their ability to interpret the nutrition label accurately reduces as the complexity of the task increases.

The most challenging issue facing the food industry involves labelling. To capture consumers' interest, the food industry spends well over six billion dollars annually on advertising and another twenty six billion on packaging and labelling though some of these advertising is helpful as they promote the importance of calcium and fibre in our diets and also encourage the consumption of low-fat and non-fat products, fruits and vegetables, others also tend to emphasize brand-name foods especially highly sweetened cereals, cookies ,cakes and pastries because they bring higher profits to them (Wardlaw, 1997).

The impact of globalization on consumers all over the world requires necessary action to be taken by countries to improve manufacturing products including food. This will enable them to compete in the open market. Food labeling is a beneficial to both

manufacturers and consumers, in that it encourages manufactures to improve the nutrient profile of their product and direct consumers to make good choices (Washi 2012).

In Ghana the regulatory bodies of food and drugs are Ghana Standards Board (GSB) and Food and Drugs Board (FDB) and their constitutionally mandated responsibilities should be enforced in order to ensure good food on the market. On the other hand consumers are to pay needed attention and critically examine food before purchase (Mensah, et al 2012).

It is important to realize that labelling is not education. In the US, the FDA has determined that information on food labels should be simple, meaningful and consistent. Labels on foods that have not been changed in any way through the use of biotechnology would likely be perceived as alarming and irrelevant (Hoban, 1996a).

Research have however shown that factors such as time, familiarly, lack of understanding and lack of conducive point- of- purchase are some of the impediments that affect consumers ability to observe food labels before purchase and consumption. (Deede, 2009)

There are basic information by law on what must be found on labels such as the name of the product, name and address of the manufacturer, amount of product in the package, ingredients and the date of manufacture and expiry of the product and sometimes the nutritional facts of the product. All these information must be written in the language that consumers will understand in order for them to make informed decision on their choice of food product for better diet and better health.. It has been observed that most consumers do not have the time to read labels of food before they purchase them. Can this mean consumers do not see, understand, trust or use the information provided on food labels? It is against this background that this research seeks to assess consumers' level of awareness on the importance of reading food labels. The aim of the study was to assess consumers' level of awareness on the importance of reading food labels. To find out how food labels affect consumers' choice of food product, the importance consumers attach to reading food labels before purchase and usage of packaged foods and the barriers to reading food labels before purchase and or use.

2. LITERATURE

There are a number of research works that have been carried out on food labels. Labels of one sort or another according to Curran, McVay, Deeps, Wallace and Rumble (2003) have been around for over 600 years. The earliest labeling devices were unique markings and personalized seals that identified the marketer of a particular product. The information conveyed by the labels according to Cheftel (2004), has evolved over time, as the objectives became more numerous and more complex under the influence of various pressure groups such as food companies, retail groups, public authorities and consumer organizations. Initially, it was necessary to inform consumers about the nature and composition of the products to avoid confusion and protect them against misuses, risks and abuses. Marketing information was provided, together with provisions for safe storage, handling and cooking. Precise indications on the characteristics of the foods were also requested as a mean to

promote fair trade and prevent frauds. With mass industrial food production, the generalization of low temperature and other food preservation technologies, together with the development of packaging materials and techniques, opened the way to modern food labeling. Recent times have seen the emergence of a new concept: the consumer's right to information, allowing "informed choice" in full knowledge of the facts. This right has taken many forms i.e. real or "perceived" safety information of ingredients and additives, philosophical or ethical concerns, nutrition information and declaration of potential allergies. Further information is on its way such as nutrition and health claims with relevance to obesity and the risk of various diseases, the recent occurrence of several food crises has emphasized food safety and protection of consumers' health as main objectives for the food legislation.

Labelling is defined by the EU Directive 2000/13/EC as any words, particulars, trademarks, brand name, pictorial matter or symbol relating to a foodstuff and placed on any packaging, document, notice, label, ring or collar accompanying or referring to such foodstuff.

Kotler and Kellar (2006) posited that as a simple tag attached to the product or an elaborate designed graphic that is part of the package. The label might carry only the brand name or a great deal of information. Even if the manufacturer prefers a simple label, the law may require additional information

Kotler and Kellar (2006) posited that as a simple tag attached to the product or an elaborate designed graphic that is part of the package. The label might carry only the brand name or a great deal of information. Even if the manufacturer prefers a simple label, the law may require additional information.

Pre-packaged foods stuff on the other hand is any single item for presentation such to the ultimate consumer and mass caterers, consisting of foodstuff and the packaging in which it was put before being offered for sale, whether such packaging encloses the foodstuff completely or partially, but in any case in such a way that the contents cannot be altered without opening or changing the packaging.

As consumers focus more and more on diet and disease, manufactures are churning out products that claim all sorts of health benefits (Wardlaw, 1997). Many shoppers now look at food labels for information about content and preparation, reflecting the growing interest in healthy eating as well as concern about what ingredients are in the foods they eat (Crag, Ross and Dawn 2004). The FSA's Consumers Attitude Survey (TNS Research, 2001, 2002, 2003, 2004, 2005c, 2006b) found that over half of respondents always or often looked at food labels before purchasing items. Women are much more likely to read labels than men; this is especially true of women with children, who look at labels to see whether a food contains sugar or 'E' numbers (Synovate, 2005). However, some people who check food labels do so simply to check the 'best before date' (TSN Research, 2006).

3. Methods and materials

3.1 Population and sampling

The target population for the study comprised all consumers within the Kumasi metropolis who are consumers who purchase food products. This population was used

because it is believed that in one way or the other they purchase packaged food products for themselves and or for their family members

3.2 The study area: is Kumasi metropolis in the Ashanti region The inhabitants of this study area are mostly workers from the private and public sector, students, traders and non-workers as well, and they are all consumers of packaged food products.

3.3 Research Design

Descriptive survey was used for the study. This type of research design according to Okai, 2010 is a planned attempt to analyze and interpret the current status of a thing, object, people or institution .Because of its fact-finding characteristics in nature, the design describes the prevailing situation and suggests remedial measures or alternative courses or action. This design helped to assess the characteristics, attitudes and knowledge of consumers on food labeling.

3.4 Sampling technique

Purposive sampling method was used to select 200 households and at least 2 respondents from each household for the study. This technique was used because all the members of the population were consumers who patronized food products every now and then and using this method was a fair representation of the population.400 respondents were used in the study with at least one person from each household. Observation and interview were conducted in three shops to observe the buying behavior of consumers.

3.5 Data collection instrument

Questionnaire and observation were the instruments used to collect data from the respondents. The questionnaire contained both open and close-ended questions. It was designed based on the objectives of the study. Non-Participant observation was also used to assess consumer's attitude on the importance they placed on reading food labels at the point-of –purchase at 3 selected grocery stores. This supports what Sproull said cited in Okai, (2010) that observation method is a data collection method in which a person observes subjects or phenomena and records information about characteristics of the phenomena.

3.5 Data analysis procedure

Data collected were edited coded and fed into the computer using Statistical Package for Social Sciences (SPSS) Tables, graphs and charts were used to give visual impression of the data. Frequencies and percentages were used to analyze the data and results presented descriptively.

4.0. ANALYSIS AND FINDINGS

The paper presents the analysis and findings of the study in the form of tables and charts using the respective percentages. The total number of respondents for the study was 400, of which 300responded to the questionnaire and 50 persons were observed at the point- of –purchase.

4.1 Demographic data of respondents

The general characteristics such as gender, age, educational background, occupation, etc. for the respondents of questionnaire for the study are presented in this section.

Demographic Characteristics of the Sample (n=400)

VARIABLE	FREQUENCY	PERCENT
Gender		
Female	350	54.3
Male	150	45.7

IMPORTANCE CONSUMERS ATTACH TO READING FOOD LABELS

Table 4.1 depicts that the most considered factor that influenced their purchase of packaged food products was the label information on the package.

All (100%) the respondents indicated that they know, at least, a little about what food labeling is and that about 95% of them indicated that they would not buy a food product with no label description.

About 5% on the other hand, indicated that they do not mind if a food product does not come with a label description.

Table 4.1: Motivation (influence) for buying packaged foods

	Percent of Respondents	
	Frequency	Percent
Price	56	14.5
Label information	156	40.3
Taste	15	3.9
Appearance	54	13.9
Convenience	56	14.5
Brand name	50	12.9
Total	387	102.4

Source: Field Work, 2011

CONSUMERS KNOWLEDGE ON FOOD LABEL REQUIREMENTS

There is an indication that consumers have some appreciable knowledge on food label requirements in that all (100%) of the respondents indicated that they know, at least, a little about what food labeling is (from Fig. 4.2).

This points to the fact that they have some fair knowledge on food labeling this confirms the studies by Nielson, 2005 cited by Mhurchu, 2006, in a pan-country study, Prathiraja and Ariyawardana (2003) and Edcoms (2007) with similar findings that only 8%, 2% and 5% respectively said they never look at food labels but refuting the findings of Banka (2011) which indicated that most consumers do not bother to go

through food labels and that these labels remain as mere “decorations” on the containers.

Table 4.2: Food Label Feature that should appear on Labels

Feature	Percent of Respondents	
	Frequency	
Name of product/food	326	84.2
List or Amount of Ingredients	310	80.6
Manufacture and Expiry Dates	330	85.2
Name of manufacturer/Business	210	54.3
Batch number	210	54.3
Place of Origin	274	70.8
Instructions for Use	268	69.2

Source: Field Work, 2011

BARRIERS TO READING FOOD LABELS BEFORE PURCHASE OR USE

It was observed that consumers mainly looked at only two label features at the point of purchase i.e. Name of manufacturer of product and dates of manufacture and expiry features.

It can be inferred that consumers did not read the other label features because of not having enough time ,being familiar with the product or do not know the purpose of the rest of the label features because of their educational background.

The findings from the observational study also showed that consumers who mainly shop are young adults and the middle age with mostly secondary school and primary educational levels.

It was observed that consumers mainly looked at only two label features at the point of purchase i.e. Name of manufacturer or product and dates of manufacture and expiry features. All these point to the fact that they have some fair knowledge on food labeling since it would be quite meaningless to take a keen interest in something one knows nothing about, this confirms the studies by Nielson,2005 cited by Mhurchu, 2006, in a pan-country study, Prathiraja and Ariyawardana (2003) and Edcoms (2007) with similar findings that only 8%, 2% and 5% respectively said they never look at food labels but refuting the findings of Banka (2011) which indicated that most consumers do not bother to go through food labels and that these labels remain as mere :decorations” on the containers.

CONCLUSIONS

The study revealed that though consumers consider several factors such as price, taste, convenience, etc. the most considered factor that influenced their purchase of packaged food products was the label information on the package.

Also, all the respondents know, at least, a little about what food labeling is and that though a few indicated that they do not mind if a food product does not come with a label description, majority of them indicated that they would not buy a packaged food product with no label description.

RECOMMENDATIONS

The study mainly concentrated on assessing consumers' level of awareness on the importance of reading food labels. It is recommended that future research be further carried out on the practices of consumers in their homes to find out if what they claim to do is really practiced.

Since education appeared to have positive influence on the importance consumers place on reading food labels, more attention should be given to educational programs. Consumers should be given more education on the importance of reading food labels.

Familiarity with the product should not be used as excuse for not reading food labels as some of the ingredients in the products may be changed with time. Shopping centers must also have allocated spaces for consumers who may want to sit or stand to read labels on food packages before purchases.

