Volume 2 Issue 1 March 2024	**Cilt 2 Sayı 1** Mart 2024	
Publisher Çağla Gür	**Yayıncı** Çağla Gür	
Broadcast Country Türkiye	**Yayınlandığı Ülke** Türkiye	
Release Model Open Access	**Yayın Modeli** Açık Erişim	

Target Audience

The target audience of IJPW journal is professionals who continue their research in the field of well-being and students, readers and institutions who are interested in this field.

Hedef Kitlesi

IJPW dergisinin hedef kitlesi, iyi oluş alanında araştırmalarını sürdüren profesyoneller ile bu alana ilgi duyan öğrenciler, okurlar ve kurumlardır.

Publication Language

English / Turkish (abstract)

Yayın Dili

İngilizce / Türkçe (özet)

Price Policy

No fee is charged from the author or institution under any name.

Ücret Politikası

Hiçbir ad altında yazar veya kurumundan ücret alınmaz.

Type of Arbitration

It is evaluated by at least two expert referees in accordance with the double-blind refereeing system.

Hakemlik Türü

En az iki uzman hakem tarafından çift taraflı kör hakemlik sistemine uygun olarak değerlendirilir.

Copyright

The authors hold the copyright of their works published in IJPW. They have the right. But the legal responsibility of the articles belongs to their authors.

Telif Hakkı

Yazarlar, IJPW'de yayınlanan çalışmalarının telif hakkına sahiptirler. Fakat yazıların hukuki sorumluluğu yazarlarına aittir.

Plagiarism Check

Pre-checked articles are scanned for plagiarism using Turnitin or iThenticate software.

İntihal Kontrolü

Ön kontrolden geçirilen makaleler, Turnitin veya iThenticate yazılımı kullanılarak intihal için taranır.

FROM THE EDITOR

Dear Readers,

We present the first issue of 2024 our International Journal of Positivity & Well-Being to your attention. We publish the articles of our esteemed authors who prefer our journal for the publication of their work in our journal after a rigorous refereeing process and editorial evaluations. Our publication policy is based on scientificity, care and quality. We continue our publication processes within this framework and aim to contribute to the scientific literature in the field of well-being. Our aim is to be included in quality scientific indexes while continuing with this discipline and ensuring wider accessibility of our publications.

In this issue, we are happy to have achieved international country diversity with our authors from different countries. In this issue, there are 5 research and 2 review articles. In our article entitled "Preliminary Study on Occupational Well-Being among Albanian Teachers in Lower Secondary School", it was aimed to evaluate the level of occupational well-being and its three constructions, Organizational, Workload, and Pupil interaction well-being, among Albanian teachers working in lower secondary schools and the effect of demographic features and socioeconomic factors on occupational well-being. In our article entitled "Perceived Effect of COVID-19 on the Academic Performance and Satisfaction Level of Online Teaching of Sandwich Students" it was discovered that the degree of pleasure with online instruction and the effect of COVID-19 on academic achievement are not significantly correlated. In our article titled "A New Assessment Approach for High School Students in Cameroon", it was aimed to supporting student well-being by providing the Cameroonian educational community with a new evaluation approach capable of including in the mentalities of students entering the first year of the second cycle in secondary education. Our article "Mindfulness and Yoga: Contemporary Behavior Therapy" reviews research concerning the interventions to understand better practices within the behavior therapy lens. In our article entitled "How Attachment, Independence and Resilience Skills Affect Well-Being During Childhood: Mothers' Views", a case study based on qualitative data was conducted with semi-structured interview technique in order to examine the well-being characteristics of mothers with preschool children. Our article "Well-being of the Rohingya Children in Refugee Camps in Bangladesh: Strategies, Coping Mechanism and Challenges of the Support Systems", presents evidence of the well-being of the Rohingya children in Bangladeshi refugee camps and investigates the challenges they face and their coping mechanisms in these situations. Our article entitled "Understanding Childhood: A literature Review", reviewed scholarly articles on the genetics, cultural, and anthropological components of childhood.

All our articles will be of interest to you with their unique perspectives on well-being. In our first issue of 2024, which we published with great excitement, I would like to sincerely thank our authors who preferred our journal for their articles, our referees, and our editorial board.

Yours sincerely,

Prof. Dr. Çağla GÜR

Editor in Chief

EDİTÖRDEN

Saygıdeğer Okurlar,

International Journal of Positivity & Well-Being Dergimizin 2024 yılı ilk sayısını ilginize sunuyoruz. Çalışmalarının yayınlanması için dergimizi tercih eden değerli yazarlarımızın makalelerini titiz bir hakemlik süreci ve editoryal değerlendirmeler ardından dergimizde yayınlıyoruz. Yayın politikamız, bilimsellik, özen ve kalite üzerine kuruludur. Yayın süreçlerimizi bu çerçevede sürdürmekte olup, iyi oluş alanında bilimsel literatüre katkı yapmayı hedefliyoruz. Amacımız; bu disiplinle devam ederken kaliteli bilimsel indekslerde yer almak ve yayınlarımızın daha geniş tabanlı olarak ulaşılabilirliğini sağlamaktır.

Bu sayımızda, geçen sayımızda olduğu gibi farklı ülkelerden yazarlarımızla uluslararası ülke çeşitliliği sağlamış durumda olmaktan ötürü mutluyuz. B u sayımızda 5 araştırma ve 2 derleme makalesi bulunmaktadır. "Ortaokulda Çalışan Arnavut Öğretmenlerin Mesleki İyi Oluşu Üzerine Bir Ön Çalışma" başlıklı makalemizde, ortaokulda görev yapan Arnavut öğretmenlerin mesleki iyi oluş düzeyinin yanı sıra öğretmen iyi oluşunun örgütsel, iş yükü ve öğrenci etkileşimi iyi oluşu olmak üzere üç yapısını ve demografik özelliklerin ve sosyo-ekonomik faktörlerin mesleki iyi oluş üzerindeki etkisi değerlendirilmektir. "COVID-19'un Çevrimiçi Öğretim Alan Sandviç Öğrencilerde Akademik Performans ve Memnuniyet Düzeyi Üzerindeki Algılanan Etkisi" başlıklı makalemizde, çevrimiçi eğitimden alınan tatmin derecesi ile COVID-19'un akademik başarı üzerindeki etkisinin anlamlı düzeyde ilişkili olmadığı bulgusuna ulaşılmıştır. "Kamerun'daki Ortaöğretim Öğrencileri için Yeni Bir Değerlendirme Yaklaşımı" konulu makalemizde, Kamerun eğitim topluluğuna, ortaöğretimde ikinci aşamanın ilk yılına giren öğrencilerin zihniyetlerinde değişiklik yaratabilecek ve iyi oluşlarına katkı sunabilecek yeni bir değerlendirme yaklaşımı sağlamak amaçlanmıştır. "Farkındalık ve Yoga: Çağdaş Davranış Terapisi" makalemizde, Davranış terapisi merceğindeki faydalı uygulamaları anlamak için müdahalelere ilişkin araştırmalar incelenerek önerilerde bulunulmuştur. "Çocukluk Döneminde Bağlanma, Bağımsızlık ve Dayanıklılık Becerilerinin İyi Oluşu Etkilemesi: Anne Görüşleri" makalemizde, okul öncesi dönem çocuklarının bağlanma, bağımsızlık ve dayanıklılık becerileri ile iyi oluş arasındaki özelliklerin incelenmesi amaçlanmıştır. Bu doğrultuda okul öncesi dönem çocuğuna sahip olan annelerle çocukların iyi oluş özelliklerini incelemek amacıyla yarı yapılandırılmış görüşme tekniğiile nitel verilere dayalı bir durum çalışması gerçekleştirilmiştir. "Bangladeş'teki Mülteci Kamplarındaki Rohingya Çocuklarının Refahı: Stratejiler, Başa Çıkma Mekanizmaları ve Destek Sistemlerinin Zorlukları" başlıklı makalemizde Bangladeş mülteci kamplarındaki Rohingyalı çocukların karşılaştıkları zorluklar ve başa çıkma mekanizmaları incelemekte; iyi oluşlarının desteklenmesi yönünde bir takım kanıtlar sunulmaktadır. "Çocukluğu Anlamak: Bir Literatür Taraması" başlıklı makalemiz kapsamında, çocukluğun genetik, kültürel ve antropolojik bileşenleri üzerine güvenilir ve akredite veri tabanlarından özenle seçilmiş bilimsel makaleler incelenmiştir.

Sayıda yer alan tüm makalelerimiz iyi oluş kapsamında yönelik sunduğu özgün bakış açılarıyla ilginize sunulmuştur. Büyük bir heyecanla yayınlamış olduğumuz 2024 yılının ilk sayısında, makaleleri için dergimizi tercih eden yazarlarımıza, hakemlerimize ve editör kurulumuza yürekten teşekkür ederim.

Saygılarımla,

Prof. Dr. Çağla GÜR

Baş Editör

TABLE OF CONTENTS/ İÇİNDEKİLER

Preliminary Study on Occupational Well-Being among Albanian Teachers in Lower Secondary School

Ortaokulda Çalışan Arnavut Öğretmenlerin Mesleki İyi Oluşu Üzerine Bir Ön Çalışma

Enida Kume[1] (ID)

1. Prof. Asoc. Dr. "Aleksandër Moisiu" University, Faculty of Education, Durrës, Albania. email: enidakume@uamd.edu.gov.al

Abstract

This study aims to assess the level of occupational well-being and its three constructions, Organizational, Workload, and Pupil interaction well-being, among Albanian teachers working in lower secondary schools and the effect of demographic features and socioeconomic factors on occupational well-being. The analysis of information obtained from the interview of 198 teachers showed that teachers working in lower secondary schools reported a moderate level of occupational well-being. The levels of both organizational well-being and pupil interaction well-being were positive. Teachers have reported that workload well-being was slightly negative overall. The level of organizational WB, workload WB, and pupil interaction WB varies depending on the teachers' demographic features and social and economic factors. Female teachers, teachers with children, and teachers from families with low and medium incomes declare a higher level of well-being. Teaching experience affects the level of well-being. Teachers in public schools and teachers working in schools located in urban areas declare a higher level of occupational well-being. Based on these results, it is recommended that future reforms and programs in the pre-university education system aimed at increasing occupational well-being should be designed and implemented. This is because of the complexity of the factors responsible for occupational well-being and the characteristics of educational institutions related to their ownership status and location.

Keywords: Albanian Teachers, Secondary School, Well-Being

Öz

Bu çalışmanın amacı, ortaokulda görev yapan Arnavut öğretmenlerin mesleki iyi oluş düzeyinin yanı sıra öğretmen iyi oluşunun örgütsel, iş yükü ve öğrenci etkileşimi iyi oluşu olmak üzere üç yapısını ve demografik özelliklerin ve sosyo-ekonomik faktörlerin mesleki iyi oluş üzerindeki etkisini değerlendirmektir. 198 öğretmenle yürütülen çalışmadan elde edilen verilerin sonuçları, ortaokuldaki öğretmenlerin orta düzeyde mesleki iyi oluş dönütü sunduklarını göstermiştir. Hem örgütsel iyi oluş hem de öğrenci etkileşimi iyi oluş düzeyleri pozitif çıkmıştır. Öğretmenler iş yükü iyi oluşunun genel olarak biraz olumsuz olduğunu bildirmiştir. Örgütsel iyi oluş, iş yükü iyi oluşu ve öğrenci etkileşimi yönünden iyi oluş düzeyi, öğretmenlerin demografik özelliklerine ve sosyo-ekonomik faktörlere bağlı olarak değişmektedir. Kadın öğretmenler, çocuklu öğretmenler ve düşük ya da orta gelirli ailelere mensup öğretmenler daha yüksek düzeyde iyi oluş beyan etmektedir. Öğretmenlikte deneyim durumu iyi oluş düzeyini etkilemektedir. Devlet okullarındaki öğretmenler ve kentsel alanlardaki okullarda çalışan öğretmenler daha yüksek düzeyde mesleki iyi oluş beyan etmektedir. Bu sonuçlara dayanarak, üniversite öncesi eğitim sisteminde mesleki iyi oluşu artırmaya yönelik gelecekteki reform ve programların, mesleki iyi oluştan sorumlu faktörlerin karmaşıklığı ve eğitim kurumlarının mülkiyet durumları ve konumları ile ilgili özellikleri dikkate alınarak tasarlanması ve uygulanması önerilmektedir.

Anahtar Kelimeler: Arnavut Öğretmenler, Ortaokul, İyi Oluş

Introduction

Teaching is one of the most challenging professions, the effects of which are significant for the future development of society. Its practical and successful realization is conditioned by the practitioner of this profession, the teacher. Regardless of the educational system that is implemented, the teacher is one of the most critical factors in achieving the objectives of each educational system: the academic, professional, social, and emotional development of the new generation. (Elias & Arnold, 2006). The teacher could accomplish the mission and objectives of the task when the institutional, social, and physical environment offers supportive and encouraging conditions at work. Consequently, it can be affirmed that success in the work of the teacher is influenced to a significant extent by occupational well-being (Duong et al., 2023; Chan et al., 2023)

In current literature, occupational well-being is treated as a psycho-emotional state of the teacher. This is the result of the action and interaction of complex factors closely related to the individual and factors of the external, institutional, and social environment in which the teacher works (Kyriacou, 2001; Van Horn et al., 2004; Klusman et al., 2008; Brouskeli et al., 2018). In this literature, the opinion prevails that occupational well-being is a reflex of the teacher's behavior and emotional reaction to the task, which affects the quality of teaching (Klusman et al., 2008; Collie 2014; Benevene et al., 2020; Dreer-Goethe, 2021; Duong et al., 2023; Chan et al., 2023).

Different authors (Kyriacou, 2001; Van Horn et al., 2004; Klusman et al., 2008; Collie et al., 2015; Benevene et al., 2020; Song, et al., 2020; Hascher & Wabe, 2021; Tsuyuguchi, 2023) have stated that occupational well-being should be considered as an expression of the many effects of stress, burnout, motivation, engagement, and job satisfaction of teachers.

Collie (2014) argued that the well-being factors are related to external and internal constructs of job satisfaction, work motivation, commitment, and stress. These authors have argued that teachers` occupational well-being is affected by the demographic features of teachers like gender, age, work experience, civil status, and the economic status of their families.

Chan et al. (2023) emphasize that improving the well-being of teachers is one of the main objectives that every educational institution should have because well-being has the potential to improve the quality of teacher-student interactions, which is one of the most effective ways to increase the quality of teaching and the educational system.

The profound changes in the political, economic, and social systems that occurred at the beginning of the 90s in Albania conditioned the need for transformative reforms in the pre-university education system. Part of them are the reforms whose object is the teacher. In the literature of the time, it is emphasized that the conception of these reforms and their successful implementation are essential and conditioned by the quality, completeness, objectivity, and scientific truth of the information used for their design. The identification and deep knowledge of the factors that condition the occupational well-being of teachers are among the crucial challenges of scientific research in Albania, as part of the efforts made in this country for the transformation and development of the pre-university education system aligned with the systems implemented in countries with developed democracies and in the EU.

The aim of this study is the identification of determinant factors of well-being among Albanian teachers working in lower secondary schools. The results shown are preliminary and will serve as a good reference point for further development of this scientific argument.

Methodology

Research hypothesis

The occupational well-being of Albanian teachers working in lower secondary schools is the result of a complex interaction between intrinsic factors and extrinsic institutional, economic, social, and environmental factors.

Research questions

Question no. 1. What is the average level of three specific factors of occupational well-being (Organizational, Workload, and Pupil interaction) of Albanian teachers working in lower secondary schools?

Question no. 2. What is the effect of demographic features and socio-economic factors on the occupational well-being of Albanian teachers working in lower secondary schools?

Quantitative Data

Following Collie et al. (2015) and Jellis et al. (2021),to conduct the interviews, a questionnaire was drawn that contains 16 items that correspond to different aspects related to the exercise of the teaching profession in lower secondary schools and that affect teachers' well being (6 items that relate to organizational well -being, 6 to the Workload well-being and 4 Pupils' interaction well-being). Unlike these authors, the answers for each of the items of the questionnaire used in this study, generate the values of Likert variables, with 5 scales and not 7 scales, where 1 score indicates a very negative effect on the teacher, 3 scores indicate neutrally and 5 scores indicate a very positive impact of the corresponding item on teachers' well-being.

The information collected through the interviews was tested to assess its reliability level (Table 1).

Table 1: Cronbach's Alpha coefficients

Item	Components	Number of questions	Cronbach's Alpha
Occupational well-being		16	0.81
	Organizational well-being	6	0.83
	Workload well-being	6	0.80
	Pupils' interaction well-being	4	0.79

The calculated values of Cronbach's Alpha coefficient show that the collected information is valid and can be used to assess well-being reliably.

Sample characteristics

In the sample, about 18% of teachers are male. In Albania, male teachers in lower secondary education schools make up about 16%. About 12.6% are teachers who work in private schools. At the national level, private schools of lower secondary education make up about 11% of the total number of schools in this cycle. The sample is also representative of the distribution of schools in urban and peri-urban/rural areas (71.8%/28.8% vs. 67.3%/32.7%; $p<0.05$).

Table 2: Sample characteristics

Feature	Number	%
Gender		
Female	162	81.8
Male	36	18.2
Age		
20-30 years old	49	24.7
31-40 years old	80	40.4
>40 years old	69	34.8
Work experience		
< 5 years	55	27.8
5-10 years	67	33.8
>10 years	76	38.4
Civil status		
Single	31	15.7
Married	126	63.6
Divorced	29	14.6
Widowed	12	6.1
Family status		
With child	132	66.7
Without child	66	33.3
Family income		
Low	55	27.7
Middle	107	54.0
High	36	18.2
Ownership of the school		
Private school	25	12.6
Public school	173	87.4
School location		
Urban area	141	71.8
Rural area	57	28.8

Data analysis methods

To evaluate the level of occupational well-being, Organizational, Workload, and Student interaction, a descriptive analysis was carried out. The correlation analysis was used to identify the relationships between the three primary constructs of well-being and between these components and demographic and socio-economic factors.

Results

Descriptive analysis

The data in Table 3 show that the interviewed teachers, generally, express themselves positively about occupational well-being. The average levels of both organizational well-being and pupil interaction

well-being among respondents were optimistic. Teachers have reported that workload well-being was slightly negative overall. This result is similar to that reported by Jellis et al. (2021).

Table 3: Means and standard deviations for occupational well-being and their constructs

	Mean scores	SD
Occupational well-being	3.38	0.62
-Organizational WB	3.53	0.71
-Workload WB	2.91	0.48
-Pupil interaction WB	3.72	0.56

To evaluate the effect caused by different items of Organizational, Workload, and Pupil interaction on well-being among teachers, the results presented in Figure 1 are used. Figure 1 summarizes the average scores for the teachers` well-being corresponding to each item.

Based on the information shown in Figure 1, it can be proven that aspects of teachers' work contributing to the organizational well-being factor were generally rated neutral or slightly positive. Meanwhile, all aspects of teachers` work contributing to the Pupils' interaction and well-being are declared positive by the interviewed teachers. In details, according to the interviewed teachers, *class management, pupils` motivation*, *communication between staff members of the school,* and *recognition for their teaching* are the most important aspects that positively affect their well-being as teachers. The workload related to *working late to attend meetings and activities*, *working to finish their teaching preparation tasks,* and *teaching work outside of school hours* are aspects that negatively affect teachers' occupational well-being.
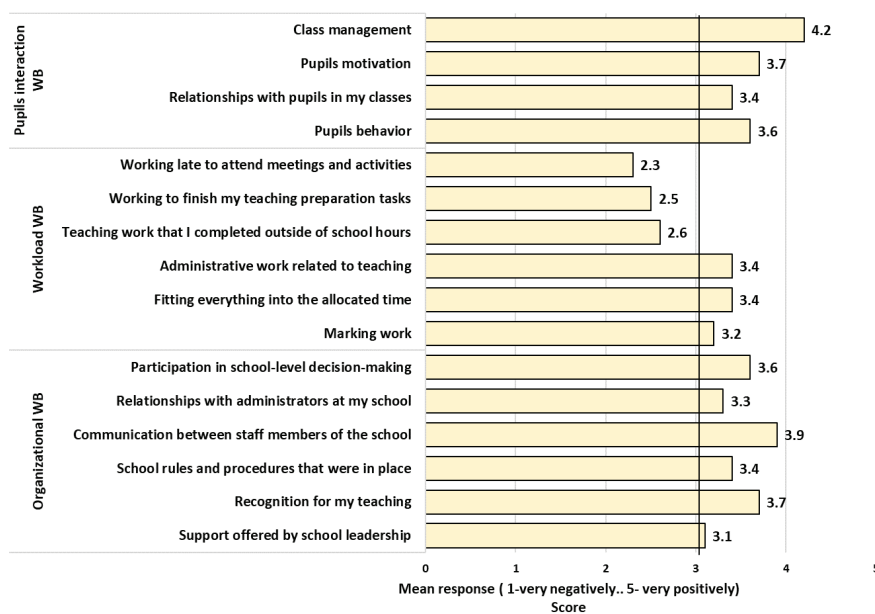
Figure 1 Items` average scores of three components (constructs) of occupational well-being

The data in Table 4 showed that gender is identified as a factor that affects the occupational well-being of teachers in two of its constructs: Organizational WB and Workload WB ($p<0.05$). The differences between male and female teachers that are related to Pupils' interaction WB are not statistically significant ($p>0.05$). The gender of the teacher has a statistically significant effect ($p<0.05$) on the difference between the average occupational well-being among male and female teachers (3.55 ± 0.62 (F) vs. 3.23 ± 0.59 (M)).

Table 4: Average scores and Standard deviation[*]

Items	Organizational WB	Workload WB	Pupils' interaction with WB
Age			
Female	3.88±0.52[a]	3.06±0.53[a]	3.71±0.46[a]
Male	3.19±0.49[b]	2.76±0.66[b]	3.74±0.31[a]
Work experience			
0-5 years	3.16±0.61[a]	3.71±0.67[a]	3.12±0.53[a]
6-10 years	3.02±0.60[a]	2.94±0.35[b]	3.38±0.56[a]
>10 years	3.49±0.48[b]	3.87±0.39[a]	3.41±0.49[a]
Civil status			
Single	3.68±0.39[a]	3.16±0.42[a]	3.62±0.33[a]
Married	3.51±0.44[a]	2.64±0.47[b]	3.88±0.36[a]
Divorced	3.34±0.41[a]	2.77±0.38[b]	3.44±0.39[a]
Widowed	3.48±0.39[a]	3.09±0.51[a]	3.94±0.32[a]
Family status			
With child	3.73±0.67[a]	2.74±0.59[a]	4.02±0.36[a]
Without child	3.28±0.53[b]	3.08±0.33[b]	3.42±0.32[b]
Family income			
Low	3.64±0.66[a]	3.11±0.44[a]	3.72±0.54[a]
Middle	3.88±0.62[a]	3.08±0.53[a]	3.78±0.61[a]
High	2.98±0.25[b]	2.54±0.18[b]	3.66±0.24[a]
Ownership of the school			
Private school	3.12±0.32[a]	2.62±0.31[a]	3.75±0.24[a]
Public school	3.86±0.66[b]	3.21±0.34[b]	3.69±0.14[a]
School location			
Urban area	3.81±0.51[a]	3.14±0.42[a]	3.91±0.25[a]
Rural area	3.21±0.50[b]	2.68±0.39[b]	3.53±0.31[b]

[*] The difference between averages in the same column marked with different letters is statistically significant ($p < 0.05$)

The sample data shows the case of Albanian teachers in the lower secondary cycle. The work experience is identified as a factor that has a statistically significant effect ($p < 0.05$) on occupational well-being. Among teachers with 10+ years of seniority, higher levels of well-being were found compared with less experienced teachers. Meanwhile, it should be noted that about the construct "pupil interaction well-being", no significant differences are evident between teachers with different seniority. These results are similar to those published by Collie et al. (2015) and Jellis et al. (2021).

Differences in civil status between teachers is a factor whose effect does not appear according to the same rule in the three well-being constructs. The effects of this factor appear significant ($p < 0.05$) in the construct "Workload WB", while in the construct "Organizational WB" and "Pupil interaction WB", their effects are not statistically significant ($p > 0.05$).

Teachers with children declare a higher level of well-being related to organizational well-being and pupil interaction well-being constructs, and a low level related to workload well-being, compared to teachers without children.

The data sample identifies Family income as a socio-economic factor that has a significant effect ($p < 0.05$) on organizational well-being and workload well-being. These effects are consequences of differences in well-being among teachers that belong to families with low and medium incomes, and teachers belonging

to high-income families. Differences in family income do not affect the pupil interaction well-being of teachers.

The ownership of the school appears to be a factor that affects teachers' occupational well-being. The difference of +0.43 scores in occupational well-being between teachers who work in public schools and their colleagues in private schools, is statistically significant ($p < 0.05$). This difference is a consequence of the difference between them in "Organizational well-being" (+0.74 scores) and "Workload well-being (+0.59 scores) ($p < 0.05$).

Factor " School location " was identified as a factor that affects occupational well-being in three constructs. The well-being among teachers working in urban areas is significantly higher ($p < 0.05$) than among teachers who work in peri-urban/rural areas.

Relationships between teacher well-being factors, demographic features, and socio-economic factors

The Pearson's correlation coefficients were evaluated to identify the relationships between the three constructs of teachers` occupational well-being. (Table 5) shows that between these constructs, there are moderate linear correlation relationships that are statistically significant ($p < 0.01$). This result is broadly in line with results published by Collie (2014) and Jellis et al. (2021).

Table 5. Pearson's correlations (r) between well-being measures

		1	2	3	4	5	6	7	8	9	10
Occupational well-being											
1	Organizational WB	1									
2	Workload WB	.52**	1								
3	Pupils' interaction with WB	.47**	.62**	1							
Demographic feature											
4	Gender	.31*	.19	.08	1						
5	Seniority	.32*	.21	.36*	-.11	1					
6	Civil status	.18	.29*	.09	.03	.22	1				
7	Family status	.14	.25*	.21	.09	.06	.12	1			
Socio-economic factors											
8	Income family	-.31*	-.28*	-11	.07	.12	.09	-08	1		
9	Ownership of the school	-.29*	-.31*	.12	.08	.16	-.14	.06	-.14	1	
10	School location	.27*	.30*	.09	.07	.11	.04	.09	-.18	.06	1

*P<0.05; **P<0.01

The sample data only identify a statistically significant relationship ($p < 0.05$) between gender and organizational well-being. The relationship between gender and workload well-being is identified only as a tendency that is not statistically significant ($p > 0.05$).

The statistically significant relationship ($p < 0.05$) between teachers' seniority and organizational well-being and workload well-being identifies seniority as an affecting factor on teachers' occupational well-being. The correlation coefficients that assess the relationship between teachers' civil status and their well-being show that changes in civil status are accompanied by changes only in the level of workload well-being. In the same way, teachers' family status affects their occupational well-being.

The data sample shows that the three socio-economic factors considered affect teachers' occupational well-

being. Family income shows this impact through the differences in the answers of the teachers regarding the impact of these factors that are part of the organizational well-being and workload well-being constructs on their well-being. In the same way, the school location factor affects the occupational well-being of teachers, while the effect, statistically significant ($p<0.05$), of the ownership of the school (public or private school) is only related to workload well-being.

Those results are in line with those published by Collie et al. (2015), Alves et al. (2021), Dreer (2022), and Chan et al. (2023).

Discussion

The study of teachers' occupational well-being is conditioned by the need to understand the behavior of teachers in the performance of their duties. These studies are intended to identify the factors that influence the behavior of the teacher toward the task as the most important institution of the educational system. The explanation of how these factors act and the assessment of their impact on the realization of the objectives of the educational system are necessary to design and implement development policies and programs aimed at increasing the effectiveness of the education system. In particular, the need for such studies is evident in countries that, after a long period of governance in the dictatorship system, are reforming the pre-university education system by the needs of a democratic system and an open society.

The literature deals with methodologies and presents different instruments that can be used to identify the factors that determine teachers' occupational well-being. In Albania, there is a lack of studies on this important aspect of the teacher's relationship with the school, students, parents, the institutional educational system, and its administration. Meanwhile, to design policies and programs that will aim to develop an effective system in pre-university educationstudentsof all, it is necessary to evaluate the level of occupational well-being. The identification of the factors that determine this level and the evaluation of its effects are necessary. To meet this need, the study presented was carried out using the methodology and instruments elaborated by Collie et al. (2015), Jellis et al. (2021), and Chan et al. (2023). Based on these, the questionnaire given above was drawn up for conducting the study. In this questionnaire, teachers` occupational well-being is treated as a manifestation of teachers' attitudes and psycho-emotional and social behavior in completing their duties. For their quantitative evaluation, the hypothesis was accepted according to which the level of occupational well-being is the result of the multiplication of effects related to the action of three groups of factors: Organizational well-being, Workload well-being, and Pupils' interaction well-being. The assessment of Means scores that correspond to these three component constructs of occupational well-being shows that the reaction of Albanian teachers to the factors that condition their well-being varies depending on the factors. Consequently, the interventions that can be made to increase the level of teachers' well-being must consider this fact.

Based on the results that were presented in Figure 1, it is possible to understand and explain the effect of different items and different aspects of teaching work on three constructs of occupational well-being. The above results show that teachers consider working late to attend meetings and activities, working to finish their teaching preparation tasks, and teaching work outside of school hours as factors with a significant negative effect on their well-being. As a result, it may seem logical that, in order to increase well-being among teachers, interventions in the organization and administration of work in the school to reduce the workload outside of school hours should be implemented. Meanwhile, it is essential to note that such an intervention may not, in every case, result in the anticipated outcome. This is because the result obtained in evaluating the correlations between the three component constructs of occupational well-being shows that there are statistically significant correlations between them. As a result, the interventions that can be made in the constituent factors of one construct will also affect other well-being constructs. Such a result requires that the process for designing policies and programs that have as their objective the increase of occupational well-being among teachers in lower secondary schools, be developed as a process in which all aspects, factors and issues that relate to teachers` well-being should be addressed.

The results, in general, showed the effect of teachers' demographic features and socio-economic factors on occupational well-being. As a rule, female teachers in Albania declare a higher level of well-being than male colleagues. Teachers with children and teachers who belong to families with low and medium incomes also

declare a higher level. These results show that ateacher–studenttem of pre-univteacher–studentn in Albania, reformed by the conditions of a system of democratic government and open society, is relatively new. The institutional organization and its operation have effects on teachers' well-being that do not differ essentially from those of other countries with more experience in the development of the education system. These considerations are also confirmed by the results obtained in this study regarding the effectiveness of working experience on teacher well-being. This result is the same as that communicated by Chi et al. (2014), Collie et al. (2015), Huang & Yin (2018); Alves et al. (2021), Jellis et al. (2021), Mathew, (2023) and Dreer, (2023).

The statistically significant effect of ownership of the school (public or private) and school location (urban or peri-urban/rural area) on teachers' well-being shows that although public or private educational institutions in urban areas or peri-urban/rural in Albania are organized and must function following the same legal framework, in practice the implementation of this legal framework is not the same. The differences in the implementation of the legal framework, the differences in culture and social behavior in Albania towards the private education system and differences in the economic and social development of urban and rural areas influence the differences identified in the level of teachers' occupational well-being. Therefore, to achieve success in policies and programs aimed at increasing teachers' occupational well-being, it is necessary to carry out reforms and implement programs for the development of the pre-university education system, which should be considered the difference between the public and private educational systems and between schools that are located in urban and peri-urban/rural areas.

Conclusions and Recommendations

The Albanian teachers working in the lower secondary schools reported a moderate level of occupational well-being. The levels of both organizational well-being and pupil interaction well-being were positive. Teachers have reported that workload well-being was slightly negative overall.

Occupational well-being is the result of the economic-social state and behavior of the teacher, which are conditioned by organizational, workload and pupils' interaction factors.

The level of organizational WB, workload WB and pupils' interaction WB varies depending on the teachers' demographic features and social and economic factors. Female teachers, teachers with children, and teachers belonging to families with low and medium incomes declare a higher level of well-being. Teaching experience affects the level of well- being.

Public school teachers and teachers working in urban areas declare a higher level of occupational well-being.

Reforms and programs in the pre-university education system aimed at increasing occupational well-being must be designed and implemented, considering the complexity of the factors responsible for occupational well-being and the characteristics of educational institutions related to their ownership status and location.