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Socio-Demographic Predictors of Occupational Stress Among Secondary School Teachers in Anambra State, Nigeria, Counselling Implications

Anene Eunice Mmaduakonam, Nwafor Orizu College of Education, Nigeria

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Abstract

The study examined socio-demographic determinants of occupational stress among secondary school teachers in Anambra State – Nigeria. Five hypotheses were formulated to guide the study. The population of the study was six thousand and thirty six (6,036) teachers from public schools in the state. The sample of the study consisted of one thousand teachers, made up of four hundred and fifty males and five hundred and fifty females. Stratified random sampling technique was used to draw the sample. The instrument used in this study was a structured questionnaire–Job Related Stress Inventory (JSI). The JSI was developed after a careful and critical identification of the possible factors that could be associated with stress as highlighted by earlier researchers. The instrument was duly validated and had a reliability co-efficient of 0.82. This was done through test – retest method at three weeks interval. The mean, standard deviation, t–test and analysis of variance. (ANOVA) were used to test the hypotheses at 0.05 level of significance. The results show that the level of stress is related to the teachers’ gender. Teachers’ age significantly influence their level of stress exhibition. Marital status is not a predictor of occupational stress among teachers. Teachers’ income does not significantly influence the level of stress exhibited by them. There is significant influence of family size on the level of stress exhibited by teachers. Based on the findings it is recommended that teachers should be exposed to positive stress management and coping techniques. Both group and individual counseling sessions, seminars, and workshops should be organized for teachers to minimize the debilitating effects of occupational stress. Pre–retirement counselling should be mounted for the middle–aged and old–aged teachers.

Key words: Teachers, occupational stress, level of stress exhibition, counseling

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Introduction

Teaching profession is one of the helping professions in which practitioners are normally committed to giving their best for the welfare of those entrusted in their care. A teacher is a kingpin in the entire system of education. The work of a teacher is physically and mentally challenging. A teacher needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. This trend which is a routine for a teacher forwards a lot of stress to the teacher (Kaur, 2011). Wayne (2001) defines stress as any circumstance that threatens or is perceived to threaten one's well-being and that thereby taxes one's coping abilities. According to Gelvin (2007), teacher stress is a response syndrome of negative affects resulting from aspects of a teacher's job and mediated by the perception that the demands constitute a threat to self-esteem, and coping mechanisms activated to reduce the perceived threat. Occupational stress is a term used to define ongoing stress that is related to workplace. Kaur (2011) defines occupational stress as the physical and emotional response that occurs where a worker perceives an imbalance between the work demands and his/her capability and/or resources to meet these demands. According to Kokkinos, Panayiotou and Dazoglous (2005), negative aspects of the teaching job such as disciplinary problems, students' apathy, overcrowded classrooms, preparing lesson notes, involuntary transfer, inadequate salaries and lack of administrative support are among the stressors that confront teachers in both developed and developing nations of the world.

A number of factors (environmental, organizational and individual) moderated by individual differences cause an employee to be vulnerable to stress. The researcher is interested in ascertaining socio-demographic determinants of occupational stress among secondary school teachers in Anambra state, Nigeria. Some researchers such as Arroba and James (2002) and Shailaja and Sunagar (2012) found that female teachers have higher level of stress when compared to male teachers of secondary schools. On the other hand Kalika and Alpana (2012) found that there is a significant difference between occupational stress of male and female teachers. Male teachers showed higher stress than female teachers (\bar{x} for male teachers = 37.091 while \bar{x} for female teachers 31: 59). Yadav and Verma (2012) in their study of occupational stress among higher secondary school teachers in India found a significant difference between occupational stress of male and female teachers. Also Jeyaraj, (2013) found an association between gender and teachers' level of stress but Eric (2012) found that stress is in no way related to individual characteristics such as age, gender and number of family members. Also Mohanraj (2013) found no close relationship between gender and teachers' level of stress.

Age has been found by researchers to be a predictor of stress. A study by Noor Suhaida (2002) of secondary school teachers in Malaysia revealed that teachers between the ages of 31 and 40 years old had high stress levels. Antoniou, Polychroni and Ulachakis (2006), found that younger and older teachers perceive stress at work differently. Azlihanis, Nyi, Aziah, Rusli and Mond (2009) in their study on prevalence and factors associated with stress among secondary school teachers in Malaysia found that younger teachers had more stress than older teachers. Also Jeyaraj (2013) found that there is a significant relationship between age and stress among the aided higher secondary school teachers in Madurai district India. However,

Manhanraj (2013) found no close relationship between age and teachers' level of stress.

Marital status is another variable considered in this study. One might argue that being married offers one social support which acts as a buffer during stressful periods. Papoola and Ilugbo (2010) in their study on personality traits as predictors of stress among female teachers in Osun state teaching service, Nigeria, found that female teachers' marital status had a significant influence on their level of stress as married female teachers reported less stress than teachers who are single or divorced. Shailaja and Sunagar (2012) in their study of stress of secondary school teachers in relation to gender and marital status found that married and unmarried teachers of secondary school differ significantly with respect to dimensions of stress. Married teachers have higher occupational stress when compared to unmarried teachers $t = 5.8760$ $P < 0.05$ at 0.5 level of significance. On the other hand, Aravinthon and Velnampy (2012) and Mohanraj (2013) found no significant relationship between marital status and teachers' level of stress.

Income refers to teachers' salary. The positive association between poverty and mental health problems is one of the most established in all psychiatric epidemiology. However, not much work has been done to establish the relationship between income and teachers' occupational stress. Aravinthon and Velnampy (2012) in an empirical study on occupational stress and job satisfaction found that there was no significant difference between monthly income and occupational stress. Mohanray (2013) in his study found no close relationship between annual income and level of stress exhibited by teachers. Rajarajeswari (2013) in his study of work stress among lecturers in Madurai-India found income to be significantly related to work stress $t = 3.113$.

The last variable considered in this study is family size. The size of a family reflects the number of dependants a teacher has to cater for with his/her salary. Aravinthon and Velnampy (2012) in their study on occupational stress and job satisfaction found no significant difference between family size and occupational stress. In contrast Jeyaraj (2013) in his study on occupational stress among teachers in Madurai India concluded that there is an association between the number of dependents and their level of stress. X^2 calculated value 2.71 was more than the table value. Also Rajarajeswari (2013) in his study on work stress among lecturers in Madurai-India found that family size is significantly associated with stress $t = 2.909$.

The Problem

Teachers today face stress that can compromise their well-being, longevity in the profession and the quality of interactions with students. At work place teachers experience unpleasant, negative emotions such as anger, frustration, anxiety and nervousness resulting from some aspects of the job. Teachers' occupational stress may lead to severe negative consequences such as job absenteeism, teacher turn over, reduced output and health problems. Heath (2008) observed that prolonged unresolved stress is associated with psychosomatic illnesses which include asthma, ulcers, hypertension, strokes and heart attack. The issue is whether guidance counsellors and psychologists can afford to remain complacent while teachers express debility which sometimes leads to untimely death. The purpose of this study is to

identity the socio-demographic predictors of stress among secondary school teachers in Anambra state, Nigeria and to make some recommendations.

Research Hypotheses

The following null hypotheses guided the study:

1. Gender does not significantly influence the level of stress exhibited by teachers
2. Teachers' age does not significantly determine their level of stress.
3. Married teachers do not exhibit higher level of stress than single teachers.
4. Teachers income does not significantly influence their level of stress.
5. Teachers family size is not significantly related to their level of stress.

Method

Design: The type of research design used in this study is the descriptive design which attempts to describe such things as possible behaviour, attitudes, values and characteristics.

Population of the Study: The population of the study covers the entire 6,036 teachers in 265 public secondary schools in six education zones in Anambra state (Post Primary Schools Services Commission Statistics Division, 2013).

Sample and Sampling Technique: A sample of 1, 000 teachers was used for the study. This was made of 450 male and 550 female teachers. The sample was drawn from the six education zones in the state as follow: Awka zone 277 teachers, Nnewi zone 149 teachers, Aguata Zone 131 teachers, Ogidi zonze 133 teachers, Onitsha zone 260 teachers, Otuocha zone 50 teachers. Multi-phase sampling technique was used to draw the sample.

Research Instrument: The instrument used in the study was a structured questionnaire designed by the researcher -the Job related Stress Inventory (JSI). The JSI consisted of two sections, the first section dealt with demographic data of the respondents such as age, gender, marital status, income and family size. The second section was a 30-item index of stress level and job related stress with the items that are structured. The respondents were expected to react to the items on a four point scale of Strongly Agree, Agree, Disagree and Strongly Disagree with assigned values of 4, 3, 2, and 1 point respectively.

Validation of the Instrument: The instrument was duly validated by two experts in educational psychology and two in measurement and evaluation. All the corrections given were affected. The reliability co-efficient of .80 was obtained by the use of split half method. The scores of even-numbered items and those of odd-numbered items were correlated with the use of Pearson Product moment correlation.

Data Analysis: The data collected were analysed using t-test and analysis of variance (ANOVA) to test the hypotheses at 0.05 level of significance.

Results

Out of the 1,100 copies of questionnaire distributed, 1,050 were retrieved but only 1,000 were found good enough for analysis. The results of data analysis are presented in tables 1, 2, 3,4 and 5.

Hypothesis One: Gender does not significantly influence the level of stress exhibited by teachers.

Table1: *Independent t-test analysis of the influence of gender on teachers' level of stress exhibition.*

Gender	N	\bar{x}	SD	df	Cal-t	Crit-t	Decision
Male	450	77.05	9.92	998	2.57	1.96	Ho rejected
Female	550	75.70	8.90				

P<0.05

Table 1 shows that the calculated t-value 2.57 is greater than the critical t-value 1.96. Hence the result therefore means that the level of stress is significantly related to gender. The mean for male teachers is 77.05 while that of female teachers is 75.70. This shows that male teachers exhibit a significantly higher level of stress than female teachers.

Hypothesis Two: Teachers' age does not significantly predict their level of stress.

In order to test this hypothesis, teachers' age was classified as follows: young teachers 21 -32 years, middle aged teachers 33- 49 years and old aged teachers 50 years and above. Analysis of variance was then used to analyse the data.

Table II: *Analysis of variance of the influence of age on the level of stress exhibited by teachers*

Sources of Variation	Sum of squares	df	Mean square	F-Ratio	Sig	Decision
Between groups	6360.42	2	3180.21	43.24	0.05	Ho rejected
Within groups	73279.58	997	73.50			
Total	79640					

Significant at 0.05 level df = 2 & 997 critical F-value = 3.02

The calculated F-value of 43.24 is greater than the critical F-value of 3.02 at 0.05 level with 2 and 997 degree of freedom. The result is therefore significant and the null hypothesis is rejected. This means that teachers' age significantly influences their level of stress exhibition. The significance of the result caused Fishers' Protected t-test analysis to be prepared which shows that the significant mean difference lies between the old and middle-aged workers ($t = 7.37 < 0.05$).

Hypothesis Three: Married teachers do not exhibit higher level of stress than single teachers.

Table III: t-test showing marital status and level of stress exhibited by teachers

Marital Status	N	\bar{X}	SD	df	t-cal	Table t	Decision
Married teachers	516	77.76	9.22	998	1.32	1.96	Ho rejected
Single teachers	484	75.99	9.60				

Table 111 above shows that the calculated t- 1.32 is less than the table t – 1.96. This means that married teachers do not exhibit higher level of stress than single teachers. This implies that marital status is not a determinant of teachers' occupational stress. Hypothesis Four: Teachers' income does not significantly influence their level of stress. In order to test this hypothesis teachers' income was classified into three groups of high income, middle income and low income. Analysis of variance was then used to analyse the data.