Declarations

References

Alves, R., Lopes, T. & Precioso, J. (2021). Teachers' well-being in times of Covid-19 pandemic: Factors that explain professional well-being. *International Journal of Engineering Research & Innovation, 15,* 203-217. https://doi.org/10.46661/ijeri.5120

Benevene P., De Stasio S. & Fiorilli C. (2020). Editorial: Well-Being of school teachers in their work environment. *Frontiers in Psychology, 11,*1239,1-4. https://doi.org/10.3389/fpsyg.2020.01239

Brouskeli, V., Kaltsi, V., Loumakou, M. (2018) Resilience and occupational well-being of secondary education teachers in Greece. *Issues in Educational Research*, *28*(1), 43-60. http://www.iier.org.au/iier28/brouskeli.pdf

Chan, S.W., Pöysä, S., Lerkkanen, M-K. & Pakarinen, E. (2023). Teachers' occupational well-being about teacher–student interactions at the lower secondary school level. *Scandinavian Journal of Educational Research,*1-18. https://doi.org/10.1080/00313831.2023.2204114

Chi, H., Yeh, H.& Wu., Sh. F. (2014) How well-being mediates the relationship between social support and teaching effectiveness. *Journal of Education and Learning, 3(4),*117-130 http://dx.doi.org/10.5539/jel.v3n4p117

Jellis, Ch., Williamson, J. & Suto, I. (2021). How well do we understand wellbeing? Teachers' experiences in an extraordinary educational era. *Research Matters: Cambridge University Press & Assessment publication, 32,* 45-66. https://www.cambridgeassessment.org.uk/Images/research-matters-32-how-well-do-we-understand-wellbeing.pdf

Collie, R.J. (2014). Understanding teacher well-being and motivation: Measurement, theory, and change over time. [Unpublished doctorate thesis]. The University of British Columbia https://open.library.ubc.ca/media/stream/pdf/24/1.0165878/1

Collie, R.J., Shapka, J.D., Perry, N.E., & Martin, A.J. (2015). Teacher well-being: Exploring its components and a practice-oriented scale. *Journal of Psychoeducational Assessment, 33,* 744-756. https://www.researchgate.net/publication/277324963_Teacher_Well-Being_Exploring_Its_Components_and_a_Practice-Oriented_Scale

Duong ,A.C, Nguyen, H.N, Tran, A. & Trinh, T.M. (2023). An investigation into teachers' occupational well-being and education leadership during the COVID-19 pandemic. *Frontier on Education,8,*1112577, 01-13 https://doi.org/10.3389/feduc.2023.1112577

Dreer, B. (2021). Teachers' well-being and job satisfaction: the important role of positive emotions in the workplace. *Educational Studies,17.* http://dx.doi.org/10.1080/03055698.2021.1940872

Dreer-Goethe, B. (2022) Teacher well-being: Investigating the contributions of school climate and job crafting. *Cogent Education, 9(1), 2044583*, 1-13. http://dx.doi.org/10.1080/2331186X.2022.2044583

Dreer, B. (2023) On the outcomes of teacher wellbeing: a systematic review of research. *Frontiers in Psychology., Sec. Educational Psychology, 14,* 01-16. https://doi.org/10.3389/fpsyg.2023.1205179

Elias, M. J., & Arnold, H. A. (Eds.) (2006). *The educator's guide to emotional intelligence and academic achievement: Social-emotional learning in the classroom.* Thousand Oaks, CA: Corwin Press https://scholar.google.com/scholar_lookup?title=The+educator%E2%80%99s+guide+to+emotional+intelligence+and+academic+achievement%3A+Social-emotional+learning+in+the+classroom&publication_year=2006

Hascher, T. & Wabe, J. (2021) Teacher well-being: A systematic review of the research literature from the year 2000–2019. *Educational Research Review, 34,* 100411, 01-25 https://doi.org/10.1016/j.edurev.2021.100411

Huang, Sh. & Yin, H. (2018) Teacher efficacy and affective well-being in Hong Kong: An examination of their relationships and individual differences. *ECNU Review of Education*, *1* (1)102-126. https://doi.org/10.30926/ecnuroe2018010205

Kyriacou, Ch. (2001) Teacher stress: Directions for future research. *Educational Review 53*(1), 27-35. http://dx.doi.org/10.1080/00131910120033628

Klusman, U., Kunter, M., Trautwein, U., Ludtke, O. & Baumert, J. (2008). Teachers' occupational wellbeing and quality of instruction: The important role of self-regulatory patterns. *Journal of Educational Psychology. 100*(3), 702-715. http://dx.doi.org/10.1037/0022-0663.100.3.702

Mathew, D.M. (2023.) Occupational Stress and wellbeing among teachers. *The International Journal of Indian Psychology. 11*(3), 2546-2553 https://ijip.in/wp-content/uploads/2023/08/18.01.242.20231103.pdf

Tsuyuguchi, K. (2023). Analysis of the determinants of teacher well-being: Focusing on the causal effects of trust relationships. *Teaching and Teacher Education, 132,* 1-15. https://doi.org/10.1016/j.tate.2023.104240

Song, H., Gu, Q. & Zhang, Z. (2020). An exploratory study of teachers' subjective wellbeing: Understanding the links between teachers' income satisfaction, vocation, self-efficacy, and work satisfaction. *Teachers and Teaching Theory and Practice, 26*(1), 3-31 http://dx.doi.org/10.1080/13540602.2020.1719059

Van Horn, J., Toon W., Wilmar, T., Schaufeli, B. & Paul J.G. (2004). The structure of occupational well-being: A study among Dutch teachers. *Journal of Occupational and Organizational Psychology 77*(3), 365-375 http://dx.doi.org/10.1348/0963179041752718

Perceived Effect of COVID-19 on the Academic Performance and Satisfaction Level of Online Teaching of Sandwich Students

COVID-19'un Çevrimiçi Öğretim Alan Sandviç Öğrencilerde Akademik Performans ve Memnuniyet Düzeyi Üzerindeki Algılanan Etkisi

David Arhin[1] , **Ruth Annan-Brew**[2] , **Jephtar Adu-Mensah**[3] , **Adelaide Yeboah**[4], **Alexander Opoku**[5]

1-3. Graduate Student: Department of Education and Psychology, Faculty of Educational Foundations, University of Cape Coast, david.arhin@stu.ucc.edu.gh - jephtar.adu-mensah@stu.ucc.edu.gh
2. Lecturer: Department of Education and Psychology, Faculty of Educational Foundations, UCC, ruth.keziah@ucc.edu.gh
4. Student: Institute of Education, University of Cape Coast, yeboaoh2@gmail.com
5. Graduate Student: Department of Economics, University of Cape Coast, alexander.opoku@stu.ucc.edu.gh

Abstract

The study examined the perceived effect of COVID-19 on academic performance and the satisfaction level of online teaching of sandwich students on the OLA university campus. The study was a descriptive survey design with a quantitative approach. The accessible population was made up of 150 students. Through a multi-stage sampling approach, a sample size of 109 students was chosen for the study and determined using Miller and Brewer's (2003) sample size mathematical model. Data was collected using an adapted questionnaire with an r = .727. Data on respondents' demographic characteristics, as well as data to answer the four research questions, were analysed using descriptive statistics (frequencies, percentages, means, and standard deviations) and inferential statistics (Pearson Product Moment correlation, r). The study found a negative influence of the COVID-19 pandemic on students' academic performance who study through the sandwich mode of learning. The study found that there is a high satisfaction level of online teaching among sandwich students. However, they are faced with problems of poor internet connection and the inability to purchase internet data/bundle for online learning. Ultimately, it was discovered that the degree of pleasure with online instruction and the effect of COVID-19 on academic achievement are not significantly correlated. The Ministry of Education, the universities, and all other relevant stakeholders were advised to provide online teaching apps. Also, they should provide professional training for online teaching applications and devices, Wi-Fi facilities, affordable internet packages, and virtual resources in light of the findings.

Keywords: Academic Performance, COVID-19, Online Teaching, Sandwich Students

Öz

Çalışmada, COVID-19' un akademik performans üzerinde algılanan etkisi ve üniversite (OLA) kampüsündeki sandviç (eğitim kapsamında ilgili sektöre bir yıl yerleştirilen) öğrencilerin çevrimiçi öğretimden memnuniyet düzeyi incelenmektedir. Araştırma nicel araştırma yöntemlerinden betimsel desende yürütülmüştür. Çalışma kapsamına alınabilecek toplam erişilebilir çalışma grubu 150 öğrenciden oluşmaktadır. Araştırma için çok aşamalı örnekleme yaklaşımıyla 109 öğrenciden oluşan bir örneklem büyüklüğü seçilmiştir. Örneklem büyüklüğü, Miller ve Brewer'in (2003) örneklem büyüklüğü matematiksel modeli kullanılarak belirlenmiştir. Veriler, r = 0,727 olan uyarlanmış bir anket kullanılarak toplanmıştır. Katılımcıların demografik özelliklerine ilişkin verilerin yanı sıra dört araştırma sorusunu yanıtlamaya yönelik veriler, tanımlayıcı istatistikler (frekanslar, yüzdeler, ortalamalar ve standart sapmalar) ve çıkarımsal istatistikler (Pearson Moment Çarpımı korelasyonu, r) kullanılarak analiz edilmiştir. Çalışmada, COVID-19 salgınının sandviç öğrenme yöntemiyle çalışan öğrencilerin akademik performansı üzerinde olumsuz bir etkisi olduğunu bulgusu elde edilmiştir. Araştırma sonuçları, sandviç öğrencilerin çevrimiçi öğretimden yüksek düzeyde memnun olduğu bulgusuna işaret etmektedir. Bununla birlikte, öğrenciler zayıf internet bağlantısı ve çevrimiçi öğrenme için internet verilerini/paketini satın alamama sorunlarıyla karşı karşıya kalmışlardır. Sonuç olarak, çevrimiçi eğitimden alınan tatmin derecesi ile COVID-19'un akademik başarı üzerindeki etkisinin anlamlı düzeyde ilişkili olmadığı bulgusuna ulaşılmıştır. Bu sonuçlar doğrultusunda, Milli Eğitim Bakanlığı, üniversiteler ve diğer ilgili paydaşlara çevrimiçi öğretim uygulamaları sağlamaları önerilmektedir. Ayrıca bulgular ışığında kurumların çevrimiçi öğretim uygulamaları ve cihazları, Wi-Fi olanakları, uygun fiyatlı internet paketleri ve sanal kaynaklara yönelik mesleki eğitim sağlamaları gerekmektedir.

Anahtar Kelimeler: Akademik Performans, COVID-19, Çevrimiçi Öğretim, Sandviç Öğrenciler

Introduction

Nearly every business has been affected by the sudden coronavirus (COVID-19) epidemic, including worldwide higher education institutions (Adedoyin & Soykan, 2020). Most countries in the world shifted to online learning in reaction to the COVID-19 pandemic (Bokayev et *al*., 2021). Ghana's government, like that of many other nations, decided to close all schools to stop the COVID-19 epidemic from spreading too quickly. The Ministry of Education decided to use an online teaching technique to make up for the teaching process after all academic institutions were closed statewide.

For several reasons, online education has greatly improved and changed during the previous 20 years in various parts of the world (Bayrak et *al*., 2020). Due to its increased accessibility and decreased cost of education, online teaching and learning approaches are gaining popularity among college and university teachers (Green, 2010). Green (2010) went on to say that online learning could offer more chances to save time and money because it does not need anybody to seek information. Even if online learning is growing in popularity, student happiness remains the greatest measure of the environment's quality. Several elements can affect students' satisfaction with their education, such as the rapport between instructors and students (Harsasi & Sutawijaya, 2018; Kirtman, 2009). Again student-to-student interactions, the quality of the course evaluation, the internet, self-efficacy, and the learning process are other elements they cited. As a result, online learning gained a double reputation while contributing significantly to the pandemic's dire state.

Since education has always been the cornerstone of national advancement, its preservation is vital to the growth and development of all nations. The issues that have dogged education throughout history are not unique to Ghana's educational system. These issues have ranged from curriculum modifications to the shutdown of educational facilities due to staff or student dissatisfaction, illness outbreaks, or unstable national governments. The repercussions of the global coronavirus outbreak on educational institutions have resulted in the closure of several schools in the afflicted nations. Over 1.7 billion students were not enrolled in school as of March 28, 2020, due to the pandemic that kept schools closed. Nearly 90% of students worldwide are affected by the over 100 countries that have imposed countrywide shutdowns, according to UNESCO monitoring (UNESCO, COVID-19 Educational Disruption and Response, 2020). Not only does closing a school damage students, teachers, and families, but it also has extremely negative social and economic effects (Lindzon, 2020).

Governments of 49 nations declared or implemented school closures on March 13, 2020; 22 of those countries had localised closures, and 39 of them countries shuttered all of their schools countrywide (UNESCO, 2020). On March 16th, 2020, 73 countries, up from 49 at the time, will have closed their schools, according to UNESCO. Ghana was among the countries (UNESCO, 2020). As of March 19th, 2020, 850 million students had their classrooms closed globally due to a virus that needed to be controlled and its spread was slowed (UNESCO, 2020). In 102 countries, there were national closures, while in 11 countries, there were local closures.

Even if a school is just briefly closed, this interferes with students' capacity to study and has major detrimental social and economic effects. Everyone in the community is affected by the disturbances they cause, but the repercussions on disadvantaged students and their families are more severe and include disturbed learning, poor nutrition, and childcare concerns. It has, however, run upon certain particular issues specific to the student population. However, the focus of this study is on how COVID-19 has affected Ghana's educational system, namely how happy students are with online learning.

Statement of the Problem

Ghanaians' feelings of anxiety and stress have increased due to the coronavirus disease (COVID-19) outbreak. Unlike earlier occurrences that have occurred in this country, the virus causes severe symptoms and is extremely infectious. It is risky to actively plan and respond when thinking about how to provide outstanding remote educational continuity that promotes learning as well as the psychological well-being of both teachers and students (Reynolds, 2020). Unfortunately, there is not much information available on how to establish educational continuity, even though education is a kind of psychological support that helps maintain social cohesiveness during trying times. Youth and students affected by catastrophes can learn more avidly if intentional investments are made in education-based psychosocial care, emotional learning, and social and emotional learning.

Psychological health is a prerequisite for education and has a significant influence on future expectations for both individuals and nations (Reynolds, 2020). The COVID-19 pandemic is not the only one that may endanger school continuity, according to research on how climate change will alter the prevalence of infectious illnesses. Schools must develop backup plans as soon as possible to guide their emergency preparation strategies. These plans must take into account, not just school-based exclusion and safety precautions for epidemics, but also how to support and educate teachers and students even if the schools are closed. There have been several studies on the effect of COVID-19 on academic attainment in Ghana (Owusu-Fordjour et *al.*, 2020; Upoalkpajor & Upoalkpajor, 2020; Wolf et *al.*, 2021). These studies found that COVID-19 had a negative effect on the academic achievement of Ghanaian students at all levels. Investigating the caliber of online training was the aim of the current study. This necessitates a novel strategy and fills a gap created by the preceding study.

Purpose of the Study

The study's goal was to look into the perceived effects of COVID-19 on sandwich students' academic performance and their degree of satisfaction with online instruction on the OLA campus. The study specifically looks at how:

1. COVID-19 is considered to affect students' academic achievement.

2. the degree of student satisfaction with online instruction.

3. the connection between the perception of COVID-19's effect on academic achievement and the degree of satisfaction with online instruction.

Significance of the Study

The study's findings would be highly beneficial to lawmakers and curriculum developers for accounting. This is because when developing the curriculum, the issue of pandemics and its recognised contributing factors will receive considerable emphasis in both the curriculum and online training. Because they would increase understanding that can be applied to other related issues or academic programs, the findings would also be helpful to policymakers.

The results of the study would be accessible to the Ghana Education Service and the Curriculum Research and Development Division (CRDD) to assist with this (GES). The research also intends to aid teachers in assisting their students in understanding the benefits of online teaching and learning as it promotes education in this day and age. Last but not least, the report's conclusions would be useful for future research related to the current study by acting as reference materials.

Delimitation

The study's focus was just on sandwich students of the Institute of Education at the university's core (University of Cape Coast). Student academic success served as the dependent variable in the study, which considered the perceived effect of COVID-19. Another element was satisfaction with online education. Quantitative research was conducted. However, there was no specific field of study.

Literature Review

Theoretical Framework

Support for this study comes from Mezirow's (1997) notion of transformative learning. This perspective holds that a student begins to acquire new skills when they come across an uncomfortable situation. Dissonance in the worldwide educational system and paradigm alterations in higher education were caused by the COVID-19 pandemic. Transformative learning is the process of raising one's consciousness by self-adaptation to a shifting environment. Students actively learn, they assign meaning to what they are learning, changing their cognition, attitudes, and actions. This theory holds that since challenging tasks are a part of the paradigm shift, it is necessary to help students develop their critical and logical thinking skills to assess how well they understand the learning process (Hashemi et *al.*, 2021).

Mezirow observes that transformational learning happens when students interact with their environment and become part of the educational process. Students may find it harder to get resources in poorer nations since there are fewer facilities there. Teachers who observe cognitive dissonance in their students might help them learn more efficiently by reorienting the learning process to new norms and utilising helpful tactics. Transformative learning can challenge students to navigate and overcome adversity, leading to increased resilience. The ability to adapt to new perspectives and navigate challenges positively influences mental and emotional well-being, helping students cope with the uncertainties and stressors of academic life. Transformative learning and student well-being are intricately connected. The process of critically examining and reshaping one's beliefs and perspectives can lead to increased self-awareness, resilience, critical thinking skills, social connections, a sense of purpose, and a lifelong orientation toward learning—all of which contribute to the holistic well-being of students.

Empirical Review

COVID-19 and Academic Performance

Although few studies have examined the impact of COVID-19 on students' academic performance and their satisfaction with online education during the pandemic, the researcher has made an effort to choose the articles that are most relevant to the current analysis. Vital safety precautions for both teachers and students have been included in learning settings (Oyinloye, 2020). The impact of COVID-19 incarceration on college student's academic performance was investigated in the study of Gonzalez-Sanguino et *al.* (2020). The results of their analysis showed that COVID-19 isolation was beneficial.

Similar research was conducted by Realyvasquez-Vargas et *al.* (2020), who examined the potential impact of the COVID-19 environment on academic achievement. Following their analysis, they concluded that students' academic performance was impacted by the COVID-19 epidemic's environmental influences. It was also determined by Elhadary et *al.*(2020) how COVID-19 affected students' academic achievement in the social sciences and sciences.

Level of Online Teaching and Learning During the COVID-19 Era

In 2020, Loton et *al.* examined how well students performed and how satisfied they were with online

education during the COVID-19 epidemic. Their findings showed that both the students' academic performance and their level of happiness with online education were significantly impacted by the COVID-19 epidemic. Discussions have been held regarding the participants' satisfaction with the students' performance during the COVID-19 epidemic (Fatani, 2020). Almusharraf and Khahro (2020) investigated the degree of student satisfaction with online learning during the COVID-19 pandemic. Their survey's findings showed that each participant was quite satisfied with the resources and platforms for online learning. In general, students are pretty happy with the caliber of education provided online (Bokayev et al., 2021). In keeping with the findings of the investigations, Baber (2020) discovered that providing online instruction resulted in a very high level of satisfaction. Sharma et al. (2020) found in their published study that most participants were not happy with the online learning platforms. Similar results were found by Dinh and Nguyen (2020), who found that students favoured in-person instruction over distance learning.

Satisfaction Level of Online Teaching and the Perceived Effect of COVID-19 on Academic Performance

High levels of satisfaction were also observed in many additional studies that examined online training in different settings during the COVID-19 epidemic (Chen et al., 2020; Choe et al., 2020; Fatani, 2020). But Alanazi et al. (2020) looked at how well students did in virtual classrooms and how content they were with technology. In 2020, Chen et al. examined Chinese students' satisfaction with online education during the COVID-19 epidemic.

Several academics asserted during the COVID-19 epidemic that students were very satisfied with online learning, even though every study on satisfaction levels (Ali et al., 2011; Bauk et al., 2014; Coman et al., 2020; Johnston et al., 2005; Naziya & Khan, 2020; Roach & Lemasters, 2006; Sharma et al., 2020; Surahman & Sulthoni, 2020). Remarkably, no information from the COVID-19 epidemic shows negative opinions about online training. Ghana is among the nations with the lowest incomes worldwide and public colleges have inferior ICT infrastructure than private ones (McMahon et al., 2020; Noori et al., 2020). Virtual training is a relatively new concept that most instructors and students are still unaware of (Hashemi, 2021).

The main obstacles to online education include low pedagogical preparation for utilising digital tools and apps, high Wi-Fi costs, energy limitations, and a lack of hardware for establishing virtual learning environments (Hashemi & Kew, 2021). As a result, there were several issues, complaints, and ambiguities around the usage of online instruction during the COVID-19 epidemic in Ghana.

Despite the Ghanaian Ministry of Education (MoE) developing HELMS as a substitute program and platform in response to COVID-19, for instance, most instructors were content to train their students using Google Classroom, WhatsApp, or other social media platforms. Undoubtedly, the degree of discomfort the students experienced with the platforms had an impact on their performance in the online course

Orfan (2021) claims that these circumstances are brought about by the constraints and cultural norms inherent in Ghanaian society. When the COVID-19 pandemic struck numerous states throughout the country, students' academic performance was negatively impacted by these disparities in access to the previously described tools and programs, and they were generally unsatisfied with online education. Importantly, this dissatisfaction and academic struggle could be linked to a broader impact on the overall well-being of students, highlighting the critical connection between educational access and the mental and emotional health of individuals navigating the challenges imposed by the pandemic.

The present study has significance for its contribution to the literature on Ghana and for offering novel insights to researchers, students, and the Ministry of Education in Ghana, therefore augmenting their readiness for similar circumstances in the future.

Method

Research Design

The present study set out to find out how sandwich students felt about COVID-19's impact on their academic achievement on the OLA campus and how satisfied they were with their online education. Consequently, we employed a descriptive survey approach for my research.

Population

According to Creswell (2012), the criteria for including a unit in a survey are based on the traits of respondents who are eligible to take part in the survey. 1,500 sandwich students at the Institute of Education, University of Cape Coast (UCC), were the target demographic. However, the OLA campus' sandwich students made up the whole available population. 150 students are present.

Sample and Sampling Procedure

We sampled 109 students using Miller and Brewer's (2003) technique for calculating sample size with the available population in mind. (n): $n = \frac{N}{1+N(\alpha)^2}$ where N-population, α- estimated error case of which we used .05 (5%). **Computation of students:** $n = \frac{150}{1+150(0.05)^2} = \frac{150}{1.375} = 109$.

For the sample, we employed a multi-stage process. Using a convenience sampling technique, the center was sampled. In other words, I had easy access to the two circuits. Convenience sampling, according to Ary et *al.* (2010), is a non-probability sample method that calls for the researcher to choose a population that is easily accessible. In the third stage student respondents were chosen using a proportionate stratified selection technique. We utilised the three classes as strata to start. The number of students that would be picked from each school was then determined by obtaining the sample frames for each stratum. Third, after determining the proportion of respondents needed to represent each stratum, a simple random number generator was used to choose the necessary number of respondents from each stratum. The study used a list of random numbers for simple random sampling since each stratum reflects a homogeneous group of students, that is, a group with comparable features (Ary et *al.*, 2010). The final step was to combine the selected number of responses from each stratum to get the study's unit sample size, n=109.

Data Collection Instrument

Questionnaires, an instrument that was customised and had a closed-ended design, were used to gather the data. Closed-ended questionnaires were used in the study because they enabled the researcher to sample the opinions of a larger group of people (Glasow, 2005). Because respondents could freely express their thoughts without worrying about being evaluated, questionnaires were particularly helpful. The use of the questionnaire in this study may not have provided a better understanding of the difficulties, even though questionnaires are frequently employed to obtain responses to research topics.

Three components make up the questionnaire (A, B, and C). The demographic data of respondents (gender and age range) are presented in Section A with two items, and Section B, which is an adaptation of Noori, discusses the perceived effect of COVID-19 on students' academic achievement (2021). There were 10 items measured on four Likert scales: Strongly Agree (SA)-4, Agree (A)-3, Disagree (D)-2, and Strongly Disagree (SD)-1 with a total scale score of 40 and average agreement mark of 2.50. Students' satisfaction with online instruction was gauged in Section C using information borrowed from Agormedah (2020). There were eight items measured on four Likert scales: SA-4, A-3, D-2, and SD-1 with a total scale score of 32 and an average agreement mark of 2.50. The adapted questionnaire was validated and pre-tested.

According to Asamoah-Gyimah and Anane (2019), reliability is the consistency of the aforementioned outcomes, whereas validity is the suitability of the interpretation and application of instrument results. Experts verified the validity of the questionnaire to ensure its face and content validity to finetune the items. This was carried out by a suggestion made by Gay et *al.*, (2009), who argued that expert judgment may be used to determine both content validity and face validity. Thirty students from the Holy Child campus who are enrolled in the same programme but are not part of the target audience participated in a pre-test of the questionnaire. Convenient sampling was done from the pre-test schools. Ary et *al.*, (2010) acknowledge that a sample size of five to ten percent (5–10%) of the available population is enough for pre-testing of research instruments for the majority of descriptive studies utilising questionnaires. We used Cronbach's alpha values to assess the items' internal consistency. Within the allowed reliability range of r = .60, the reliability coefficient was r = .727. Fraenkel et *al.*, (2012) claim that r .60 is a reliable sign of robust internal consistency.

Data Collection Procedure

We provided the respondents with an orientation service on the necessity for the study with consent and semi-formal permission from appropriate institutions like IoE, UCC. Upon participating in the study, respondents received ethical assurances such as anonymity, confidentiality, and freedom. Scientific and ethical principles have been followed while carrying out. Consent forms were delivered a participant was asked to sign their agreement for their awareness and willingness. We then went ahead and administered the questionnaire to collect data. To estimate 95% to 100% returns of instruments from respondents, we took into account 10% attrition. As a result, we sent 120 questionnaires, but we only used 109 of them for the research.

Data Processing and Analysis

The answers to the surveys were verified twice. We coded and entered the data into a Microsoft Excel spreadsheet for analysis, and Jeffreys' Amazing Statistics Program (JASP) software was used to analyse the findings. Frequencies and percentages were used to analyse demographic information about respondents. To analyse the data and respond to research questions 1 and 2, descriptive statistics were employed (Mean, standard deviation, and their respective averages). Since the four-point Likert scales that were utilised were coded as SA = 4, A = 3, D = 2, and SD = 1, the analysis was performed on a baseline of 2.50. The majority of respondents were considered to agree with a statement if the mean was less than 2.50. The Pearson Product Moment Correlational Coefficient was used to analyse the data to respond to research question 3.

Results

Socio-Demographic Characteristics of Students

Table 1. Gender and Age Distribution of Students

Variable	Category	Frequency	Percentage (%)
Gender	Male	46	41.9
	Female	63	58.1
Age Range	18 – 25 years	08	7
	26 – 33 years	91	83.7
	Above 33 years	10	9.3
Total		109	100

Table 1 presents the summary of the socio-demographic information of the students. Females were in the majority (n=63, 58.1%) against their male counterparts (n=46, 41.9%). On students' age, most of them (n=91, 83.7%) were aged between 26 to 33 years

Analyses of Research Questions

The data was collected with four Likert scale questionnaires. The scales were coded as SA-4, A-3, D-2, and SD-1. Based on this, the baseline of respondents was 2.50 where a Mean ≥ 2.50 indicates the majority of agreement and a Mean < 2.50 indicates the majority of disagreement. This is applicable through the analyses.

Research question 1: *What is the perceived effect of COVID-19 on the academic performance of students?*

Table 2. COVID-19 Effect on Academic Performance

SN	Statement	Valid	Mean	Std. Dev.
1	My academic performance was affected by the COVID-19 pandemic.	109	3.31	0.780
2	My subject knowledge was affected by the COVID-19 pandemic.	109	2.95	0.795
3	My class projects were affected by the COVID-19 pandemic.	109	3.12	0.670
4	The quality of my learning was affected by the COVID-19 pandemic.	109	3.14	0.683
5	The load of my class assignments was affected by the COVID-19 pandemic.	109	3.19	0.740
6	My future educational goals were affected by the COVID-19 pandemic.	109	2.86	0.899
7	My educational activities were affected by the COVID-19 pandemic.	109	3.12	0.739
8	My matriculation was delayed because of the COVID-19 pandemic.	109	3.05	0.795
9	My out-of-university courses were affected by the COVID-19 pandemic.	109	3.00	0.765
10	Students' feelings were affected by the COVID-19 pandemic.	109	3.33	0.650
	Mean of means/SD	109	3.11	0.752

Table 2 depicts results that answer research question one. The table shows that the majority of the respondents agree that the COVID-19 pandemic affected my academic performance (Mean = 3.31, SD = 0.780). Similarly, the majority of respondents agree that the COVID-19 pandemic affected my subject knowledge (Mean = 2.95, SD = 0.795). This was followed by the majority of respondents agreeing to the statement "COVID-19 affected a load of my class assignments" with (Mean = 3.19, SD = 0.740). Finally, the majority of the respondents agree that the COVID-19 pandemic affected students' feelings (Mean = 3.33, SD = 0.650). The results show that COVID-19 has a negative influence on the academic performance of students who study through the sandwich mode of learning (Mean of means = 3.11, SD = 0.752).

Research question 2: *What is the level of satisfaction among students with online teaching?*

Table 3. Satisfaction level of online teaching

SN	Statement	Valid	Mean	Std. Dev.
1	I have heard of online learning/e-learning before.	109	3.50	0.634
2	I am familiar with online learning platforms like Google Classroom, telegram, UCC Moodle platform, etc.	109	3.05	0.825
3	I prefer using social media platforms like WhatsApp, zoom, Google Meetings, etc for learning.	109	2.48	0.969
4	I was aware of the resumption of academic work online.	109	2.93	0.513
5	I do online learning with devices like laptops, smartphones, tablets, etc.	109	3.12	0.803
6	I can use the above-mentioned devices for online learning effectively.	109	2.57	1.016
7	I have constant access to an internet connection for online learning.	109	1.98	0.869
8	I can purchase internet data/bundle for online learning.	109	2.36	1.032
	Mean of means/SD	109	2.75	0.833

Table 3 depicts results that answer research question two. The table shows that the majority of the respondents agree that they have heard of online learning/e-learning before (Mean = 3.50, SD = 0.634). Similarly, the majority of respondents agree that they do online learning with devices like laptops, smartphones, tablets, etc (Mean = 3.12, SD = 0.803). This was followed by the majority of respondents who agreed that familiar with online learning platforms like Google Classroom, telegram, UCC Moodle platform, etc (Mean = 3.05, SD = 0.825). The results indicate a high satisfaction level with online teaching (Mean of means = 2.75, SD = 0.833). However, Table 1 further reveals that the majority of the respondents disagree that they have constant access to an internet connection for online learning (Mean = 1.98, SD = 0.869). Similarly, the majority of respondents disagree that they can purchase internet data/bundle for online learning (Mean = 2.36, SD = 1.032).

Research question 3: *What is the relationship between the satisfaction level of online teaching and the perceived effect of COVID-19 on academic performance?*

Table 4. Relationship between COVID-19 Effect on Academic Performance & Satisfaction Level of Online Teaching

Variable		COVID-19 and Academic Performance
Satisfaction level of online teaching	Pearson's r	-0.243
	p-value	0.122

Table 4 shows that there is no significant relationship between COVID-19's effect on academic performance and the satisfaction level of online teaching with sig. value = 0.122, $\rho > 0.05$. This implies that the negative low correlation coefficient (- 0.243) is not significant to show the relationship.

Discussion

COVID-19 Effect on Academic Performance

The study discovered that students who learn via the sandwich method performed worse academically as a result of the COVID-19 epidemic. That is why the pandemic disproportionately affects students who learn in a sandwich fashion. The findings support the assertions made by Oyinloye (2020) that the COVID-19 pandemic affected almost all educational levels in several worldwide contexts and was incorporated into learning environments to potentially accommodate teachers and students. The findings corroborate those of Realyvesquez-Vargas et *al.* (2020), who found that many environmental factors influenced students' academic performance during the COVID-19 epidemic. The sandwich method, where students alternate between in-person and online learning, has been a common approach in many educational institutions. One possible explanation for the disproportionate effect on sandwich method learners during the pandemic could be the disruption caused by the sudden shift to remote learning. The sandwich method relies on a structured and predictable schedule of in-person and online classes. The abrupt transition to full-time online learning may have disrupted the rhythm of these students, leading to challenges in adapting to the new mode of instruction.

Satisfaction Level of Online Teaching

Sandwich students are happy with online learning, the survey claims. However, they are unable to buy internet bundles or data for online education, and they have trouble with slow internet connections. These outcomes support the findings of Loton et *al.* (2020), who discovered that students' performance and level of satisfaction with online teaching and learning were significantly impacted by the COVID-19 pandemic. Almusharraf and Khahro's (2020) findings, which showed that all participants had high levels of satisfaction with online learning platforms and resources, are also supported by the results. Finally,

students' satisfaction with the quality of online education has significantly improved (Bokayev *et al.*, 2021). This finding underscores the importance of understanding how different learning methods may be more or less resilient in the face of unexpected disruptions, such as a global pandemic. It also highlights the need for targeted support and interventions to address the specific challenges faced by students who follow the sandwich method during times of crisis.

Relationship Between COVID-19 Effect on Academic Performance and Satisfaction Level of Online Teaching

The impact of COVID-19 on academic success and the level of satisfaction with online education was shown to be insignificantly associated. According to the study, students' high level of online enjoyment had no bearing on the negative impact COVID-19 had on their academic performance. The findings support the findings of Chen *et al.* (2020), who found that the most significant factor influencing students' satisfaction levels was the availability of online applications, whereas personal traits had no discernible impact on students' happiness. In the end, it has become evident that there are different levels of pleasure; several studies conducted during the COVID-19 epidemic showed that students were extremely happy with their online education (Naziya & Khan, 2020). It is worth considering that the quality of online education can vary significantly, and individual experiences may differ based on factors such as the institution's preparedness for remote learning, the effectiveness of online teaching methods, and the availability of technological resources. The finding of an insignificant association could imply that, even in instances where online education was the primary mode of instruction, the overall satisfaction with the learning experience did not necessarily correlate with academic outcomes.

Conclusions and Recommendations

The study draws the following conclusions in light of the findings. The majority of global institutions, including those in economics, industry, religion, and education, have been affected as a result of the global epidemic known as COVID-19. The effect of the COVID-19 programmes on learning among sandwich students at the Institute of Education, UCC, was investigated in this study. It was discovered that the epidemic had harmed their learning since many of them were not accustomed to learning efficiently on their own. The revelation that the epidemic negatively impacted students' learning by highlighting their unfamiliarity with efficient independent learning sheds light on a broader concern for the overall well-being of students. The challenges posed by the pandemic not only hindered academic progress but also underscored the potential strain on the mental and emotional health of students, emphasising the importance of holistic support systems to address both the educational and well-being needs of individuals navigating unprecedented disruptions to traditional learning environments.

The majority of Ghanaian students found the recently deployed e-learning platforms difficult because of their limited internet connection and inexperience using these technological devices. The lighter planning activities must be given equal weight with the more difficult ones that would restrict the Ministry's and Universities' ability to offer education. Now that the effects on the educational system itself are being more widely acknowledged, the activity schedule also has to account for how the demand for education will be affected and how the Ministry will be able to provide this need. The majority of Ghanaian students encountering difficulties with recently deployed e-learning platforms due to limited internet connectivity and unfamiliarity with technological devices underscores a critical link to their overall well-being. The frustration and challenges posed by these technological barriers not only impede academic progress but also contribute to heightened stress and anxiety among students. Addressing these disparities is essential not only for educational equity but also for promoting the mental and emotional well-being of students, recognising the integral connection between accessible technology and a positive learning environment.

Universities, the Ministry of Education, and all other pertinent parties are recommended to provide expert training for online teaching software and devices, Wi-Fi facilities, reasonably priced internet packages, and virtual resources. A course on e-learning platforms and their successful use for instructional practice should be taught to both teachers and students, given the issues our educational system is now experiencing. The results of this study will be very helpful to policymakers in creating a long-term plan to deal with problems that arise for students during frequent breaks from school or in other circumstances. Implementing a course on e-learning platforms for both teachers and students is not only a strategic response to the current challenges in our educational system but also a proactive measure crucial for safeguarding the well-being of students. By equipping educators and learners with the necessary skills and understanding of these technological tools, we not only enhance the academic experience but also alleviate the stress and frustration associated with navigating unfamiliar learning environments. This holistic approach acknowledges the pivotal role of technology in promoting a positive and supportive educational atmosphere, ultimately contributing to the overall well-being of students in the face of evolving educational landscapes.

Limitations

One of this study's weaknesses is the fact that it only included one institution. Similar studies would need to be conducted at other campuses to evaluate the generalisability of the findings. The use of questionnaires was another issue. Some respondents flatly refused to answer the questions, while others reasoned that they would benefit nothing by doing so and continued nevertheless. Finally, we highlight important limitations in the form of selection bias and memory bias (resulting from survey items that required respondents to recall earlier experiences) (caused by voluntary answer collection).

Although measures to decrease the effect, such as orientation and attrition consideration, were taken, these limitations could have hurt the outcomes. One of this study's weaknesses is the fact that it only included one institution. Similar studies would need to be conducted at other campuses to evaluate the generalisability of the findings. The use of questionnaires was another issue. Some respondents flatly refused to answer the questions, while others reasoned that they would benefit nothing by doing so and continued nevertheless. Finally, we highlight important limitations in the form of selection bias and memory bias (resulting from survey items that required respondents to recall earlier experiences) (caused by voluntary answer collection). Although measures to decrease the effect, such as orientation and attrition consideration, were taken, these limitations could have hurt the outcomes.

<div align="center">

Declarations

</div>

Authors' contributions: All the authors unanimously accept equal responsibilities and no one claims a greater portion of the contribution.

Competing interests: The authors declare that they have no competing interests.

Ethics approval and consent to participate: It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.

References

Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: The challenges and opportunities. *Interactive Learning Environments*, 1–13. https://doi.org/10.1080/10494820.2020.1813180

Agormedah, E. K., Henaku, E. A., Ayite, D. M. K., & Ansah, E. A. (2020). Online Learning in Higher Education during COVID-19 Pandemic: A case of Ghana. *Journal of Educational Technology & Online Learning*, *3*(3),183-210. https://doi.org/10.31681/jetol.726441

Alanazi, A. A., Frey, B. B., Niileksela, C., Lee, S. W., Nong, A., & Alharbi, F. (2020). The role of task value and technology satisfaction in student performance in graduate-level online courses. *TechTrends*, *64*, 922-930. https://doi.org/10.1007/s11528-020-00501-8

Ali, S., Champagne, D. L., Spaink, H. P., & Richardson, M. K. (2011). Zebrafish embryos and larvae: a new generation of disease models and drug screens. *Birth Defects Research Part C: Embryo Today: Reviews*, *93*(2), 115-133. https://doi.org/10.1002/bdrc.20206

Almusharraf, N., & Khahro, S. (2020). Students satisfaction with online learning experiences during the COVID-19 pandemic. *International Journal of Emerging Technologies in Learning (iJET)*, *15*(21), 246-267. https://doi.org/10.3991/ijet.v15i21.15647

Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2010). *Introduction to research in education (8th ed.).* Belmont, CA: Wadsworth.

Asamoah-Gyimah, K. & Anane, E. (2019). *Assessment in education*. Cape Coast: University Press.