Table IV: Analysis of variance of income and teachers' level of stress.

Source of Variation	Sum of squares	df	Mean square	F-Ratio	Sig	Decision
Between groups	520	2	2.38	3.00	0.05	Ho accepted
Within groups	79120	997	79.36			
Total	79640	999				

Not significant at 0.05 level, df 2 & 997 critical F-value = 3.02.

The calculated F-value 3.0 is less than the critical F- value 3.02 at 0,05 level of significance with 2 and 997 degree of freedom. Hence, the result is not significant and the null hypothesis that teachers' income does not significantly influence the level of stress exhibited by them is accepted.

Hypothesis Five: Teachers family size is not significantly related to their level of stress.

Table V: Analysis of variance of the influence of family size on the level of stress exhibited by teachers.

Source of Variation	Sum of squares	df	Mean square	F-Ratio	Sig	Decision
Between groups	2167.93	2	1083.93	13.95	0.05	Ho rejected
Within groups	77472.07	997	77.71			
Total	97640	999				

Significant at 0.05 level df 2 & 997 critical F-value 3.02

The calculated F-value is 13.95 which is greater than the critical F-value 3.02 so the result is significant and therefore the null hypothesis is rejected. The fact that the result is significant caused fishers protected t-test to be prepared in order to reveal the groups between which the significant difference lied. The result of the Fishers' Protected t-test shows that the significant difference lies between large family size and small family size ($t = 4.95$). The result implies that the larger the family size, the higher the level of stress exhibited by teachers.

Discussion

The findings of the study are discussed according to hypotheses. The first hypothesis is that gender does not significantly influence the level of stress exhibited by teachers. The study indicates that the level of stress is related to the teachers' gender. It shows that male teachers exhibit a significantly higher level of stress than female teachers. The mean level of stress exhibited by male teachers is $\bar{x} = 77.05$ while the mean level of stress exhibited by female teachers is $\bar{x} = 75.70$. The calculated t is 2.57. The finding of this study that the level of stress is related to teachers gender agrees with that of Kalika and Alpana (2012); Yadav and Verma (2012) and Jeyaraj (2013). The finding however disagrees with that of Mohanraj (2013) who found that there is no close relationship between gender and level of stress exhibited by teachers in school. The writer is of the view that males and females react differently to the same stressor, therefore it appears that stress is gender oriented.

The second hypothesis is on age and stress. The study reveals that teachers' age significantly influences their level of stress. The study shows that old-aged teachers are more vulnerable to stress than younger teachers. The mean score of the level of stress exhibited by old-aged teachers is $\bar{x} = 79.25$, middle aged teachers $\bar{x} = 72.75$ while that of younger teachers $\bar{x} = 77.79$. The calculated F-ratio is 43.24. The finding of this study supports the earlier findings of Noor Suhaida (2002), Antoniou, Polychroni and Ulachakis (2006); Azlihanis, Nyi, Aziah, Rusli and Homd, (2009) and Jeyaraj (2013). However, the finding disagrees with that of Mohanraj, (2013), who found that there is no close relationship between age and level of stress exhibited by teachers. Age is one of the personal characteristics that has been studied by researchers as a predictor of stress. The present study indicates that both old aged teachers and younger teachers exhibit a significantly higher level of stress than middle aged teachers. This might be attributed to the fact that at middle age most teachers are trying to stabilize. The younger teachers probably exhibit higher level of stress because they are yet struggling for survival. On the other hand, the old-aged teachers exhibit higher level of stress probably because they have reached the peak of their career. At this point they are evaluating their successes and failures and looking forward to retirement. Naturally, this stage is saddled with thoughts and can generate stress.

The third hypothesis is on marital status and level of stress. The study shows that married teachers do not exhibit a higher level of stress than single teachers. This means that marital status is not a determinant of occupational stress among teachers. This finding agrees with the earlier findings of Aravinthon and Velnamp (2012), and Mohanraj (2013), who found no significant relationship between marital status and

teachers' level of stress. The finding however disagrees with that of Popoola and Ilugbo (2010), Shailajo and Sunagor (2012) who found that marital status had a significant influence on teachers' level of stress. The writer is of the view that marital status can either be a help or a hindrance as far as social support during stressful period is concerned. It all depends on the family relationships. Social support does not depend on marital status but a good network of relationship.

The fourth hypothesis is on teachers' income and level of stress. The study reveals that teachers' income does not significantly influence the level of stress exhibited by them. The mean score of the level of stress exhibited by high income teachers is $\bar{x} = 75.00$ that of middle income teachers is $\bar{x} = 77.00$, while that of low income teachers is $\bar{x} = 76.60$. This finding agrees with the finding of Aravinton and Velnampy (2012); Mohanraj (2013), but disagrees with that of Rajarajeswari (2013) who found income to be significantly related to work stress. The researcher is of the view that income per se might not lead to stress, other variables such as age, family size, life style may interact with income to generate stress.

The fifth hypothesis sought to find out if family size influences the level of stress exhibited by teachers. The finding indicates that family size influences the level of stress exhibited by teachers. The larger the family size, the more level of stress exhibited by teachers and vice versa. The mean score of the level of stress exhibited by teachers with a large family size in this study is $\bar{x} 78.67$, teachers with a medium family size have a mean score of 76.00 while those teachers with a small family size have a mean score of 73.95. This finding agrees with the earlier findings of Jeyaraj (2013) and Bajarajeswari (2013), who found that family size, is significantly associated with stress. The finding disagrees with that of Aravinton and Velnampy (2012) who found no significant difference between family size and the level of occupational stress. It must be noted that several dependants on a teacher often place an overwhelming pressure on him to cater for the material needs. At times this causes job instability. The teacher will only be stable if the job can take care of his family size. Again, the larger the family, the greater the number of interactional systems, the greater the friction in the home. All these lead to stressful situation.

Conclusion

On the basis of the above findings, it is concluded that socio-demographic variables such as gender, age and family size make teachers vulnerable to stress.

Recommendations

Based on the findings of the study, the following recommendations are made. It is strongly recommended that teachers should be exposed to positive stress management and coping techniques. Both group and individual counseling sessions; seminars and workshops should be organized for teachers to minimize the debilitating effects of occupational stress. Pre-retirement counseling should be mounted for middle-aged and old-aged teachers.

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Contact Email: anenemadu@gmail.com



Motivation Among Engineering Students: A Qualitative Analysis

Dinesh Ramoo, University of Birmingham, UK
Iltaf Uddin, Aston University, UK

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Abstract

In recent years, it has emerged that the UK Engineering sector continuously experienced a low turnout of engineering graduates. Elucidations on this issue vary; yet most have been ambiguous. A matter that has the potential to shed light on this issue would be to understand the motivations that drive students into becoming engineers and in particular, their cultural and ethnic identities that affect them. Four undergraduate students were selected from each year of undergraduate study and participated in semi-structured interviews. The data was transcribed and analysed using NVivo. The interviews were analysed through open coding. The categories that emerged were used to build a number of models that built up towards four major themes: Degree, External Factors, Internal factors, and Motivation. Analysis of the models showed that students often identified parents and lecturers as figures of significant influence and motivation. In particular, they stated the needs for achievement, affiliation and autonomy as well as expectations about their future career as a factor that influences their motivation. These factors were also present in their choice of degree as well as how they felt about the support from their University.

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Introduction

The word motivation is derived from the Latin verb *'movere'*, meaning 'to move' (Beck, 2004). A broad concept as a whole, motivation is generally used to understand why, as human beings, we perform certain actions at certain times. These actions can be influenced by personal goals in life or activities that have a desirable outcome. The idea of striving to reach desirable goals in life and staying away from detrimental outcomes is known as "psychological hedonism." This ideology provides a basic understanding to why certain actions are performed with relation to motivation (Beck, 2004). As Schunk, Pintrich and Meece (2008, p.4) state, motivation is "*the process whereby goal-directed activity is instigated and sustained*".

Motivation could be viewed as an important factor in student life (Turner & Patrick, 2004; Rebolledo-Mendez, du Boulay & Luckin, 2006). It is an issue that has been viewed as an important construct within both education and psychology and has been the focus of academic research for more than 30 years. Linking the concept of motivation with the current engineering issue, promotes an interesting research topic. Motivational influences can change over time, and this could particularly occur during the academic life of a student. Most studies on motivation have focused on a socio-cognitive model of motivation and this is particularly salient within an academic environment where social as well as inner (cognitive) influences are contributing factors. According to current research, motivation has a strong influence on performance, energy levels and cognitive processes (Zusho, Pintrich & Coppola, 2003). Thus, it is vital that Higher Education institutions help to maintain the motivation of students throughout the course and understand if and why student motivation decreases over time.

Current Engineering Issue

In 2008 and 2009, United Kingdom experienced a prolonged and deep recession. Employment rates decreased dramatically and many industries were affected. Engineering was one of the major sectors to be affected by the recession, thus organisations within the sector, adopted certain measures to counteract the economic situation. One major measure taken by firms was reducing employment. This strategy was approved by many industries, but may have tarnished the attractiveness to become an engineer (Connolly, 2012).

Recent studies carried out by the Higher Education Careers Service Unit (HECSU) have illustrated a revival in engineering. Many industries within the engineering sector have increased employment and also increased initial salary wages (Ferguson, 2012). However, according to studies carried out by the Royal Academy of Engineering, UK has a shortage of engineering graduates. Developing countries such as China and India are developing 8 times more engineering graduates than the UK. Furthermore, research carried out by Engineering UK identified that engineering graduates within the UK "need to double." At present the UK is producing 46,000 engineering graduates every year. However, these figures must reach the heights of 87,000 engineering graduates per year by 2020 (Gibney, 2012).

Consequently, Engineering firms are struggling with the shortage of engineers; as a result firms are forced to outsource work and retain ageing staff (Richardson, 2012).

This in turn, is damaging to the firms' productivity and growth within the market. It is clear that over the past few years, the engineering sector has struggled with a number of issues; one being the low engineering graduate rates. There are several factors which may have influenced the current low engineering graduation figures, a major influence being the recent recession. However, one key topic that may shine light on this problem is the issue of "motivation among engineering students".

While there have been some studies conducted on motivation within engineering students, most of the research with regard to motivation at university level has been conducted in the social sciences. Research within the topic of motivation will provide a better understanding to the current issue within engineering. Predominantly, the data would be extremely useful for Higher Education Institutions in the UK as they will be able to understand how different factors affect student motivation and what role the Universities could play in improving student motivation and performance.

Method

In this study, in-depth interviews were conducted. Four students were selected from different academic years and interviewed.

Setting, participants and data collection

The study was conducted in Birmingham, UK and included students from the University of Birmingham, Aston University and Birmingham City University. There was a student from the first, second, third and final years of study (see Table 1). Ethical approval for the study was reviewed and approved by Aston University. Consent forms were signed by each participant and were fully informed about the study and data analysis.

Table 1 *Interview participants and their details*

Participant	Year of Study	University
CS	First year	University of Birmingham
SD	Second year	Birmingham City University
AM	Placement year	Aston University
AK	Final year	Aston University

Data analysis

Data analysis was conducted in three steps according to thematic analysis (Boyatzis, 1998). In the first step, the transcribed interviews were analysed for raw data themes which were identified and coded. This step involved a deductive approach (the codes were influenced by established theory and findings from previous literature). In the second step, new codes were generated which did not fit pre-determined categories. In the third step, the reliability of the codes was checked by an external researcher. The transcription and data analysis was conducted using the NVivo 9 qualitative data analysis software.