Baber, H. (2020). Determinants of students' perceived learning outcome and satisfaction in online learning during the pandemic of COVID-19. *Journal of Education and e-learning Research*, *7*(3), 285-292. https://doi.org/10.20448/journal.509.2020.73.285.292

Bauk, S., Scepanovic, S., & Kopp, M. (2014). Estimating students' satisfaction with web-based learning system in blended learning environment. *Education Research International*, *2014*, 1-11. https://doi.org/10.1155/2014/731720

Bayrak, D. F., Moanes, D. M., & Altun, D. A. (2020). Development of an online course satisfaction scale. *Turkish Online Journal of Distance Education*, *21*(4), 110–122. https://doi.org/10.17718/TOJDE.803378

Bokayev, B., Torebekova, Z., & Davletbayeva, Z. (2021). Distance learning in Kazakhstan: Estimating parents' satisfaction of educational quality during the Coronavirus distance learning in Kazakhstan: Estimating parents' satisfaction abstract. *Technology, Pedagogy, and Education*, *30*(3) 1–13. https://doi.org/10.1080/1475939X.2020.1865192

Chen, Y., Chen, L., Deng, Q., Zhang, G., Wu, K., Ni, L., & Cheng, Z. (2020). The presence of SARS-CoV-2 RNA in the feces of COVID-19 patients. *Journal of medical virology*, *92*(7), 833-840. https://doi.org/10.1002/jmv.25825

Choe, P.G., Kang, E.K., Lee, S.Y., Oh, B., Im, D., Lee, H.Y., Jung, H., Kang, C.K., Kim, M.S., Park, W.B., & Choi, E.H. (2020). Selecting coronavirus disease 2019 patients with negligible risk of progression: early experience from non-hospital isolation facility in Korea. *The Korean journal of internal medicine*, *35*(4), 765. https://doi.org/10.3904/kjim.2020.159

Coman, C., Tiru, L. G., Meseşan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *Sustainability*, *12*(24), 10367. https://doi.org/10.3390/su122410367

Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research (4th ed.)*. Boston, MA: Pearson Education, Inc.

Dinh, L. P., & Nguyen, T. T. (2020). Pandemic, social distancing, and social work education: Students' satisfaction with online education in Vietnam. *Social Work Education*, *39*(8), 1074-1083. https://doi.org/10.1080/02615479.2020.1823365

Elhadary, T., Elhaty, I. A., Mohamed, A. A., & Alawna, M. (2020). Evaluation of academic performance of science and social science students in Turkish Universities during covid-19 crisis. *Journal of Critical Reviews*, *7*(11), 1740-1751.

Fatani, T. H. (2020). Student satisfaction with videoconferencing teaching quality during the COVID-19 pandemic. *BMC medical education*, *20*(1), 1-8. https://doi.org/10.1186/s12909-020-02310-2

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education (8th ed.).* New York: McGraw-Hill.

Gay, L. R., Mills, G. E., & Airasian, P. (2009). *Educational research: Competencies for analysis and applications.* Columbus, OH: Merrill.

Glasow, P. A. (2005). *Fundamentals of survey research methodology*. McLean, Virginia: Mitre Washington C3 Center.

Gonzalez-Sanguino, C., Ausín, B., Castellanos, M. A., Saiz, J., López-Gómez, A., Ugidos, C., & Muñoz, M. (2020). Mental health consequences during the initial stage of the 2020 Coronavirus pandemic (COVID-19) in Spain. *Brain, Behavior, and Immunity*, *87*, 172-176. https://doi.org/10.1016/j.bbi.2020.05.040

Green, K. C. (2010). *The campus computing survey*. The Campus Computing Project. Retrieved from https://www.campuscomputing.net/2010-campus-computing-survey

Harsasi, M., & Sutawijaya, A. (2018). Determinants of student satisfaction in the online tutorial: A study of a distance education institution. *Turkish Online Journal of Distance Education, 19*(1), 89–99. https://doi.org/10.17718/tojde.382732

Hashemi, A. (2021). Effects of COVID-19 on the academic performance of Afghan students' and their satisfaction level of online teaching, *Cogent Arts & Humanities, 8* (1), 1-23. https://doi.org/10.1080/23311983.2021.1933684

Hashemi, A., & Kew, S. N. (2021). The barriers to the use of ICT in English language teaching: A systematic literature review. *Bilgi ve İletişim Teknolojileri Dergisi*, *3*(1), 77-88. https://dergipark.org.tr/en/pub/bited

Hashemi, A., Akramy, S.A., Orfan, S.N., & Noori, A.Q., (2021). Afghan EFL students' perceptions of critical thinking and problem-solving skills. *Language in India, 21* (8), 121–131. Retrieved from http://languageinindia.com/aug2021/v21i8aug2021.pdf#page=124

Johnson, D. C., Dean, D. R., Smith, A. D., & Johnson, M. K. (2005). Structure, function, and formation of biological iron-sulfur clusters. *Annual Review Biochem.*, *74*, 247-281. https://doi.org/10.1146/annurev.biochem.74.082803.133518

Kirtman, L. (2009). Online versus in-class courses: An examination of differences in learning outcomes. *Issues in Teacher Education*, *18*(2), 103–116. https:// eric.ed.gov/?id=EJ858508

Lindzon, J. (2020). *School closures are starting, and they'll have far-reaching economic effects*. Fast Company. Retrieved from https://www.fastcompany.com/90476445/school-closures-are-starting-and-theyll-have-far-reaching-economic-effects

Loton, D., Parker, P., Stein, C., & Gauci, S. (2020). Remote learning during COVID-19: Student satisfaction and performance. *EdArXiv,7* (3),1-9. https://doi.org/10.35542/osf.io/n2ybd

McMahon, D. E., Peters, G. A., Ivers, L. C., & Freeman, E. E. (2020). Global resource shortages during COVID-19: Bad news for low-income countries. *PLoS Neglected Tropical Diseases*, *14*(7), e0008412. https://doi.org/10.1371/journal.pntd.0008412

Mezirow, J. (1997). Transformative learning: theory to practice. *New Directions for Adult and Continuing Education* (74), 5–12. Retrieved from https://www.ecolas.eu/eng/wp-content/uploads/2015/10/Mezirow-Transformative-Learning.pdf

Miller, R. L. & Brewer, J. D. (2003). *A-Z of social research.* London: SAGE Publication Limited.

Naziya, H., & Khan, N. H. (2020). Online teaching-learning during covid-19 pandemic: students' perspective. *The Online*

Journal of Distance Education and e-Learning, 8(4), 202-213.

Noori, A. Q. (2021). The effect of the COVID-19 pandemic on students' learning in higher education in Afghanistan. *Heliyon, 7*, 1 – 9. https://doi.org/10.1016/j.heliyon.2021.e08113

Noori, A.Q., Said, H., Nor, F.M., & Abd Ghani, F. (2020). The relationship between university lecturers' behaviour and students' motivation. *University Journal Education Research, 8* (11C), 15–22. https://doi.org/10.13189/ujer.2020.082303

Orfan, S.N. (2021). Political participation of Afghan youths on Facebook: A case study of Northeastern Afghanistan. *Cogent Social Studies 7* (1), 1857916. https://doi.org/10.1080/23311886.2020.1857916

Owusu-Fordjour, C., Koomson, C. K., Hanson, D. (2020). The effect of COVID-19 on learning - the perspective of the Ghanaian student. *European Journal of Education Studies, 7* (3), 88-101. http://dx.doi.org/10.5281/zenodo.3753586

Oyinloye, O. M. (2020). Possible impact of COVID-19 on senior secondary school students' performance in science education in Nigeria. *Journal of Pedagogical Sociology and Psychology*, 2(2), 80-85. https://doi.org/10.33902/%20JPSP.2020263901

Realyvasquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The impact of environmental factors on academic performance of university students taking online classes during the COVID-19 Pandemic in Mexico. *Sustainability*, *12*(21), 9194. https://doi.org/10.3390/su12219194

Reynolds, M. (2020). *What is a coronavirus and how close is it to becoming a pandemic?* The wired UK.

Roach, V., & Lemasters, L. (2006). Satisfaction with online learning: A comparative descriptive study. *Journal of Interactive Online Learning*, *5*(3), 317-332. Retrieved from https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=d31517dca56d1e14ff551eab2e3dcb429cb3fdbf

Sharma, A. R., Saha, A., Bhattacharya, M., Sharma, G., Lee, S. S., & Chakraborty, C. (2020). Probable molecular mechanism of remdesivir for the treatment of COVID-19: need to know more. *Archives of Medical research*, *51*(6), 585-586. https://doi.org/10.1016/j.arcmed.2020.05.001

Surahman, E., & Sulthoni (2020, October). Student satisfaction toward quality of online learning in Indonesian higher education during the Covid-19 pandemic. In *6th International Conference on Education and Technology (ICET)* (pp.120-125). Malang: IEEE. https://doi.org/10.1109/ICET51153.2020.9276630

UNESCO (2020). *Global education coalition.* Retrieved from https://en.unesco.org/COVID-1919/educationresponse/globalcoalition.

Upoalkpajor, J. N. & Upoalkpajor, C. B. (2020). The Effect of COVID-19 on Education in Ghana. *Asian Journal of Education and Social Studies, 9* (1), 23 – 33. http://creativecommons.org/licenses/by/4.0

Wolf, S., Seiffer, B., Zeibig, J. M., Welkerling, J., Brokmeier, L., Atrott, B., Ehring, T., & Schuch, F. B. (2021). Is physical activity associated with less depression and anxiety during the COVID-19 pandemic? A rapid systematic review. *Sports Medicine*, *51*(8), 1771-1783. https://doi.org/10.1007/s40279-021-01468-z

A New Assessment Approach for High School Students in Cameroon

Kamerun'daki Ortaöğretim Öğrencileri için Yeni Bir Değerlendirme Yaklaşımı

Fopoussi Tuebue J. C.[1] (iD)

1.   Jesus and Mary Secondary High School, Domain of Sciences, Department of Life and Earth Science, Yaoundé, Cameroon. ftjc1974@gmail.com / fopoussinetcourrier.com

Abstract

The purpose of this study was to provide the Cameroonian educational community with a new evaluation approach capable of including in the mentalities of students entering the first year of the second cycle in secondary education. To do this, we carried out, in turn, a bibliographic work, data collection in the field, then data processing, followed by the drafting of the final document. Evaluation approaches in the Cameroonian education system are changing. Parents, teachers, and administrators of academic institutions deplore the behavior of students entering the first year of upper secondary school; in fact, they shine with their casualness. For them, the context, due to the absence of an official exam at the end of the school year, makes the level concerned a level of resting. The project-based evaluation system appears here as a solution trial that should be responsible for creating a challenge, specific to the second cycle. Thus, facing this reality, students will have to understand that a new variety of efforts are now required of them to leave the second cycle with solid skills in the conducting projects. The project based evaluation system will count for the third quarter. His mark will represent 75% of the final mark for the subject.

Keywords: Cameroon, Education, Casualness, Changing, Evaluation

Öz

Bu çalışmanın amacı, Kamerun eğitim topluluğuna, ortaöğretimde ikinci aşamanın ilk yılına giren öğrencilerin zihniyetlerinde değişiklik yaratabilecek yeni bir değerlendirme yaklaşımı sağlamaktır. Bunu gerçekleştirmek için öncelikle bibliyografik bir çalışma gerçekleştirilmiş, ardından, sahadan veriler toplanmış, veriler analiz edilmiş ve nihai belgenin taslağı hazırlanmıştır. Veriler ikincil kaynaklardan elde edilmiştir. Kamerun eğitim sisteminde değerlendirme yaklaşımları her geçen gün değişmektedir. Akademik kurumların ebeveynleri, öğretmenleri ve yöneticilerinin, lisenin ilk yılına giren öğrencilerin olumsuz davranışlarından rahatsızlık duydukları ifade edilebilir.Öğrenciler için okul yılı sonunda resmi bir sınavın olmaması, öğrencilerin içinde bulunmuş oldukları eğitim seviyesini bir dinlenme aşaması haline getirmektedir. Proje bazlı değerlendirme sistemi burada ikincil bir döngüye özel, daha kompleks beceriler kazandırmaya yönelik olarak zorluk yaratma sorumluluğu taşıması gereken bir çözüm denemesi olarak karşımıza çıkmaktadır. Bu bağlamda, proje bazlı değerlendirme sistemiyle karşı karşıya kalan öğrenciler, projelerin yürütülmesinde ikinci aşamayı güçlü becerilerle sonlandırabilmek açısından çeşitli becerileri vurgulayan önemli çabalar göstermeleri gerektiğini anlayacaklardır. Proje bazlı değerlendirme sistemi üçüncü çeyrek için geçerli olacaktır. Değerlendirme olarak ağırlığı, konudan alınacak nihai notun %75'ini temsil edecektir.

Anahtar Kelimeler: Kamerun, Eğitim, Sıradanlık, Değişim, Değerlendirme

Introduction

The education system has been changing since the advent of so-called European school in Cameron (Bonner, 1999). This is how we have regularly moved from the NPA (new pedagogical approach) to the Objective-Based approach, then recently to the Competence-Based Approach (CBA) (Cros et al., 2009). In response to this, the emphasis is increasingly placed on the need to develop a type of assessment capable of inducing, over the trials, the learner's ability to adapt to the permanent upheavals imposed by the advent of the concept of global village (Ondoua, 2010). However, it is very often noted that the competency-based approach does not seem to play the role assigned to it at the time of its implementation in the educational environment in Cameroon. Indeed, we can see the difficulty with which learners try to link between the knowledge received and their daily lives. Moreover, when the time comes to bring together knowledge from various backgrounds to solve a problem in unwavering intellectual gymnastics, the blockage is total (Fopoussi Tuebue, 2021a). The non-assimilation of the concept of interdisciplinary can easily justify this break. Indeed, they are constantly reminded during class sessions about the need to progressively establish links between the sets of knowledge received on a daily basis. However, as Fopoussi Tuebue (2021a) points out, the superficiality of their different knowledge cannot allow them to go to a higher level. Unfortunately, as highlighted by (Cros et al., 2009), the interdisciplinary occupies a prominent place in the CBA (competency-based approach). Considering these facts and considering the seven years of CBA application in Cameroon, it would be interesting to make an inventory to assess the seriousness of the evil. We can then try to propose local amendments (Fopoussi Tuebue, 2021a), or even local or complete restructuring of the Cameroonian education system (Fopoussi Tuebue, 2021b), to enable young Cameroonians to profit from the benefits of the skills-based approach truly. The need to carry out such action is all the more important since today, young people from all sides are called upon to meet (Benassy-Quere et al., 2019). In the wake of (Fopoussi Tuebue, 2021a), the employer or the evaluator will never be interested in the origins or the learning conditions of the candidates who will pass in front of him, but rather to highlight those of the candidates the most well-rounded, applying either for funding or for a position in a renowned company (Solus and Engel, 2017). On a completely different level, the realization of a project requires the ability to set in motion a battery of knowledge or else to bring together people from different specialties whose energies should be pooled to achieve the prefixed goal (Chanut-Guieu and Guieu, 2015). In these different cases, it appears that it is mandatory for the learner to be able to make an undeniable link between their different knowledge (Deschamp et al., 2015; Perrenoud, 1997). In this sense, (Fopoussi Tuebue, 2021b) has shown that if the approach led by the teacher does not allow the learner to take the measure of the importance of interdisciplinary in his process of learning, it is now rightly necessary to open in front of him a canvas through which he will have to move in other to discover and then install in his mind the notion and the importance of carrying out interdisciplinary actions in his academic environment from the outset, then in his daily life in a second time. The need to attempt such a manoueuvre is all the more essential since in the contemporary world, the young person, to get out of it, will have to, even unconsciously, constantly find themselves at the crossroads of many knowledge, both divergent and convergent, that he will have to be able to combine to make his way through the inextricable tangle of difficulties that punctuate the daily life of the human community. Thus, (Fopoussi Tuebue, 2022b), engaging in this breach will lead to reasoning about that fact and then implementing the results obtained. Following this adaptation, (Fopoussi Tuebue, 2022b) will conduct a study aimed to identify the impact of this approach on education actors in Cameroon. Further, Fopoussi Tuebue et al (2023c). will conclude on the benefits of the interdisciplinary evaluation approach in the Cameroonian educational context. The advantages of this vision later decided Fopoussi Tuebue (2023d) to integrate this approach into the entrance examination to secondary school; indeed, he justified this action by emphasising on the necessity of a child entering secondary school to realize that the different knowledge received years ago are tools to be used jointly when facing difficulties. This is in perfect agreement with the statement of Fopoussi Tuebue (2021b) who insists that the education system in Cameroon must be readapted to make young people feel more comfortable when schooling. If one can see the advantages of such a vision, we

nevertheless remain worried when stopping the behavior of the pupils of the classes not sanctioned by an official examination at the end of the academic year in secondary education in Cameroon; these are the Fifth year class in the Francophone Subsystem and the Lower Sixth class in the Anglophone Subsystem. Indeed, it has been observed that regularly, a significant proportion of pupils, however brilliant until the end of the Orientation Sub-cycle, become weak as if by a miracle; for them, it is a class where resting is allowed (Fopoussi Tuebue, 2021b). Given this situation, the need to think about an approach that will allow students who reach those respective levels of study to strengthen and no longer relax in their dynamism arises with acuity. This is the reason that justifies the setting up of the present study. It will have to provide a solution which, made available to the stakeholders, will contribute to the lifting of a new day on educational life in Cameroon. This guarantees the elevation of a youth capable of identifying and dominating the challenges of their time.

Materials

In the French-speaking subsystem of general education in Cameroon, the subjects taught are organized into three main sets; the composition of these sets varies with the speciality (WDE, 2006). The assessments are theoretical and practical. As for theoretical assessments, they are either written or oral (Reuter et al, 2013; Raulin, 2017). Whatever the type of evaluation in force in Cameroon, it is based on autarky (Fopoussi Tuebue, 2022a), and in an attempt to solve the problem related to the autarky that characterizes the evaluation system in force in Cameroon, (Fopoussi Tuebue, 2022a) proposed an evaluative approach, known as interdisciplinary or thematic evaluation. The first year of the second secondary cycle is where most students become lazy. Fopoussi Tuebue, (2022b) explains this phenomenon by the fact that these levels are not sanctioned by an official exam.

Methods

The study was carried out within the framework of ethical rules. Concerning data were collected from secondary sources; they include books, unpublished personal sources, journals, newspapers, and Government records. So, to achieve the set objectives, the work was carried out in the field and indoors. It was then a question of collecting and treating various data. In detail, this concerned the way evaluations are carried out until today in the educational system of Cameroon, the way learners behave when facing simulated situations in the event of integration activities and evaluations, the impressions of teachers and parents as far as the teaching system is concerned, the need of going through the programs as offered in the various Pedagogical Departments in Cameroon, the talk with the Heads of Pedagogical Departments in other to get an idea concerning the respective particularities of their Departments.

Moreover, the work focused on grouping Pedagogical Departments according to their different programs. It also focused on producing of a survey form comprising many questions and suggested answers, as shown below. Also, it was a question of thinking about themes to be proposed to students in order to help them in their challenge of federating their different knowledge in view to achieve the targeted objectives. All measures have been taken so that from now, the particularity of the targeted levels put students in a situation where they will always have to redouble their ardor compared to the previous level, a level sanctioned by an official exam. This is, in detail, the fifth year of secondary school in the Francophone Subsystem and the Lower Sixth in the Anglophone Subsystem. The purpose of such an openness in an interdisciplinary environment is to propose a formula capable of destroying the concept of "resting level" commonly brandished by pupils who arrive there after having stayed at a level at the end of which they have passed an official exam. This done, students, on the one hand, and teaching teams on the other hand will joyfully experience a new way of schooling at that level. Teaching units will no longer be often running after students in order to make them being conscious about the specificities of the level they are attending at that given time. Students could discover and enjoy a new approach charge of helping them to

practice the different theoretical knowledge acquired years ago, and this with the aim of solving real life situations. Moreover, both students and teaching units will be learning how to conduct a research and to manage data. Finally, the school system in force in Cameroon will be having something new as far as his different evaluation practices will be concerned.

One hundred secondary schools, at the rate of ten per Region, all Subsystems and specialities combined, were approached. The number of pupils in the least populated classrooms in the upper secondary cycle was determined in the same structures. To decide on the number of pupils per group, we relied on the lowest number of pupils recorded per second cycle classroom and on the maximum number of pupils authorized by the Ministry of Secondary Education. Subsequently, we determined their greatest common denominator (Decaens, 2020). To find the number of groups of pupils per classroom, we proceeded by determining an interval. Thus, the lower limit of the interval was determined by dividing the size of the class concerned by the most significant common denominator. The maximum number of students authorised per classroom was divided to determine the upper limit. On a completely different level, with the various administrations visited, data was collected on their respective calendar of annual activities. One also thought about the different Pedagogical Departments, eligible to evaluate the work done by students. For this, one first thought about the Pedagogical Departments which teach the primary subjects of the speciality concerned. One then left the doors open to all the other Departments having, directly or indirectly, a relevant link with the theme. One also worked on the composition of the members of the different juries and the places to host the defences within the different structures. Special renumeration has been thought out to keep the people who have to analyze the work motivated. To do this, we based ourselves on the different costs of one hour of tutorials in schools consulted as part of this study; this made it possible to estimate the costs to be paid to each member of the jury per hour of work done. Regarding the cost of reading the various research papers, one used the cost of correcting a script during official exams in Cameroon to that end (Ndjomo, 2021).

In table 1, the criteria judging system is presented. In tables 2, 3, 4, and 5, are presented the application of the criteria judgment system, respectively, to the analysis of the evaluation system in force in Cameroon.

Table 1. Design of the criteria judging system

Opinion	Not at all	Not very much	Moderately	Completely	No opinion
Response choice	**1**	**2**	**3**	**4**	**5**

Table 2. Evaluation scrutiny

Criterion 1: Objectives and structure of the evaluation

Items	Response choice
1) The objectives of the evaluation are clearly defined in advance.	*1 2 3 4 5*
2) Evaluation activities impose the link between knowledge and daily life.	*1 2 3 4 5*
3) The structure and conduct of assessment respond to the needs of learners, intended to be fed into current global socio-economic contexts.	*1 2 3 4 5*
4) You evolve in conformism.	*1 2 3 4 5*
5) You often go out of the prefixed framework to improve the quality of your evaluations.	*1 2 3 4 5*

Criterion 2 : **Contents**

Items	Response choice
1) The flow of evaluation activities is clear.	*1 2 3 4 5*

2) Illustrations drawn from the context of life for the evaluation are sufficient. *1 2 3 4 5*

Criterion 3 : **Impact of teacher-field worker relations on the quality of the test**

Items	Response choice
1) You try to justify actions in the field with your theoretical knowledge.	*1 2 3 4 5*
2) The results of your discussions are reformulated into activities for the evaluations.	*1 2 3 4 5*

Criterion 4: Control of knowledge and skills, acquisitions, projection

Items	Response choice
1) the frequency of checks is clear.	*1 2 3 4 5*
2) The evaluation criteria are clear.	*1 2 3 4 5*
3) You are looking for a societal issue before building your evaluation topic.	*1 2 3 4 5*
4) Competent action is built around this issue.	*1 2 3 4 5*
5) The knowledge (raw, doing, being, saying) evaluated are ways of simulating the actions of the learners who would find themselves faced with a given reality.	*1 2 3 4 5*
6) You give yourself enough time to build an evaluation topic.	*1 2 3 4 5*
7) You are convinced of the quality of your procedure.	*1 2 3 4 5*
8) What findings do you make of your assessments as conducted up to the present time?	…………………………………
9) If you should improve your procedures, what aspects would you revise?	…………………………………
10) Do you do a post-evaluation follow-up of your learners in the field context?	…………………………………
11) You see the impact of your evaluations on the way learners solve everyday difficulties.	*1 2 3 4 5*
12) In response to your evaluations, you now notice a change in the perception that your learners have of their environment.	*1 2 3 4 5*
13) You note in response to your evaluations, the broadening of the scientific culture of the learners.	*1 2 3 4 5*

Table 3. Application of the criteria judgment system to the scrutiny of the organization of the evaluation

Items	Response choice
1) Prior listing of the issues to be addressed by the assessments within the school.	*1 2 3 4 5*
2) Consistent evaluation content, then complementary between Departments.	*1 2 3 4 5*

Table 4. Application of the criteria judgment system to the analysis of the value that pupils in the first year of the second cycle of secondary education give to their evaluations

Items	Response choice
1) Students put a little more intensity in preparing for assessments compared to the previous level.	*1 2 3 4 5*
2) Students find in all assessments of the level a particularity which reminds them that they are now at a level where the assessments require an absolute federation of knowledge in a completely practical approach.	*1 2 3 4 5*

Table 5. Material and administrative organization linked to the evaluation approach by project

Items	Response choice
1) Tools to be used in future assessments will be sufficient and accessible to learners.	*1 2 3 4 5*
2) The administrative staff will listen to the needs.	*1 2 3 4 5*
3) The communication documents will clearly present the objectives targeted by the evaluations.	*1 2 3 4 5*

The different tables above are important tools in the context of this contribution. In fact, they provide the user with questions necessary to evaluate by themselves all what they used to do years ago. So, according to their different fidings, they could determine how far the implementation of the proposition made in the framework of the present study could be done in their respective context.

Results and Discussion

Overview regarding the new educational context under experimentation in Cameroon

In response to the new directions proposed such as interdisciplinary assessment, one can see a palpable change in the attitude of students, teachers, and parents as far as the different levels where interdisciplinary assessment is applied are concerned. Thus, there is more collaboration among teachers from different Pedagogical Departments, noted by Fopoussi Tuebue (2022b). regarding students, many are those who improve themselves daily in establishing interconnections between the different subjects included in the program of their teaching; speaking of this phenomenon, Soizic and Lahouste-Langlès (2019) insist on the need for people concerned about their future to do better every day. Parents, for their part, are pleasantly surprised by the new orientations; they allow children to establish a bridge between the different subjects taught, and between school and their everyday life. In this sense, Schmitt et al. (2016) show that in developing countries, the entrepreneurial vision in the school environment is an opening towards the real development of competence among young people. The follow-up of many of these young people in their daily lives reveals the positive impact of the interdisciplinary evaluative approach on their perception; Frimousse and Peretti (2020) state in this regard that no good initiative can go completely unnoticed. Students from the first year of the secondary second cycle shine by their casualness. They find no grounds for pressure in their evaluations. For them, the context, due to the absence of an official exam at the end of the year, makes the level, concerned a resting level as revealed by Fopoussi Tuebue (2022a).

Administrative organization around project based assessment approach

During the fieldwork, 100 secondary schools were approached. 87 among the schools strongly welcomed this idea; Girard (2014) sees the acceptance of the approach by the majority of the institutions monitored. In this sense, the administration of each of these structures has declared that they are ready to make these innovative assessments a realty within their respective school compound. In the same vein, the administrative staff has shown itself ready to always be attentive to the needs regarding the question. Also, to make their work more readable, these bodies have improve it so that the communication documents now clearly present the objectives targeted by the evaluations. We can then say with Rauzy (2018) that the commitment of the institutions that have shown themselves to favour this approach is flawless.

Description of the project based assessment approach

This approach concerns only the second cycle of the secondary of general education. Indeed, the project will provide students with the second mark for the third term second mark obtained by students for the third term will be provided by the project they would have worked on; this vision is specific to academic

environments where the entrepreneurial vision reigns supreme as showed by Coste (2015). In this sense, at the beginning of the new academic year, by level and by speciality, a common theme (for the experimental year) will be proposed to the different groups of learners from the levels judged eligible for the approach; such an approach is based on the development of team spirit in students, an essential factor in the success of life in society if we rely on Quilliou-Rioual and Quilliou-Rioual (2020). The groups will deal with their themes in an original way under the supervision of the class teacher; this is the path to the entry of each of these students into immortality through the production of works bearing their mark if one militates in the ranks of Rioux-Beaulne (2008). To do this, bibliographical aspects and data taken from the environment will be collected, processed, and then recorded in the form of a mini-research paper properly mounted (hardcover, binding, pagination, among others); this approach is commonly observed in scientific work as certified by the work of Allo (2019) among others. The final document will be submitted two weeks at the latest before the date of the defense. Such an approach prepares students for school practice in the higher academic environment, according to Odry (2021).

Organization of the mini-research paper

The document should have no more than 20 sheets, two hardcovers, and a clear book cover. The 20 sheets must be duly paginated. In detail, the sheets bearing the summary, the acknowledgements, and the various summaries will be paginated in Roman numerals in lowercase. The other sheets will be paginated in Arabic numerals. Concerning the two hardback covers, the first will carry information relating to the theme, the school, the academic year, the group and the members of the group, the supervisor of the work, the classroom, the country, and the Supervising Ministry. The set must be linked according to the pre-established preferences.

It should be structured as follows:

- Summary section. For Francophone students, it will be written in French and English for the scientific series; regarding the literary series, it will be written in French, English, and German/Spanish/Chinese. For English speaking students however, it will only be written in English and French whether the students are scientific or literary. Indeed, as Ekomo Engolo (2001) shows, English and French are the major languages in the Anglophone Subsystem, respectively.

- Acknowledgments section;

- Introduction section;

- Materials and methods section;

- Results section;

- A short discussion and interpretation section;

- Conclusion section;

- References.

Such a document presentation is regularly observed in the environment of scientific work as noted by Allo (2019).

Evaluation of the work performed

Evaluating the work will be done in two stages. Initially, that is to say, at least one week before the defence, the Heads of Departments, whose respective centres of interest are directly linked to the content of the

various documents, will read them in order to circumscribe and analyze the elements of the work that concern them. Such an approach highlights the interdisciplinary vision as developed by Fopoussi Tuebue (2022a); also, it espouses the vision developed by Fopoussi Tuebue (2023b) regarding the management of culinary practices in secondary education in Cameroon. For each theme, all the Pedagogical Departments having a close or distant link with it must take part in analyzing the final work; Fopoussi Tuebue (2022a) speaks here of an interdisciplinary approach once again.

In the details of the French Sub-section, let's consider the case of the fifth year literary level for illustration.

Department of History-Geography-Citizenship. The Geography side of this Department will focus on the physical, climatic, human, and economic aspects of the area of the study. The History site will focus on previous works in general. The Citizenship side will focus on moral and civic aspects related to the work.

The **French Department** will take an interest in the overall form of the document (structuring of sentences and paragraphs, logical sequence in sentences, etc.).

The **English, German, Spanish, and Chinese Departments** will scrutinize the "abstract".

The **Department of Mathematics** will make the mathematical processing of data (statistical approaches, construction of graphs, etc.) their interest.

The **Department of Life and Earth Sciences, Environment Education, Hygiene, and Biotechnology** will take an interest in the environmental and life aspects of the study (biotope, biocenosis).

The **Department of Philosophy** will focus on the discussion and the attempt to interpret the results. Indeed, we are here at the heart of the intellectual gymnastics oriented towards the attempt to explain and establish a cause and effect link between the data while avoiding contradictions.

The **Computer Science Department** will insist on the quality of word processing and the construction of figures and other graphics as part of the work.

The **Physics and Chemistry Department** will emphasize the work's physical and chemical aspects.

The **Social and Family Economy Department** will take care of aspects related to the management of household.

The **Drawing Department** will take care of the aesthetic aspects of the work.

The **Language and National Culture Department** will take care of the cultural aspects of the job.

The **Sport and Physical Education Department** will take care of the sporting aspects of the job.

The Departments of French, English, Spanish, German, English Literature, and French will be limited to just the summary (abstract, Abstrakt, resumen); Indeed, this part of the document makes it possible to assess the student's ability to manipulate the contraction of text with dexterity, as underlined by Choulet et al (2013). The Departments of Mathematics, Physics, Chemistry, SVT, PCT, History-Geography-ECM, LCN, EPS, ESF, and Drawing will scrutinize the document on just what concerns them; this is all the more relevant since the production of a work requires an interdisciplinary approach, as noted by Fopoussi Tuebue (2022a). This work will be marked in the respective Departments concerned on a scale of 5. Then, according to a previously established schedule, the work will be defended by class in front of a jury during the first week of the Easter holidays; this calendar responds to the density of annual activities within the different academic structures as previously observed by Mangez (2008). This phase will be scored on a scale of 15

(presentation on a scale of 2.5; answer to questions on a scale of 2.5; substance of the work on a scale of 10 marks); most of the marks provided are put on the merits of the work because it is expected that many of the candidates, in the grip of panic, could completely lose their means; this situation is generally experienced with people speaking in front of a jury for the first time, as described by Crocq (2013). It should be noted that the defense note will be valid for all the Departments concerned; this decision once again shows the emphasis that is now placed on complementary work between the different Pedagogical Departments in a structure as proposed by Fopoussi Tuebue (2021 b,2022a, 2022c, 2023a, 2023b, 2023c, 2023d). The best work of each of the classrooms would benefit from finally being awarded during a ceremony organized for this purpose; as Durand-Mirtain (2018) shows, recognized excellence opens doors to more significant challenges. However, if there are two classrooms of the same level and the same speciality, for instance, Fifth Year Science 1 level and Fifth Year Science 2 level, their best results will be classified according to the arithmetic mean of the different marks awarded by the different Heads of Department in the phase of the document analysis. If the balance remains, we will have to assess the ease of the candidates during the presentation and the exchange with the jury. If the balance still remains, the final decision will rest with the jury; this reality demonstrates that the existence of independent and sovereign bodies guarantees a prompt exit from the crisis in all circumstances, according to Polin (1997).

Development of themes for the project based system of evaluation

It is a question here of producing guides around which the activities of the learners will be articulated within the framework of their project; the given themes will have to agree with the various programs. Such a manoeuvre is common in projects where everything is carefully planned in advance, as shown by Thietart (2012). Produced in continuous mode, they must be kept as they occur in a database from which they could be used in a timely manner; this way of proceeding is in line with the idea that success is the result of continuous work, as underlined by François (2019). These themes will be designed by a team made up of:

- Heads of Departments,

- Deans of Studies,

- The Pedagogical Advisor.

The formulated themes will be submitted to the Head Manager of the School concerned. The days following receipt of the document, the Head of the school, assisted by a team previously designed for this purpose, will analyze the work received.

The purpose of the project based evaluation system

The present approach aims at:

- Proposing a concrete mark of difference between the first and second. Indeed, Moor (2005) found that in the human community, when there is no interest, there is no action;

- Breaking in the minds of learners the idea according to which the Fifth Year Level for the Francophone Subs-System and the "Lower-Sixth" Level for the Anglophone Sub-System would be resting Levels; Marrone (2021) considers this situation to be a real scourge in schools.

- Using a platform to enable learners to identify by themselves, as part of the realization of their project, the place of theoretical knowledge and interdisciplinary behavior in the actions to be carried out on a daily basis; in this sense, Delory-Momberger (2015) and Fopoussi Tuebue et al. (2023e) insist on the fact academicals knowledge are often operational in the daily life of all ordinary mortals.

Articulations accompanying the project based evaluation system

Making groups

Overall, depending on the schools and the level of study, the number of students per classroom varies. However, if the maximum number of pupils authorized per classroom is 60, as noted by Osidimbea (2022), it nevertheless emerges according to field data that on average, in the secondary second cycle, the classrooms less populated have around 25 students. The PGDC (greatest common divisor) of these two numbers is 5. Therefore, depending on whether the classroom is more or less populated, there will be between 5 and 12 working groups per classroom. However, in the case of unforeseen situations, each structure can readjust the number of pupils in the different groups; Mucchielli and Noy (2005), describing this way of proceeding, speak of the contextualization of the approach.

Defense period

Field data reveals that during the Christmas and Easter holidays, the second week is the time for many schools to offer remedial classes for students in Levels sanctioned by a National Exam at the end of the academic year. It therefore appears that the most suitable period is the first week of the Easter holidays. Indeed, during the Easter holidays, the academic year was covered on 2/3, as underlined by Rich (2008). We can then think that the student will have already received the maximum knowledge necessary to carry out his work. By being an activist in the ranks of Fragniere (2016), it is suggested that he complete his knowledge by conducting relentless bibliographic research. Also, according to Jackson (2015), he should not fail to turn to anyone capable of providing him with an additional element that can improve the quality of his work.

Area of defense and the number of possible juries

The defences will be held in the different classrooms according to a previously established order. The number of juries to work simultaneously will depend on the composition of the staff of the different structures. For example, if a given School has four Deans of Studies, four juries may work at the same time.

Each jury will be made up of two Heads of Department, the Head Teacher of a given classroom, one of the Parent Delegate of the classroom concerned, and a Dean of Studies.

Duration of defences

Each group will be 10 minutes (5 minutes for the presentation and 5 minutes for the questions). This time slot responds to several facts according to Guillen (2012): the imperative nature of the work, the number of presentations, to name a few. Between two successive groups, there will be a timeout during which the next group will occur. It will always be important to determine the number of days during which the event will take place to think about it.

The budget

The budget considered here would relate to the expenses of reading each document, the costs of holding each hour of the jury, and the costs necessary for refreshments. Table 6 presents the cost of reading the documents and the financial requirements of the juries. An estimate made based on documents to be read by ten Heads of Pedagogical Departments reveals relevant facts. In detail, starting from 15 minutes (10 minutes for defense, then 5 minutes to clear the table and for the next group to settle) per passage, we would have four passages per hour. Thus, the 100 documents would be defended in a duration that would be found as follows: 100 documents: 4 documents/hour = 25 hours. Supposing that the cost of reading a document is estimated at 500fcfa and the cost of one hour of jury at 1,500fcfa, Table 6 provides some details.

Table 6. Finances related to the reading of documents and holding of juries

Number of research paper	Reading cost (CFAF)		Jury member wages			Total cost of research paper evaluation (total cost of reading + total cost of defense) (CFAF)
	Per research paper	For all the research paper (The cost for one research paper*the number of research paper* the total number of evaluator)	payment per hour of defense (CFAF)	Total number of hours of defense (total number of research paper to be defended/ number of research paper to be defended per hour)	Cost of all hours of defense (cost of one hour*total number of hours*number of jury numbers) (CFAF)	
100	5.00	10*100*500*= **500.000**	1.500	100/4= **25**	5*1500*25=**187.500**	**687.500**

By respecting such an approach to the letter, the amount of money to be allocated for such a project, however relevant given the plebiscite received (87% acceptance rate), could instead justify its outright rejection. In this sense, Caron (2014) recommends caution in decision-making. By Fremeaux and Noel-Lemaitre (2011), we could instead foresee a symbolic motivation for all the actors who took part in the event. To get closer to balance, we could improve those who would have worked the most according to our judgments; Girardot (2007), in evoking this procedure, speaks of corporate equity. For refreshments and snacks, the state of needs can also be estimated as showed in Table 7.

If we stay based on of 25 hours of defence and if we set eight hours of defence per day, including 4 hours per jury, we could have around 25: 8= 3.125 days of defence, which we could round up by default to 3 days of defence. Table 7 shows the details of the expenditure in the simulated context.

Table 7. Cost of purchasing mineral water

The volume of each bottle	The number of days for the defense	The number of jury members per day of defense (Number of defense per day*number of jury member per defense)	The number of bottles of mineral water per day of defense (total number of jury member of the day*one bottle of mineral water)	Total number of bottles of mineral water (total number of days for the defense*total number of bottles of mineral water per day of defense)	Correspondence in palettes (total number of bottles of mineral water/6)	The cost of the mineral water	
						One palette (CFAF)	Five palette (CFAF)
1,5 liter	3	5*2 = **10**	10*1=**10**	3*10= **30**	**5**	≈1.500	**7.500**

At the end of all the days of defence, the administration could celebrate the event in its way.

Logistics for presentations

Learners will need a projector, a pointer, and a board to present their power point.

For the jury members, tables, chairs, the necessary to take notes (sheets, pens, etc.), glasses, and disposable napkins, among others, will be needed.

Attempts to propose themes by level and by speciality

The evaluation system in force in Cameroon is changing Fopoussi Tuebue (2022b). Overall, it is characterized by two assessments, including a free and a harmonized assessment, respectively. In detail, however, we note that some of the institutions solicited a third rating, generally resulting from a practical evaluation, as noted by Fopoussi Tuebue (2022b). In the context of the present study, the desire to put an end to the current slackness among students entering the first year of the second cycle, as underlined by Fopoussi Tuebue (2021b) induces the occurrence of a particular evaluation style; it is indeed the project based evaluation system. Here, the different pupils grouped up according to their respective level and speciality will strive to carry out a common project according to their program, at the end of which their findings will be organized in other to produce a mini-research paper to be submitted to a duly constituted jury. Each group will work under the supervision of a teacher assigned to them. An attempt to produce themes by level and by specialty is made below. These themes relate to key aspects of human life, these include food, health, environmental management, etc.

Concerning the Fifth Year A4 students, one can have the following items

1- Impact of sunlight on the production of mushrooms, cocoyam, and corn

2- Management of albinism in African families: contribution of genetics for a better understanding of the phenomenon

3- The importance of communication in achieving food self-sufficiency

4- The importance of communication in the practice of responsible agriculture

5- Prevalence of asthmatics in school … (school to be specified): lifestyle

6- Body aesthetics and prevalence of kidney failure: prevention

7- Food allergies: snobbery or reality within the college… (school to be specified)

8- The place of literature in the improvement of animal and plant production.

9- Household waste and its daily management: environmental health

As for the Fifth Year Scientits students, one can have the following topics

1- Based on a solid analytical approach, show why water from cooked beans can be helpful to maize production

2- Capacity of Yaoundé soils to support good production in its natural state

3- Insects at the heart of human nutrition

4- Production of mushrooms at home

5- Prevalence of respiratory diseases within the college … (school to be specified): impact on physical and sports activities

6- Management of tropical diseases within student's families from … secondary school (school to be specified)

7- Influence of training and resting on the physiological parameters of athletes and non-athletes: methods of measuring variations

8- Banana peels at the heart of Grass Field culture

9- Management of the ecosystem of … (specify the sector)

10- Prevalence of allergies within the school… (school to be specified): nature of the allergy and control.

11- Nutrition of students in and out of the school (school to be specified) and risks of long-term renal failure: implication of statistics, chemistry, and culture

12- Plastic materials in the city of … (city to be specified): material, use, environment.

13- Using a quantitative or semi-quantitative approach, show that the end-of-cooking solutions of the different bean varieties are sources of organic matter, water, and mineral salts (N, P, K, Ca, Mg, S, Cl, Fe) for soils

As far as the Sixth Year A4 students are concerned, we have

1- The place of literature in the sustainable development of animal species

2- The college… (institution to be specified) canteen and the management of nutritional diseases

3- Congenital malformations within the college … (school to be specified): feelings of the students concerned, the role of genetics, integration

4- College… (school to be specified) youth at the heart of globalization: consequences and attempts at management

5- Banana peels yesterday, today and tomorrow: Human nutrition

6- Cohabitation within the college… (school to be specified): statistical approach in the notion of living together

7- Involvement of statistics in the management of gender distribution within… (school to be specified) classrooms

8- Prevalence of chromosomal diseases within… (we will specify) secondary school

The Sixth Year Scientist students can have the following topics

1- Snail farming in urban areas

2- The quality of water in fish ponds (a particular case of pond will be greatly appreciated) adequate for a better practice of fish farming

3- Kitchen residues in improving soil fertility (initial soil, treatment, final soil)

4- Management of the ecosystem of the city of… (to be specified) and soaring food costs on the market: the case of the market of … (to be specified)

5- The feeding style of students from ... (school to be specified) college and their daily activities in school

6- Prevalence of diseases within the … (we will specify) college: inventory, prophylaxis, treatment

7- Soil management in the locality of… (specify): importance, use, risk, protection measure

8- Using a quantitative or semi-quantitative approach, show that the end-of-cooking solutions of the different bean varieties are sources of organic matter, water, and mineral salts (N, P, K, Ca, Mg, S, Cl, Fe) for soils

For the Sixth Year Natural Science students, the following topics are applicable

1- Geology at the heart of nutritional health

2- Human impacts on the health of the environment of… (to be specified)

3- The geological events of the city of … (to be specified)

4- Feeding habit of students from …. (to be specified) college and life expectancy

5- Diet and climate in Cameroon

6- Major techniques of sensitization within … (we will specify) college against viral diseases

7- The daily experience of mitosis by a student during his secondary school course within… (school to be specified) college

8- Using a quantitative or semi-quantitative approach, show that the end-of-cooking solutions of the different bean varieties are sources of organic matter, water, and mineral salts (N, P, K, Ca, Mg, S, Cl, Fe) for soils

The Seventh Year A4 students can have as topics the following propositions

1- The maintenance and induction of animal characteristics that can allow the breeder to live easily from his activity

2- The sensitivity of the human digestive tract is a key factor in the function of nutrition

3- The physiology of the human organism as a control tower in the relationship between man and his environment

4- The state of human fertility and the difficulties related to the experience of pregnancy in the contemporary world

5- The prevalence of immune disturbances within the human community

6- Man facing disasters in his environment

7- The life of plant products after harvest

8- Daily waste management

For the Seventh Year Scientists students, the following topics are applicable

1- The link between living functions in animals and their cell life

2- The link between eating habits and the health of the circulatory system

3- Difficulties related to human procreation in the contemporary world

4- Hematopoiesis, physiology and disturbances of the immune system within the human community

5- Man facing environmental disasters: the case study of…. (to be specified)

6- Contribution of energy to the conservation and transformation of goods after harvesting

7- Using a quantitative or semi-quantitative approach, show that the end-of-cooking solutions of the different bean varieties are sources of organic matter, water, and mineral salts (N, P, K, Ca, Mg, S, Cl, Fe) for soils

As for the Seventh Year Natural Science students, we have the following topics

1- The impact of cellular exchanges on the human living environment

2- Energy at the heart of physical activities

3- Procreation in the living world: the case of mammals and flowering plants

4- The appearance of new characters within a human community

5- The nervous system at the centre of human life

6- Hematopoiesis, physiology and disturbances of the immune system within the human community

7- The control and difficulties related to human procreation in the contemporary world

8- The management of difficulties related to the quality of the food: case of someone who is a victim of…. (to be specified)

9- Man facing natural disasters: case study of…. (to be specified)

10- Man in a given context at a specific time

11- The handling of plant products after harvesting

12- The place of insects in human life

13- The problem of energy within different human communities

14- Waste management

15- Using a quantitative or semi-quantitative approach, show that the end-of-cooking solutions of the different bean varieties are sources of organic matter, water, and mineral salts (N, P, K, Ca, Mg, S, Cl, Fe) for soils

16- Epidemics in schools: inventory, prophylaxis, contamination, treatment

17- The sex of the child in a couple: consideration, control by the spouses, social involvement

18- Prevalence of menstrual cycles in women (long, medium, short): a case study of teenagers and women in…. (to be specified) school environment

19- The different tics observed in humans: the implication of genetics

20- Rhesus factor and birth in couples

21- Genetics as a weapon for solving illegitimate relationships in the context of a couple: infidelity

The themes below are applicable at all levels and all specialities

1- The place of communication in human nutrition

2- Waste recycling

3- Sustainable management of the environment: natural resources

4- Improvement of animal and plant production

5- Food management: production, processing, conservation

6- Protection of biodiversity: animals and plants

7- Creativity: project-based approach

8- Cultural re-rooting

9- Impact of burning technique on the evolution of soil fertility parameters

10- Prevalence of people with albinism within a given school: possible genotypes and implication of genetics in understanding the phenomenon

11- Social networks as vectors of moral depravity

The impact of the project on the student's final mark

The project based evaluation system will be applied just during the third quarter. In practice, it requires using a set of different areas of knowledge. Thus, the candidate must harmoniously interweave the different knowledge to create a mosaic where complementarity is the master. Fopoussi Tuebue (2022b) qualifies this as an interdisciplinary approach. In addition, Lenoir (2020) places such an approach at the centre of the skill. Such work requires the candidate to sum up all that has received in terms of knowledge. Consequently, the difficulty in such an approach is somewhat higher. If we go through the reality of harmonized assessments, it turns out that the subject counts for itself. Deschamp (2015) characterizes such an environment as being under multidisciplinary control. However, as experienced, we have a set of disciplines that operate in an autarkic system as developed by Fopoussi Tuebue (2022b). Therefore, the candidate succeeds because he can evolve and succeed in a model that advocates compartmentalization. Cros et al. (2009), analyzing the reality prevailing in the education context in Cameroon, concludes their work by highlighting the weaknesses of such a person. In detail, such a candidate, after he has completed his academic course, is often frustrated due to the difficulties of getting a job. This justifies why, according to Fopoussi Tuebue (2021b) young people are day after day seeing devalorizing school

in Cameroon. Therefore, helping them join their different knowledge daily to solve real or modelled situations will certainly make academic environment in Cameroon more comfortable, with wellbeing in school as a motto. After Fopoussi Tuebue (2021b), we can highlight a significant fact. Indeed, the work in a partitioning system has one goal: to train people with a full head. Following the same author, it emerges that the interdisciplinary approach aims to promote an individual with a well-made head. Fopoussi Tuebue (2021a) characterizes such a candidate as someone capable of establishing a highly relevant link between the different knowledge he has received and the facts that mark his daily life. From these various observations, it would be a failure to put marks from work carried out at the same level in a context where fragmentation reigns supreme, with marks resulting from work which imposes the combination of all the partitions raised.

The present contribution aims to show to Cameroonian young people that competence is the key to a successful life. So, teaching them in a context where interdisciplinary reigns supreme becomes mandatory. This is fundamental a project's realization is tightly controlled by interdisciplinary habit. Therefore, common sense, being the most shared attribute among human beings, would like the decision markers in various academic contexts in Cameroon to make sure that the mark obtained in response to the combination of a set of knowledge to solve a real-life or modeled situation, to be capable to highly influence the final mark of a particular student at the end of a given academic. Doing so, a tool like the present one would have succeeded in establishing wellbeing in the Cameroonian school environment, necessary to build up a new school model that will be full of promise for students.

Conclusion and Recommendations

Evaluation approaches in the Cameroonian education system are changing. Parents, teachers, and administrators of academic institutions deplore the behavior of students entering the first year of upper secondary school; in fact, they shine with their casualness. For them, the context, due to the absence of an official exam at the end of the school year, makes the level concerned a level of resting. The project-based evaluation system appears here as being a solution trial that should be responsible for creating a challenge, specific to the second cycle. Thus, facing this reality, students will have to understand that a new variety of efforts are now required from them to leave the second cycle with solid skills conducting projects. The project based evaluation system must highly influence the final mark of a particular student at the end of a given academic All over the country, many particularities are found as far as the education context is concerned. So, to make this study more efficient, the Governmental organ managing education in Cameroon may gainfully see how far adaptations can be done locally. Doing so, a tool like the present one would have succeeded in establishing wellbeing in the Cameroonian school environment, necessary to build up a new school model that will be full of promise for students.

Declarations

References

Benassy-Quere, A., Chavagneux, C., ELoi, L., Plihon, D., & Rainilli, M. (2019). *The challenges of globalization: Major economic and social issues III*. (EAN: 9782348042829, Serial code 490).Collection Landmarks.

Bonner, S. E. (1999). Choosing teaching methods based on learning objectives: An integrative framework. *Issues in Accounting Education, 14*(1), 11-15. https://doi.org/10.4236/ojacct.2016.51001 (accessed on the 10th of September 2023)

Caron, F. (2014). On the art of strategic decision-making. Understand to predict – Plan to decide – Decide to act. *Stratégique*, *4*(107), 111-136. https://doi.org/10.3917/strat.107.0111.

Chanut-Guieu, C., & Guieu, G. (2015). L'entrepreneur visionnaire au cœur de l'hypercroissance , *Entreprendre & Innover*, 1(24), p. 27-36. https://doi.org/10.3917/entin.024.0027. Retrieved September 10, 2023 from https://www.cairn.info/revue-entreprendre-et-innover-2015-1-page-27.htm

Choulet, P., Folscheid D., & Wunenburger J.J. (2013). The contraction of text. In *Philosophical Methodology*. Presses Universitaires de France, Quadrige.

Coste, J.H. (2015). Entrepreneurship: a philosophy of diversity in action, *Entreprendre & Innovator*, 4(27), 20-26. https://doi.org/10.3917/entin.027.0020. https://www.cairn.info/revue-entreprises-et-innover-2015-4-page-20.htm

Crocq, L. (2013). Introduction. In O. Jacob (Ed.), *Hors collection*, 11-16. Collective Panics

Cros, F., de Ketele, J.M., Dembélé M., Develay M., Gauthier, R.F, Ghriss, N., Lenoir Y., Murayi A., Suchaut B., &Tehio V. (2009), *Study on curriculum reforms using the skills-based approach Africa*. [Research report] International Center for Educational Studies (CIEP). halshs-00523433.

Decaens, S. (2020). The Philosophy of Algebra, Volume II, a witness to the circulation of lattice theory in France", *Philosophia Scientiæ*, 3(24-3), 197-217. https://doi.org/10.4000/philosophiascientiae.2561. https://www.cairn.info/revue-philosophia-scientiae-2020-3-page-197.htm

Delory-Momberger C. (2015). Living in school, living in school. *The subject in the city*, *2*(6), 48-58. https://doi.org/ 10.3917/lsdlc.006.0048.

Dechamp, G., Horvath I., & Faucheu J. (2015). Quel est l'apport de la pluridisciplinarité lors de pratiques créatives collectives ? Exemple d'un workshop de formation à l'entrepreneuriat. *Revue de l'Entrepreneuriat* [Review of Entrepreneurship], *4*(14), 73-97. https://doi.org/10.3917/entre.144.0073.

Durand-Mirtain, E. (2018). Targeting excellence In Durand-Mirtain E. (Ed.) *Assistants and office managers, aim for excellence. With 50 exercises and self-diagnostics*. Paris Dunod Outside collection.

Ekomo Engolo, C. (2001). Sociological analysis of bilingualism in education in Cameroon. *Education and Societies*, 8,135-161. https://doi.org/10.3917/es.008.0135

Fopoussi Tuebue, J.C. (2021a). Contribution to the Development of a Tool for Deciphering the Message Conveyed by Marks for Better Support of Learners in Competence Based Approach: Case Study of Cameroon. *Asian Journal of Education and Social Science, 22*(1), 1-16. https://doi.org/10.9734/AJESS/2021/v22i130518

Fopoussi Tuebue, J.C. (2021b). Adaptation between the School Context in the Francophone Educational Sub-System of General Education in Cameroon and the Learner's Entry into the World of Employment: School Guidance. Asian Journal of Education and Social Studies, *Asian Journal of Education and Social Science, 24*(1), 39-54. https://doi.org/10.9734/AJESS/2021/v24i130569 Editor(s)

Fopoussi Tuebue, J.C.(2022a). Interdisciplinary Evaluation for the Cameroonian French-speaking Sub-section: Case of the Secondary School. Asian Journal of Education and Social Studies, *Asian Journal of Education and Social Science, 29*(3): 1-36. https://doi.org/10.9734/AJESS/2022/v29i330699

Fopoussi Tuebue, J.C. (2022b). Impact of the implementation of evaluation model centered on a strong interdisciplinary approach in CBA (competence-based approach): case of secondary school in the francophone sub-section in Cameroo,

Asian Journal of Education and Social Science, 34(1): 1-9. https://doi.org/10.9734/AJESS/2022/v34i1718

Fopoussi Tuebue, J.C. (2023a). Development of an Implement Capable to Ease the Practicing of Culinary Activities in General Secondary High School in Cameroon: Case Study of the Francophone Subsystem of Education, Asian Journal of Education and Social Studies, *Asian Journal of Education and Social Science*, *41*(2), 35-56. https://doi.org/10.9734/ AJSEE/2023/v41i2892

Fopoussi Tuebue, J.C. (2023b). Situation of the Practice of Mother Tongues in Cameroon and Proposal of Methods Aimed at Facilitating Their Learning Asian Journal of Education and Social Studies, *Asian Journal of Education and Social Science, 42*(4), 10-34. https://doi.org/10.9734/AJESS/2023/v42i4921

Fopoussi Tuebue, J.C., Botondono, B. B., Mbouombouo Mounben, H., Outekelek Sabeyam, A., Ntata Tchokodjeu, F., Djiotsa Tsafack, D. R., Tchouala Tchinda Oyono, M., Peyo Pegwo, R., & Mboo Ntonga, A. R. (2023c), Proposals of Quaterly Themes in the Framework of the Implementation of the Interdisciplinary Evaluation System in Secondary Education in Cameroon, *Asian Journal of Education and Social Science, 45*(1), 10-20. https://doi.org/10.9734/AJESS/2023/v45i1973

Fopoussi Tuebue J.C., Botondono B. B., Mbouombouo Mounben H., Outekelek Sabeyam A., Ntata Tchokodjeu F., Djiotsa Tsafack D. R., M., & Peyo Pegwo R. (2023d), Thematic Approach of the Competition for Entrance to the First Year of the Secondary Level in the Cameroonian Education System, *Asian Journal of Education and Social Science, 46*(1), 55-64. https://doi.org/10.9734/AJESS/2023/v46i1996

Fragnière, J.P. (2016). Bibliographic research. In J.P. Fragnière (Ed.) *How to write a dissertation. Choose your subject, manage your time, know how to write* (pp. 81-47). Paris, Dunod,"Method'o"

François, M. (2019).Continuing training, a lever for skills development.In: O.Bachelard (Ed.) *Vocational training in public services. New challenges, new practices* (pp.107-114)*.* Rennes, Presses de l'EHESP, Profession Cadre Public Service", 107-114. https://doi.org/10.3917/ehesp.bache.2019.01.0107.

Frémeaux, S., & Noël-Lemaître, C. (2011). What is fair remuneration? What Thomas Aquinas' concept of a fair wage teaches us, *Management & Avenir*, *8* (48), 76-93. https://doi.org/10.3917/mav.048.0076

Frimousse, S., & Peretti, J.M. (2020). Positive social impact and value creation, *Question(s) of Management*, *1*(27), 91-130. https://doi.org/10.3917/qdm.201.0091

Girad, C. (2014). Majority rule in democracy: fairness or truth?. *Political reasons*, *1*(53), 107-137. https://doi.org/ 10.3917/ rai.053.0107

Girardot, D. (2007). Do we have to deserve our salary?. *Revue du MAUSS, 1*(29), 157-179. https://doi.org/ 10.3917/ rdm.029.0157

Guillen, P. (2012). Chapter 8. Power and power, internal factors and external factors in political life. In R. Frank (Ed.) *For the history of international relations* (pp.217-229). Paris cedex 14, Presses Universitaires de France, The Gordian Knot.

Jackson, R. (2015). Chapter 9. Opening the school to the outside. In R. Jackson (Ed.) *, Intersections – Policies and practices for teaching religions and non-religious worldviews in intercultural education* (pp.93-104). Strasbourg, Council of Europe, Hors collection.

Lenoir, Y. (2020). Interdisciplinarity in primary education: for integrating teaching-learning processes, *Trema*, 54, https://doi. org/10.4000/trema.5952

Mangez, E. (2008). The deployment of policies within establishments. In E. Mangez (Ed.) *Reforming teaching content* (pp.93-126) Paris cedex

Marrone, G. (2021). Escape surveillance. Laziness as transgression. *Littérature*, *4*(204), 68-82. https://doi.org/ 10.3917/ lit.204.0068

Moor, P. (2005). Chapter IV. Public interests and private interests. In P.Moor (Ed.) *For a micropolitical theory of law* (pp. 83-115), The paths of law Paris cedex 14, Presses Universitaires de France.

Mucchielli, A., Noy, C. (2005). Chapter 4. The method of "actionist" contextualization. In A.Mucchielli and C.Noy (Eds.) *Study of communications: Constructivist approaches* (pp.53-82*). Collection U Paris, Armand Colin.

Ndjome, N. (2021). *Official examinations 2020/2021: the SGPR demands the payment of bonuses allocated to teachers*, https://sukulu.news/examens-officiels/

Odry, D. (2021). Higher education. In D. Odry (Ed.) *Orientation in the education system* (pp.247-259). PSY-Evaluation, measurement diagnosis.

Ondoua, P. (2010). *The sole reason for the "planetary village". Myths and realities of globalization, African Thought* Collection, Sub-Saharan Africa, the Harmattan, African Poetry

Osidimbea (2022). *The memory of Cameroon*, https://www.osidimbea.cm/2022/09/13/le-gouvernement-limite-encore-les-personnel-par-salle-de-classe-à-60- students/

Perrenoud, P. (1997). *Building skills from school*. ESF

Polin, R.(1997). The sovereignty of the people. In R.Polin (Ed.) *The Republic between social democracy and aristocratic democracy.* Paris cedex 14. Presses Universitaires de France

Quilliou-Rioual, M., & Quilliou-Rioual M. (2020). *Teamwork.* In M. Quilliou-Rioual & M. Quilliou-Rioual (Eds.) *Professional communication and multidisciplinary teamwork in ESSMS. In 29 concepts* (pp. 77-84). Aide-Mémoire Paris Dunod.

Raulin D. (2017). Objects and practices of school evaluation. *Revue française de pédagogie*, *3* (200), 69-79. https://doi.org/10.4000/rfp.7021. URL: https://www.cairn.info/revue-francaise-de-pedagogie-2017-3-page-69.htm

Rauzy, J.B. (2018). Adhesion and justification. *Les Études philosophies*, *4*(127), 585-609. https://doi.org/ 10.3917/leph.184.0585.

Reuter, Y., Cohen-Azria, C., & Daunay B. (2013). Evaluation. In Y.Reuter, C.Cohen-Azria & B.Daunay (Eds) *Dictionary of fundamental concepts of didactics* (pp.101-105). Hors Collection Louvain-la-Neuve, De Boeck Supérieur.

Rich, J. (2008).School projects stand the test of time. Comparative analysis of judgments of primary inspectors. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *4*(41), 59-81. https://doi.org/ 10.3917/lsdle.414.0059.

Rioux-Beaulne, M. (2008). Diderot and the productive dynamics of the mind. *Archives de Philosophie*, *1*(71), 53-76. https://doi.org/10.3917/aphi.711.0053

Schmitt, C., Janssen, F., Baldegger, R. & Giacomin, O. (2016). Chapter 3. Entrepreneurship and economy. In F. Janssen (Ed.) *Entreprendre. An introduction to entrepreneurship. Louvain-la-Neuve, De Boeck Supérieur, Small Businesses & Entrepreneurship* (pp.59-72). De Boeck. https://doi.org/10.3917/dbu.janss.2016.01.0059

Soizic, J., & Lahouste-Langlès, M.L. (2019). Objective 9. Improve day-to-day efficiency. In J.Soizic and M.L Lahouste-Langlès (Eds.) *Professional in Professional Efficiency. 58 Tools and 10 Action Plans* (pp.148-165).Vuibert.

Solus H., & Engel C. (2017). Measuring the quality of recruitment. In Solus H., Engel C. (Eds.) *Recruitment: a business issue. Increase your profits, avoid waste,* (pp. 125-134). Paris, Dunod Human Resources. URL: https://www.cairn.info/recrutement-un-entreprises-business--9782100770014-page-125.htm (accessed on the 10th of September 2023)

Thiétart, R.A. (2012). Planning. In A.R Thiétart (Ed.) *Management.What do I know?* (pp.25-46). Paris cedex 14, Presses Universitaires de France.

WDE (2006). *Cameroon, 6th edition, Unesco-IBE*. Retrieved September 10, 2023, from http://www.ibe.unesco.org/

Mindfulness and Yoga: Contemporary Behavior Therapy

Farkındalık ve Yoga: Çağdaş Davranış Terapisi

Meagan C. Arrastía-Chisholm[1] , **Katharine S. Adams[2]** , **Huzeyfe Cakmakci[3]** , **Teddi Cunningham[4]**

1. Meagan C. Arrastía-Chisholm, Valdosta State University, Department of Human Services, Valdosta, USA,
e-mail: mcarrastia@valdosta.edu
2. Katharine S. Adams, Valdosta State University, Department of Human Services, Valdosta, USA,
e-mail: ksadams@valdosta.edu
3. Huzeyfe Cakmakci, Valdosta State University, Department of Human Services, Valdosta, USA,
e-mail: hcakmakci@valdosta.edu
4. Teddi Cunningham, Valdosta State University, Department of Human Services, Valdosta, USA,
e-mail: tcunningham@valdosta.edu

Abstract

More recently, counselors have been interested in mindfulness meditation and yoga practices. Although these practices may seem unconventional or alternative in some cultures, they actually fall under the umbrella of behavior therapy. Given the emphasis on skill building in behavior therapy, minfulness and yoga fit the the goal of reducingin distressing symptoms. To better understand these practices within the behavior therapy lens, this article reviews research concerning these interventions. Before synthesizing current trends in mindfulness meditation and yoga practices across contexts, we summarize the foundations and history of behavior therapy. Yoga, or physical activity, seems to be a great complement to Mindfulness Based Stress Reduction (MBSR) therapy, as well as Mindfulness-Based Cognitive Therapy (MBCT). Mindfulness-based approaches are effective in reducing depressive symptoms, anxiety, dysphoria, burnout, and rumination. Furthermore, these interventions support the social and emotional skills associated with self-regulation. Of course, the therapy chosen depends on the client's goals and the therapist's training experience. If the client wants these outcomes and is open to mediation and yoga, a counselor trained in these modalities should not hesitate to implement this facet of behavior therapy. Implications for helping clients increase wellbeing through skill building are offerred.

Keywords: Behavior Therapy, Mindfulness, Meditation, Yoga, Counseling

Öz

Son yıllarda farkındalık meditasyonu ve yoga uygulamaları psikolojik danışmanların ilgisini çeken bir konu olmaya başlamıştır. Bu uygulamalar, bazı kültürlerde alternatif yada alışılmışın dışında gibi görünse de aslında davranış terapisinin şemsiyesi altına girmektedir. Davranış terapisinde beceri geliştirmeye verilen önem göz önüne alındığında, farkındalık ve yoga, rahatsız edici semptomları azaltma hedefine uymaktadır. Makale kapsamında, davranış terapisi merceğindeki bu uygulamaları daha iyi anlamak amacıyla söz konusu müdahalelerle ilgili araştırmalar incelenmektedir. Makalede, farkındalık meditasyonu ve yoga uygulamalarına yönelik günümüzdeki eğilimler sentezlenmeden önce, davranış terapisinin temelleri ve tarihi bir özet şeklinde ele alınmaktadır. Bunun yanı sıra, bunların etkililiğine ilişkin çalışmalar tartışılmaktadır. Yoga veya fiziksel aktivite, Farkındalık Temelli Stres Azaltma (MBSR) terapisinin yanı sıra Farkındalık Temelli Bilişsel Terapinin (MBCT) de mükemmel bir tamamlayıcısı konumundadır. Farkındalık temelli yaklaşımlar depresif belirtileri, kaygıyı, huzursuzluğu (disfori), tükenmişliği ve ruminasyonları azaltmada etkilidir. Ayrıca, bu müdahaleler öz düzenlemeyle ilişkili sosyal ve duygusal becerileri desteklemektedir. Bununla birlikte, seçilen terapi danışanın hedeflerine ve terapistin eğitim deneyimine bağlıdır. Eğer danışan ifade edilen sonuçları talep ediyorsa ve farkındalık ve yoga uygulamalarına açıksa, bu yöntemler konusunda eğitim almış bir danışman davranış terapisinin bu yönünü uygulamaktan çekinmemelidir. Makalede, danışanların beceri geliştirme yoluyla iyi oluşlarını artırmalarına yardımcı olacak öneriler sunulmaktadır.

Anahtar Kelimeler: Davranış Terapisi, Farkındalık, Meditasyon, Yoga, Danışmanlık

Introduction

Within the theoretical orientation to counseling of behavior therapy, this article focuses on mindfulness meditation and yoga practices. This article reviews research concerning these interventions to understand better practices within the behavior therapy lens. Not only have these interventions become more popular, but they have been found to be effacious in reducing depression and anxiety symptoms across subpopulations. Moreover, mindfulness and yoga elements are being implemented in schools and other contexts as preventative interventions to foster resiliency, as well as postventions bolster post-trauma growth (Taylor et al., 2020). Before synthesizing current trends in mindfulness meditation and yoga practices across contexts, we summarize the foundations and history of behavior therapy.

Overview

What distinguishes behaviorism from other theories of counseling is the focus on operational, measurable change, usually in the form of behavioral change (Corey, 2023). Assessment is used to determine the needs of the client to target specific outcomes with individualized treatment, as well as any antecedents of undesirable behavior. Functional assessment determines what changes in the environment can produce change in the client who is an active participant (Lennox & Miltenberger, 1989). The focus is on the present environment and actions, not the client's past. The client learns and practices new skills during therapy and subsequent homework (Corey, 2023).

In behavior therapy, evaluation and self-monitoring of change is used to determine the effectiveness of the treatment. Using the scientific method, this data-driven approach has successfully treated many psychological disorders, behavioral issues, and conditions across diverse contexts (Antony, 2019). The goal of behavior therapy is increased freedom. The therapist helps the client to gain more control over their life by supplying them with skills to respond to stressful situations and overcome incapacitating behaviors (Corey, 2023).

Historical Background

Over the years, the theoretical underpinnings of behaviorism have evolved from classical conditioning to operant conditioning, to social cognitive theory, to cognitive behavioral therapy, and to the more contemporary mindfulness-based approaches (Spiegler, 2019). In contrast to the psychoanalytic approaches of Freud, strict behaviorists considered the human mind to be a black box. Because behaviorists like Skinner could not truly know what was happening in the human mind, they disregarded cognitions and focused on behaviors, that could be directly observed (Skinner, 1988). Since then, the definition of behavior has expanded to include cognitions and covert behavior that we cannot observe directly, but can still operationally define, resulting in a large body of empirical support (Anthony, 2019). Counselors continue to utilize a variety of traditional and contemporary behavioral concepts and techniques spawned from this behavioral evolution. In this section, we provide some historical background on how theoretical orientations have evolved over time to before focusing on contemporary behavioral therapy in the form of mindfulness and yoga.

Classical Conditioning

The Skinnerian approach of operant conditioning is an extension of classical conditioning. Classical conditioning, also known as respondent conditioning, is the idea that a naturally occurring response to a stimulus can be paired or associated with a neutral stimulus through repetition. This was the case with Pavlov's dog, who naturally salivated when presented with food. While studying the digestion of dogs, the physiologist, Pavlov, rang a bell each time he presented food to the dog. After so many repetitions, the neutral stimuli of the bell became a trigger for the conditioned response of salivation. This process still

accounts for how people come to have negative associations and irrational fears. Likewise, progressive muscle relaxation clients imagine stress-inducing situations while engaging in anxiety-producing behaviors in systematic desensitization. This process is repeated to create an association between the imagined stress and no negative outcome (Corey, 2023).

Operant Conditioning

Operant conditioning, which is still used in applied behavioral analysis (ABA), is a process of associating a target behavior with a particular consequence through reinforcement and punishment (Skinner, 1988). To reduce the frequency of undesirable behavior, positive or negative (removal) punishment is appropriate. By presenting the client with a negative consequence in the form of presenting unpleasant circumstances or removal of favorable circumstances, the therapist is conditioning the client to stop the behavior. Conversely, reinforcement increases the likelihood that a desirable behavior will reoccur. In this case, the therapist can use positive or negative reinforcement to encourage the client to continue the behavior. Positive reinforcement involves presenting favorable circumstances, and negative reinforcement involves removing unfavorable circumstances. Suddenly stopping reinforcement of an undesirable behavior is called extinction. Although the therapist can model these processes, in many cases, the client is responsible for continuing the process, as is the case in self-management programs (Corey, 2023).

Social Cognitive Theory

Whereas operant conditioning focuses on how the environment affects the person through consequences, Bandura (1973) noted how people could learn from merely observing the reinforcement and punishment of others' behavior. His social learning theory, with contributions from Walters, evolved further into social cognitive theory, which acknowledges the contributions of cognitions in the interaction between the environment and the behavior (Bandura & Walters, 1977). The interaction of the self, task, and environment is called reciprocal determinism. According to Bandura (1989, 1991), the most crucial self-belief is self-efficacy, which is the belief that one can successfully complete a task. Self-efficacy in turn affects so many other factors, including effort, motivation, outcome expectancies, and the behavior itself. This self-belief is shaped through learning experiences and feedback. Such feedback is an integral part of social skills and anger management training, as well as multimodal therapy, and all forms of contemporary behavior therapy (Corey, 2023).