Results

The codes built up towards four major themes: Degree, Motivation, Internal Factors and External Factors. Motivation was found to not be a single phenomenon; but consisted of different types such as achievement, affiliation, autonomy, order, and understanding. These were not preselected, but emerged out of the data. The overall model that emerged is shown in Figure 1 (without the relationships).

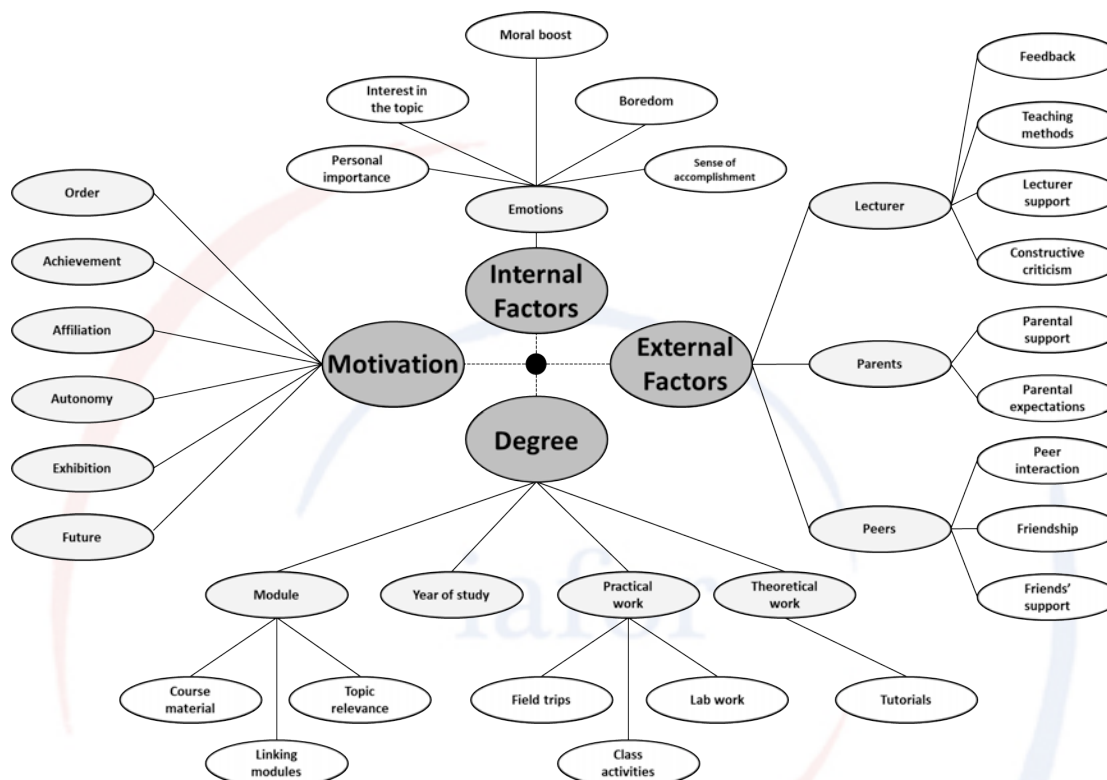


Figure 1 The final model

The need for achievement

The need for achievement was a major influence on student motivation (see Figure 2). This was influenced by aspects of the degree such as class activities. Practical work was highly recommended by students who found theoretical work to be boring with little relevance to their future careers. Student performance was influenced by the year of study, the Lecturer and the amount of work load. Moreover, Lecturer recognition favourably influenced a sense of accomplishment. This phenomenon is underlined by AM, “At times during the academic year there were a lot of deadlines close together and I feel though sometimes with certain assignments I could not give my full commitment to each module, so I never really achieved the grades I should have”.

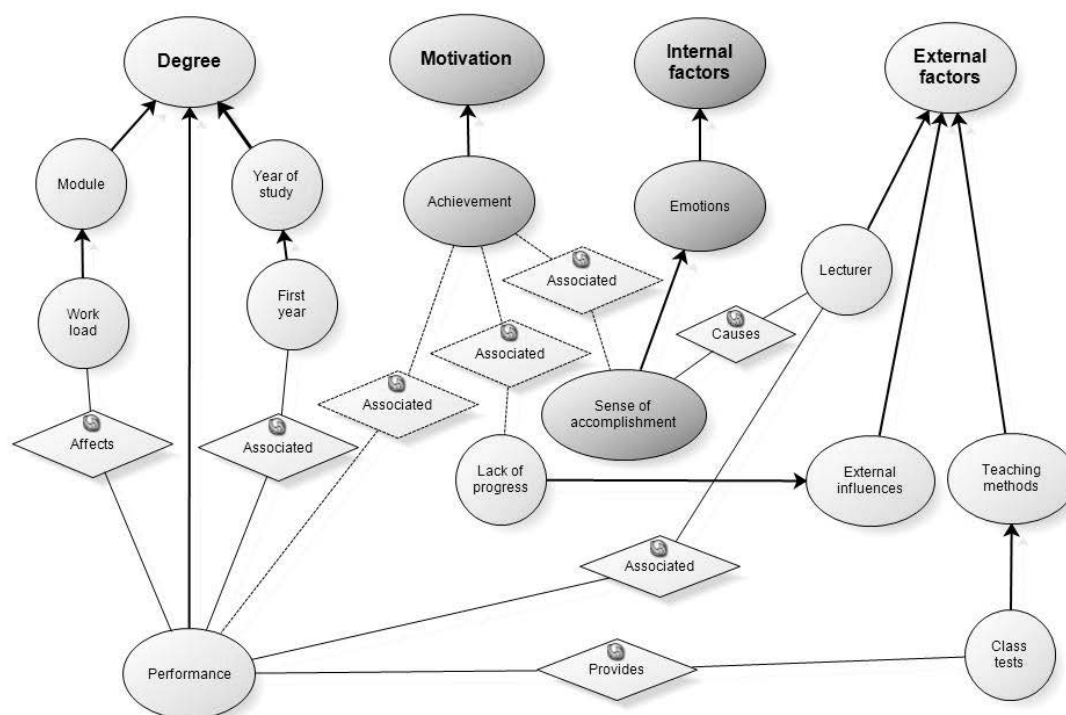


Figure 2 *The need for achievement*

The need for affiliation

Another important factor was the need for affiliation. It emerged that the need to develop social bonds was influenced significantly by external factors; most specifically by the support of parents, friends and lecturers.

Group work during the revision period provided the opportunity for students to learn information from each other and also utilise each other's strengths. For that reason, students maintained that pooling talent during revision was influenced by the affiliation motive. This relationship was emphasised by SD: *"during group work, sharing knowledge and providing support to each other"*.

Moreover, students suggested that the need to develop strong social bonds during group coursework and class activities. According to AM, *"Everyone will bring their strengths to the table. It is really motivating as you have to cover your aspect of the module and then someone else will do their aspect"*.

External influences

In analysing the interviews, three main external factors emerged: lecturers, parents and peers. It was found that these three factors had a great influence on both the students' performance and perception of the degree and their motives and emotions.

Lecturer feedback was associated with high degrees of motivation. Students expressed the need to obtain critical feedback indicating that it provided a guideline for identifying weaknesses. This correlation was raised by CS: *"In both cases the feedback is important. When given positive feedback more motivated. The feedback is not very negative for bad grades as they do not want to upset you"*

However, students claimed that feedback was difficult to obtain and was not provided often enough. AM stated, *“It feels [as] though some lecturers are not really bothered with the students and they are more in their own world. They just come to lectures, read out the slides and they gone straight back to the office. It is really hard to catch them around and if you ask them problems with the course they are not really helpful”*.

Students stated that understanding course material was highly important. It materialised that several aspects associated with lecturers were related to achieving a better understanding of course material. Students held that a lecturer’s presentation, characteristics and personal practical experience favourably affected understanding. A lecturer’s characteristic was also associated with student involvement and had an influence on a student’s interest within a topic. Interest within a topic was also influenced by the presentation style of a lecturer. This relationship was underlined by HM: *“If the lecturer is interested in the material and the module, then you feel more engaged. Otherwise, it's less clear as the lecturer may rush through the lessons”*. Students acknowledged similar characteristics of an ideal lecturer as AM evinced, *“I really love lecturers, who are very enthusiastic about their work, very bubbly, vibrant characters. They really bring out the best in students; really engage them in their classes. Some lecturers can be very dull and boring. Students tend to be snoozing off”*.

It became evident that a lecturer’s apathy and personal research adversely affected the final year studies. Moreover, it became clear that a lecturer’s apathy displayed a negative correlation with understanding. This analysis found that the influence a lecturer has on internal influences of a student was very important. A better understanding of course material would be possible if a lecturer was enthusiastic, empathetic, implemented a practical learning style and regularly available. The next important influence on student motivation was the parents.

Students held that the support provided by parents were always positive regardless of good or bad grades. This point was highlighted by SD: *“When get bad grades try to motivate me to achieve better grades and provide me with feedback on how to improve which is very helpful”*.

Furthermore, it emerged that in certain cases parents do influence career choice. CS stated, *“My father’s job was related to mechanical and electrical engineering. I was interested with the job and it influenced my career”*.

Notably, it appeared that parental expectations influenced performance and future career. Students stressed the pressures of meeting parental expectations even more so if a family relative used as a comparison against their own performance. Parents expected their children to obtain good grades and a successful career. This point was emphasized by AM: *“I would say that de-motivated me in terms of academic results. My parents have unintentionally put a lot of pressure on me to achieve good grades. Sometimes in the past, when I have not achieved good grades, I fell I have let them down and this has really de motivated me”*.

As might be expects, parental happiness was influenced by good performance. For this reason, students felt motivated to maintain parental happiness by achieving good

grades. Moreover, they were demotivated when parental expectations were not met. This was voiced by HM: *“I think most people feel the need to please their parents, and I'm the same I guess. I want to get their approvals so doing well in my degree is important, and good grades are something to show them”*.

The model strongly indicates that students feel motivated to meet parental expectations and ensure parental happiness. However, support appears to be provided by parents regardless of performance. Yet, students are highly demotivated by bad grades as they feel that they have not met parental expectations.

It transpired that peer interaction played a significant role in performance, revision and motivation. Students held that practical work improved peer relations, however bad grades negatively affected peer interactions. Furthermore, peer interaction had a positive impact on student motivation. This relationship was underlined by SD: *“For instance in a class where one by one go out to the white board and teaching the group in subject they understand. Also motivating the group by transferring the knowledge and advising each other in every topic. This is especially happening during exam times”*.

Students maintained that peer encouragement remained continuous regardless of the grade obtained. Yet, encouragement from peers had a positive impact on their motivation. This view was voiced by HM: *“Talking to your friends about problems in modules and assignments helps you overcome any problems you might have, like maybe you feel like you're the only one in class who didn't get a particular explanation, and then talking with friends and seeing you're not the only one makes you feel good about yourself and motivates you to learn and do better”*.

Support from friends can provide a morale boost and consequently increase motivation. This is particularly important after obtaining bad grades. In addition, students asserted that peers boasting about good grades can have negative influence on their motivation. This was stressed by AM, *“I think there has been a few isolated incidences, maybe in second year where I did not do well in a few modules and it was quite de motivating when a few of the peers were quite boastful of their results. They were saying this exam was too easy, which was really demotivating”*.

This review revealed that students value the role peers play on their motivation. Students confirmed that the interaction and encouragement of peers increased motivation and performance. Moreover, the support of peers support was vital when bad grades were a factor.