Cognitive Behavioral Therapy

Simultaneously, the development of Beck's cognitive therapy (1976) also influenced the behavioral approach with his emphasis on the client's faulty beliefs, or cognitive distortions ("stinkin' thinkin'"). Cognitions, and later emotions, were given more weight in the therapeutic process, but behavioral therapy continued to involve empirical use of data to drive intervention, meaning that therapists use assessments to determine if the treatment is effective before altering the treatment. By the 2000s, behavioral therapy was incorporating many practices beyond CBT, including "dialectical behavior therapy (DBT), mindfulness-based stress reduction (MBSR), mindfulness-based cognitive therapy (MBCT), and acceptance and commitment therapy (ACT)" (Corey, 2023, p. 234). These are considered the third wave of behavior therapy, some of which we will focus on for the last portion of this article.

Contemporary Behavior Therapy

To expand on contemporary behavior therapy as it pertains to mindfulness and yoga, we will consider how this perspective addresses several aspects of therapy. For example, the third wave of behavior therapy is unique in its view of the roles of affect, cognition, and behavior. Because of its roots detailed above behavior also seems to be the driving mechanism in this type of therapy and shapes the assumptions underlying the

therapy, including what drives or motivates human existence. Lastly, contemporary behavior therapy also assumes a unique stance on personality and development.

Role of Affect, Cognition and Behavior

Contemporary behavior therapy includes more than just traditional learning theory and recognizes the importance of affect, cognition, and behavior (Antony, 2019). For example, exposure therapies target emotions by using *in vivo* exposures and flooding to reduce the emotion of anxiety over time (Hazlett-Stevens & Craske, 2008). Similarly, Eye Movement Desensitization and Reprocessing (EMDR) uses rapid eye movement to help process memories associated with trauma (Shapiro & Solomon, 2015). Lastly, contemporary behavior therapies also integrate mindfulness and acceptance of one's emotions (Herbert & Foreman, 2011). Mindfulness is the process of paying attention on purpose and without judgment. Through mindfulness exercises, clients are directed to pay attention to their feelings, emotions, and thoughts without judgement (Kabat-Zinn, 2003). Acceptance of these experiences is an alternative way of responding – just noticing our internal experiences – as opposed to expressing a preference or judging (Germer, 2013).

Mindfulness and acceptance techniques are used in both the treatment and prevention of a variety of affective and behavioral problems, including those common to the problems of daily living and problems characteristic of more severe pathology. For example, as part of mindfulness-based stress reduction (MBSR), mindfulness techniques may be used to better cope with the stressors of life to promote general wellbeing and physical and psychological health (Lehrhaupt & Meibert, 2017). Similarly, mindfulness-based cognitive therapy (MBCT) integrates MBSR to treat those experiencing more severe problems associated with depression (Segal et al., 2013). In MBCT, clients identify automatic negative thoughts through mindfulness and accept them for being just thoughts. Clients are taught to treat themselves with self-compassion and kindness and develop a plan to prevent relapse. Such an action plan is made more formal in acceptance and commitment therapy (ACT) through homework and follow-up (Hayes et al., 2012). Finally, acceptance is especially important in dialectical behavior therapy (DBT), which treats emotional dysregulation in individuals, common among those diagnosed with borderline personality disorder and others with suicidal ideation. Learning to increase distress tolerance for one's negative emotions by accepting them is a major attribute of DBT. It should be noted that problem severity should directly inform the appropriate level of care. Longstanding problems such as personality disorders or acute crises involving suicidal ideation may necessitate a treatment approach that combines behavior approaches, with other treatment modalities, and / or pharmacological interventions.

Motivation of Human Existence

The core motivation of human existence is freedom, from a behaviorist perspective. This motivation is expressed in a healthy way through the reduction of restrictive behaviors or other undesirable behaviors that stop us from pursuing activities of one's choice. Perhaps this motivation may be expressed in its most healthy form through third-wave behavior therapy. Third-wave behavior therapy has five themes: "(1) an expanded view of psychological health; (2) a broad view of acceptable outcomes in therapy, (3) acceptance, (4) mindfulness, and (5) creating a life worth living (Spiegler, 2019)" (Corey, 2023, p. 251). Through mindfulness and acceptance approaches, the client is free from negative thoughts and behaviors so that they can exist freely.

Views of Personality and Development

Unlike psychoanalytic approaches, behavior therapy is not concerned with personality development. Likewise, behavior therapy does not directly address development in the same ways that stage theories do. One stage is not deemed more important than another. Clients can change at any time, if they desire. From a cognitive behavioral perspective, an individual's cognitive processes, like beliefs and schemas, are what

shape an individual's personality. Those with a positive and flexible schema may experience a higher level of autonomy and freedom. Healthy personalities may be considered those that are open and ready to change and accept themselves. However, little research has been conducted to explore the role of personality in CBT (Merrill & Strauman, 2004).

Putting Behavior Therapy into Practice

Counselors may integrate mindfulness and yoga to varying degrees within the counseling process, depending on their level of comfort and training. Counselors may vary in their comfort level when taking the role of teacher, coach, and trainer, but within behavior therapy, the counselor is generally an active and direct participant in the counseling process. Additionally, counselors may vary in their level of training and competencies in leading their clients in mindfulness and yoga exercises and techniques. For example, some counselors may choose to incorporate the mindfulness exercise of belly breathing into therapy sessions to ground emotionally dysregulated clients. Others may choose to lead the client through chair yoga exercises. Adding elements of mindfulness and yoga to therapy may only necessitate basic training in how to model and instruct the client. However, leading more intensive mindfulness and yoga exercises may necessitate additional training such as becoming a certified yoga instructor to deliver services to clients competently and safely.

Therefore, the more training the better. Hence, this type of active behavior therapy may be a good match for therapists who prefer being more directive and who have experience in yoga and mindfulness.

Therapeutic Goals

The overall goal of behavior therapy is to increase personal freedom through learning. However, the specific goal-setting process is at the crux of behavior therapy. In contemporary behavior therapy the client has most of the say in creating the goal, but the therapist helps operationalize the goal to make it as concrete as possible. The therapist may also help the client create subgoals to make the goal more manageable. Change should be measurable over time and assessed periodically. Change takes place through learning and practicing new skills. These skills are acquired and practiced during sessions and applied outside of sessions as homework. Motivation for change and a commitment to put new skills into practice are the critical elements for change to take place, using behavior therapy. Insight into the underlying causes of a problem is not necessary, according to this approach (Corey, 2023). In order to know if a client is making progress, these interventions provide an observable change in behavior in the form of practicing new mindfulness and yoga skills and reflecting on their practices.

Client-Therapist Relationship

Both the therapist and client are active participants, with the therapist acting as the teacher of new skills. For this reason, it is important that the two work well together. However, even if the therapist has the ability to teach the client new skills, the client must still be willing to put in the work. For example, the therapist conducts a functional assessment or behavioral assessment interview using the ABC model to determine relevant antecedents, problematic behavior, and consequences of the issue. The client has to be willing to describe the problem and provide the data. This data serves as the baseline for further evaluation and the development of an individualized treatment plan. Treatments include evidence-based strategies that are directed by the therapist, who monitors the client's progress through continual assessment. The client has to complete the homework and practice in order to see results. Self-disclosure is part of multimodal therapy, in which the therapist acts as a coach, trainer, and teacher who provides lots of feedback (Corey, 2023; Henretty et al., 2014).

Research Support

Many research studies on behavior therapy have been conducted over the years across contexts. Although specific behavior therapy techniques include "applied behavioral analysis, relaxation training, systematic desensitization, exposure therapies, eye movement desensitization and reprocessing, social skills training, self-management programs, multimodal therapy, and mindfulness and acceptance-based approaches," we have reviewed research concerning mindfulness and yoga specifically (Corey, 2023, p. 241). The research reviewed has been conducted with both adults and children and with a variety of psychological, physical, and educational concerns. Research implications are salient for both prevention and intervention and across both community and educational settings.

Research with Adult Populations

Interest in mindfulness-based interventions for the treatment of adult psychological disorders has increased significantly over the past two decades (Goldberg et al., 2018). Mindfulness and yoga interventions have been shown to be effective with both clinical and non-clinical concerns including depressive symptoms, anxiety, dysphoria, burnout, rumination, pain conditions, smoking and addictive disorders, and overall quality of life (Brooks et al., 2021; Goldberg et al., 2018; Grensman et al., 2018; Hunt et al., 2018; Liu et al., 2022; Schuver & Lewis, 2016). We summarized the results of select research studies with adult populations below.

In response to questions being raised regarding the evidence base for such interventions, Goldberg et al (2018) conducted a meta-analysis of 142 non-overlapping samples and 12, 005 participants. Post-treatment results indicated that mindfulness-based interventions were superior to no treatment, minimal treatment, non-specific active controls, and specific active controls. Mindfulness-based interventions did not differ from evidence-based treatments. Evidence was strongest in support of mindfulness for depression, pain conditions, smoking, and addictive disorders.

Similarly, Brooks et al. (2021) conducted a meta-analysis to determine the effectiveness of adjunct interventions, such as yoga, in the management of substance use disorders in women. Of the 10 randomized controlled trials included in the analysis, eight suggested that various forms of yoga have minimal to moderate significance for the treatment of addictions to alcohol, opioids, tobacco/nicotine, and mixed substances. Two of the randomized controlled trials found no significant differences in treatment, but yoga may contribute to positive, sustainable change at follow-up. Research studies support the potential benefits of adjunctive yoga for women receiving treatment for substance use disorders in both inpatient and community-based settings (Galantino et al., 2021; Petker et al., 2021).

Finally, the effects of mindfulness yoga treatment on emotional disorders, fatigue, pain, and health-related quality of life among patients with breast cancer was explored by Liu, Liu, and Chen (2022). The participants (n = 136) were randomly assigned 1:1 to either an experimental group that included mindfulness yoga and conventional care, or the control group that included only conventional care. While fatigue and pain were similar between both groups, participants whose treatment included mindfulness yoga experienced significant improvement in anxiety and depression symptoms, as well as overall health-related quality of life.

But is it yoga or mindfulness that works? Hunt et al. (2018) explored the multiple facets of the MBSR technique of behavioral therapy. They did so by randomly assigning college students to yoga (n = 24), mindfulness meditation (n = 23), a combination of both (n = 22), an active placebo (study breaks, games, a therapy dog, and snacks; n = 26), or the control group of no treatment (n = 24) for 4 weeks. All active treatments helped, but by the last week, only the yoga and combined yoga with mindfulness meditation groups were significantly different from the control in terms of decreased anxiety and dysphoria. This

research suggests that the physical activity part of the treatment may be just as effective as the cognitive-behavioral part of the treatment. Furthermore, these benefits were found even among a group of college students using a web-based program during the COVID-19 pandemic (Murray et al., 2022).

Therefore, is physical movement itself therapeutic? Schuver and Lewis (2016) compared a home-based mindfulness yoga treatment to a walking treatment in a randomly controlled trial for 12 weeks (about three months). All the participants were depressed women. Participants in the yoga group (n = 20) received mindfulness training over the phone, and the participants in walking group (n = 20) received health education over the phone. Although both treatments were effective in reducing depressive symptoms, the mindfulness treatment was significantly more effective in reducing ruminations.

Finally, in adults experiencing burnout at work, yoga (n = 26) has been compared to MBCT (n = 27) and CBT (n = 27) in a randomized clinical trial (Grensman et al., 2018). No significant differences were found across treatments in terms of improving life satisfaction. However, all three treatments significantly improved the patients' well-being after 20 weeks (about four and a half months) of intensive treatment (three hours in the office and four hours of homework). Grensman et al. recommend using any of the three forms of intervention to reduce burnout or prevent burnout in employees.

Research with Child and Adolescent Populations

Research focusing on the use of mindfulness and yoga with children has expanded in recent years but is still limited (Ziomek-Daigle & Oliphant, 2017). Research conducted over the last decade has explored the impact of mindfulness training on children and adolescents diagnosed with a variety of mental health conditions, including anxiety, Attention Deficit/Hyperactivity Disorder (ADHD), Conduct Disorder, and Autism Spectrum Disorder, all of which share the characteristic of emotional dysregulation (Adams & Branscome, 2020; Chimiklis et al., 2018; Semple et al., 2017; Ziomek-Daigle & Oliphant, 2017). In addition to clinical settings, the available research on the use of mindfulness and yoga in school-based settings also shows considerable promise for enhancing student mental health (Adams & Branscome, 2020; Khunti et al., 2023; Semple et al., 2017; Semple, 2019). We summarized the results of select research studies with child and adolescent populations below.

Bazzano et al. (2018) found that third graders reported less frequent emotional and psychosocial problems after being introduced to mindfulness and yoga at school. Using a randomized controlled trial, a treatment group of 20 students received mindfulness and yoga exercises over eight weeks (about two months) provided by a yoga instructor. Teachers were provided with two professional development sessions and reported incorporating yoga into class more often after the second session. However, teachers still cited academic demands as being the primary barrier to using yoga in class. The most common benefit perceived by teachers was that yoga and mindfulness helped with self-regulation.

This perception is confirmed by a small meta-analysis conducted by Chimiklis and colleagues (2018) of 11 studies. The researchers concluded that overall "yoga, mindfulness-based interventions, and/or meditation had a statistically significant effect on the outcomes of ADHD symptoms, hyperactivity, and inattention (parent and teacher report), as well as parent-child relationship, executive functioning, on-task behavior, parent stress, and parent trait-mindfulness" (p. 3155). However, even though these interventions were beneficial, Chimiklis et al. do not recommend them as a primary treatment for ADHD. Instead, it could be used as a complementary intervention (Ramos et al., 2022).

Research results are also inconclusive in the few studies (n = 8) conducted with children and adolescents with Autism Spectrum Disorder (Semple, 2019). However, these interventions are practical and result in improved social, emotional, and behavioral outcomes for those on the Autism spectrum. Not notably, mindfulness meditation is an effective tool for relaxation for Autistic children (Laxman, 2022).

A school-based yoga and mindfulness intervention, called Community Approach to Learning Mindfully (CALM) was implemented with teachers from a randomly assigned middle school (Harris et al., 2016). Teachers from the control school were waitlisted and offered the 16-week program later. Yoga and mindfulness practice were available for the 64 teachers in the group four days a week. Although no significant effects on stress, perceived trust, or sleep were found as a result of the intervention, significant effects on "mindfulness, positive affect, classroom management, distress tolerance, physical symptoms, blood pressure, and cortisol awakening response" were found (p. 143). This study was interesting because it did not just rely on self-reported measures.

A more recent quasi-experimental study by Sanches, Allen, and Delgado (2023) explored adolescent psychological well-being during the COVID-19 pandemic. At-risk Hispanic youth participated in either a 60-minute mind and body yoga practice or a 60-minute physical education class that included aerobic and muscular endurance. Both interventions were delivered virtually. Researchers found that school-based yoga participants exhibited significantly higher levels of improved mood and affect than those enrolled in a traditional physical education class during the 12-weeks of intervention.

Finally, a systematic and narrative review conducted by Khunti et al., (2023) discusses the research evidence supporting the effect of yoga intervention on children and adolescent mental health. At the college level, a research synthesis suggests that mindfulness interventions even help college students reduce stress and improve their academic performance (Bamber & Schneider, 2022). Authors concluded that the evidence regarding yoga interventions in school settings shows considerable promise for enhancing mental health; but due to the methodological limitations present in the existing literature, additional research is warranted.

Limitations

Although behavior therapy works for many different types of issues and populations of clients, there is one major limitation. According to Corey (2023), "This approach assumes that change can take place without insight into underlying dynamics and without understanding the origins of a psychological problem" (p. 237). This therapy does not require the person to understand why they had a problem in the first place. It is assumed that changes in behavior can precede or coincide with the understanding of the problem. However, prerequisite self-awareness probably increases the success of this therapy (Clarke & Hartley, 2023). Because contemporary behavior therapy includes working on negative thinking that results in undesirable behavior, it is more effective long-term than purely behavioral interventions. Of course, if the negative thoughts and feelings lead to severe self-harm and suicidality, the client may need to consult their mental health provider to consider other complimentary interventions, such as medication.

Appropriateness, Ethics, and Multicultural Considerations

Behavior therapy is most appropriate for those who are comfortable with the educational style of behavior therapy, which involves external regulation (e.g., feedback, praise, homework, instruction, etc.). Ethical practices of getting to know the client's culture and adapting treatment and assessment strategies are part of functional assessment within behavior therapy. Because clients get to create goals, contemporary behavior therapy can be consistent with the client's cultural definition of health and wellbeing. Corey (2023) contends that behavior therapy works well for individuals from any background because of its "specificity, task orientation, focus on objectivity, focus on cognition and behavior, action orientation, dealing with the present more than the past, emphasis on brief interventions, teaching coping strategies, and problem-solving orientation" (p. 258). Therapists need to take cultural factors into account when setting the client up for success instead of only focusing on the individual in an environment that may be oppressive (Corey, 2023; Sue et al., 2022). Future research needs to continue to test the efficacy of these interventions on diverse populations. For example, randomized controlled trials are currently ongoing with elderly populations who experience mild cognitive impairment in Chile (Farhang et al., 2022).

Conclusion

In this article, theoretical orientation with a substantial focus on behavior therapy has been discussed to offer a strong foundation and a clear understanding of the effectiveness of mindfulness meditation and yoga

practices in counseling. Yoga and physical activity seem to be useful complements to MBSR and MBCT as well. Research findings clearly state that mindfulness-based approaches are beneficial in treating a variety of physical and mental health concerns for both adults and children, across educational and community-based settings. Mindfulness and yoga interventions have been used with adults for quite some time and have been shown to be effective with both clinical and non-clinical concerns including depressive symptoms, anxiety, dysphoria, burnout, rumination, pain conditions, smoking and addictive disorders, and overall quality of life (Brooks et al., 2021; Goldberg et al., 2018; Grensman et al., 2018; Hunt et al., 2018; Liu et al., 2022; Schuver & Lewis, 2016).

Of course, the therapy chosen depends on the individual client's goals and the therapist's training and experience. If the client desires these outcomes and is open to meditation and yoga, a counselor trained in these modalities should not hesitate to implement this more contemporary facet of behavior therapy. Counselors may integrate mindfulness and yoga to varying degrees within the counseling process. Adding elements of mindfulness and yoga to therapy may only necessitate basic training, but leading more intensive mindfulness and yoga exercises may necessitate additional training such as becoming a certified yoga instructor.

In addition to clinical settings, the available research on the use of mindfulness and yoga in school-based settings shows considerable promise for enhancing student mental health (Adams & Branscome, 2020; Bazzano et al., 2018; Khunti et al., 2023; Sanches et al., 2023; Semple, Droutman, & Reid, 2017; Semple, 2019). The implementation of mindfulness and yoga in school-based settings is salient not only for providing interventions to students with identified concerns but also for strengthening protective factors among all students as a means of prevention. Schools should consider how implementing mindfulness and yoga can align with a multi-tiered system of behavioral support. Depending on student need and context, mindfulness practices may be incorporated into schools as a school wide mindfulness curriculum (e.g., daily mindfulness practices and rituals in the classroom), targeted classroom interventions (e.g., group mindfulness with students of similar needs), or individualized mindfulness interventions. For a review of mindfulness-based programs that have been implemented in K-12 schools (see Semple et al., 2017).

In conclusion, diverse client populations require a whole-client approach or holistic view of health. Modern life forces people to live at a rapid pace with full schedules leaving little time for self-exploration and reflection. Yoga and mindfulness mediation practices are available anywhere at any time, and can help clients slow down, focus on themselves, and explore different ways to improve their quality of life. Through behavior therapy, mindfulness meditation, and yoga practices can be used in both the treatment and prevention of a variety. Of course, there is no one-size-fits-all approach to mental health, and practitioners and consumers should consider the limitations aforementioned. There is also room for more research in the area to determine the preventative and supportive nature of both mindfulness and yoga together and independently across settings.

Declarations

References

Adams, K. S., & Branscome, J. M. (2020). Emotional dysregulation and anxiety in students: Mindfulness strategies for school counselors. *Georgia School Counselors Association Journal, 27*, 7-17. https://eric.ed.gov/?id=EJ1278249

Antony, M. M. (2019). Behavior therapy. In D. Wedding & R. J. Corsini (Eds.), *Current Psychotherapies* (11th ed., pp. 199-236). Cengage Learning.

Bandura, A. (1973). *Aggression: A social learning analysis*. Prentice-Hall.

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist, 44*(9), 1175. https://doi.org/10.1037/0003-066X.44.9.1175

Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes, 50*(2), 248-287. https://doi.org/10.1016/0749-5978(91)90022-L

Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Englewood Cliffs, NJ: Prentice-hall.

Bamber, M. D., & Schneider, J. K. (2022). College students' perceptions of mindfulness-based interventions: A narrative review of the qualitative research. *Current Psychology, 41*(2), 667-680. https://doi.org/10.1007/s12144-019-00592-4

Bazzano, A. N., Anderson, C. E., Hylton, C., & Gustat, J. (2018). Effect of mindfulness and yoga on quality of life for elementary school students and teachers: Results of a randomized controlled school-based study. *Psychology Research and Behavior Management, 11*, 81. htttp://doi.org/10.2147/PRBM.S157503

Beck, A. T. (1976). *Cognitive therapy and emotional disorders*. New American Library.

Brooks, J., Lawlor, S., Turetzkin, S., Goodnight, C. W., & Galantino, M. L. (2021). Yoga for substance use disorder in women: A systematic review. *International Journal of Yoga Therapy, 31*(1). https://doi.org/10.17761/2021-D-20-00008

Chimiklis, A. L., Dahl, V., Spears, A. P., Goss, K., Fogarty, K., & Chacko, A. (2018). Yoga, mindfulness, and meditation interventions for youth with ADHD: Systematic review and meta-analysis. *Journal of Child and Family Studies, 27*(10), 3155-3168. https://doi.org/10.1007/s10826-018-1148-7

Clarke, B. J., & Hartley, M. T. (2023). The mediating role of mindfulness on stress and counseling self-efficacy. *Counselor Education and Supervision.* https://doi.org/10.1002/ceas.12278

Corey, G. (2023). *Theory and practice of counseling and psychotherapy.* (11th ed.) Boston, MA: Cengage Learning.

Farhang, M., Rojas, G., Martínez, P., Behrens, M. I., Langer, Á. I., Diaz, M., & Miranda-Castillo, C. (2022). The Impact of a yoga-based mindfulness intervention versus psycho-educational session for older adults with mild cognitive impairment: The protocol of a randomized controlled trial. *International Journal of Environmental Research and Public Health, 19*(22), 15374. https://doi.org/10.3390/ijerph192215374

Galantino, M. L., Turetzkin, S., Lawlor, S., Jones, L., & Brooks, J. C. (2021). Community-based yoga for women undergoing substance use disorder treatment: A descriptive study. *International Journal of Yoga, 14*(1), 50. https://doi.org/10.1016/j.cpr.2017.10.011

Germer, C. K. (2013). Mindfulness: What is it? What does it matter? In C. K. Germer, R. D. Siegel, & P. R. Fulton (Eds.), *Mindfulness and psychotherapy* (pp. 3–35). The Guilford Press.

Goldberg, S. B., Tucker, R. P., Greene, P. A., Davidson, R. J., Wampold, B. E., Kearney, D. J., Simpson, T. L. (2018). Mindfulness-based interventions for psychiatric disorders: A systematic review and meta-analysis. *Clinical Psychology Review, 59*, 52-60. https://doi.org/10.1016/j.cpr.2017.10.011.

Grensman, A., Acharya, B. D., Wändell, P., Nilsson, G. H., Falkenberg, T., Sundin, Ö., & Werner, S. (2018). Effect of traditional yoga, mindfulness–based cognitive therapy, and cognitive behavioral therapy, on health related quality of life: A randomized controlled trial on patients on sick leave because of burnout. *BMC Complementary and Alternative Medicine, 18*(1), 80. https://doi.org/10.1186/s12906-018-2141-9

Harris, A. R., Jennings, P. A., Katz, D. A., Abenavoli, R. M., & Greenberg, M. T. (2016). Promoting stress management and wellbeing in educators: Feasibility and efficacy of a school-based yoga and mindfulness intervention. *Mindfulness*, *7*(1), 143-154. https://doi.org/10.1007/s12671-015-0451-2

Hayes, S. C. & Lillis, J. (2012). *Acceptance and commitment therapy.* American Psychological Association.

Hazlett-Stevens, H., & Craske, M. G. (2008). Live (in vivo) exposure. In W. O'Donohue & J. E. Fisher (Eds.) *Cognitive behavior therapy: Applying empirically supported techniques in your practice* (2nd ed., pp. 309-316). Wiley.

Henretty, J. R., Currier, J. M., Berman, J. S., & Levitt, H. M. (2014). The impact of counselor self-disclosure on clients: A meta-analytic review of experimental and quasi-experimental research. *Journal of Counseling Psychology*, *61*(2), 191. https://doi.org/10.1037/a0036189

Herbert, J. D. & Foreman, E. M. (2011). *Acceptance and mindfulness in cognitive behavioral therapy: Understanding and applying new therapies*. Wiley.

Hunt, M., Al-Braiki, F., Dailey, S., Russell, R., & Simon, K. (2018). Mindfulness training, yoga, or both? Dismantling the active components of a mindfulness-based stress reduction intervention. *Mindfulness*, *9*(2), 512-520. https://doi.org/10.1007/s12671-017-0793-z

Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present and future. *Clinical Psychology: Science and Practice, 10*(2), 144-156.

Khunti, K., Boniface, S., Norris, E., De Oliveira, C., & Shelton, N. (2023). The effects of yoga on mental health in school-age children: A systematic review and narrative synthesis of randomized control trials. *Clinical Child Psychology and Psychiatry, 28*(3), 1217-1238. https://doi.org/10.1177/13591045221136016

Laxman, K. (2022). Socio-emotional well-being benefits of yoga for atypically developing children. *Journal of Research in Special Educational Needs, 22*(2), 158-166. https://doi.org/10.1111/1471-3802.12556

Lehrhaupt, L. & Meibert, P. (2017). *Mindfulness based stress resduction: The MBSR program   for enhancing health and vitality.* New World Library.

Lennox, D. B., & Miltenberger, R. G. (1989). Conducting a functional assessment of problem behavior in applied settings. *Journal of the Association for Persons with Severe Handicaps*, *14*(4), 304-311. https://doi.org/10.1177/154079698901400409

Liu, W., Liu, J., Ma, L., & Chen, J. (2022). Effects of mindfulness yoga on anxiety and depression in early breast cancer patients received adjuvant chemotherapy: a randomized clinical trial. *Journal of Cancer Research and Clinical Oncology, 148*, 2549-2560. https://doi.org/10.1007/s00432-022-04167-y

Merrill, A. K., & Strauman, J. T. (2004). The role of personality in cognitive-behavioral therapies. *ScienceDirect Behavior Therapy 35*(1), 131–146. https://doi.org/10.1016/S0005-7894(04)80008-X.

Murray, A., Marenus, M., Cahuas, A., Friedman, K., Ottensoser, H., Kumaravel, V., ... & Chen, W. (2022). The impact of web-based physical activity interventions on depression and anxiety among college students: Randomized experimental trial. *JMIR Formative Research, 6*(4), e31839. https://doi.org/10.2196/31839

Petker, T., Yanke, C., Rahman, L., Whalen, L., Demaline, K., Whitelaw, K., Bang, D., Holshausen, K., Amlung, M., & MacKillop, J. (2021). Naturalistic evaluation of an adjunctive yoga program for women with substance use disorders in inpatient treatment: Within-treatment effects on cravings, self-efficacy, psychiatric symptoms, impulsivity, and mindfulness. *Substance Abuse: Research & Treatment, 1–13*. https://doi.org/10.1177/11782218211026651

Ramos, M. C., Macphee, F. L., Merrill, B. M., Altszuler, A. R., Raiker, J. S., Gnagy, E. M., ... & Pelham Jr, W. E. (2022). Mindfulness as an adjunct to behavior modification for elementary-aged children with ADHD. *Research on Child and Adolescent Psychopathology, 50*(12), 1573-1588. https://doi.org/10.1007/s10802-022-00947-9

Sanchez, B., Allen, D., & Delgado, J. (2023). Positive psychological effects of school-based yoga and mindfulness programs for at-risk hispanic adolescents. *Contemporary School Psychology, 27*, 118-135. https://doi.org/10.1007/s40688-022-00427-3

Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2013). *Mindfulness-based cognitive therapy for depression* (2nd ed.). Guilford Press.

Shapiro, F. & Solomon, R. (2015). Eye movement desensitization and reprocessing therapy. In E. Neukrug (Ed.), *SAGE encyclopedia of theory in counseling and psychotherapy* (vol. 1, pp. 388-394). SAGE.

Schuver, K. J., & Lewis, B. A. (2016). Mindfulness-based yoga intervention for women with depression. *Complementary Therapies in Medicine*, *26*, 85-91. https://doi.org/10.1016/j.ctim.2016.03.003

Semple, R. J., Droutman, V., & Reid, B. A. (2017). Mindfulness goes to school: Things learned (so far) from research and real-world experiences. *Psychology in the Schools*, 54(1), 29-52. https://doi.org/10.1002/pits.21981

Semple, R. J. (2019). Yoga and mindfulness for youth with autism spectrum disorder: Review of the current evidence. *Child and Adolescent Mental Health*, *24*(1), 12-18. https://doi.org/10.1111/camh.12295

Skinner, B. F. (1988). The operant side of behavior therapy. *Journal of Behavior Therapy and Experimental Psychiatry*, *19*(3), 171-179. https://doi.org/10.1016/0005-7916(88)90038-9

Spiegler, M. D. (2019). *Contemporary behavior therapy* (6th ed.). Cengage Learning.

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice*. John Wiley & Sons.

Taylor, J., McLean, L., Korner, A., Stratton, E., & Glozier, N. (2020). Mindfulness and yoga for psychological trauma: Systematic review and meta-analysis. *Journal of Trauma & Dissociation, 21*(5), 536-573. https://doi.org/10.1080/15299732.2020.1760167

Ziomek-Daigle, J., & Oliphant, T. (2017). Strategies, approaches, and evidence-based practices. In J. Ziomek-Daigle (Ed.), *Counseling children and adolescents: Working in school and clinical mental health settings* (pp. 448-477). New York, NY: Routledge/Taylor & Francis Group.

How Attachment, Independence and Resilience Skills Affect Well-Being During Childhood: Mothers' Views

Çocukluk Döneminde Bağlanma, Bağımsızlık ve Dayanıklılık Becerilerinin İyi Oluşu Etkilemesi: Anne Görüşleri

Kezban Özgem[1]

1. Cyprus International University, Faculty of Education, Nicosia, North Cyprus. E-mail: kozgem@ciu.edu.tr

Abstract

Secure attachment during childhood, the sense of independence gained and the resilience that comes with it, the correct and effective completion of developmental processes, the emergence of positive personality traits in children, the strengthening of these traits, and the satisfaction and pleasure felt from all experiences bring about the child's well-being. Psychological well-being does not only deal with one aspect of the child, but also aims to improve the child holistically by addressing his/her cognitive, emotional and psychological aspects. The aim of the study is to examine the characteristics of preschool children's attachment, independence and resilience skills and well-being. In this purposeful research, a case study based on qualitative data was conducted with semi-structured interview technique in order to examine the well-being characteristics of mothers with preschool children. The research was analyzed using the content analysis method. The research was conducted face to face with 50 mothers of preschool children in the 2022-2023 period. According to the findings, It has been concluded that children who have a secure attachment with their mothers have good physical contact and communication with their mothers, and that children who have a secure attachment have good independence, can solve their own problems, recognize, care about the emotions of others, and all of these are reflected in the child's happiness.

Keywords: Attachment, Child, Independence, Resilience Well-Being.

Öz

Çocukluk döneminde geçirilen güvenli bağlanma, kazanılan bağımsızlık duygusu ve beraberinde gelen dayanıklılık, gelişim süreçlerinin doğru ve etkili tamamlanması çocuğun iyi olma halini etkilemektedir. Bunların yanında çocuklardaki olumlu kişilik özelliklerinin ortaya çıkması bu özelliklerin güçlenmesi ve tüm yaşantılardan duyulan memnuniyet ve haz çocuğun iyi olma halini beraberinde getirmektedir. Psikolojik iyi oluş çocuğun sadece bir yönü ile ilgilenmez bilişsel duygusal ve psikolojik yönlerini de ele alarak bütünsel olarak iyileştirmeyi hedefler. Araştırmada okul öncesi dönem çocuklarının bağlanma, bağımsızlık ve dayanıklılık becerileri ile iyi oluş arasındaki özelliklerin incelenmesi amaçlanmaktadır. Bu amaca yönelik araştırmada okul öncesi dönem çocuğuna sahip olan annelerle çocukların iyi oluş özelliklerini incelemek amacıyla yarı yapılandırılmış görüşme tekniği ile nitel verilere dayalı bir durum çalışması yapılmıştır. Araştırma içerik analiz yöntemi ile analiz edilmiştir. Araştırma 2022-2023 döneminde, okul öncesi çocuğuna sahip 50 anne ile yüz yüze yapılmıştır. Elde edilen bulgulara göre; anneleri ile güvenli bağlanma gerçekleştiren çocukların anneleri ile beden temasının ve iletişiminin iyi olduğu, güvenli bağlanmayı gerçekleştiren çocukların bağımsız olma, kendi problemlerini çözebilme, başkalarının duygularını fark edebilme ve önem verme, tüm bunların çocuğun mutlu olma durumuna yansıdığı sonucuna ulaşılmıştır.

Anahtar Kelimeler: Bağımsızlık, Bağlanma, Çocuk, Dayanıklılık, İyi oluş.

58

Introduction

Preschool, is the period in which the child immediately develops and child's intelligence, perception, personality, social behavior and mental abilities change at a high rate (Ruhm & Waldfoger, 2011). The most important part of brain development occurs during this period. Preschool children are inquisitive, curious, imaginative and researchers. Preschool period is one of the most important periods for the child's development. This period lays the foundation for the child's learning experiences, well-being and productivity in later years. Depending on how the development areas of preschool children support the time they spend, it creates fundamental traces that will continue throughout their lives and shape the individual's life to a great extent (Bredekamp, 2015; Unicef 2003).

One of the most important and critical principles of the preschool period is attachment. Ainsworth and Bowlby (1999), stated that the period in which children's needs are met appropriately, adequately and on time in the preschool period, a safe base is created for children, and thus, the child is prepared to explore the world with confidence, is the attachment period (Ainsworth and Bowlby, 1999). Attachment is a situation that begins in the first days of life, has an emotional side, and is possible. The concept of attachment in infancy refers to the fact that the baby reacts positively to the first person he or she physically touches, wants to spend all his time with them, looks for that person in case of any fear, and that this person gives the baby peace, tranquility and trust (Erkuş 1994).

A process that starts from the beginning of pregnancy and continues throughout the birth and postpartum period has a great impact on mother-baby bonding. Attachment during infancy is seen in stages. It begins immediately after birth and takes shape until the twenty-fourth month (Kaplan et al. 1994).

As children develop, their ability to overcome events on their own, to express themselves more easily, and to explore their environment without depending on anyone develop. Over time, they see that they have an impact on their environment and that they can control it. This sense of independence improves their self-confidence and supports their self-perception in a positive way. As their sense of being able to do things on their own develops, they realize that they are successful. When children are given the opportunity to choose and their responsibilities begin to increase, they realize that they have a more active role in their family and society (Şahin and Akman, 2018).

Starting from early childhood, it is an appropriate time to start teaching children how to cope with problems and stand on their own feet (Şahin and Akman, 2018). This is a period in which children gain their first skills and learning about real life. For this reason, it is necessary to provide independence skills at an early age in order to prepare the child for real life (Çakırtaş, 2023). Independent children feel the pleasure of being able to do their work on their own and experience the confidence of being able to stand on their own feet. Self-confidence is the key to success for our children (Çakırtaş, 2023). Independence is about freedom, discipline and responsibility. A child can be independent only when he or she is free, and can be free only if they are independent. The more confidently a child can explore his or her environment, the better he or she will be able to tackle their developmental tasks. It can create new skills that will support expanding the understanding of independence (Güneş, 2013).