Discussion

This study found that student motivation cannot be measured as a homogeneous entity. Students exhibit a variety of motivations that together influence their performance and overall motivation to complete their engineering degrees.

Students appeared to favour practical work over theoretical work. Practical application increased student involvement and provided a sense of purpose and improved understanding. A study conducted by Grolnick and Ryan (1987, cited in Deci, Vallerand, Pelletier & Ryan, 1991, p.332) found the importance of achieving a

sense of purpose to learn. It was found that students experienced low motivation and theoretical understanding, when asked to learn a topic just for exam purposes. Yet, students who learned a topic for understanding, without the aspect of an exam, experienced high levels of intrinsic motivation. This maintains the phenomena that course material that delivers a sense of purpose positively influences student motivation.

In addition, practical work honed competencies, augmented interest within a topic and enhanced student motivation. In contrast, it emerged that theoretical work influenced boredom and had no influence on student motivation. Savage, Birch and Noussi (2011) reached a similar conclusion, whilst examining motivational factors that affected higher educational engineering students. It was found that students were highly motivated by modules that involved practical work. Moreover, engineering students felt that the use of PowerPoint slides as a dull educational tool. Baillie and Fitzgerald (2000, cited in Savage *et al.* 2011, p.40) also acknowledged that some engineering topics were monotonous.

Mitchell (1993, cited in Linnenbrink & Pintrich 2002, p.319) specified that practical work is related to a catch feature, an aspect of situational interest. Situational interest can be increased, by including fun learning activities and highlighting the importance of the course material, teaching approaches emphasised by participants from the five semi-structured interviews.

On the other hand, it became evident that autonomy was of importance in certain situations. The need for independence remained constant over time, and was influenced by solving problems, making personal decisions and during class tests. Personal decisions were associated with learning approaches. Interestingly, it emerged that learning difficult course material that aroused curiosity was not considered important over time and the degree grade was considered to take more priority than learning of vital course material over time.

A study carried out by Kusrkar, Ten Cate, Vos, Westers, and Croiset (2012) found similar influencing factors. It was found that autonomy was positively linked with a good learning approach and high study effort. It became evident that self-dependence influences learning approaches, module priority and the improvement of weaknesses.

Another significant find was that the need to look to the future decreased in the third and fourth year. The majority of individuals from each year group were highly motivated to look to the future, a noticeable case for first year students. In addition, over time students felt the course material was not very useful for future aims. However, the qualitative data found an interesting phenomenon. It appears that final year students were strongly motivated by future goals, more specifically, getting into a graduate scheme. Remarkably, students valued the securing of a graduate scheme more than the degree grade. Moreover, students alleged that companies focus more on competencies than the degree grade. Consequently, students favoured modules that honed competencies and improved weaknesses.

This need to hone certain competencies is associated with mastering goals, which is a feature of goal orientation. The literature, suggests that students motivated by mastering goals stand a better chance of academic achievement. There is a positive

correlation between mastering goals and learning approaches (Linnenbrink & Pintrich 2002, p.320-323).

Ryan, Stiller, and Lynch (1994) identified that students who had a positive relationship with their lecturer were more intrinsically motivated than students who had a negative representation of their lecturer, a relationship sustained by data gathered from the research study. Students felt the need for a lecturer who is constantly available to deal with issues, employs a practical teaching approach, is enthusiastic in class and is concerned for a student's welfare. These characteristics of a lecturer positively influenced student motivation.

Moreover, the literature highlighted that feedback provided by a lecturer underlining the causable factor would push a student to work harder (Linnenbrink & Pintrich, 2002, p.318). This correlation emerged during the analysis of the qualitative data. It emerged that the lecturer feedback was related to personal importance. Students expressed the need to obtain critical feedback, as it would provide a guideline for improving weaknesses. However, students claimed that feedback was difficult to obtain and was not provided often enough.

Parental expectations were associated with performance and future career prospects. Students emphasised the need to meet parental expectations and maintain parental happiness. Meeting parental expectations put pressure on students, even more so if a family relative was academically successful. Moreover, not meeting parental expectation would cause a decrease in motivation. Interestingly, this phenomenon challenges a correlation raised by Ryan *et al.* (1994), who alleged that challenging parents had a positive effect on student motivation.

The support and encouragement of peers throughout university provided a morale boost and at times increased student motivation. The need to develop social bonds was constant over an academic engineering course. Students maintained that revision, group work and class activities were associated with the need to develop social bonds. Moreover, students expressed that peer interaction improved understanding of modules as each member provided their own understanding of the module to the group. Ryan *et al.* (1994) held that competition between friends was found to have a negative impact on education variables and self-esteem, a correlation that also materialised via the qualitative analysis. Students expressed that peers boasting about good grades can have negative influence on their own motivation.

This need to exhibit performance is related to a performance goal which is a feature of goal orientation. An individual motivated by a performance goal tries to outshine competition and brag about their achievement (Linnenbrink & Pintrich 2002). The exhibition motive was constant over the course and was influenced by peer interaction and meeting parental expectations.

The need for exhibition is interrelated with the dominance motive. The need to influence others was constant across an undergraduate engineering course and is correlated to peers boasting. Additionally dominance is driven by competition with peers, other people's careers and gender expectation. A student suggested that male students did not work hard enough as female students, as job prospects were greater for males in the engineering field.

Students strongly emphasised the need to understand the material. Several factors positively influence the need to understand. A lecturer who clearly explains course material and implements a practical teaching approach positively influences understanding. In addition, the interaction of peers during the exam period also influences the need to understand. Overall it emerged that understanding positively affects an increase in student motivation. Research carried out by Benware and Deci (1984, cited in Deci et al. 1991, p.331) proposed a similar hypothesis. It was found that college students who learnt to gain an understanding of the subject were more intrinsically motivated than students who learnt just to pass the module.

Examining the learning approach of students found some significant relationships. Students asserted that their learning approach altered with respect to increased workload, personal interest of a module and the teaching method implemented by the lecturer. During periods of increased work load, priority was given to modules that were of high importance. Notably, recent research brought forth a relationship between personal interest and course modules, suggesting that an option of choosing a course module would be beneficial to a student. Furthermore, the literature maintains that students' motivation may vary depending on the module (Linnenbrink & Pintrich 2002).

Recommendations for future research

If this research study is to be continued further, the following variables would raise some interesting issues that would deliver an alternative perspective of student motivation. The aim of the research study was to understand how motivation changed across and undergraduate engineering academic life (3-4 years). The results gathered highlighted influential factors affecting performance. It would be interesting to correlate this data against other factors such as exam results, degree grade and future career choices.

A longitudinal quantitative study of change in motivation for individual students would provide a better perspective. To implement this study, a suitable sample of students would have to be targeted in their first year at university. At the end of every year, motivation levels would be recorded. Thus by the end of the final year a motivation level would be accessible for each individual across the academic engineering course. This would provide a clearer view of how motivation level changes across an engineering student academic life. The same study can also look at performance. Moreover, a sample that holds a variety of demographic groups, such as ethnic groups and sex may find some interesting relationships. Nevertheless such a research study would require an extensive amount of time and resources.

Conclusion

The results obtained from this study satisfied its aims and objectives. The data also found additional information that gave an alternative viewpoint on student motivation. Student motivation was found to be influenced by several factors (extrinsic and intrinsic). Students said that parental support was vital at difficult times. Peer interaction was also considered to be influential at times of revision and coursework. Most importantly, lecturers' attitudes and characteristics affected understanding and students' sense of purpose. Students were intrinsically motivated by practical work

more than theoretical work, as it honed competencies and provided a better understanding of the material. Furthermore, students maintained that the graduate scheme held more importance than the degree grade and felt that companies focus more on transferable skills than degree grades, an assertion that reinforces the need to develop competencies via practical work.

To conclude, engineering student motivation does appear to decrease over time. However, it can be increased if Higher Educational Institutions employ a more practical approach to teaching, continue to hone in on competencies such as presentation, teamwork and management skills. Moreover, Universities must ensure that a positive learning environment is created through lecturer support and peer interaction venues which will significantly affect the engineering graduation rates in the UK.

The logo for iafor is centered on the page. It consists of the lowercase letters 'iafor' in a light blue, sans-serif font. The text is surrounded by two large, overlapping circular arcs. The outer arc is a light red color, and the inner arc is a light blue color, matching the text. The arcs are thick and have a slight gradient, giving them a three-dimensional appearance.

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***Mindfulness Training in Nigerian Schools:
A Belated Hitherto Welcome Development***

Morayo Ayopo Jimoh, University of South Africa, South Africa

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Abstract

There is a growing interest in the use of contemplative science particularly mindfulness based practices in schools around the world (Greeson, 2009). Preliminary research have demonstrated how mindfulness can be used to increase the ability to concentrate and sustain attention, reduce stress and anxiety among school aged youths, increase awareness of and compassion towards other people, increase self-control/self-regulation and the ability to respond thoughtfully rather than react impulsively to situations and improve executive functions (Burke, 2010; Greeson, 2009; Brown & Ryan, 2003). To this end this paper explored the core concepts of mindfulness, the purpose of mindfulness in school and its potential efficacy among teachers and learners. Finally results from prior research findings were examined followed by recommendations.

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Introduction

It is common knowledge that the state of affairs in the school system is changing all over the globe and one of such changes has been the increasing recognition that schools should not only offer children formal education but should also consider the complete well-being of the child. In order to create schools that cultivate holistic education a number of interventions used in the health care sector are being adapted to foster well-being in school communities. One such practice is mindfulness, an ancient art but now a well researched intervention used in health care settings around the world.

UNICEF (2007) report on the alarmingly low rates of well-being, both objective (eg health, educational attainment) and subjective (eg life satisfaction) among children in economically advantaged centres such as the UK and the US makes this issue imperative. Consequently, schools around the world are now actively putting into practice programmes that recognize the importance of developing a child's social, emotional, mental, spiritual and cognitive well-being (Garrison Institute Report, 2005). However, a focus on the well-being of all children will demand going beyond the alleviation of symptoms or problem behaviours to considering methods which can benefit all children.

Well-being is defined as the combination of feeling good and functioning well (Huppert, 2009;). Feeling good includes positive emotions such as happiness, contentment, interest and affection. Functioning well includes a sense of autonomy or self-determination (i.e. the ability to make choices), competence and self-efficacy (i.e. capability in undertaking daily activities), resilience in the face of challenge or adversity which involves the awareness and management of thoughts and feelings, and positive relationships, which encompasses empathy and kindness (Ryan and Deci, 2001).

A positive technique to enhancing the well-being of children in schools, which may have advantages for many facets of well-being, is to provide training in mindfulness. As described in the Mental Health Foundation Report 2010: "Mindfulness is a way of paying attention. It means consciously bringing awareness to our experience, in the present moment, without making judgements about it." With mindfulness, we consciously observe and acknowledge what is happening right now, in our bodies, minds and the world around us, with an attitude of gentle inquisitiveness.

A motivation for the explosion of wellness promoting programmes is stress in the school system. In countries such as Australia, depression is the most common mental health problem experienced by youths aged 12-25 years (Orygen Youth Health, 2012). If left untreated, depression and anxiety become risk factors for alcohol and drug problems as well as suicidal thoughts and actions (McGorry, Purcell, Hickie, & Jorm, 2007). By 2020, it is estimated that worldwide 1.5 million people will die each year by suicide and between 15 and 30 million will attempt it (Collins et al., 2011). It is therefore not surprising that Australian schools, in various demographic areas, are actively seeking government funding to implement wellness programmes in order to minimise the incidence of self-harm, anxiety issues, depression and lack of student engagement (Orygen Youth Health, 2012).