Preschool period, where the foundations of children's development in all areas are laid, is the most important period of life. All the work done for children during this period is very important for them to become successful and healthy individuals. All children have the ability to cope with challenges and stress. This is not something that children have or do not have, but a skill that they develop as they grow. Resilient children are more likely to take healthy risks because they aren't afraid of falling short of expectations. They are individuals who are curious, brave and trust their instincts. They know their limits

and push themselves out of their comfort zones. This helps them achieve their long-term goals while also enabling them to solve their problems independently (Şahan Aktan and Önder, 2018). Resilience is the capacity to be prepared for adversities, to cope with stress and trauma, to adapt to difficult conditions, and to cope by learning from devastating experiences. It is both mental and physical endurance and flexibility. Psychological resilience is the ability to get back on your feet after difficult situations. In short, we can call it the immune system or protective shield of the soul. The American Psychological Association defines resilience as the ability to adapt well to adversity, trauma, tragedy, threat or stress. Being able to perform high performance under stress, despite stress, shows psychological resilience (Eryılmaz, 2021). For a healthy and successful generation, the concept of psychological resilience should prioritised in the preschool period (Şahan Aktan and Önder, 2018).

In early years, childhood begins with the family. Both mother and father provide the child with different characteristics and competencies in every aspect. Parents are primarily the ones who will consciously ensure that the child acquires valuable and good characteristics. During the socialization process, children learn the culture and values of the geography they live in and gradually become a member of the society (Hops, 1983; Tsukerman, 2000).

When the factors affecting the mental and spiritual structure of the child in the first years of life are examined, the concept of "social and emotional well-being" attracts attention (Abed et al., 2016). Although the concepts of well-being and happiness are intertwined in this way, they are different concepts. Happiness is defined as the state of having rational thoughts by prioritizing the individual's mind and being in balance by using the virtues he has acquired, while well-being is defined as the whole of life attitudes and structures that affect the functionality of the person rather than positive and negative emotions (Ryff, 1989; Telef, 2013). Psychological well-being is also considered an important indicator of the quality of developmental processes and educational practices (Van Sanden and Joly, 2003). High well-being in children is a concept that has components in the areas of self-confidence, self-esteem, social and emotional development, and needs to be evaluated from different theoretical perspectives, including all developmental areas and the child's social relationship contexts (Schweiger and Graf, 2015). It is stated that children are more resilient in the face of difficulties in adulthood, live healthier and longer, are happier in their relationships, are more successful in school and work, and are less likely to be depressed (Best Start Resource Centre, 2018). Therefore, considering that the preschool period creates the developmental infrastructure that will lead to adulthood, the idea that psychological resilience should be supported starting from the preschool period is an indisputable fact. In the literature review, it was seen that studies on psychological resilience were quite limited in the preschool period and that there were mostly studies on adults (Sipahioğlu, 2008). Although there are studies on social skills, emotional regulation, anxiety, emotional intelligence, self-regulation and self-confidence, which are the source of psychological resilience in the preschool period, studies addressing psychological resilience as a whole and measurement tool that can measure psychological resilience in preschool are also quite limited (Önder and Ogelman, 2011).

The results obtained from this research will contribute to the literature on how parental attitudes affect the well-being of children and will raise awareness among parents about the well-being of their children. At the same time, understanding the relationship between the attitudes of mothers and fathers and the well-being of individuals will be beneficial in reducing the effects of negative interactions between parents and children. For these reasons, it is considered important to investigate the relationship between children's attachment, independence and resilience and their well-being. In this regard, the aim of this study is to examine the relationship between attachment, independence, resilience and well-being in children and answers were sought to the following questions:

1.   What is the social-demographic distribution of mothers and children?

2.   What do motherss think about their child's attachment skills?

3.   What do mothers think about their child's independence skills?

4.   What do mothers think about their child's resilience skills?

5.   How does it affect the child's attachment, independence, resilience and well-being skills?

Method

This study was designed as a qualitative study to describe the relationship between preschool children's attachment, independence and resilience skills and well-being, and the case study method was used.In this research, a holistic single case design, one of the case study designs, was used. The holistic single case design is used in three ways by Yıldırım and Şimşek (2018) when there was a single unit of analysis (an individual, an institution, a program, a method). Firstly, researchers can use a well-formulated theory or method in the environment to confirm or refute it. Secondly, researchers can use the holistic single-case design to study extreme, contradictory, or unique situations that do not comply with general standards. Finally, the holistic single-case design can be used in cases where no one has studied or reached anyone before. It has been defined as "studying such situations is important in revealing a previously unknown subject for later researchers and providing a basis or guidance for future research" (p.326). This case study aims to consider the natural environment and complexity of the event in-depth (Puch, 2005). It provides the opportunity to examine, understand, and obtain information about the relationship with the participant or society without intervening in the event **(**Akar, 2016).

Study Group

This study followed a path to make purposive sampling more accessible and faster. 50 parents from the researcher's circle who had preschool children participated in the study. The entire study consists of female parents. Demographic information about the parents is included in Table 1.

Data Collection Tools and Methods

This study was carried out by obtaining the necessary permissions to apply the semi-structured interview form prepared by the researcher and a semi-structured questionnaire developed by the researchers was created. Semi-structured interview questions do not allow the researcher to ask predetermined questions to the other person and to move on to other branches based on the answers received (Karasar, 2005; Yıldırım and Şimşek, 2011). By examining the texts of the semi-structured interview form, care was taken to ensure that the questions were not multi-dimensional so that they could be easily understood, were clear, and did not burden the participants with an aimless complexity. The interview form prepared by the researcher was shown to 3 field experts and their opinions were taken into consideration. The statements in the interview form consist of 5 questions prepared for attachment, independence, resilience and well-being in the preschool period. The part of these questions related to attachment skills consisted of questions about whether the child could stay separate from the mother, what kind of physical contact he or she had, and how aware they were of their emotions. Information about the child's independence skills is about the child's ability to avoid being alone, decision-making and problem-solving skills, questions about resilience are about the child's ability to give up, control their emotions and express their feelings clearly, questions about well-being are about the child's awareness of his or her own and others' emotions. The research was conducted face to face in 2022-2023 Spring semester and the qualitative data obtained was analyzed by the researcher using the content analysis method. After the interview transcripts of this study were made, the data obtained from the participants were examined in detail and

divided into sections, and the sections were named and coded by creating meaningful wholes. After all, the data was coded, the researchers created a code list, which made it very easy to examine and organize the data and served as a key list for the researchers. Then, the coding keys and interview transcripts were read separately by the researchers, and the necessary arrangements were made by discussing the issues of consensus and disagreement. The security calculation for the created themes was calculated using Miles and Huberman's (1994) reliability formula. As a result of this calculation, the reliability of the research was calculated as 92% for the first question, 100% for the second question, and an average of 96%, overall. Reliability calculations above 70% are considered reliable for the research (Miles & Huberman,1994). As a result of the reliability test, the data collected here was accepted as reliable for the study, and the codes made by the researchers that were compatible with each other were used as the basis for organizing the data according to the codes and themes in reaching the themes.

Data Analysis

In the descriptive analysis technique, data are evaluated according to predetermined themes, and the results are organized and interpreted. The data obtained in the descriptive analysis are summarized and interpreted under predetermined headings (Yıldırım and Şimşek, 2018). For this study, a descriptive analysis technique was used to analyze the data.

Results

The themes obtained from the participants' responses were tabulated and interpreted with their frequency distributions. The purpose of the study was to examine the effects of attachment, independence and resilience skills on well-being during childhood. For this purpose, the findings obtained from parents' opinions are given in Table 1.

Table 1. Socio -Demographic Characteristics of Mother and Child

	N	%
Parent's Age		
29 and under	14	70
30-35	23	46
36-39	9	18
40 and above	4	8
Gender		
Woman	50	100
Male	-	
Child's Age		
Five	4	8
Six	12	24
Seven	16	32
Eight	12	24
Child's Gender		
Girl	27	54
Male	23	46

To school

Gone / Going	38	76
Didn't go/Doesn't go	12	24

Taking care of the baby

Mom	34	68
Father	1	2
Mother and father	1	2
Grandma	5	10
Grandmother	5	10
Caregiver	4	8

Maternal Postpartum Depression

Experienced	9	18
Not experienced	41	82

As can be seen in Table 1, all participants in the study are women, the maximum age range is 30-35 years old, and the minimum age group is 40 and over. It is seen that the majority of the children of the participants in the study were girls, their age range was seven at most and at least five years old, the majority of the children received pre-school education, the person who took care of the baby after the birth of the baby was the mother, and almost all of the participants did not experience postpartum depression.

Table 2. Child's Attachment Skills

Themes	Sample Expressions	N	%
Staying without mother	A13 "He stays with his grandmother without causing any problems." A9 "He can easily stay at grandmas without us."	34	68
Not staying without mother	A30 "can't stay away from me, it will cause trouble."	16	32
Frequent physical contact	A42"We hug very often"	26	**52**
Very little physical contact	A32 "Doesn't want to be hugged."	6	12
Awaring of feelings	A29 "He notices immediately when I am sad."	42	84

Table 2 shows that more than half of the participating mothers report that their children can stay without them, while a small number of participants mention that their children experience difficulties when separated from them. Additionally, almost all participants indicate that their children are quick to notice their emotions. In terms of physical contact, half of the participants have frequent contact with their children, while a small number of them do not have any physical contact. These findings suggest that some participants may be avoiding physical contact with their children.

Table 3. Child's Independence Skills

Themes	Sample Expressions	N	%
Playing games on her/his own	A1"He plays on his own as long as I am around."	38	76
Solving her/his own problems	A32"Can handle difficult situations easily"	28	56
Making her/his own decisions	A27 "He makes his own choices."	22	44
Knowing everything about the child	A25 "He tells me everything."	9	18

According to Table 3, more than half of the mothers participating in the study state that their children can set up and play games on their own and can solve their problems on their own, less than half of the participants state that they make their own decisions, and a very small portion of the participants know such things about their children.

Table 4. Child's Resilience Skills

Themes	Sample Expressions	N	%
Quickly recovering from the negativities	A11 "When he gets upset, he immediately returns to normal."	42	84
Not giving up in the face of difficulties	A37 "is very ambitious, he keeps going until he finishes."	35	70
Being introvert	A20 "He is an emotional, quiet child in the face of events."	9	18

Table 4 suggests that, almost all of the mothers participating in the study state their children quickly recover from the negativities they experience, more than half of the participants claim that their children do not give up in the face of difficulties, and a small portion of the participants' children are seem to be introverted.

Table 5. Child's Well-Being Skills

Themes	Sample Expressions	N	%
Happinness	A49 "He has a happy personality."	20	40
Enoughness	A17 "He is competent in activities; he can handle it on his own."	35	70
Caring about others	A15 "You like it when your friends are happy."	24	48
Good relationship	A31 "His social relations are good."	36	72
Angriness and grumpiness	A26 "He gets grumpy everywhere he goes."	5	10
Being introvert	A50 is "quiet, calm and does not like to communicate too much."	8	16
Being free spirit	A7 "Since he was little, he has been doing whatever he wants, even if he is alone."	1	2

When Table 5 is examined, more than half of the mothers participating in the study claim that their children are competent in activities and social relationships, almost half of the participants care about the happiness of their children's friends, less than half of the participants define their children as happy, a small number of the participants describe their children as introverted, while only one of them describes her child as a free-spirit.

Discussion and Conclusion

Among the results obtained from the findings of the research, it was seen that children who have a secure attachment to their mothers have good body contact and communication with their mothers. In similar research; it is seen that mothers use body language to express themselves better in their communication with their children. Mothers think that they can convey their feelings and thoughts to their children more easily when they support their verbal expressions with body language elements in their communication with their children (Yıldız and Temiz, 2022).

It was seen that 'playing games' is described as the most important social activity in preschool, ensuring children's social and cognitive development and preparation for primary education (Koçyiğit and Baydilek, 2015). Among the findings of the research, more than half of the mothers participating in the study state that their children set up and play games on their own. In addition, they state that they can solve their problems on their own, and very few of the participants state that they know everything about their child.

The child learns problem solving skills for the first time through play. Children with secure attachment are associated with interpersonal problem solving, approaching problems positively, being constructive, self-confident, being accepted by their peers, and their social skill levels (Dinçer, 2019).

Among the findings of the research, almost all of the mothers who participated in the research say that they immediately come together in the face of the negativities their children experience. Aktan and Önder (2018) argue that children's psychological resilience strengthens the child, enables him to gain new experiences, cope with difficulties, and resist negative events and failures. More than half of the participants state that their children do not give up in the face of difficulties. Upon examining the supporting research, it becomes evident that children may encounter several issues that they have encountered throughout their life, leading to the development of fear, anxiety, or stress. The situations that children use and how they overcome them vary from each other. While some children try to cope by looking for solutions when they encounter a problem, some children try to cope by ignoring the problem (Kındıroğlu and Ekici, 2019).

Among the findings of the research, more than half of the mothers participating in the study state that their children are competent in activities and social relationships, and almost half of the participants care about the happiness of their children's friendships. In a similar study, it is said that mother-child communication helps solve other people's problems by offering clues, paying attention to their emotions, talking positively with their peers, interacting, and observing positive or negative reactions (Kazan and Sarısoy, 2021).

As a result, when the research findings are examined, a solid attachment occurs when children can provide sufficient contact with the caregiver. The safety and quality of the attachment relationship is affected by the caregiver's reactions to the baby. (Keskin and Çam, 2007). During this period, it is ensured that the child receives sufficient attention from his/her parents, his/her needs are met, and the necessary steps are taken for the child's general mental health and well-being (Yildiz, 2017).

Love, respect, responsibility, happiness, kindness, honesty, etc. are used to positively support children's social and emotional development. In order to gain universally accepted value behaviors, theme-based education programs that will cover all these skills in the preschool period can be prepared and the level of contribution to children's well-being and resilience levels can be measured. These programs can be designed to disseminate programs that support well-being and resilience through the Ministry of Education. By giving training seminars to preschool teachers, the development of their skills in preparing programs for well-being and resilience can be supported. Considering that teachers with high levels of well-being and resilience can support children socially and emotionally, in-service training can be organized in cooperation with the Ministry of Education and universities in order to increase the well-being and resilience levels of teachers. Psychological resilience programs with family participation can be prepared and their effects can be examined.

Declarations

References

Abed, N., Pakdaman, S., Heidari, M., & Tahmissin, K. (2016). Developing psychological well-being scale for preschool children. *Global Journal of Health Science, 8*(11), 104-111. http://dx.doi.org/10.5539/gjhs.v8n11p104

Ainsworth, M.D.S. & Bowlby, J. (1991). An ethological approach to personality development. *American Psychologist,46*(4), 333-341. https://psycnet.apa.org/journals/amp/46/4/333/

Akar, H. (2016). Durum çalışması [Case Study]. In Sabah, A. & Ersoy, A. (Eds), *Qualitative research patterns in education* (pp. 169-179), Anı Publishing.

Aktan, B. Ş., & Önder, A. (2018). Psychological resilience in the preschool period. *Journal of Educational Theory and Practice Researc*h, 4 (2), 20-30. https://dergipark.org.tr/en/pub/ekuad/issue/38280/442770

Best Start Resource Center (2018). *Building resilience in youth children.* Retrieved September 10, 2018 from htttp://www.ecdc.syr.edu/wp-content/uploads/BuildingResilience-1.pdf.

Bostan, S., Erdem, R., Ozturk, Y.E., Kilic, T., & Yilmaz, A. (2020). The effect of COVID-19 pandemic on the Turkish society. *Electronic Journal of Generate Medicine, 17*(6): em237. https://doi.org/10.29333/ejgm/7944

Bredekamp, S. (2015). *Erken Çocukluk Eğitiminde Etkili Uygulamalar* [Effective Practices in Early Childhood Education, Trans. Hatice Zeynep İnan and Taşkın İnan] (pp.343-345), Nobel Publishing.

Çakırtaş, S. (2016). *Modeling of graphene sheets with membrane and plate*. [Unpublished master's thesis]. Akdeniz University.

Dinçer, G.N. (2019). *Examining the relationship between attachment styles and play skills with attachment figures in 6-year-old children* [Unpublished master's thesis]. Hasan Kalyoncu University.

Erkuş, A. (1994). *Psikolojik terimler sözlüğü* [Dictionary of psychological terms]. Emel Printing.

Güneş, P. D. F. (2013). Eğitimde Zihinsel Bağımsızlık. *Bartın University Journal of Faculty of Education, 1*(1), 3-21. https://dergipark.org.tr/tr/pub/buefad/issue/3811/51132

Hops, H. (1983). Children's social competence oath skills: Current research practices oath future directions. *Behavior Therapy ,14*(1), 3-18. https://doi.org/10.1016/S0005-7894(83)80084-7

Kaplan, H.I., Sadock, B.J., Grebb, & J.A.(1994). *Synopsis of psychiatry*. Baltimore Maryland.

Karasar, N. (2005). *Bilimsel araştırma yöntemleri* [Scientific research methods]. Nobel Publications.

Kazan, H., & Sarisoy, S. (2021) A research on communication skills in the preschool period in the context of mother-child relationship. *Istanbul Aydin University Journal of Social Sciences, 13*(2), 441-472. https://dergipark.org.tr/en/download/article-file/1677490

Keskin, G., & Çam, O. (2007). Bağlanma süreci: ruh sağlığı açısından literatürün gözden geçirilmesi [The attachment process: A review of the literature from a perspective of mental health]. *Ege University Faculty of Nursing Journal, 23*(2), 145-158. https://dergipark.org.tr/en/pub/egehemsire/issue/49599/635613

Kındıroğlu, Z., & Yaşar Ekici, F. (2019). The relationship between psychological well-being and psychological resilience levels of parents and social competence and behaviors of children. *Adıyaman Üniversitesi Eğitim Bilimleri Dergisi, 9*(1), 139-157. : http://dx.doi.org/10.17984/adyuebd.458224

Koçyiğit, S., & Baydilek, N. B. (2015). Okul öncesi dönem çocuklarının oyun algılarının incelenmesi. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi, 12*(1), 1-26. Retrieved from https://dergipark.org.tr/en/download/article-file/253592

Miles, M, B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. (2nd ed.). Thousand Aks, CA: Sage.

Önder, A.& Gülay Ogelman, H. (2011). Reliability and validity study of the ego resiliency scale (teacher-parent forms) for five-six-year-old children. *International Refereed Academic Journal of Social Sciences, 2*(1),05-21.

Punch, K. F. (2005). *Introduction to social research* [Quantitative and qualitative approaches), (Trans. D. Bayrak, HB Arslan, Z. Akyüz]. Siyasal Kitabevi.

Ruhm, C. J., & Waldfogel, J. (2011). Long-Term Effects of Early Childhood Resort Oath Education (Institute for the Study of Labor (IZA) Discussion Paper No. 6149). Retrieved March 21, 2015 from http://ftp. iza.org/dp6149.pdf

Ryff, C. D. (1989). Happiness is Everything, or is it? Explorations on the Meaning of Psychological Well-Being. *Journal of Personality Oath Social Psychology, 57*(6), 1069-1081. https://doi.org/10.1037/0022-3514.57.6.1069

Sipahioğlu, Ö. (2008). Examining the psychological resilience of adolescents in different risk groups. [Unpublished master's thesis]. Selçuk University Institute of Social Sciences, Konya

Şahan Aktan, B., & Önder, A. (2018). Okul Öncesi Dönemde Psikolojik Dayanıklılık. *Eğitim Kuram ve Uygulama Araştırmaları Dergisi, 4*(2), 20-30. Retrieved from https://dergipark.org.tr/tr/pub/ekuad/issue/38280/442770

Şahin, M. K., & Akman, B. (2018). Erken çocukluk döneminde düşünme becerilerinin gelişimi. *Milli Eğitim Dergisi, 47*(218), 5-20. Retrieved from https://dergipark.org.tr/tr/pub/milliegitim/issue/39856/469576

Şen, G., Güngör, E., & Şevik, H. (2018). Definition of the effects of urban expansion on land use/cover change: a case study in Kastamonu, Turkey. *Environmental Monitoring Oath Assessment, 190* (8), 1-13. https://doi.org/doi: 10.1007/s10661-018-6831-z.

Telef, B.B. (2013). Psychological Well-Being Scale: Adaptation to Turkish, Validity and Reliability Study. *Hacettepe University Faculty of Education Journal 28*(3), 374-384. Retrieved from https://www.academia.edu/download/69165590/Psikolojik_yi_Olu_lei_Trkeye_Uyarlama_Ge20210907-576-6qlak7.pdf

Tsukerman, I. V., & Vygotski, L. S. (2000). The problem of the socialization of the upper-grade students of special schools for children with hearing disabilities. *Russian Education & Society*, *42*(5), 56-66. https://doi.org/10.2753/RES1060-9393420556

UNICEF (2003). The state of The World's Children 2003. Retrieved April 26, 2016 from https://www.unicef.org/sowc03/contents/pdf/SOWC03-eng.pdf

Van Sanden, P., & A. Joly. 2003. Well-being oath involvement as a guide in realizing good conditions for inclusive education in Nicaragua. In F. Leavers & L. Heylen (Eds.) *Involvement of children oath teacher style* (pp.143–71). Leuven: Leuven University Press

Yıldırım, A. & Simsek, H. (2011). *Qualitative research methods in the social sciences*. Seçkin Pub.

Yıldırım, A., & Simsek, H. (2018). *Qualitative research methods in social sciences* (11 edition: 1999-2018). Ankara: Seçkin Pub.

Yildiz, M. A. (2017). Pathways to positivity from perceived stress in adolescents: multiple mediation of emotion regulation and coping strategies. *Current Issues in Personality Psychology*, *5*(4), 272-284. https://doi.org/10.5114/cipp.2017.67894

Yıldız, E., & Temiz, G. (2022). 48-72 Aylık Çocuğu Olan Annelerin Çocukları ile İletişimlerinde Beden Diline Yönelik Görüşleri. *Journal of Turkish Educational Sciences*, *20*(3), 1044-1065. https://doi.org/doi: 10.37217/tebd.1145333

Well-being of the Rohingya Children in Refugee Camps in Bangladesh: Strategies, Coping Mechanism and Challenges of the Support Systems

Bangladeş'teki Mülteci Kamplarındaki Rohingya Çocuklarının Refahı: Stratejiler, Başa Çıkma Mekanizmaları ve Destek Sistemlerinin Zorlukları

M. Mahruf C. Shohel[1] , **Md. Ashrafuzzaman[2]** , **Sadia Chowdhury[3]** , **SM. Rashedujjaman[4]** ,
Tahmina Akter[5] , **Kaysar Hasan Saurav[6]** , **Nazia Tasnim[7]** , **Tasnia Rubayet[8]** , **Sariya Shabnam[9]**

1. Faculty of Business and Law, University of Roehampton, London, United Kingdom. Email: mahruf.shohel@yahoo.co.uk.
2. Department of Educational Technology (EdTech), Bangabandhu Sheikh Mujibur Rahman Digital University, Bangladesh (BDU), Kaliakair, Gazipur. Email: ashraf0001@bdu.ac.bd.
3. Department of Public Health, University of Sheffield, Sheffield, United Kingdom. Email: chowdhurysadia1979@gmail.com
4. Education Sector, International Rescue Committee, Cox's Bazar, Bangladesh. Email: rashedujjaman.sm@gmail.com.
5. Education Sector, Norwegian Refugee Council (NRC), Cox's Bazar, Bangladesh. Email: tahmina543@yahoo.com.
6. Education in Emergencies, Save the Children, Cox's Bazar, Bangladesh. Email: khsaurav@gmail.com.
7. College of Education. University of Texas at Austin, Texas, USA. Email: nazia.tasnim@utexas.edu.
8. Institute of Education and Research (IER), University of Chittagong, Chattogram, Bangladesh. Email: tasniarubayet.ier@cu.ac.bd.
9. Faculty of Sciences, Côte d'Azur University, France. Email: sariya.shabnam.ierdu@gmail.com.

Abstract

The Rohingyas are one of the ethnic minority groups of Myanmar. Despite their long history in Rakhine State, they were made stateless by the government of Myanmar in 1982 by enacting the Burma Citizenship Act of 1982. They have endured communal violence, resulting in death, forced displacement and migration, and are, experiencing ongoing traumatic events, particularly among women and children. They have become victims of torture and persecution, with females enduring rape and many witnessing their loved ones brutally killed before their eyes. These life events have a profound impact on their physical and mental well-being, even now while they are living as refugees in camps in neighboring Bangladesh. Due to numerous associated issues, recent history has witnessed a complex emergency involving internal and external displacements of individuals from this ethnic minority group, rendering them refugees in various countries, including Bangladesh. This article is focusing on the Rohingya children's physical and mental well-being, who are almost 52% of the total Rohingya refugee population living in the camps in Bangladesh. This study, drawing on secondary data, presents evidence of the well-being of the Rohingya children in Bangladeshi refugee camps and investigates the challenges they face and their coping mechanisms in these situations. This article sheds light on current conditions and outlines the future directions for support and research.

Keywords: Bangladesh; Complex Emergency; Myanmar; Physical and Mental Health; Refugee Camps; Rohingya Refugees; Rohingya Children; Trauma; Well-being.

Öz

Rohingyalılar Myanmar'da yaşayan etnik bir azınlık topluluğu olup; Myanmar'ın Rakhine Eyaletindeki uzun geçmişlerine rağmen, 1986'da vatansız kalmışlardır. Bu bağlamda Rohingyalılar ölümle, zorla yerinden edilmeyle ve göçle sonuçlanan toplumsal şiddete maruz kalmış özellikle kadınlar ve çocuklar bir çok travmatik olaylar yaşamışlardır. İşkence ve zulmün kurbanı olmuşlar, kadınlar tecavüze uğramış, ve birçoğu sevdiklerinin gözlerinin önünde vahşice öldürüldüğüne tanık olmuşlardır. Tüm bu travmatik yaşam olayları, komşuları olan Bangladeş'teki mülteci kamplarında yaşarken dahi Rohingyalıların fiziksel ve zihinsel sağlıklarını derinden etkilemiştir.Yakın tarihe bakıldığında bu etnik azınlık gruba ait bireylerin gerek ülke içerisinde gerekse dışarında pek çok sorunu göğüslemek zorunda olduğu görülmüştür. Bu sorunlardan biri de ülke içinde ve dışında yerlerinde edilerek Banladeş'te mülteci durumuna düşmeleridir. İkincil verilerden yararlanan bu çalışma, Bangladeş mülteci kamplarındaki Rohingyalı çocukları karşılaştıkları zorlukları ve başa çıkma mekanizmalerini incelemekte; iyi oluşlarının desteklenmesi yönünde bir takım kanıtlar sunmaktadır. Bu makale mevcut koşullara ışık tutmakta ve destek ve araştırmalar için gelecekteki yönelimleri özetlemektedir.

Anahtar Kelimeler: Rohingyalı Çocuklar; Karmaşık Acil Durum; Mülteci kampları; Ruh Sağlığı; Travmatik Anılar.

Introduction

The Rohingyas, an ethnic minority, have been enduring statelessness as residents of Rakhine State, formerly known as Arakan, in Myanmar (Figure 1). Their struggle began during the British reign when the Rohingyas remained loyal to the British while the Rakhine Buddhists sided with the Japanese who tried to invade Myanmar in 1942 (Milton et al., 2017; Moniruzzaman, 2021). However, their misery reached its peak in 1982, when they were denied a fundamental human right - citizenship, which would enable them to be an integral part of the cohesive society in their homeland (Amnesty International, 2015). The Rohingyas face substantial and persistent human rights violations that include denial of citizenship, restrictions on migration, restricted access to education and medical care and obstacles to wedding, childbirth, and religious practice (Riley et al., 2021). The violation of their human rights is extensively documented by international human rights organizations and UN reports (Human Rights Council, 2018; Shohel, 2022 & 2023).

Figure 1. Map showing locations of Rakhine State where the Rohingyas live in Myanmar and Cox's Bazar District in Bangladesh where most of the refugee camps for Forcibly Displaced Myanmar Nationals (FDMNs) are based (Adapted from Asrar, 2017; Shohel et al., 2023b).

The Rohingya Crisis

The Rohingyas are 'fleeing crimes against humanity' from their homeland (Human Rights Watch, 2018). The latest exodus began on 25 August 2017 when the military launched targeted violence in Myanmar's Rakhine state. Human Rights Watch (2018) clearly stated that the regime of Myanmar is to blame for the Rohingya refugee crisis and that addressing would require substantial and long-term changes in Myanmar. As a prerequisite for individuals to return in peace and dignity, the state of Myanmar must assure full respect for refugees' rights as individuals, equitable access to nationality, and safety among the population of Rakhine State. It also recommended that various states and multilateral organizations exert "consistent and constant pressure on Myanmar to fulfill every requirement essential for the secure, respectable, and permanent reintegration of Rohingya refugees" (p. 11).
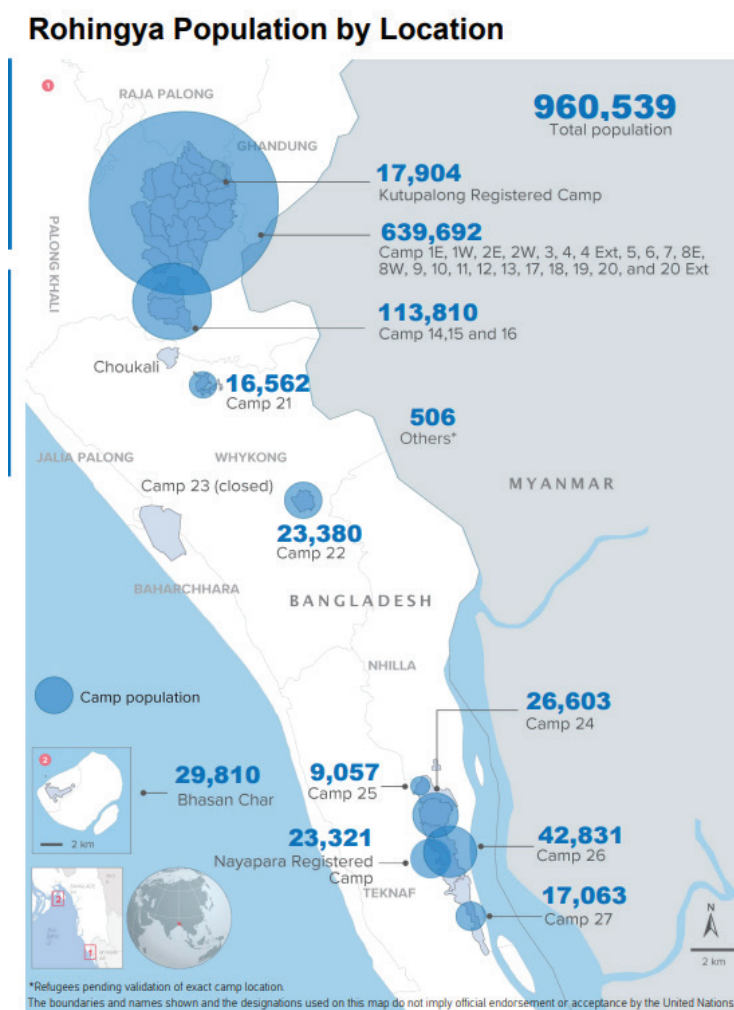
Figure 2. Rohingya Refugee Population by Location (adapted from GoB & UNHCR, 2023).
Source: https://data.unhcr.org/en/documents/details/100047

Since the early 1990s, over a million Rohingya refugees have fled from Myanmar to Bangladesh because of violence, torture, and persecution in successive waves of displacement. The Rohingyas sought safety in neighboring Bangladesh, and many of them are now living in Kutupalong, one of the world's largest refugee settlements (UN Joint Response Plan, 2018). The majority of these refugees are children, accounting for over 52% of the people living in the camps (UNHCR, 2023). These children are particularly vulnerable to child labor, sexual exploitation and human trafficking. The overcrowded conditions in the refugee camps exacerbate pre-existing problems, such as gender inequality, gender-based violence, and discrimination (Shohel, 2022 & 2023; UN Women, 2018).

Table 1. Number of the Rohingya refugees who entered Bangladesh in different times (Shohel et al., 2023a, 2023b)

Year	Number of Refugees (approx.)	Source(s)
1942	22,000	Human Rights Watch (HRW) (2000)
1977-78	200,000	MSF (2022); Islam et al. (2022)
1991-92	250,000	HRW (2000); Kiragu et al. (2011)
2016	80,000	HRW (2018)
2017	700,000	Reid (2021)
2018	11,432	HRW (2018)

The humanitarian crisis in refugee camps continues unabated, with children's vulnerability being repeatedly exploited. They fall prey to traffickers and pedophiles. For instance, there are reports of a rampant sex trade in Cox's Bazar that targets the Rohingya girls aged between 13 and 17 years, who are trafficked and forced to work as sex workers in India. The extent of this sex trafficking network was uncovered by a BBC undercover investigation (Amnesty International UK, 2018). Cox's Bazar refugee camps, as situated very close to the Indian border, have high risks of sexual exploitation and trafficking of children and young girls, inevitably raising questions about how these practices contribute to an increased risk of HIV infections among the Rohingya population.

Physical and Mental Health Crisis of the Rohingya Refugees

One of the most devastating incidents endured by the Rohingya refugees was confiscating or destroying their personal property. At least 75% of the refugees reported having their personal property confiscated or destroyed.. Of them, 65% were beaten inhumanely. 12.8% of families living in the Rohingya camps experienced sexual exploitation, 8.1% were sexually assaulted, and 6.1% had witnessed physical or sexual violence and abuse before, during, and after they fled from their homeland (Riley et al., 2017). The concrete number of secondary deaths of girls and women due to sexual violence is unclear. However, Médecins Sans Frontières (MSF) estimates that at least 2.6% of those assaulted have died (Goodman & Mahmood, 2019).

Conflict, Violence, Sexual Exploitation, and Trafficking. Gender-based violence (GBV) includes sexual humiliation of the Rohingya women and girls, sexual assault on the Rohingya women, mutilation of their reproductive organs, and an effort to break the spirit of the Rohingya women by raping them in the presence of their family and community. This resulted in public humiliation, rejection from the spouse and society due to rape stigma. Other incidents include land expropriation, eviction, and unrestricted immunity*. These disturbances and life-events caused psychological well-being issues such as self-destruction, including suicide among youngsters, and an elevated degree of mental difficulties and post-traumatic stress disorder (PTSD) in the female Rohingyas (Tay et al., 2019; Fischer et al., 2021; Hossain, 2023). Additionally, children who witnessed these crimes were beyond terrified, and many of them have trauma and PTSD (Anwary, 2022).

According to Riley et al. (2017), the most common mental disorders faced by the Rohingya community are as follows:

Post-traumatic distress symptoms. Khan and Haque (2021) reported that 36% of the participants in the study had PTSD-related symptoms. The indicators with the greatest mean intensity were: feeling as though they did not have a destiny; recurring ideas or recollections of the worst or most frightening experiences; feeling on guard; and reduced interest in everyday activities.

Depressive symptoms. 89% of participants said they had depression-like symptoms in a quantitative research conducted by Ritsema and Armstrong-Hough (2023). The symptoms with the greatest mean intensity ranged from feeling pessimistic about the future to feeling exhausted or sluggish, feeling unworthy, and worrying excessively. Notably, 13% of interviewees expressed that they encounter frequent suicide ideas (Ritsema & Armstrong-Hough, 2023).

Additional serious mental health symptoms. Participants who indicated that they experienced the following indications "most of the time" or "all of the time" in the previous two weeks are given percentages: feeling so terrified that nothing could calm them down (14%); feeling so outraged that they

---

*The "unrestricted immunity" term refers to a situation where individuals or entities involved in acts of gender-based violence, such as sexual assault, mutilation, or rape, are able to act without facing legal consequences or being held accountable for their actions. This suggests that those responsible for such heinous acts are not subject to legal prosecution or punishment, allowing them to act with impunity. In essence, they have immunity or protection from legal consequences, which contributes to their lack of accountability.

felt beyond control (9%); having their firmly held suspicions confirmed by family or friends as being strange (5%); hearing voices (3%) and seeing things (2%) that were not real (Christensen & Ahsan, 2022).