Stress is not only affecting children but also being felt by teachers worldwide. Teaching in the school system has become more and more unappealing with retention and wearing away a global concern (McCallum & Price, 2010). Some of the reasons given for dissatisfaction and increased stress levels within the profession include: an increased focus on standards; heavy workload; increased student demands (McCallum & Price, 2010); perception of teaching against children's best interests and lack of control over direction and rationale for work (Gold et al., 2010). Thus, mindfulness is an approach that is being used with more frequency and is receiving acceptance around the world as a means to enhance both students' and teachers' wellbeing (Greenberg & Harris, 2012).

Clarification of Concepts

Mindfulness is an ancient art but now a well researched intervention used in health care settings around the world. Hirst (2003) describes mindfulness is a discourse-dependent concept that can be articulated from a number of different positions. Hence, the concept of mindfulness attracts a range of interpretations and definitions. Mindfulness refers to a way of "being" which has prescribed characteristics, activities and programmes designed to cultivate this state as well as ancient meditation techniques rooted in various religions. It is a function of an individual's conscious, purposeful choice and ability to be fully aware in the present moment (Hanh, 1976).

Thus, mindfulness can be defined as a personality trait where one has the propensity to be open to novelty, attentive to distinctions, sensitive to context, aware of multiple perspectives and oriented in the present. Mindfulness can further be conceptualized as a cognitive state, or a process, where mindfulness trait components are more readily employed on certain occasions and under certain conditions (Zuckerman, 1976). Having the individual propensity and opportunity to continually process information from various perspectives can add to one's knowledge base and increase levels of creativity

Mindfulness is being balanced, being still, being open to the moment, being clear, being accepting, and being playful (MindfulnessNow, 2010). It also commonly is referred to as teaching paying attention. Kabat-Zinn (2003), Ph.D., Professor of Medicine Emeritus and founding director of the Stress Reduction Clinic and the Center for Mindfulness in Medicine, Health Care, and Society at the University of Massachusetts Medical School defines mindfulness more clinically as "the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experiences moment by moment." In more layman terms, mindfulness awareness turns an individual's attention to what is happening *right now*, including our thoughts, feelings and emotions. Through mindfulness, children initially learn to bring their awareness to their breath and then also to sounds, sensations, thoughts and feelings. It is important to understand that cultivating mindful awareness is similar to physical exercise in that it takes repeated practice/exercise to see benefits. Just as physical exercise produces visible changes in our body, mindfulness as mental exercise produces actual physical changes in our brains. There is therefore a need to identify and or articulate the values and purposes of mindfulness.

Mindfulness has also been defined as “the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment” (Kabat-Zinn, 2003, p. 145). It is the cognitive propensity to be aware of what is happening in the moment without judgment or attachment to any particular outcome. Also, mindfulness may be simply described as a natural human capacity, which involves observing, participating and accepting each of life’s moments from a state of equilibrium or loving kindness. It can be practiced through meditation and contemplation but may also be cultivated through paying attention to one’s every day activities, such as, eating, gardening, walking, listening and school based activities such as class work.

The Relevance of Mindfulness Training in Schools

The purpose of mindfulness seems to be mirrored within the practices of school-based mindfulness programmes. Researchers from the Garrison Institute Report (2005) found that initiators of the programmes and mindfulness teachers aim, in the long term, to nurture qualities such as compassion, empathy and forgiveness in student populations. Short term goals include: enhancing student engagement and academic performance; improving the school’s social climate and promoting a wide range of wellness outcomes, such as positive body image through to environmental awareness. The programmes have been debated to share a common set of outcomes consistent with those of mainstream education (Garrison Institute Report, 2005).

Over the last two and half decades, mindfulness, largely influenced by the teachings of Eastern religious traditions, has been incorporated into psychological theory and practice (Brown & Ryan, 2003) and cultivating mindfulness has become an integral element in a number of multifaceted therapies (Skinner et al., 2008), categorized as “third wave behaviour therapies” (Shapiro et al., 2006). The therapies include: Mindfulness Based Stress Reduction (MBSR); Mindfulness Based Cognitive Therapy (MBCT); Dialectical Behaviour Therapy (DBT); Mindfulness Based Eating Awareness Training (MB-EAT) and Acceptance and Commitment Therapy (ACT). Following the medical triumph of third wave therapies around the world, it has been a natural progression for school-based psychologists to incorporate and adapt mindfulness for specialist treatment with children.

When a student is mindful, he or she becomes able to approach learning situations from a novel perspective while drawing upon previously learned material. If students can learn to be “fully-present,” they can increase the quality of their learning performance by being more focused, and become better able to deal with stressful situations (Langer, 1989).

When we are mindful, we can both secretly and openly (1) view a situation from several perspectives, (2) see information presented in the situation as novel (3) attend to the context in which we are perceiving the information, and eventually (4) create new categories through which this information may be understood (Kabat-Zinn, 2003). Schools that employ mindfulness-based training generally view students and teachers as partners in the learning experience. When students use mindfulness in their learning processes, they utilize creativity, experience cognitive flexibility, and are able to better use information to enhance memory for instructional retention.

These traits make individuals tend to feel more in control of their lives (Langer, 1989).

Traditionally children have been taught to commit to memory course content and view what is being presented in the classroom from the teacher's perspective. As much as we like to see things from a different standpoint, we also become ensnared in habits of seeing things in the same way over and over, vetting out much of our individual experiences. This screening out process dramatically limits the integration of new material with the old. Children need to make sense of what they learn instead of solely memorizing facts. When we nurture our sensitivity to experience, we enhance the integration of creativity and flexibility, or right brain activity, in tandem with sequential ordering and analytic ability, or left-brain activity. When students are taught from within a mindfulness framework, the teacher also benefits from becoming amenable to the students' many perceptual frameworks for instructional materials.

As opposed to solely memorizing a plethora of facts, children can be taught in a manner where they may experience surprise and pleasure which stimulates the learning experience. In a study of teachers who practiced mindfulness in the classroom, Napoli (2004) found that teachers who developed a mindfulness practice were able to create positive transformations both in and out of the classroom. Students who engaged in mindful breathing in those teachers' classrooms reported benefits as well. They were better able to focus and relax, reduce anxiety before taking a test, make better decisions when in conflict, and were more easily able to redirect their attention when off-task.

Increasing children's capacity to pay attention is the goal of mindfulness training; yet, there are other residual benefits that have been found. The programmes that have been implemented incorporating mindfulness with children have shown success in reducing anxiety and disruptive behaviour, and improved concentration and self-control in children (Ryan & Deci, 2001).

Individuals develop patterns of stress response from birth through continued interaction with the environment. Physiologist Walter Cannon (1939) alluded to the acute stress, or "fight or flee (flight)" response in terms of the autonomic emergency response to an individual sensing danger. The hormone epinephrine (adrenaline) floods through every tissue in the body, which is fundamentally critical in an emergency situation and prepares an individual to fight or flee). When the emergency response process is occurring, learners tend to utilize more of the midbrain, which is responsible for controlling sensory processes. During periods in which the midbrain is primarily engaged, higher-ordered cognitive processes are generally inactive. Generally, during these stressful occurrences, meaningful learning is infrequent. Too often teachers and children activate this emergency response for non-emergency situations, such as being late for an appointment, preparing for a test, or misplacing a book. If these stress hormones are continually released, the body remains in a physical state of overdrive, which may eventually result in a depleted immune system and a cycle of exacerbated stress.

With the increase in external social problems, stress-related health problems such as asthma, stomach disorders and headaches are increasing in children. Schools are now constrained to address this prevalent problem. Teaching children the techniques for

dealing with stress may be particularly important in schools surrounded by environmental stressors such as violent neighbourhoods, insecure or ramshackle housing and worries related to obtaining adequate resources to meet basic needs. Stress-reduction skills are also crucial for children who experience stressors related to classism, racism and religious tyranny (Napoli, Krech, & Holley 2005).

The Need for Mindfulness Training in Nigerian Schools

Education systems in Africa and Nigeria in particular have been shaped by historical events, cultural traditions, political agendas, community practices and economic realities. Schools are social spaces within which the power relationships, domination and discrimination practices of the wider society are reflected. Violence against children in educational institutions draws from violence in other parts of children's lives, in the family, in the community and in society. It embeds social and cultural norms around authority, hierarchy, gender discrimination and discipline.

From the available statistics on the rate and prevalence of school violence, in Nigeria and several countries of the world, it is obvious that school violence is a serious problem and of great concern to all (Omisore et. al, 2012). This is not surprising as the period of adolescence has been described as a period of 'storm and stress'. It has been indicated that the stress these children go through result in anger and violent behaviour, conduct disorders, and various types of anxiety, including competition and test anxiety. As a result, these adolescents often join a gang as a way of dealing with social and psychological stressors in their lives. The proliferation of adolescent students' involvement in gang membership is a growing social and public health concern for parents and society in general

It has also been indicated that anxiety can negatively impact students' school performance, disrupt their thinking, and interfere with their learning (Shapiro, Schwartz, & Bonner, 1998). An analysis of the Senior School Certificate Examinations (SSCE) showed that only a small proportion of the candidates passed at credit level and above in all subjects examined. Statistics of performance of candidates in SSCE (1991-2005) reveal that an average of 17.39% of the entire population who sat for the examination passed English language at credit level. The data is presented below.

Table1: Senior School Certificate Examinations (SSCE) results (Nigeria)

1991-2005 Statistics of Performance in English Language			
Year	Total No of Candidates Who Sat For SSCE	Total No of Candidates Who Passed at Credit Level Categorised (1-6)	% of Total No of Candidates Who Passed at Credit Level Categorised (1-6)
1991	294,568	29946	10.2
1992	369391	41437	11.2
1993	496658	66176	13.3
1994	524294	74157	14.2
1995	464270	57588	12.4
1996	516196	58533	11.3
1997	618139	40488	6.5
1998	636777	53990	8.48
1999	499555	135016	27.02
2000	636064	68792	10.81
2001	1025027	267251	26.07
2002	909888	223568	24.57
2003	929271	269824	29.03
2004	833204	252271	30.27
2005	1064587	272922	25.63
Average	654526	135269	17.39

SOURCE: WAEC ANNUAL REPORTS (1991-2005)

Indeed, studies show that learner-centred classrooms that use mindfulness as a core ingredient in the student's learning experience lead to students who are able to transfer material learned to new and novel situations, are more creative, and think independently (Shapiro et.al, 2007). Mindfulness training thus is one strategy that has the potential to assist students to alleviate the negative effects of environmental stressors by focusing their attention on the moment so that they can fully focus on classroom activities. If students develop their attention skills, teaching and learning can become more meaningful. Bringing mindfulness into Nigerian classrooms can increase students' ability to maintain their attention, which evidence suggests will lead to decreased stress and increased learning.

The Efficacy of Mindfulness Training for Teachers and Learners

The specific benefits of mindfulness for cognitive function include improvements in focused and selected attention (Jha, Krompinger, & Baime, 2007), Benefits for mental health including the reduction of symptoms of distress have been demonstrated in both clinical and non-clinical populations (Ma & Teasdale, 2004). There is also evidence of the enhancement of well-being including positive mood (Shapiro, Oman & Thoresen, 2008), self-esteem and optimism (Bowen et al., 2006) and self-compassion and empathy (Shapiro, Schwartz, & Bonner, 1998). Mindfulness-based interventions have also shown substantial benefits for physical health, including the management of chronic pain (Morone, Greco, & Weiner, 2008), improved neuroendocrine and immune functioning (Davidson et al., 2003) and improvements in health-related behaviours such as reductions in binge eating (Kristeller & Hallett, 1999) and substance misuse (Bowen et al., 2006).

The benefits of mindfulness for interpersonal relationships may derive from severe aspects of the practice. Responding rather than reacting may reduce negative

interpersonal behaviours such as anger or aggression. Increased awareness of the behaviour and feelings of others may lead to greater appreciation of positive behaviours such as affection, generosity, or humour, and an increased understanding of the other's difficulties, such as sadness, anger or confusion (Baer, 2003; Mental Health Foundation, 2010).

It is posited that mindfulness training offers a new generation of professional teacher development. Mindfulness instructors and research suggest that before teachers can feel comfortable and effectively teach mindfulness in the classroom they need to embody and practice mindfulness in their own lives. Mindfulness practices have been shown to help teachers: reduce their stress levels; assist with behaviour management strategies and improve self-esteem. Some teachers also found they were able to gain a holistic view of the curriculum and thus impart key concepts to children – rather than feeling overwhelmed by the large number of learning outcomes they were expected to teach. (Roeser et al., 2012).

Evidence for the benefits of mindfulness training in adults has been summarised in several major reviews and meta-analyses (Baer, 2003). Mindfulness interventions are usually administered to adults in the form of Mindfulness-Based Stress Reduction (MBSR) (Kabat-Zinn, Lipworth, & Burney, 1985) or Mindfulness-Based Cognitive Therapy (MBCT) (Segal, Williams, & Teasdale, 2002) both of which typically involve an 8-week programme with group sessions of around 2 hours per week and individual daily home practice of around 40 minutes per day, usually guided by listening to a CD.

Prior Research Findings on Mindfulness Training

Almost all the published research with adolescents has targeted those with problems, including learning difficulties (Beauchemin, Hutchins & Patterson, 2008), conduct disorder (Singh et al., 2007) and externalising disorders such as attention deficit and autistic spectrum disorders (Zylowska et al., 2007). These studies report a range of benefits in attention and emotion regulation and improvement in social skills. Emerging consensus suggests that mindfulness may be a trait and self-regulatory skill that can be cultivated intentionally to promote greater levels of health and well-being (Baer, 2003).

Napoli, Krech & Holley (2005) reported the results of integrated mindfulness and relaxation work with 225 children with high anxiety, aged between 5 - 8 taking part in the 'Attention Academy Programme' in a school context. The intervention constituted 12 sessions of 45 minutes each. The children showed significant decreases in both test anxiety and ADHD behaviours and also an increase in the ability to pay attention.

Huppert and Johnson (2010) reported the outcomes of the Mindfulness in Schools Project's (hereafter MiSP) pilot mindfulness programme with 14 to 15 year-old male students. Conducted in two English independent boys' schools, a four-week mindfulness training produced significant effects on mindfulness, ego-resilience or well-being among students who regularly did 10 minutes of home practice a day and smaller changes among those who did not.

Other studies in a school setting with particular focus on learning and associated cognitive processes, such as attention, focus and executive function (an umbrella term for the higher order mental processes that govern tasks such as working memory, planning, problem solving, reasoning and multi-tasking) include the following:

Schonert-Reichl and Hymel (2007) reviewed the “MindUP” programme which fosters the development of well-being traits using social, emotional, attentional and self-regulation strategies, including mindfulness exercises. Teachers noticed improvements in 9 to 13 year-olds’ behaviour, attention and focus.

Saltzman and Goldin (2008) reported an 8-week MBSR intervention with 31 children, aged 9 to 11, who participated with their parents. The teachers were experienced mindfulness instructors. Analysis indicated feasibility, and improvements for children and parents in attention, emotional reactivity and some areas of meta-cognition, based on self and parent report measures, and objective measures of attention.

Beauchemin, Hutchins and Patterson (2008) looked at the feasibility of, attitudes toward, and outcomes of a 5-week mindfulness meditation intervention administered to 34 adolescents diagnosed with learning difficulties. All outcome measures showed significant improvement, with participants who completed the programme demonstrating decreased state and trait anxiety, enhanced social skills, and improved academic performance. The authors hypothesised that mindfulness meditation decreases anxiety and negative self belief, which, in turn, promotes social skills and academic outcomes.

Conclusion and Recommendations

This paper has explored the concept of mindfulness, the purpose of mindfulness in schools and its potential efficacy among teachers and learners. The paper has also taken a glimpse at the Nigerian education system in a bid to explain why mindfulness training is imperative in Nigerian schools. Prior research findings on mindfulness indicate that incorporating stress reduction programmes into the school curriculum is associated with improvement of academic performance, self-esteem, mood, concentration and behaviour problems. In lieu of this, the following recommendations have been put forward:

1. Mindfulness training should be made an integral part of the school curriculum in Nigeria;
2. Awareness programmes on the efficacy of mindfulness training should be mounted all over the federation;
3. The Nigerian educational system should provide Mindfulness based interventions in the treatment of common behavioral concerns in school settings;
4. Studies dealing with practical aspects of mindfulness should be carried out in various locations in the country;
5. Teachers should be made to embody and practice mindfulness in their own lives in order to enable them teach mindfulness effectively

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The logo for the International Association for Frontiers in Psychology (iafor) is centered on the page. It features the lowercase letters 'iafor' in a light blue, sans-serif font. The text is enclosed within a circular graphic composed of two overlapping, semi-transparent arcs: a light blue arc on the left and a light red arc on the right, which together form a partial circle around the text.

Parenting Style Preference in Malaysia

Sakineh Mofrad, Sunway University, Malaysia
Ikechukwu Uba, University Putra Malaysia, Malaysia

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Abstract

This is a cross sectional study that investigated perceived parenting style and its effect on social skills development among 500 young adults in Malaysia. Specifically, parenting style was investigated in two dimensions (responsiveness and demandingness). The results indicated gender difference, as well as sub cultural differences in perceived parenting style. The study also revealed the significant effect of parental responsiveness on social skills development. The paper attempts to raise the concern that, although Baumrind's parenting style was a product of a cultural context, however authoritarian parenting may not always be associated with positive outcomes in the Asian hemisphere.

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Earlier studies on parenting style in Malaysia indicate that the dominant style among Malay parents was permissive parenting (Hanifi, 2002), while Chinese parents practiced authoritative parenting (Chi, Rozumah & Ziarat, 2011). The present study therefore sought to confirm or refute the above findings. Parenting style was defined as the attitudes towards the child that are expressed through behaviours, gestures, tone of voice, or the spontaneous expression of emotion (Baumrind, 1971). These individual parenting behaviours are part of a milieu of behaviour's whose influence cannot be easily disaggregated. The concept of parenting style developed initially as a heuristic device used to describe parenting milieu and was accurately captured by measures.

Based on Baumrind (1971, 1978) there are three parental typologies comprising of authoritative, authoritarian and permissive parenting. These findings were based on the interaction of parenting attitudes and parenting that consist of factors like control, involvement and warmth. However, Maccoby and Martin (1983) attempted to merge Baumrind's approach in the definition of parenting along a more concise dimension. The scholar captured parenting style as a function of two facets, known as responsiveness and demandingness. Demandingness refers to the parent's willingness to act as a socializing agent; this includes demands and supervision, while responsiveness refers a parent's recognition of a child's individuality, this implies supporting the child in his/her endeavours. For both Baumrind (1978) and Mccoby and Martin (1983), parenting style was best understood within a social learning or ethological context.

Based on these dimensions, the scholars introduced four different parenting styles, which are authoritative, authoritarian, permissive and neglectful. Studies thus far have found authoritative parenting high in both responsiveness and demandingness. This means that both constructs indicate warmth and support to children by understanding their needs. On the other hand, authoritarian parents are highly controlling and demanding, but affectively cold, requiring children to be responsive to parental demands. This type of parenting evaluates the behaviour and attitudes of children based on a set of standards. These parents expect their children to obey explicit standards and rules; disobedience was usually dealt with forcefully and punitively.

Children of authoritarian parents tend to be withdrawn, mistrusting and unhappy, they also have a tendency to have low self-esteem and lack spontaneity (Maccoby & Martin, 1983). On the other hand, permissive parenting was characterized as warm, with high nurturance, responsiveness, but low in parental control and the demands for matured behaviours. Permissive parents are more likely to give way to the child's impulses, desires and actions. These parents place few demands on their children and let them do whatever they want. This style of parenting appears unsuccessful in enabling children develop a range of self-directing abilities that underlie academic success.

Finally, neglectful parenting style consists of low demandingness and responsiveness. Parents with this style of parenting provide less control and demand less from their children as well as give less support and warmth in their relationship (Diaz, 2005). Evidence support the concept that parenting styles have been greatly influenced by the cultural milieus of societies (Uba, Siti Aishah, Mofrad, Rohani & Siti Nor, 2012), and the values transmitted from generations through child rearing practices (Keller, Abels,

Borke, Lamm, Lo, Su, et al., 2007; Keshavarz & Baharudin, 2009). This clearly suggests that parenting styles are socially constructed and are not universal typologies as suggested by Baumrind (1971). Most research has been concerned with the role of parents as socialization agents for their children. However, parents' values, beliefs and socialization goals are influenced by their cultural context (Tamminen, 2006). Therefore understanding the cultural context of each society can potentially help us envisage the differences in parenting styles that predominate in such societies and to comprehend why these differences occur. Within cultures, parents are powerful agents in the socialization process (Chen, Bian, Xin, Wang, & Silbereisen, 2010). Analogously, parent-child interaction can be consistent within a particular cultural context and can change substantially from one context to another (Sheth, 1995) or child's gender (Shek, 1998).

Consequently, socially learned norms and values offer standards which parents usually use to direct their interaction with their children, largely different in individualistic and collectivist societies (Triandis, 2001; Wang & Leichtman, 2000). Individualism and collectivism refers to the manner in which individuals perceive themselves in relation to the other members of society (Stewart, Rao, Bond, McBride-Chang, Fielding & Kennard, 1998). Collectivist cultures emphasize interdependent relationships with others, while individualist cultures emphasize independence from others (Rothbaum, Morelli, Pott & Liu-Constant, 2000; Stewart et al., 1998; Triandis, 1995). The two cultural orientations have been related to the differences in human thought and behaviour (Hofstede, 2001; Triandis, 2001). Correspondingly, collectivists tend to act in ways that maintain group cohesion and encourage conformity towards parents, family, and the larger social groups. It was assumed that these different orientations resulted into different family relationships, parent-child interactions, self-conceptions and academic achievement (Chao, 1996, 1994; Triandis, 1995).

Steger (2008) revealed that rising global imaginary finds its articulation in the ideological claims of contemporary social leaders, thereby fuelling the hopes, disappointments, and demands of people who navigate national boundaries in search of their global dream. Malaysia is a multi-racial country with three major ethnic groups which includes Malays, Chinese, Indian and other indigenous tribal people. The proportion of Malays, Chinese and Indian in the country are 65%, 24.6% and 6.9% respectively (Krishnan, 2004) is a collectivist nation, meaning that the culture existent in the country tend to place more emphasis on an individual's contribution to the well-being of the family and the community (Bochner, 1994).