Physical symptoms. Respondents often self-reported multiple physical symptoms for their mental distress, including headache (67%), backache (55%), feeling burnt in the head, stomach, or whole body (50%), general pain (49%), and gastrointestinal (dyspepsia) problems such as chronic constipation (49%) (Green et al., 2022; Haider et al., 2023).

Wellbeing of the Rohingya Children: Physical and Mental Wellbeing

Physical Wellbeing

Most Rohingya refugees reside in the hilly neighborhoods of Cox's Bazar, particularly Nayapara and Kutupalong, where acquiring the basic necessities is a challenge. Consequently, the three primary issues in the Rohingya camps revolve around food scarcity, access to health care (Reid, 2023; UNDP, 2018), and escalating public health demands. Infectious diseases, including cholera, diarrhea, and pneumonia, are on the rise due to various factors such as inadequate access to clean water, food shortages, forced relocations, severe violence (Akhter et al., 2020), poor health care, poor sanitation, and overcrowding (UNDP, 2018).

Additionally, 60% of the newly arrived Rohingya refugees after the influx in 2017 were women and girls, of whom 10% were pregnant and breastfeeding mothers. It is estimated that 50,000 Rohingya refugee women were pregnant. However, a significant proportion of pregnant women did not have access to quality prenatal care. The biggest health problems of the Rohingya refugees are unexplained fever, acute respiratory infections, and diarrhea. Non-communicable diseases and their risk factors, such as hypertension and diabetes, are also prevalent among these populations (Joarder et al., 2020).

Medical complexes and local hospitals are increasingly focused on responding to the urgent needs of refugees. Therefore, the local health care system is severely strained by serving the Rohingya refugees, and as a result, local communities are not receiving enough health care support. The Civil Surgeon of Cox's Bazar claimed in an interview that 4,444 health centers were overwhelmed during the emergency period, serving both the Rohingyas and the local population (UNDP, 2018).

Furthermore, children living in the Cox's Bazar Rohingya camps face various vulnerabilities, including inadequate living spaces, limited access to nonformal and formal educational opportunities, insufficient nutrition services, and numerous protection concerns such as child marriage, child trafficking, drug abuse, drug trafficking, and abduction by extremist groups within the camps. For example, an assessment report found that the lack of education opportunities was one of the main stressors (among 43% of the participants), negatively impacting the mental and psychosocial well-being of the Rohingya children (IOM, 2021). A study indicates that child protection concerns within the Rohingya camps encompass neglect (16%), physical abuse (15%), verbal abuse (15%), and child marriage (13%). The findings reveal a comparatively high incidence of physical punishment (23%) and sexual violence among those aged 13-17 (16%) in the Rohingya community (UNICEF, 2021).

Mental Wellbeing

The psychological distress stemming from the harrowing experiences personally endured by the Rohingya people has had a direct and profound impact on their mental health. Insights into their state of mind can be gleaned from the experiences and overwhelming feelings of helplessness discussed in the following subsection. More than 52% of children aged between 2 and 16 exhibit abnormal ranges for emotional

symptoms, and 25% show abnormal ranges for peer-related issues. Notably, emotional symptoms were found to be abnormal in 100% of children without parents, compared to 57.8% of children with parents. Acts of violence, deliberate assault, and sexual violence typically result in anxiety attacks, infections, and post-traumatic disorders among children and women, contributing to significant mental and social distress (Zaman et al., 2019).

The psychological stressors experienced by the Rohingya refugees were widespread and closely linked to social instability, indicating a pervasive sense of insecurity, a lack of employment opportunities, and a long history of trauma. Disputes with other family members on a daily basis were identified as the primary source of their psychological anguish. A substantial number of female respondents expressed feelings of anger and imprisonment, stemming from being compelled to leave their homes in Myanmar and live at the mercy of strangers in the camps (Cairns, 2017; Masood & Uddin, 2020; Wake & Chueng, 2016).

Studies indicate that common mental health issues or disorders among refugee children include worry, fear, low mood, and a sense of uncertainty about current safety (akin to anxiety, depression, and symptoms of PTSD) (Frounfelker et al., 2019). Among the total Rohingya population of 960,539 (GoB & UNHCR, 2023), 52% of children have been one of the most vulnerable groups, facing substantial challenges related to their mental health and well-being. According to an INGO official, "mental health is one of the most significant yet overlooked needs in the camps. The trauma from Myanmar is compounded by the stresses here" (cited in Human Rights Watch, 2018, p. 35-36). One of the objectives of this study is to explore the mental health challenges faced by the Rohingya children in Bangladesh.

The mental health challenges faced by the Rohingya children are intricate and multifaceted. These children have been exposed to a range of traumatic experiences, including violence, forced displacement, and the loss of family members and loved ones (Shohel et al., 2022). Riley et al. (2017) and Shohel et al. (2022) have highlighted that these experiences can significantly impact their mental health and well-being, resulting in symptoms such as anxiety, depression, post-traumatic stress disorder (PTSD), and behavioral issues. These challenges are often exacerbated by the lack of access to essential services and resources, including education, health care, and social support, necessary for promoting mental health and well-being.

Causes Impacting the Wellbeing of the Rohingya Children

A rapid needs assessment conducted by the International Organization for Migration (IOM) in 2018 revealed that the Rohingya children in Cox's Bazar, Bangladesh, were grappling with high levels of stress, anxiety, and depression. The report indicated that 51.2% of the Rohingya children aged 4-14 years displayed symptoms consistent with post-traumatic stress disorder (PTSD). Similarly, the International Medical Corps (2018) reported that 54% of the Rohingya children aged 7-17 years experienced severe emotional distress. Another needs assessment by the IOM in 2021 further highlighted that anxiety, uncertainty about the future, and poor concentration among children contributed to their emotional distress (IOM, 2021). Thus, we can conclude that anxiety and feelings of uncertainty were significantly present in those four years among the children. Another report by UNHCR (2020) echoed these findings, underlining that the Rohingya children in Cox's Bazar were at risk of developing mental health and psychosocial problems due to the traumatic experiences they had endured. As recommendations, the UNHCR (2020) report emphasized the importance of providing children with safe spaces for play and learning, along with access to mental health and psychosocial support services so that the Rohingya children can get help for their mental health problems.

Despite these challenges, the Rohingya children have demonstrated resilience and developed coping mechanisms to deal with the stressors in their lives. A study by Save the Children (2019) found that

many Rohingya children in Bangladesh, especially adolescent girls, resorted to negative coping mechanisms such as child marriage and drug abuse, which are now being addressed by various service providers through social support networks, engagement in recreational activities, and participation in community events. The report noted that these coping mechanisms played a crucial role in the mental health and well-being of children. However, frequent relocations, inadequate access to basic services, and poor living conditions, coupled with restrictions on movements both within and outside the camps, can contribute to toxic stress that overwhelms children's ability to adapt and cope with such adverse environments. Additionally, the Rohingya children are facing unique challenges related to their identity and social exclusion. As stateless individuals, they are denied citizenship in Myanmar and are yet to be recognized as 'refugees' by the Government of Bangladesh. This state of limbo can foster a sense of insecurity, hopelessness, and despair, further exacerbating their mental health issues.

Refugees suffering from psychological anguish, trauma-related stress disorder, and other emotional wellness issues are particularly vulnerable. Human Rights Watch (2018) reported Myanmar security forces used gang rape and other types of sexual abuse against the Rohingya women and girls during the 2017 ethnic cleansing operation. Victims of sexual violence frequently experience both physical and serious psychological problems such as post-traumatic stress disorder, complex trauma, anxiety, or despair. In 2017, extreme overcrowding in Bangladesh's inadequate health care facilities, along with shame and a lack of awareness about how to get support, prevented the Rohingya rape survivors from accessing health care. The scenario has improved because of greater communication, particularly personalized case handling and the construction of women-friendly centers. Despite this, it is claimed that numerous victims continue to lack access to long-term trauma care and other critical services.

During the COVID-19 pandemic, the mental health of the Rohingya children was significantly affected by family disputes. Conversations with frontline staff members revealed that the Rohingya women experienced intimate partner violence due to financial difficulties. Violence between husbands and wives in the family was identified as a direct result of the family's financial insecurity. With many educational and other services for children closed down, children spent most of their time at home. Mothers reported that, while staying at home, fathers sometimes lacked support and grew agitated when children made noise. As a result, mothers had to shoulder full responsibility when the children acted out. They believed that fathers should receive guidance on how telecommunication platforms promote and benefit children, allowing children more time for education over the phone. Fathers would be more interested in and aware of the value of such initiatives if they were made clear about the nature of these activities. Almost all fathers emphasized that men could receive the same information as mothers and could handle the tasks when mothers were occupied (Rahman et al., 2023).

Support Systems of the Rohingya Children: Reality and Challenges

The provision of mental health and psychosocial support services for the Rohingya children remains a considerable challenge, primarily due to limited resources and a shortage of trained professionals. A report from the Cox's Bazar Child Protection Sub Sector (2021) underlines the pressing need for increased investment in mental health and psychosocial support services for the Rohingya children and their parents. It emphasizes the importance of engaging with community members and enhancing their capacity to provide support to children. It is evident that there is a severe shortage of qualified medical and mental-health professionals, and the population requires sustained assistance. Ongoing issues, such as hygiene, well-being, and basic health-related matters, can be addressed by raising awareness among the population. Utilising technology may offer a solution for expanding the support network to reach more refugees (Zaman et al., 2019).

Other studies have emphasized the significance of home-based and community-based support, the creation of safe spaces, and parenting as means of promoting mental health and overall well-being. For instance, a report by Humanity and Inclusion (HI) recommended the development of problem-management skills and increasing awareness of positive coping strategies as effective approaches to reduce stress among parents at home, subsequently alleviating stressors for children (HI, 2019).

The mental health and well-being of the Rohingya children remain a pressing concern, necessitating a multifaceted approach. This approach could encompass access to safe spaces, specialized mental health and psychosocial support services, and parental and community support. While children have demonstrated resilience and developed coping mechanisms, more efforts are required to ensure they receive the necessary support to thrive.

Humanitarian Aid for Wellbeing Purpose

Substantial humanitarian aid is required to provide health care services to the millions of the Rohingya refugees, which could significantly enhance their well-being. Organisations like the World Health Organization (WHO), UNICEF, and others have collaborated with the Bangladesh government to address these issues. A massive Oral Cholera Vaccination (OCV) campaign was launched in October and November 2017 to prevent the spread of the disease among the Rohingya children over the age of 1. OCV offers 40% protection in a single dose when administered to children older than 1. In Ukhiya and Teknaf, where they had already successfully administered 650,000 doses to children, WHO and UNICEF organized a campaign to administer 900,000 doses of the OCV vaccine. (UNICEF, 2017a).

According to the Bangladesh Ministry of Health and Family Welfare, 82% of children under 5 years of age were suspected of having had diphtheria and measles. With the assistance of the WHO and UNICEF, a program to prevent measles, diphtheria, and rubella was initiated. The WHO established the Early Warning Alert and Response System (EWARS) to enhance the monitoring of illnesses during emergencies and detect outbreaks. EWARS is a mobile app and web-based system (local server) that can track communicable diseases and outbreaks in any location and dispatch appropriate support. It is being used to detect measles, acute jaundice syndrome (AJS), and diphtheria in Ukhiya and Teknaf in Bangladesh (Mazhar et al., 2021; Rahman, 2018).

Efforts by the Bangladeshi government to relocate the Rohingya are also ongoing. While support for physical health is relatively straightforward, providing mental health support remains challenging, given the traumatic past experiences of the Rohingyas (Zaman et al., 2019). To improve children's developmental outcomes and well-being on a larger scale in humanitarian settings with implications for local and global communities, the Bangladesh Rural Advancement Committee (BRAC) has adopted a model designed to integrate learning and healing through play. The Healing through Play and Learning (HPL) model was formally introduced in 2019 for three age cohorts of children aged 0-2, 2-4, and 4-6 (Mariam et al., 2021).

The model involves a home-based (HB) intervention targeting pregnant women and mothers of young children, providing counseling on parenting, mental health, the parent-child bond, and the importance of play in early childhood development. In addition, a centre-based (CB) intervention is conducted, which involves a comprehensive, play-based curriculum that includes art therapy, physical activities, chanting, and regional rhymes and stories known as Kabbya and Kissa. The primary service providers in this program are Play Leaders (PL) and Mother Volunteers (MV). PLs, who are the Rohingya women, engage with the children, oversee playtime, and encourage it. MVs, also chosen from the Rohingya community, conduct group and one-on-one sessions for mothers of young children (0-2 years old) in their homes on a weekly basis. Both PLs and MVs are paid employees who receive a daily wage of BDT

300. This program is supported by the BRAC Institute of Educational Development (IED) through the Play to Learn (PtL) program, funded by the LEGO Foundation (Mariam et al., 2021; Rahman et al., 2023).

Research Questions

This article focuses on the well-being, both physical and mental, of the Rohingya children, and outlines possible interventions and policy directions to safeguard the rights of children in the refugee camps in Bangladesh. This study considered to explore the following research questions:

● What are the well-being issues and challenges faced by the Rohingya refugee children in Bangladesh?

● What coping mechanisms do the Rohingya refugee children employ to deal with their well-being issues and challenges?

● How can the Rohingya refugee children be better supported based on the available evidence?

Methodology

This review article draws upon a wide range of literature, including academic and grey literature. As the authors of this article, we have meticulously assessed the credibility and reliability of the grey literature included in this review (Greene et al., 2017). A systematic approach, guided by Jesson et al. (2011), was employed to conduct literature searches via 'Google', 'Google Scholar', 'Mendeley', 'Social Science Research Network' (SSRN), and 'ResearchGate'. These searches were conducted to collect documents related to the well being of the Rohingya children living in Bangladesh. The search involved the use of keywords such as 'Rohingya', 'Rohingya Children', 'Rohingya Crisis', 'Refugee', 'Rohingya Refugee Children', 'Refugee Camps', 'Myanmar', and 'Bangladesh' to explore the impact of the Rohingya crisis on the externally displaced Rohingya refugees residing in Bangladeshi refugee camps. This process included the collection of both freely available academic and non-academic documents written in English. Subsequently, the selected literature was analyzed to extract secondary data and complete the review.

Findings and Discussion

In this section, the findings obtained in line with the research questions are presented below respectively.

Well-being Issues and Challenges for the Rohingya Refugee Children in Bangladesh

This article presents strong evidence of the profound impact of children's experiences on their mental health, particularly in terms of abnormal levels of emotional symptoms and peer problems. According to the Strengths and Difficulties Questionnaire (SDQ), 52% of children exhibited abnormal emotional symptoms, and 25% displayed abnormal peer problems (Khan et al., 2019). Living conditions within the camps, limited opportunities for play, and the fact that 50% of children reside with their grandmothers or extended family members, resulting in inadequate adult supervision to observe and nurture behaviors such as sharing and cooperation, played pivotal roles in these findings (Shohel, 2023). Children who are parentless or have lost one or more family members during the recent crisis are identified as being at significant risk.

Despite these difficulties, just over one percent of worldwide emergency assistance is dedicated to protecting children's psychological well-being (Save the Children, 2019), although 30.4% of refugee

children struggle with psychological disorders, 26.8% suffer from anxiety, and 21.4% suffer from sorrow (Betancourt et al., 2012). Local relief personnel, families, and caregivers in the Rohingya refugee camps lack sufficient training and tools to address the children's particular problems. Present early childhood development (ECD) training is difficult to obtain frequently due to typical obstacles such as transportation expenses, a shortage of time off for training, unsuitable training places, the requirement for funding to participate, and the duration or frequency of training sessions (Mansur, 2021).

Refugees in Bangladesh are unable to work lawfully, which has led many refugees, particularly males, to seek unlawful employment to sustain themselves. Research has shown that refugees with paid employment are less likely to experience signs of acute distress compared to those without jobs (Ansar & Khaled, 2021). Male refugees, in particular, exhibit a higher prevalence of symptoms of traumatic distress. Individuals without literacy skills are more likely to experience severe mental health problems compared to refugees with some level of education. Currently, adult refugees have limited access to education in the camps, and job placements are not based on educational background (Hossain et al., 2021). This absence of formal education and employment opportunities, and unstable living conditions among refugees in Bangladesh not only hinder their individual well-being but also contribute to heightened insecurity and anxiety, particularly impacting children and adolescents.

Studies (Shohel et al., 2022; Shohel, 2023 & 2022; Ullah et al., 2023; UNHCR, 2018) have revealed a high incidence of various mental health issues among the Rohingya children, including symptoms commonly associated with PTSD and depressive disorders. Additionally, there is a notable prevalence of behavioral health problems, such as suicidal thoughts, impulsive rage, psychotic-like symptoms, unexplained physical manifestations, and other symptoms. A study conducted by UNHCR found that 50% of respondents, who were the Rohingya parents or caregivers, had observed distressing emotional symptoms or behavioral changes in their children. These included increased weeping and sorrow (67% of girls and 59% of boys), disrespectfulness (41% of girls and 40% of boys), aggression (23% of girls and 38% of boys), and drug misuse (14% of girls and 31% of boys). Factors contributing to these changes included exposure to sexual violence before their displacement (44% girls and 10% boys), memories of violence (78% boys and 66% girls), separation from home (44% boys and 32% girls), and fear of returning (Tay et al., 2018).

The Rohingya minors and young people, among the world's most vulnerable children, have endured some of the worst consequences of conflict-induced displacement (Shohel, 2023). They have witnessed and experienced brutality, oppression, and marginalization on their home soil. The situation in Bangladesh is equally challenging, with children facing daily hardships, limited scope in education and future employment, oppression, deprivation, marginalization, and brutality (Shohel et al., 2022). This has resulted in constant fear, uncertainty, and insecurity related to food and health. Organised crime, including human trafficking, border smuggling, and illegal arms trading, has subjected them to drug trafficking, sexual enslavement, and exploitation (Shohel, 2022).

Most teenagers in the camps lack access to education and often suffer humiliation, physical abuse, child marriage, child labor, human trafficking, kidnapping, and exploitation (UNICEF, 2017b). Several studies have confirmed that 60% of refugee children suffer from PTSD due to the horrors they have witnessed. Their physical security is under constant threat, their personal identity is diminished, and access to food, nutrition, and family life is disrupted, while their education prospects remain uncertain (Kinch, 2008). In addition, children with special needs who are unaccompanied suffer from separation anxiety and endure flashbacks to their traumatic past (Kinch, 2008).

The Rohingya children also face health issues, including respiratory problems such as tuberculosis and pneumonia, malaria, malnutrition, micronutrient deficiencies, anemia, parasite infestations, diarrhea, dysentery, and injuries from physical abuse such as fractures, dislocations, burns, lacerations, and abrasions (Murray, 2016; Snow & Sissons, 2012). About 7% of the children in the camps are suffering from severe acute malnutrition, a fatal condition without proper care. Furthermore, outbreaks of communicable diseases such as measles and diphtheria have occurred in the overcrowded camps (Beech, 2018; Chattoraj et al., 2021). Approximately 60% of the water wells in the camps are contaminated with fecal matter from latrines located too close to drinking sources, posing risks to children's health (Ullah et al., 2022).

At present, almost one million Rohingya refugees, over fifty percent of them less than the age of 18, are staying in 34 refugee camps in Ukhia and Teknaf Upazilas of Cox's Bazar district. In a recent study, 3.7% of the Rohingya adolescents exhibited signs of PTSD, 12.5% displayed symptoms of major depression, and over half (55%) exhibited signs of at least mild depression. The Rohingya adolescents have been exposed to traumatic events such as being close to death (48.3%), combat situations (41%), and torture (41%), which have contributed to a 5% increase in PTSD scores and a 30% increase in major depression (O'Connor & Seager, 2021).

Field studies reveal that among the Rohingya population, psychosis (35%), depression (22%), and anxiety (10%) are the most prevalent mental health issues. Many patients reported experiencing flashbacks, nightmares, aggressive behaviors, suicidal thoughts, delusions, and drug abuse. However, a significant portion of patients who experience depression, PTSD, schizophrenia, and psychosis often go unrecognized by their community, as these conditions may be attributed to cultural beliefs or a lack of trust in camp medical, psychiatry, and mental-health professionals. Additionally, the isolation and loneliness of patients make it challenging for mental health professionals attempting to support the Rohingyas. Restrictions on communication with family members outside the camp exacerbate the situation. Many patients cannot communicate with their families in Cox's Bazar or Myanmar due to travel and telecommunication restrictions, leading to further distress (Dyer & Biswas, 2019).

Coping Mechanisms to Deal with Wellbeing Issues and Challenges

Coping mechanisms refer to the strategies individuals employ to manage and adapt to stressors, challenges, and difficult circumstances (Tachè & Selye, 1985). They play a vital role in promoting resilience and psychological well-being. The Rohingya refugee crisis has significantly affected the well-being of the Rohingya children, who have encountered numerous challenges related to their mental health and overall well-being (Shohel et al., 2022). As these children navigate the hardships of displacement, understanding the coping mechanisms they employ to address their well-being issues and challenges is essential for better supporting them.

For the Rohingya children who have experienced displacement, loss, and ongoing adversity, understanding their coping strategies is crucial to identify their strengths and develop effective support interventions. Given the unique cultural context and experiences of the Rohingya children, it is important to consider both individual and collective coping mechanisms. Individual coping strategies may encompass emotional regulation, seeking social support, engaging in recreational activities, religious and spiritual practices, and cognitive reframing. Collective coping mechanisms may involve community support, cultural traditions, and social cohesion within the Rohingya community.

While existing literature (Betancourt & Khan, 2008; Dangmann, 2022; Fazel & Betancourt, 2018) offers valuable insights into coping mechanisms among refugee children, research specifically focused on the Rohingya children is limited. One significant coping mechanism observed among the Rohingya children

in the refugee camps in Cox's Bazar is their resilience and resourcefulness in forming social networks and support systems. Despite the challenging conditions, children often establish strong bonds with their peers, neighbors, and extended family members. These social connections provide emotional support, a sense of belonging, and opportunities for sharing experiences and coping strategies. Collective strength and solidarity within the Rohingya community contribute to their ability to withstand and navigate their challenging circumstances. Evidence suggests that almost two-thirds (65%) of teenagers reported regularly spending time with their peers to alleviate stress. Most teenagers have reliable connections with their parents, who serve as their primary providers of assistance and support (Guglielmi et al., 2020).

Religious and spiritual practices hold a significant place in the lives of the Rohingya people and play a central role in coping with mental health and psychological issues. Mosques and Madrasas are prevalent in the camps, where children actively engage in religious rituals, prayers, and the recitation of the Quran. These practices offer comfort, guidance, and a sense of purpose and hope despite adversity. Religious leaders and teachers often play a crucial role in providing counseling and support to children, promoting their well-being and resilience (Chen, 2018; Duchesne, 2016; Shakespeare-Finch et al., 2014; Tay, 2019).

Play and recreational activities serve as essential coping mechanisms for the Rohingya children in the camps. Despite limited resources, children find ways to engage in play, including traditional games, sports, and creative activities. Play not only provides a temporary escape from the challenging environment but also allows children to express themselves, process their experiences, and develop essential life skills. Humanitarian organizations and non-government organizations (NGOs) working in the camps often facilitate the establishment of safe spaces and child-friendly areas, providing opportunities for play and recreational activities (Corbit et al., 2022; Mariam et al., 2021).

Education and learning also play a vital role in the coping strategies of the Rohingya children. Education equips children with knowledge and skills that offer a sense of purpose and a pathway for building a better future (Shohel, 2010). Access to nonformal education in the camps, though limited, provides children with a sense of normalcy, hope for the future, and opportunities for personal development. Schools and learning centers in the camps offer structured routines, social interaction, and a safe environment for children, contributing to their overall well-being and resilience (LCFA, 2018).

It is important to note that the coping practices observed within the Rohingya community in the camps can vary among individuals and are influenced by factors such as age, gender, and personal experiences. Some children may engage in more active coping strategies, such as participating in community initiatives, vocational training, or engaging in income-generating activities to support their families. Social support from peers is essential for adolescents. Approximately two-thirds (65%) of teenagers reported spending time with their friends at least once a week to alleviate stress. Most teenagers have reliable connections with their parents, who are their main providers of assistance and support, as per findings of the research (Guglielmi et al., 2020).

Child-Friendly Spaces (CFSs) are designated safe zones within camps where communities build welcoming settings in which children can enjoy supervised games, outdoor leisure, and educational experiences. These venues are critical for providing psychological and social services to children in emergency contexts. CFSs provide structure, normalizing activities, safety, socialization, and adult supervision. They are considered essential for monitoring and assessing child safeguarding and protection issues and offering a secure place for play. BRAC, one of the world's largest non-governmental organisations (NGOs), collaborated with the LEGO Foundation, Sesame Workshop, and UNICEF to operate mental health and psychosocial support (MHPSS) programs and Humanitarian Play Laboratory

(HPLs) in 308 CFSs through 32 camps in Ukhiya and Teknaf regions in Cox's Bazar District, along with in local communities. About 60,000 children and their households received psychosocial assistance from these activities. BRAC launched the HPL in 2018 as an MHPSS approach that combines learning through play into the daily lives of children of all ages (Mariam et al., 2021). This methodology employs trained paraprofessional play leaders who present a learning-through-play model that combines "playfulness" and psychosocial assistance to address children's mental wellness concerns. The HPL has earned global recognition and appreciation for its novel approach to delivering psychological support and care for children through play in crisis and emergency situations (Frounfelker et al., 2019, p. 499).

Evidence and Methods of Providing Better Support

Urgent actions are required to provide both preventive and targeted psychosocial interventions to support children and their families, with continuous evaluation and monitoring of appropriateness and effectiveness of the provided support. The foundation for greater awareness of health and wellness can be established through education. By focusing on community development and individual capacity building, with specific attention to pre-adolescent boys and girls, integrating sports, leisure activities, and basic life skills into the curriculum can foster social cohesiveness and self-reliance (Shohel, 2020). Investment in community mentoring and peer-to-peer learning through nonformal education platforms is essential. Increasing adolescent support networks and promoting well-being can be achieved through the design of parent-adolescent support groups that encourage healthy interaction. Outreach to parents, religious leaders, and community leaders could be enhanced to boost support for teen empowerment programs in camps and host communities.

To meet the educational needs of underprivileged individuals, including teenage females, child laborers, disabled children, and households with children as their primary income earners, contemporary approaches such as e-learning might be adopted. Specialised programs could be created and implemented to focus on life skills, technical education, and fundamental literacy and numeracy, addressing real-life needs like setting up small-scale businesses and accessing e-knowledge networks. Providing livelihood-related social protection and safety-net programs for underprivileged refugee children and their host communities is necessary, as recommended in the grey literature (Greene et al., 2017) as well as unpublished reports from non-profit organizations and United Nations agencies. Addressing the high dropout rate among girls and supporting the over 52% of newly arriving refugee children and youth who are females requires more effective gender inclusion and specific interventions to empower adolescent girls (Guglielmi et al., 2019; Guglielmi et al., 2020; Shohel, 2022). Comprehensive training in trauma-informed care is essential for those assisting the displaced Rohingya communities and meeting their needs. Such training can provide workers with a better understanding of the lives of the Rohingya victims of gender-based violence and can help build trust between workers and survivors of gender-based violence, encouraging survivors to receive the health care services they require from programs tailored to their needs and improving the quality of care provided to the Rohingya communities (Anwary, 2022).

Ongoing critical research and innovative interventions in MHPSS will be necessary, focusing on well-being, education, livelihood opportunities, and work for children and young people (Shohel, 2023; Shohel et al., 2022). The policies and practices of the Bangladeshi government must evolve to support the needs and aspirations of the young Rohingya population. Policymakers in the government of Bangladesh must prioritize the various coping strategies and livelihoods adopted by the Rohingya population to survive in the camps. Targeted policy advocacy is essential to create an enabling environment for developing and implementing improved mental health interventions and market-based skills development programs for the young Rohingya populations. According to Khan et al. (2019), more than half of the 622 children examined had clinically significant emotional symptoms, and 25% had clinically significant peer problems, with these challenges being connected with being parentless.

It is critical to have a culturally accurate understanding of mental health, suffering, and guidance. When it comes to mental health care, community and outreach programs, as well as reimagining para-counselors and mental health professionals as "diller daktar" (heart doctors) and clinics as "shanti khana" (peace centers), are more significant and appreciated by the Rohingya people than traditional counseling and mental wellness centers (Frounfelker et al., 2019). Community-based services, such as lay counseling and meditation offered by trained local volunteers, can be part of fundamental psychosocial assistance. Establishing specialized refugee support groups to deliver beneficial psychological support therapies is also feasible. These support networks can offer culturally appropriate solutions to address mental health concerns that are often linked to marginalization (Ullah et al., 2023).

Paid employment offers both financial flexibility and the opportunity for social collaboration. Working provides hope, which is essential for recovering from mental illness, as employed refugees tend to exhibit fewer symptoms (Hossain et al., 2021). Prioritizing more funding for teen-friendly areas where young people can interact and develop new skills, particularly vocational ones, is necessary. Adolescent females who are already married could be given priority in safe-space, and outreach efforts could involve families, spouses, and community leaders (Guglielmi et al., 2020).

Efforts might be made to build bridges between the refugees and the local society, fostering social ties to prevent isolation (Korac, 2003). States must implement policies concerning children's survival, well-being, and protection, covering programs to improve access to basic needs. Prioritising the immediate humanitarian needs of the Rohingyas over the socio-cultural, historical and political issues is crucial for policymakers, stakeholders, donors, and international agencies, as meeting the needs are vital for survival and well-being of the Rohingya refugees (Ullah et al., 2022).

The Child and Youth Resilience Measure (CYRM) investigates the people and their environments to guard against negative mental wellness consequences. Concentrating on the 7 qualitative elements of endurance determined in the CYRM—access to material resources, relationships (with family and peers), identity, power and control, cultural adherence, social justice, and cohesion—can assist in developing interventions that encourage changes in society that improve adaptability. Improving access to education has also been shown to improve resilience (O'Connor & Seager, 2021).

The No Limit Generation (NLG) platform can provide aid workers, ECD professionals, educators, parents, and youth-serving professionals with essential training and resources for addressing child well-being. NLG's platform emphasizes the creation of safe, structured, and inclusive environments for children to play in daily, engaging children through informed, trustworthy, and supportive adults, and believing in children's potential to heal and lead fulfilling lives. The NLG platform aligns with mental health and psychosocial support standards and adheres to the core principles outlined in the IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings (Mansur, 2021).

To address the common mental health issues in the camp, psychiatric care and psychosocial assistance are essential. A consistent supply of psychotropic medications is crucial to meet the needs of individuals with severe mental health conditions. Providing larger rooms for child-friendly environments and group or parental activities is recommended.

Recommendations

Based on the extensive analysis of the well-being issues and challenges faced by the Rohingya refugee children and the coping mechanisms they have, the following recommendations are proposed:

Mental Health Training and Assessment

Mental health care staff should receive specialized training to routinely assess and address the unique needs of individuals suffering from various mental health conditions and symptoms, which are prevalent among those requiring mental health treatment. Training programs could equip professionals with the necessary skills to identify and provide support for common mental health conditions, including post-traumatic stress disorder, depression, and anxiety.

Comprehensive Support Plans

To address the therapeutic needs of individuals with severe mental health problems and conditions, comprehensive support plans must be developed and implemented. These plans must include strategies to eliminate barriers to accessing medical care and mental health services, ensuring that individuals receive the care and treatment they require.

Capacity Building for Mental Health Workers

Mental health workers in refugee camps should receive ongoing training and support to fulfill their vital role as caregivers for refugee children. This capacity building might include strategies for dealing with the psychological and emotional needs of children who have experienced trauma, loss, and displacement. Specialised training programs, workshops, and mentorship opportunities can enhance their ability to provide effective care and support.

Data Collection, Monitoring and Research

Research initiatives aim to collect and analyze data on mental health issues, coping strategies, and the overall well-being of refugee children. It is crucial to gather more updated and primary-level data from the perspectives of the Rohingya parents and teenage children who have faced trauma both in their home country and in the camps where they currently reside. These data can help in developing targeted interventions and support systems that address the specific needs and experiences of the Rohingya population.

Non-governmental organizations (NGOs), government agencies, and donors could collaborate to establish regular monitoring and data collection mechanisms for the physical and mental health of refugee children. Statistical and descriptive data could be collected periodically to assess the well-being of children in the camps and to measure the effectiveness of interventions and support programs. These data can guide evidence-based decision-making and resource allocation.

Promote Resilience and Social Cohesion

Programs that encourage social cohesiveness, peer support, and community bonding could be initiated. These programs can help refugee children build resilience and improve their emotional well-being by fostering connections with their peers, neighbors, and extended family members.

Access to Education and Play

Efforts could be made to enhance access to education within the camps. Structured routines, social interaction, and safe environments are essential components for the well-being of children. Education not only imparts knowledge and skills but also provides a sense of normalcy and hope for the future. Child-friendly spaces, sports activities, and recreational programs could also be made available to ensure that children can engage in play, express themselves, and develop essential life skills.

Promotion of Accessible E-Learning

Contemporary approaches such as e-learning could be utilized to provide access to education for marginalized groups, including teenage females, child laborers, disabled children, and households with children as primary income earners.

Support for Adolescent Girls

Considering the high dropout rate among girls and the significant proportion of adolescent girls among the refugee population, specific interventions aimed at empowering them are essential. These interventions might promote education, health, life skills, and gender equality to ensure the well-being and development of girls in the camps.

Psychiatric Care and Psychosocial Assistance

Comprehensive mental health care services could be provided to individuals with serious mental health conditions. This includes access to psychotropic medications and a consistent supply of these medications. Additionally, larger rooms might be designated for child-friendly environments and group or parental activities.

Building Social Ties with the Local Community

Encouraging refugees to establish social ties with the local community can help reduce their isolation. This can be achieved through community engagement and cultural exchange programs, which facilitate integration and support for the well-being of refugee children and their families.

Psychosocial Support

Local volunteers who have undergone training can provide community-based amenities like lay counseling and meditation. Specialised refugee assistance groups can deliver psychological support therapies that are culturally sensitive and relevant to mental health concerns associated with marginalization.

By implementing the above-mentioned recommendations, stakeholders can significantly improve the mental health and overall well-being of the Rohingya refugee children in Bangladesh, with a focus on building resilience, promoting social cohesion, and providing essential support and care. By adopting these above recommendations and prioritizing the mental health of these children, we can pave the way for their healing, resilience, and empowerment.

Conclusion

This article explores and highlights the critical well-being issues, challenges, and coping mechanisms of the Rohingya refugee children in Bangladesh, offering valuable insights into the multifaceted aspects of their lives in displacement. The unique experiences of these children, who have endured displacement, loss, and ongoing adversity, underscore the importance of understanding their coping mechanisms and providing essential support. The analysis reveals the substantial mental health issues prevalent among the Rohingya refugee children, with many displaying symptoms of post-traumatic stress disorder, depression, and anxiety. Limited access to education, separation from family members, and restricted living conditions within the camps contribute to their emotional distress. The well-being of these children is further affected by the lack of appropriate mental health care and psychosocial support, with only a minuscule portion of humanitarian aid allocated for mental health support.

However, the resilience and resourcefulness exhibited by the Rohingya children in forming social

networks and support systems are commendable. Social connections of the Rohingya children with their peers, neighbors, and extended family members provide emotional support and a sense of belonging, contributing to their ability to cope with the challenging circumstances they face. Additionally, religious and spiritual practices, as well as education through play and recreational activities, play a vital role in helping children process their experiences and build life skills. To improve the well-being of the Rohingya refugee children, this article offers a set of recommendations. These recommendations emphasize the need for specialized mental health training for staff, comprehensive support plans for those with severe mental health conditions, and ongoing capacity building for mental health workers. Data collection and research are crucial to tailoring interventions, and a regular monitoring system is essential to assessing the well-being of refugee children. Additionally, promoting resilience, social cohesion, and access to education, especially for adolescent girls, can significantly enhance their mental health.