In view of the above, the present study investigated the predictive relationship between parental responsiveness / demandingness and children's social skills development in a collectivist culture. Earlier studies revealed that specific parenting practices may show different associations with child behaviours across cultural groups (Creveling et al., 2010). Scholars have given us insights into which parenting practices work best across childhood, but the studies that delineate how cultures affects parenting in Asia are still developing. Essentially there is limited research on parenting style in Asian societies particularly Malaysia. For this reason, this study aims to understand the dominant parenting style among the respondents and what type of parenting provide the best condition for the development of social skills among Malaysian children.

Methods

Participants

The participants of this study were made up of 500 students from five Universities from the Klang Valley in Malaysia. The students were sampled on the basis of availability and were first year undergraduate students. The age of the participants ranged from 18 to 25 years (mean age = 22) with equal representation between male and female respondents. All the participants were full time students in their respective universities. The participants completed a written questionnaire that contained biographical information and the measures of parenting style and social skills. The frequency distribution of the participant's race consisted of 30.2% Malay, 39.4% Chinese, 24.4% Indian and 6% other races.

Measurement

Parenting Style Index (PSI) was used to measure participants' perception of their parents' style of parenting. The PSI was developed by Darling and Steinberg (1993) and was created based on Baumrind (1971) and Maccoby and Martin (1983) types of parenting styles. The instrument measures parenting styles based on two dimensions (parental responsiveness and demandingness). The measure is a Likert instrument ranging 1 (strongly disagree) to 4 (strongly agree). Four parenting categories were defined by examining the participant's scores on the two dimensions simultaneously. Following Steinberg et al., (1991) and Maccoby and Martin (1983), authoritative parents are those who scored in the upper mean on both responsiveness and demandingness, while authoritarian parents were in the lowest mean on responsiveness but in the highest on demandingness. Permissive parents are those highest on responsiveness, but lowest on demandingness. Neglectful parenting consists of low on both dimensions.

Life Skills Development Inventory-College Form (LSI-CF) which consists of 88-item self-report items was used to measure students' life-skills (Picklesimer & Gazda, 1996). The LSI-CF measure social skills and competency based on four different skills including interpersonal communication, decision making, identity development and health maintenance. All the items were scored on a Likert scale ranging from 0 (completely disagree) to 3 (completely agree). In this study, total score was used to measure the social competency of the participants. The scale was designed for clinical and research purposes, however it can also be used to predict potential skills deficits that college students normally encounter. The LSI-CF measures non-pathological or normal functioning. The reliability of the scale ranges from .80 to .93 (Picklesimer, 1991).

Procedure

Ethical approval was obtained from the students and other relevant agencies. The study was conducted during the students' free time as not to cause any disruption to their lessons. Participants were selected randomly based on availability and willingness to participate in the study. Five hundred participants were recruited from five universities, the respondents were asked to complete a survey booklet that consists of information sheet, demographic form and two measurements. The average time needed to complete the questionnaires was approximately 15 minutes. After the completion of the survey, a small gift was given as appreciation for the respondent's time.

Results

The percentage of the four perceived parenting style is presented in table 1. The result revealed that most of the parents of the respondents were authoritarian parents 31.8% (159), while 24.6% (123) were authoritative parents, 22.6% (113) were neglectful parents and the lastly 21% (105) were permissive parents.

Table 1
Frequency and percentage of four parenting styles (n=500)

Dimension		Frequency	Percent	Parenting style
Responsiveness	Demandingness			
High	High	123	24.6	Authoritative
High	Low	105	21.0	Permissive
Low	High	159	31.8	Authoritarian
Low	Low	113	22.6	Neglected

We assumed gender differences in perceived parenting style, with detailed analysis, supporting the above hypothesis. The results, as presented in table 2, revealed that males perceived their parents as more neglectful compared with their female counterparts (40% vs. 23.6%), this was closely followed by authoritarian (25.2% vs. 20%), while females perceived their parents as more authoritative compared with their male colleagues (31.6% vs. 17.6%), this was followed by permissive parenting (24.8% vs. 17.2%).

Table 2
Frequency and percentage of four parenting styles based on gender (n=500)

		Dimension		Frequency	Percent	Parenting style
	Responsiveness	Demandingness				
Male (n=250)	High	High	44	17.6	Authoritative	
	High	Low	43	17.2	Permissive	
	Low	High	63	25.2	Authoritarian	
	Low	Low	100	40	Neglected	
Female (n=250)	High	High	79	31.6	Authoritative	
	High	Low	62	24.8	Permissive	
	Low	High	50	20.0	Authoritarian	
	Low	Low	59	23.6	Neglected	

Table 3
Frequency and percentage of two dimensions of parenting styles in different races

Parental dimension		Race					
		Chinese (n=197)		Malay (n=151)		Indian (n=122)	
		n	%	n	%	n	%
Responsiveness	High	115	58.4	98	64.9	51	41.8
	Low	82	41.6	53	35.1	71	58.2
Demandingness	High	74	37.6	103	68.7	73	59.8
	Low	123	62.4	48	31.8	49	40.2

The frequency and percentage of parenting style by considering two different dimensions (responsiveness and demandingness) among the three racial groups were presented in table 3. According to the table, Chinese participants perceived their parents as highly responsive and low in demandingness (permissive parenting). The Malay participants reported high responsiveness and high demandingness (authoritative parenting), while the Indian participants perceived their parents as low in responsiveness and high in demandingness (authoritarian parenting). To examine the second objective of the study with the view of discovering any significant difference between low or high responsiveness and demandingness on social skills mean score. The t-test analysis conducted indicated a significant difference between low responsiveness ($M= 156.00$, $SD= 21.17$) and high responsiveness ($M= 168.98$, $SD= 23.65$) on life skills mean scores [$t(498) = 6.466$, $p < .05$]. On the other hand, low demandingness ($M= 161.41$, $SD= 22.10$) and high demandingness ($M= 162.49$, $SD= 24.47$) did not differ significantly on life skills mean score [$t(498) = .522$, $p = n.s.$].

The finding revealed that parental responsiveness has a greater effect on the development of social skills among children. More so, a standard regression analysis was used to test if the two dimensions of parenting style significantly predicted participants' scores on social skills. The results revealed that the two predictors of parental responsiveness and demandingness explained 37% of the variance ($R^2=.14$, $F(2,497) = 39.23$, $p < .001$). It was found that parental responsiveness significantly predicted social skills development ($\beta = .56$, $p < .001$), but not parental demandingness ($\beta = -.026$, $p = .537$), meaning that parental responsiveness has greater effect on the development of social skills among children.

Discussion

The aim of the present study was to distinguish between perceived parenting style in two dimensions (responsiveness and demandingness) among young adults in Malaysia. The primary objective was to explore whether cultural differences existed among the diverse racial groups in parenting style, since cultural context was considered an important determinant of the type of parenting style that parents decide to adopt (Triandis, 2001). Furthermore, the study examined what parenting style has the most effect in social skills development. It was hypothesized that the amount of control and demand from parents may influence their child's social competency. Across the sample as a whole, the results indicated that the dominant parenting style was authoritarian, followed by authoritative parenting, however the dominant parenting style differed across the different racial and gender groupings.

The current finding is consistent with past literatures that indicated authoritarian parenting as the dominant parenting style in Asia (Rothbaum et al., 2000). The notion of control in the Asian context was defined in terms of guidance and structure, which has positive effects on child outcome. Authoritarian parenting was also associated with caring, protection and tailored to benefit the child. In such cases the consequences of disobeying parental rules may be harmful to self and others. It has been argued that authoritarian behaviour has a positive impact on collectivistic culture because in these contexts strict discipline was understood as beneficial for children, and because different parents and children see authoritarian practices as an organizational strategy that fosters harmony within the family (Keller et al., 2007).

Malaysia as an Asian collectivist society, with values such as obedience to authority figures, compliance with parental instructions, cooperation, helpfulness within and outside the extended family systems and good interpersonal relationship. All these features reinforce the child's place within the family (Rothbaum et al., 2000). Children are expected to obey and respect authority, get along with others, and learn good moral character. They learn to become contributing members of the family rather than developing a sense of their own self (Stewart et al., 1998).

Detailed analysis on different subcultural groups revealed dissimilar reports between races. Chinese participants characterized their parents as more permissive, while Malay participants mostly reported authoritative parenting style, and the Indian participants perceived their parents as authoritarian. Clearly, these results differ from the previous studies that found the main parenting style among Malays as permissive parenting (Hanifi, 2002) and authoritative parenting for Chinese (Chi et al., 2011). However, the result is in line with the findings of Sheth (1995) regarding the structure of the Indian families, described as patriarchal. Indian parents tend to stress respect, obedience and high academic achievement in their children. From the above results, it can be deduced that parental practices vary from one culture to another culture and such practices reflect the cultural values of the society (Wang & Leichtman, 2000).

One explanation for the inconsistency in results might have arisen from the age range of the selected sample. The two earlier studies that found divergent results investigated parenting style among young children, while the current research sample were young adults. Available evidence from an earlier study conducted by Chi et al. (2011) indicate that among Asian families, interactions between parent and child differ from one age period to another. Parents tend to be more lenient toward infants and young children because they are considered too young to understand things. In contrast, parents treat older children in a harsh and strict manner and also expect them to control their emotions and impulses.

Indeed parents try to offer more direct, instructional support to children, when they are young, this type of support would be considered unnecessary and inappropriate because children at very young ages are already supposed to have the skills necessary to succeed. In terms of gender, the results indicated that males perceived their parents more neglectful compared with females, while females characterized their parents as more authoritative. The result is consistent with Shek (1998) study that found that parents have different behaviours towards their sons and daughters.

As children are growing, parents are more likely to control, monitor and support their daughters than sons. Parents protect their female children more than their male children. The explanation could be that the finding of the current study was obtained from a group of university students who have left home with little direct control and monitoring from their parents. It could be possible that they may feel neglected by their parents when they experience only little control and a broader range of autonomy (Trommsdorff, 1985). In line with the above, it was possible that male students feel more unsupported by their parents and perceive parent's control as positive, important and necessary.

From the regression analysis, parental responsiveness was found a more important predictor of social skills development. The results add to a growing body of research

questioning the idea that authoritarian parenting style was associated with optimum youth outcomes across the Asian culture (Wang & Leichtman, 2000). Although, the principles of authoritarian parenting strategies in Eastern Asia are culturally appropriate and are implemented for the purpose of realizing important socialization goals (Chao, 1994; Pearson et al., 2003), the present study suggests that other parenting styles cannot compete with authoritative parenting for optimal outcome in children. More so, the rising global imaginary and the shifting ideologies of the 21st century is exclusive and increases the similarities between countries, this inhabits class, race, and gender (Steger, 2008) and thus has effect on socially desirable demands by families (Chen et al., 2010). The current finding highlights the fact that parental responsiveness and being sensitive to the child's needs are also an important factor within Asians cultures as in Western societies.

The general conclusion that can be drawn from the above discussion was that parenting style is a global construct driven by cultural beliefs, values, and practices of a particular culture, which varies from one cultural context to another. The parental strategies being practiced by parents are effective if they achieve their parenting goals. When parenting behaviour is consistent with cultural values, then the children in that culture will accept it. In other words, whether a particular parenting style produces positive or negative child outcomes depends on the culture where it is practiced. Furthermore, the present study suggest that authoritarian parenting yields positive outcomes among children remains questionable, hence more research is needed.

Some cautions are to be considered with the generalization of the current results. The entire sample was made up of participants from a particular geographic location in Malaysia. Social desirability could not be ruled out in the responses. Participants might have answered the survey based on what they would like to be rather than who they really are. Some participants may not be willing to report negative information about their parents. Further, this study is introspective in nature. Even if a participant was trying to be honest, they may not provide an accurate response to a question.

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