The well-being of the Rohingya refugee children in Bangladesh requires our unwavering attention and dedicated efforts. Providing psychiatric care, psychosocial assistance, and initiatives to foster integration with the local community could be an integral part of a holistic support system to ensure the overall well-being of the Rohingya refugee children. By addressing their mental health needs, providing access to education, and fostering social connections, we can support these children on their journey toward a brighter and more hopeful future. The collective responsibility of governments, non-governmental organizations, donors, and the international community is to ensure that no child's well-being is left unaddressed, regardless of their circumstances.

Declarations

References

Akhter, M., Uddin, S. M. N., Rafa, N., Hridi, S. M., Staddon, C., & Powell, W. (2020). Drinking water security challenges in Rohingya refugee camps of Cox's Bazar, Bangladesh. *Sustainability*, *12*(18), 7325. https://doi.org/10.3390/su12187325

Amnesty International UK. (2018, June 14). From violence to exploitation: Sex trafficking of Rohingya children in Bangladesh. The Children's Human Rights Network Blog | 14 Jun 2018 | Amnesty International UK. Retrieved from https://www.amnesty.org.uk/blogs/childrens-human-rights-network-blog/violence-exploitation-sex-trafficking-rohingya-children

Amnesty International. (2015). Stateless in Burma: Rohingya plight in a state of denial. Retrieved from https://www.hrw.org/news/2015/01/13/burma-amend-biased-citizenship-law

Ansar, A., & Md. Khaled, A. F. (2021). From solidarity to resistance: host communities' evolving response to the Rohingya refugees in Bangladesh. *Journal of International Humanitarian Action*, *6*(1), 16. https://doi.org/10.1186/s41018-021-00104-9

Anwary, A. (2022). Sexual violence against women as a weapon of Rohingya genocide in Myanmar. *The International Journal of Human Rights, 26*(3), 400-419. Retrieved June 24, 2020 from https://www.tandfonline.com/doi/abs/10.1080/13642987.2021.1931136

Asrar, S. (2017, October 28). Rohingya crisis explained in maps. Al Jazeera. Retrieved from https://www.aljazeera.com/news/2017/10/28/rohingya-crisis-explained-in-maps

Beech, H. (2018, January 2). Rohingya children facing 'Massive mental health crisis.' The New York Times. Retrieved from https://www.nytimes.com/2017/12/31/world/asia/rohingya-children-myanmar.html

Betancourt, T. S., & Khan, K. (2008). The mental health of children affected by armed conflict: Protective processes and pathways to resilience. *International Review of Psychiatry*, *20*(3), 317–328. https://doi.org/10.1080/09540260802090363

Cairns, E. (2017). *I Still Don't Feel Safe to Go Home: Voices of Rohingya refugees*. Oxfam. https://doi.org/10.21201/2017.1466

Chattoraj, D., Ullah, A. A., & Hossain, M. A. (2021). The COVID-19 pandemic and the travails of Rohingya refugees in the largest Bangladeshi refugee camp. In *Volume 1: Community and Society* (pp. 165-174). Bristol University Press. https://doi.org/10.51952/9781529218893.ch015

Chen, D. H. (2018). *In Rohingya camps, traditional healers fill a gap in helping refugees overcome trauma*. The New Humanitarian. Retrieved from https://www.thenewhumanitarian.org/feature/2018/07/30/rohingya-camps-traditional-healers-fill-gap-helping-refugees-overcome-trauma

Christensen, L. R., & Ahsan, H. (2022). Of numbers and moods: Screening for mental health issues in a Rohingya Refugee Camp in Bangladesh. *Medical Anthropology*, *41*(8), 854-865. https://doi.org/10.1080/01459740.2022.2113396

Corbit, J. D., Didkowsky, N., Gora, V., Reddy, H., Saifullah, M., & Callaghan, T. C. (2022). Facilitating the prosocial development of Rohingya refugee children. *Journal of Experimental Child Psychology*, *220*, 105414. https://doi.org/10.1016/j.jecp.2022.105414

Cox's Bazar Child Protection Sub Sector. (2021). Findings from the Child Protection Assessment in Rohingya Refugee Camps in Cox's Bazar. Retrieved from https://reliefweb.int/report/bangladesh/findings-child-protection-assessment-rohingya-refugee-camps-cox-s-bazar-october

Dangmann, C., Dybdahl, R., & Solberg, Ø. (2022). Mental health in refugee children. *Current Opinion in Psychology, 48*, 101460, https://doi.org/10.1016/j.copsyc.2022.101460 Retrieved from https://www.sciencedirect.com/science/article/pii/S2352250X22001816

Duchesne, B. (2016). *A rapid assessment on psycho-social needs and resources: Maungdaw and Buthidaung Townships: Executive summary*. Myanmar: ACF International.

Dyer, G. M., & Biswas, M. (2019). Psychological and psychiatric care for Rohingya refugees in Bangladesh. *Intervention, 17*(2), 217-224. https://doi.org/10.4103/intv.intv_30_19

Fazel, M., & Betancourt, T. S. (2018). Preventive mental health interventions for refugee children and adolescents in high-income settings, *The Lancet Child & Adolescent Health, 2*(2), 121-132, https://doi.org/10.1016/S2352-4642(17)30147-5.

Fischer, L., Zarate, A, Mozumder, K., Elshazly, M. & Rosenbaum, S. (2021). Barriers, attitudes, confidence and knowledge of mental health and psychosocial humanitarian staff in Cox's Bazar in responding to suicide risk. *Intervention 19*(2): 242-248. https://doi.org/10.4103/INTV.INTV_53_20

Frounfelker, R. L., Islam, N., Falcone, J., Farrar, J., Ra, C., Antonaccio, C. M., Ngozi Enelamah, N., & Betancourt, T. S. (2019). *Living through war: Mental health of children and youth in conflict-affected areas*. Retrieved from https://international-review.icrc.org/articles/living-through-war-mental-health-children-and-youth-conflict-affected-areas

Goodman, A., & Mahmood, I. (2019). The Rohingya refugee crisis of Bangladesh: Gender based violence and the humanitarian response. *Open Journal of Political Science, 9*(3), 490-501. https://doi.org/10.4236/ojps.2019.93027

Green, L., McHale, T., Mishori, R., Kaljee, L., & Akter Chowdhury, S. (2022). "Most of the cases are very similar": Documenting and corroborating conflict-related sexual violence affecting Rohingya refugees. *BMC Public Health*, *22*(1), 700. https://doi.org/10.1186/s12889-022-13038-7

Greene, M. C., Jordans, M. J., Kohrt, B. A., Ventevogel, P., Kirmayer, L. J., Hassan, G., Chiumento, A., Ommeren M.V. & Tol, W. A. (2017). Addressing culture and context in humanitarian response: preparing desk reviews to inform mental health and psychosocial support. *Conflict and Health*, *11*, 1-10. https://doi.org/10.1186/s13031-017-0123-z

Guglielmi, S., Jones, N., Muz, J., Baird, S., Mitu, K., & Ala Uddin, M. (2020). "How will my life be?": Psychosocial well-being among Rohingya and Bangladeshi adolescents in Cox's Bazar.'. *Policy Brief. London: Gender and Adolescence: Global Evidence*. Retrieved from https://www.gage.odi.org/wp-content/uploads/2020/04/%E2%80%98How-will-my-life-be_%E2%80%99-Psychosocial-well-being-among-Rohingya-and-Bangladeshi-adolescents-in-Cox%E2%80%99s-Bazar.pdf

Guglielmi, S., Muz, J., Mitu, K., Ala Uddin, M., Jones, N., Baird, S., & Presler-Marshall, E. (2019). The lives they lead: Exploring the capabilities of Bangladeshi and Rohingya adolescents in Cox's Bazar, Bangladesh. *Gender and Adolescence: Global Evidence*. https://www.gage.odi.org/wp-content/uploads/2019/12/GAGE-Rohingya-brief_WEB.pdf

Haider, S., Maheen, A., Ansari, M., & Stolley, M. (2023). Health beliefs and barriers to healthcare of Rohingya refugees. *Journal of Racial and Ethnic Health Disparities*, *10*(4), 1560-1568. https://doi.org/10.1007/s40615-022-01342-2

Hossain, A., Baten, R. B. A., Sultana, Z. Z., Rahman, M. T., Adnan, M. F., Hossain, M. M., Khan, T. A., & Uddin, M. K. (2021). Predisplacement abuse and postdisplacement factors associated with mental health symptoms after forced migration among Rohingya refugees in Bangladesh. *JAMA Network Open*, *4*(3), e211801. https://doi.org/10.1001/jamanetworkopen.2021.1801

Hossain, I. (2023). The impact of the Rohingya refugee crisis on mental health. *The Business Standard,* Retrieved December 19, 2023 from https://www.tbsnews.net/thoughts/impact-rohingya-refugee-crisis-mental-health-760330

Human Rights Council. (2018). Report of the detailed findings of the Independent International Fact-Finding Mission on Myanmar. [Document Ref. A/HRC/39/CRP.2]

Human Rights Watch. (2000). Burmese Refugees in Bangladesh: Still No Durable Solution, *HRW,12* (3C). Retrieved from https://www.hrw.org/reports/2000/burma/index.htm

Human Rights Watch (HRW). (2018). "Bangladesh Is Not My Country" The plight of Rohingya Refugees from Myanmar. Retrieved from https://www.hrw.org/report/2018/08/05/bangladesh-not-my-country/plight-rohingya-refugees-myanmar

Humanity and Inclusion (HI). (2019). Mental health and psychosocial support field assessment: Distress prevalence, stressors, and coping mechanisms among the Rohingya community in Cox's Bazar, Bangladesh. Retrieved from https://www.hi.org/sn_uploads/document/2019_HI-Network_Annual-Report.pdf

International Organization for Migration (IOM). (2018). Mental health and psychosocial support needs assessment of Rohingya refugees in Cox's Bazar, Bangladesh. Retrieved from https://migration.iom.int/reports/bangladesh-

mental-health-and-psychosocial-support-needs-assessment-rohingya-refugees-coxs

International Organization for Migration (IOM). (2021). Mental health and psychosocial support needs assessment. Retrieved from https://reliefweb.int/report/bangladesh/iom-needs-assessment-report-mental-health-and-psychological-support-june-2021

Islam, M. M., Barman, A.; Khan, M.I.; Goswami, G.G.; Siddiqi, B.; Mukul, S.A. (2022). Sustainable livelihood for displaced Rohingyas and Their resilience at Bhashan Char in Bangladesh. *Sustainability*, *14*, 6374. https://doi.org/10.3390/su14106374

Joarder, T., Sutradhar, I., Hasan, M. I., & Bulbul, M. M. I. (2020). A record review on the health status of Rohingya refugees in Bangladesh. *Cureus*, *12*(8). https://doi.org/10.7759/cureus.9753

Joint Government of Bangladesh - *UNHCR Population Factsheet as of March 2023*. (2023, March 31). UNHCR Operational Data Portal (ODP). https://data.unhcr.org/en/documents/details/100047

Khan, N. Z., Shilpi, A. B., Sultana, R., Sarker, S., Sultana, R., Roy, B., Arif, A., Ahmed, M. U., Saha, S. C., & McConachie, H. (2018). Displaced Rohingya children at high risk for mental health problems: Findings from refugee camps within Bangladesh. *Child: Care, Health and Development*, *45*(1), 28–35. https://doi.org/10.1111/cch.12623

Khan, N.Z., Shilpi, A.B., Sultana, R., Sarker, S., Razia, S., Roy, B., Arif, A., Ahmed, M.U., Saha, S.C. & McConachie, H. (2019). Displaced Rohingya children at high risk for mental health problems: Findings from refugee camps within Bangladesh. *Child: Care, Health and Development*, *45*(1),28-35. https://doi.org/10.1111/cch.12623

Khan, S., & Haque, S. (2021). Trauma, mental health, and everyday functioning among Rohingya refugee people living in short-and long-term resettlements. *Social Psychiatry and Psychiatric Epidemiology*, *56*, 497-512. https://doi.org/10.1007/s00127-020-01962-1

Kinch, T. L. (2008). *Linking invisibility and vulnerability: strengthening refugee child protection capacity: the case of unaccompanied and separated refugee children from Bhutan living in Nepal*. Retrieved from https://library2.smu.ca/bitstream/handle/01/22382/kinch_tara_l_masters_2008.PDF?sequence=1&isAllowed=y

Kiragu, E., Rosi, A. L. & Morris, T. (2011). *States of denial- A review of UNHCR's response to the protracted situation of stateless Rohingya refugees in Bangladesh. UNHCR, Geneva, Switzerland*. Retrieved from http://www.unhcr.org/4ee754c19.pdf

LCFA. (2018). *Learning competency framework and approach: For children of displaced person's from Myanmar in Bangladesh*. Retrieved from https://continuityineducation.org/articles/10.5334/cie.57

Mansur, S. (2021). *Accessible Strategies to Support Children's Mental Health and Wellbeing in Emergencies: Experience from the Rohingya Refugee Camp*. Retrieved from https://archive.nyu.edu/handle/2451/62227

Mariam, E., Ahmad, J., & Sarah Sarwar, S. (2021). BRAC Humanitarian Play Lab Model: Promoting Healing, Learning and Development for Displaced Rohingya Children. *Inter-agency Network for Education in Emergencies (INEE),7*(1),133-149. https://doi.org/10.33682/u72g-v5me

Masood, S. M. U., & Uddin, M. S. (2020). International Response to Humanitarian Crisis: A study of Rohingya Issue. *Being Immigrant in the World: Experiences, Challenges and Opportunities*, *1*, 143-164. https://www.researchgate.net/profile/Muhammad-Uddin-41/publication/366790727_International_Response_to_Humanitarian_Crisis_A_study_of_Rohingya_Issue/links/63b286a1c3c99660ebc08dd1/International-Response-to-Humanitarian-Crisis-A-study-of-Rohingya-Issue.pdf

Mazhar, M. K. A., Finger, F., Evers, E. S., Kuehne, A., Ivey, M., Yesurajan, F., Shirin, T., Ajim, N., Kabir, A., Musto, J., White, K., Baidjoe, A., & le Polain de Waroux, O. (2021). An outbreak of acute jaundice syndrome (AJS) among the Rohingya refugees in Cox's Bazar, Bangladesh: Findings from enhanced epidemiological surveillance. *PloS one*, *16*(4), e0250505. https://doi.org/10.1371/journal.pone.0250505

Médecins Sans Frontières (MSF). (2022). *Timeline: A visual history of the Rohingya refugee crisis*. Retrieved from https://www.doctorswithoutborders.org/latest/timeline-visual-history-rohingya-refugee-crisis

Milton, A., Rahman, M., Hussain, S., Jindal, C., Choudhury, S., Akter, S., Ferdousi, S., Mouly, T., Hall, J., & Efird, J. (2017). Trapped in statelessness: Rohingya refugees in Bangladesh. *International Journal of Environmental*

Research and Public Health, *14*(8), 942. https://doi.org/10.3390/ijerph14080942

Moniruzzaman, H. M. (2021). *Education for Rohingya displaced children: A case study on providing education at NGO-run Temporary Learning Centres (TLCs) in Bangladeshi Refugee Camps*. [Master's Dissertation, University of Gothenburg]. Retrieved from University of Gothenburg. https://gupea.ub.gu.se/handle/2077/69374

Murray, J. S. (2016). Displaced and forgotten child refugees: A humanitarian crisis. *Journal for Specialists in Pediatric Nursing*, *21*(1), 29-36. https://doi.org/10.1111/jspn.12133

O'Connor, K., & Seager, J. (2021). Displacement, violence, and mental health: evidence from Rohingya adolescents in Cox's bazar, Bangladesh. *International journal of environmental research and public health*, *18*(10), 5318. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8156348/

Rahman, A., Khaled, N., Akter, M., Yesmin, S., Zaman, S. S., Marium, E., & Afsana, K. (2023). The well-being of Rohingya children in Rohingya camps of Bangladesh during the Covid 19 pandemic: a qualitative exploration. *Early Child Development and Care*, *193*(4), 463-476. Retrieved from https://www.tandfonline.com/doi/pdf/10.1080/03004430.2022.2106979

Rahman, M. R. (2018). Forcibly displaced Myanmar Nationals (FDMN's) to Bangladesh health sector response & challenges. *Journal of Bangladesh College of Physicians & Surgeons, 36*(3), 91-93. https://doi.org/10.3329/jbcps.v36i3.37030

Reid, K. (2023, September 22). Rohingya refugee crisis: Facts, FAQs, and how to help. World vision. Retrieved from https://www.worldvision.org/refugees-news-stories/rohingya-refugees-bangladesh-facts

Riley, A., Akther, Y., Noor, M., Author, F., & Welton-Mitchell, C. (2021). Mental health and conditions in refugee camps matter when Rohingya living in Bangladesh consider returning to Myanmar. Retrieved from https://odihpn.org/publication/mental-health-and-conditions-in-refugee-camps-matter-when-rohingya-living-in-bangladesh-consider-returning-to-myanmar/

Riley, A., Varner, A., Ventevogel, P., Taimur Hasan, M. M., & Welton-Mitchell, C. (2017). Daily stressors, trauma exposure, and mental health among stateless Rohingya refugees in Bangladesh. *Transcultural psychiatry,54*(3), 304-331. Retrieved from https://journals.sagepub.com/doi/abs/10.1177/1363461517705571

Ritsema, H., & Armstrong-Hough, M. (2023). Associations among past trauma, post-displacement stressors, and mental health outcomes in Rohingya refugees in Bangladesh: A secondary cross-sectional analysis. *Frontiers in Public Health*, *10*, 1048649. https://doi.org/10.3389/fpubh.2022.1048649

Save the Children. (2019). Joint participatory child protection assessment with Rohingya adolescents. Retrieved from https://resourcecentre.savethechildren.net/pdf/final_cxb_participatory_cp_assessment_with_rohingya_adolescents.pdf/

Shakespeare-Finch, J., Schweitzer, R. D., King, J., & Brough, M. (2014). Distress, coping, and posttraumatic growth in refugees from Burma. *Journal of Immigrant & Refugee Studies*, *12*(3), 311-330, https://doi.org/10.1080/15562948.2013.844876

Shohel, M. M. C. (2010). *Transition from nonformal to formal education in Bangladesh: An exploration of the challenges students face.* Lambert Academic Publishing.

Shohel, M. M. C. (2022). Education in emergencies: Challenges of providing access to education for Rohingya refugee children living in refugee camps in Bangladesh. *Education Inquiry, 13*(1):104-126. https://doi.org/10.1080/20004508.2020.1823121.

Shohel, M. M. C. (2023). Lives of the Rohingya children in Limbo: Childhood, education and children's rights. *Prospects,53*(1): 131-149. https://doi.org/10.1007/s11125-022-09631-8.

Shohel, M. M. C., Babu, R., Ashrafuzzaman, M., Azim, F., & Bayezid, A. (2023a). Learning competency framework and approach for the displaced Rohingya children living in Bangladesh: A critical review. *Continuity in Education*, *4*(1), 50–66. https://doi.org/10.5334/cie.57

Shohel, M. M., Ashrafuzzaman, M., Azim, F., Akter, T., & Tanny, S. F. (2022). Displacement and Trauma: Exploring the Lost Childhood of Rohingya Children in the Refugee Camps in Bangladesh. In R. Throne (Ed.), *Social Justice*

Research Methods for Doctoral Research (pp. 244-272). IGI Global. https://doi.org/10.4018/978-1-7998-8479-8.ch012

Shohel, M. M., Ashrafuzzaman, M., Babu, R., Akter, T., Tasnim, N., & Bayezid, A. (2023). Access to higher education for the Rohingya refugees: Challenges, opportunities, and future directions. In S. Saeed & M. Zhang (Eds.), *Global perspectives on the difficulties and opportunities faced by migrant and refugee students in higher education* (pp. 103-135). IGI Global. https://doi.org/10.4018/978-1-6684-7781-6.ch005

Snow, A., & Sissons, J. (2012). Bringing health care to displaced people in Burma. *Kai Tiaki Nursing New Zealand*, *18*(2), 30. Retrieved from https://pubmed.ncbi.nlm.nih.gov/22675882/

Tachè, J. & Selye, H. (1985) On stress and coping mechanisms. *Issues in Mental Health Nursing, 7(*1-4), 3-24, https://doi.org/10.3109/01612848509009447

Tay, A. K., Islam, R., Riley, A., Welton-Mitchell, C., Duchesne, B., Waters, V., Varner, A., Silove, D., &Ventevogel, P. (2018). *Culture, context and mental health of Rohingya refugees: A review for staff in mental health and psychosocial support programmes for Rohingya refugees.* Geneva, Switzerland. United Nations High Commissioner for Refugees (UNHCR).

Tay, A. K., Riley, A. F., Islam, R., Welton-Mitchell, C., Duchesne, B., Waters, V., Varner, A., Moussa, B., Alam, A., Elshazly, M., Silove, D., & Ventevogel, P. (2019). The culture, mental health and psychosocial wellbeing of Rohingya refugees: a systematic review. *Epidemiology and Psychiatric Sciences*, *28*(5), 489–494. https://doi.org/10.1017/s2045796019000192

Ullah, A. N. Z., Pratley, P., Islam, M. S., Islam, K., & Roy, T. (2023). Exploring mental health status and psychosocial support among Rohingya refugees in Bangladesh: A Qualitative study. *Mental Illness*, *2023*, 1–8. Retrieved from https://www.hindawi.com/journals/mij/2023/6128286/

Ullah, A.A. and Chattoraj, D. (2022). The Plight of Myanmar's Rohingya Children. In *Routledge Handbook of Islam in Southeast Asia* (pp. 190-202). Routledge. Retrieved from https://www.taylorfrancis.com/chapters/edit/10.4324/9780429275449-14/plight-myanmar-rohingya-children-ahsan-ullah-diotima-chattoraj

UN Joint Response Plan. (March-December 2018). *Joint Response Plan*. Retrieved from http://www.unhcr.org/uk/partners/donors/5ab8e23a7/2018-jointresponse-plan-rohingya-humanita rian-crisis-march-december-2018.html

UN Women. (2018). *Gender Brief on Rohingya Refugee Crisis Response in Bangladesh.* Retrieved from http://asiapacific.unwomen.org/en/digital-library/publications/2017/10/gender-brief-onrohingya-refugee-crisis#view

UNDP. (2018). *Impacts of the Rohingya refugee influx on host communities*. Retrieved from https://www.undp.org/sites/g/files/zskgke326/files/migration/bd/Impacts-of-the-Rohingya-Refigee-Influx-on-Host-Communities.pdf

UNHCR. (2018). *Mental health and psychosocial support for refugees, asylum seekers and migrants*. Retrieved from https://www.unhcr.org/5b259d7c7.pdf

UNHCR. (2020). *Mental health and psychosocial support needs and services for Rohingya refugees in Cox's Bazar, Bangladesh.* Retrieved from https://data2.unhcr.org/en/documents/details/79667

UNHCR's Population Statistics. (15 July 2018). *Bangladesh Refugee Emergency: Population Factsheet*. https://data2.unhcr.org/en/documents/download/64838

UNICEF. (2017a). World's second largest oral cholera vaccination campaign kicks off at Rohingya camps in Bangladesh, *Joint press release from World Health Organization and UNICEF.* https://www.unicef.org/press-releases/worlds-second-largest-oral-cholera-vaccination-campaign-kicks-off-rohingya-camps

UNICEF. (2017b). *A child is a child: Protecting children on the move from violence, abuse and exploitation.* Retrieved from https://www.unicef.org/media/49571/file/UNICEF_A_child_is_a_child_May_2017_EN.pdf

UNICEF. (2021). *Findings from the child protection assessment in Rohingya Camps in Cox's Bazar*. Retrieved from https://reliefweb.int/report/bangladesh/findings-child-protection-assessment-rohingya-refugee-camps-cox-s-bazar-october

Wake, C., & Cheung, T. (2016). *Livelihood strategies of Rohingya refugees in Malaysia: 'We want to live in*

dignity'. Retrieved from https://reliefweb.int/sites/reliefweb.int/files/resources/10655.pdf

Zaman, K. T., Hasan, W. U., Bazlul, L., Motahar, T., & Ahmed, N. (2019). Exploring challenges and solution approaches regarding wellbeing of Female Rohingya Community in Bangladesh. In *TENCON 2019-2019 IEEE Region 10 Conference (TENCON)* (pp. 361-366). IEEE. https://doi.org/10.1109/tencon.2019.8929413

Understanding Childhood: A literature Review

Çocukluğu Anlamak: Bir Literatür Taraması

Kelechi Victoria Udeh[1] , Ntite Orji Kalu[2]

1. University of Derby, Faculty of Education, MA Education MX3AU, Derby, United Kingdom.
E-mail: Kelechiemeribe2@gmail.com
2. Masaryk University, Faculty of Education, School Education, Brno, Czech Republic. E-mail: 454586@mail.muni.cz

Abstract

A child's identity can be explained by certain characteristics such as age, size, and physical developments and so on. Children are critical for the continuance of the human society. The journey through childhood determines individual personalities and the ability to handle the demands and responsibilities of adulthood. Every society is and should be interested in the well-being of the child. The concept of childhood consists of all the experiences happening within this period of life. The vulnerability of the child has not only prompted interest in the person of the child, but also makes it necessary to legalize laws and rights, enforce rules to protect and ensure its well-being by governing bodies, parents, cultural practices and so on. Different approaches and schools of thoughts have debated the main determinants and components of childhood, and the resulting behaviors in later life. This paper is based on the need to understand the background of human behavior which is ultimately traced to childhood components and experiences. This paper is theoretical in nature and has reviewed scholarly articles on the genetics, cultural, and anthropological components of childhood, carefully selected from credible and accredited databases. This paper also discusses, objectively, the criticisms facing these approaches to childhood, such as the child's personality trait, people's perception of who a child is, and the use of media to facilitate those perceptions. Lastly, the paper establishes the individualism of a child regardless of external factors, as a main contributor to the personality and behavior of the child, and later as an adult member of the society, making a huge impact on the success of that society.

Keywords: Childhood, Behavior, Personality, Development, Environment.

Öz

Bir çocuğun kim olduğu yaşı, fiziksel gelişimi gibi unsurların temelinde açıklanabilir. Çocuklar insanlığın devamı için kritik öneme sahiptir. Çocukluk yolculuğu, bireysel kişilikleri ve yetişkinliğin talep ve sorumluluklarıyla başa çıkma becerisini belirler. Her toplum çocuğun refahı ile ilgilenir ve ilgilenmelidir. Çocukluk kavramı, yaşamın bu döneminde gerçekleşen tüm deneyimlerden oluşur. Çocuğun savunmasızlığı, sadece çocuğun kişiliğine ilgi duyulmasına neden olmakla kalmamış, aynı zamanda yasaların ve hakların yasallaştırılmasını, yönetim organları, ebeveynler, kültürel uygulamalar vb. tarafından çocuğun refahını korumak ve sağlamak için kuralların uygulanmasını gerekli kılmıştır. Farklı yaklaşımlar ve düşünce ekolleri, çocukluğun temel belirleyicileri ve bileşenleri ile sonraki yaşamda ortaya çıkan davranışları tartışmıştır. Bu çalışma, insan davranışının arka planını anlama ihtiyacına dayanmaktadır ve bu da nihayetinde çocukluk bileşenleri ve deneyimlerine dayanmaktadır. Bu çalışma teorik bir nitelik taşımaktadır ve çocukluğun genetik, kültürel ve antropolojik bileşenleri üzerine güvenilir ve akredite veri tabanlarından özenle seçilmiş bilimsel makaleleri gözden geçirmiştir. Bu makale aynı zamanda, çocuğun kişilik özelliği, insanların çocuğun kim olduğuna dair algısı ve bu algıları kolaylaştırmak için medyanın kullanımı gibi çocukluğa dair bu yaklaşımlara yöneltilen eleştirileri de objektif bir şekilde tartışmaktadır. Son olarak, makale, çocuğun kişiliğine ve davranışlarına temel katkıda bulunan ve daha sonra toplumun yetişkin bir üyesi olarak o toplumun başarısı üzerinde büyük bir etki yaratan dış faktörlerden bağımsız olarak bir çocuğun bireyselliğini ortaya koymaktadır.

Anahtar Kelimeler: Çocukluk, Davranış, Kişilik, Gelişim, Çevre.

Introduction

The early years of life are critical, as they set the tone for future life endeavors. Life skills acquired and developed within this period, such as cognitive and social-emotional skills have long-lasting impressions on the later outcomes of life. Understanding childhood is essential for the well-being of the child as research have shown that children who grow up in loving and understanding environments are better adjusted in life and happier, fostering their well-being, according to an OECD report in 2020.

The nature of children or childhood has been a contested concept in the domain of child development research, given that the people's understanding of childhood changes alongside the development and changes of society and the social paradigm. While some scholars maintained that children are the product of the genetic variation of parents, others believed that social interaction and experience constitute the nature of childhood. Some other researchers have also argued that children's behaviour is innate and is driven by developmental demands that are natural and not dependent on DNA, social interaction, environmental influences, or experience. For instance, it has been reported that children inherit behaviours, physical characteristics, political attributes, religious inclinations, personality traits, vocational affiliations, and detestation from genes (Bouchard, 2004; Nelkin & Lindee, 1995). Those who uphold genetic explanations for childhood adopt the concept of genetic essentialism, thus attributing children's behaviour to natural factors. Theorists like Erik Erikson, John B. Watson, and B.F. Skinner believed that childhood is a function of environmental influence and social interaction (Cherry, 2020). Those with this view tend to support the idea that children are products of the environment and upbringing (McCormack, 2019). Similarly, Sigmund Freud proposed that childhood personality development is innate and not influenced by the environment or social interaction and these inherent traits occur during five psychosexual stages (Cherry, 2022). This implies that there is a quest to understand childhood and children's behaviour which has generated multidimensional thinking among scholars.

Apart from this genetic-environment-social interaction contention of children's dynamism, the nature of childhood has also been argued from the context of what constitutes childhood. From an anthropological perspective, childhood is the creation of culture as children are influenced by parents, adults, specific education, and cultural practices of where they grow. In this case, children are seen as young adults molded by the cultural setting of their locale (Montgomery, 2008; Stevenson & Worthman, 2014). Similarly, the sociological perspective of childhood sees childhood as a social construction (Norozi & Moen, 2016) which upholds the idea that childhood is not part of natural human development but is influenced by the structural elements of society a child lives in and the background of the child. This perspective is based on the notion that childhood is not universal as children come from different geographical locations in the world and may have different experiences, thus, childhood is socially constructed. Also, childhood is viewed from the historical perspective (e.g. Aries, 1962) as an evolutional trend of meaning attached to children as the world evolved. Thus, Aries believes that a proper understanding of childhood involves referring to history in society. The nature of childhood is also seen from a cultural perspective (Schaffer, 2004). In this context, the nature of childhood varies from culture to culture, implying that childhood in the United States is different from childhood in African settings.

Similarly, there is a general argument on the nature of childhood based on responsibility for children's upbringing. From the functionalist dimension, it has been argued that children's upbringing is the primary role of a nuclear family which was the responsibility of socializing the children and preparing them for life in the wider society. (Murdock, 1949; Parsons, 1954). Marxists argued with functionalists and maintained the nuclear family's ideological function in preparing children for society as it pushes those values that are needed to reproduce a capitalist society (Charney, et al., 1976; Lee, 2015). It is obvious that there is no agreement on the nature of childhood or what may be a universal standard for explaining childhood. In the recent development in childhood research, much emphasis seems to be placed on the sociological perspective of understanding childhood as a social construct. The thrust of this essay is to contest the sociological perspective of childhood as social construction for a better understanding of childhood to promote the well-being of children within said social construct.

Method

The methodology adopted for this review is the descriptive review method, which, according to Paré et al. (2015) is used when trying to determine the extent to which gathered information reveals interpretable pattern or trend with respect to pre-existing propositions, theories, methodologies, or findings. A descriptive review in this study was hence used to explain the trends in the perception of childhood. Verified and credible sources were used to gather the literature reviewed in this paper.

Definition

Different explanations have been given by various scholars and groups on who a child is. From the genetic criterion, a child has been viewed differently. For instance, a child is seen from physical size and development (Rogers, 2003). In general terms, childhood means the early stages of human life irrespective of the culture and society. A child is perceived as a body and mind that is unable to do or achieve anything (James & James, 2008). This means that childhood is when people are completely dependent on other people for everything including decision-making. Under the genetic criterion also, a child is defined as the "next generation" (Alanen, 2001). What a child is, can be explained using the adulthood criterion viewing childhood as a journey to adulthood. For example, Qvortrup (2002) maintained that in any developed society, a child belongs to a group with a position in society that is anchored on an organized plan of care and education. It is in line with the definition that James, Jenks,& Prout (1998) stated that the nature of a child is understood to be a phase of imperfection, where adulthood is seen as the endpoint as the child grows and is no longer dependent but becomes independent and from imperfection turns to perfection. It means that a child is to be guided to the point of perfection which is adulthood. In the opinion of Rogers, 2003 (cited in Woodhead & Montgomery, 2013), a child is a person who is perpetually lacking and needs to be cared for, implying that a child has nothing valuable for independence unless given by another person. Generally, in the adulthood criterion, a child is a helpless imperfect person that requires guidance to adulthood which is believed to be the point of perfection and freedom from childhood.

Also, the legal criterion is used to define what a child is by law. The global definition of what is termed as a child was given by The United Nations Convention on the Rights of the Child (UNCRC) which defined a child as any individual who is below eighteen years of age (UNICEF; OHCHR). This suggests a globally agreed definition of a child (Norozi & Moen, 2016). Furthermore, the National Commission for Protection of Child Rights (NCPCR) defined a child as a person between the age ranges of 0-18 years(UNICEF; OHCHR). The age criterion presents a child as infants, toddlers, youth, adolescents, tweenagers, minors, and teenagers. This follows the age criterion which is used to identify a child given certain age limits. By age standards, a person is regarded as a child from birth to puberty. The age and legal standards of a child are being used internationally to determine other dimensions of childhood such as the right to education and child labour. In summary, from all criteria, a child is a person who must depend on others and be guided by adults until they get to adulthood at 18 years.

The United Nations in conjunction with all the countries who promised to protect children's rights, during the convention of 1989, agreed on several rights that will ensure their well-being and dignity within the society, without any prejudice.These rights range from rights to life, thoughts, association and expression, to the participation of parents and states taking all appropriate legislative, administrative, social and educational measures to protect the child from all forms of abuse, violence, negligence, maltreatment and exploitation. An OECD report of 2021 supports that the well-being of children is strongly connected to their environment. A comprehensive understanding into the nature and peculiarities of the child, including the changing nature of what is required to ensure their well-being is most important.

Approach to Childhood : Social Construction

A brief history into childhood suggests that the word was invented in the eighteenth and nineteenth centuries to explain a certain stage of life that required love and protection from moral and physical

hazards, that were not considered necessary before this time (Bellingham, 1988). The previous century was known as the "child-saving" era, as it was the period when the childhood stage gained some recognition (Kerr, 2022). According to Kerr (2022), from the eighteenth century, children were seen as active agents in their own development, and the role of adults to respond to the child's individual needs at every stage of development. This era also ushered in laws that were to protect the child from the common issues of that era, such as child labour, and promote a healthy and more nuturing relationship between children and their parents. After this period, the state also become involved in the well-being of children, to protect them when the family has failed in its responsibilities. By the 20th century, the child was considered to be good, born with potentials that can be nutured. Childhood became a stage of life that was protected by laws and rights, with consequences to defaulters. The well-being and happiness of the child

A remarkable transition has occurred in the perception of childhood over time, giving rise to different schools of thought on the development and stages of childhood and how best to nurture the child. Different scholars have expressed and philosophized different approaches deemed fit to understand childhood. To understand childhood, scholars have approached it from various stand points; from the view of biology, sociology, history, anthropology, geography, and so on. The sociological theorists of childhood have evolved from perceiving the child as a mere receipient of social processes to postulating child-centered theories that pay attention to the child's perspective and needs (Holland, 2008).

One of the key sociological perspectives or approaches to childhood is social construction.With consideration to geographical location, the sociological approach to childhood believes that the social and cultural contexts in which the child is located determine the social world of the child (Holland, 2008). James & James (2008) stated that social construction refers to the theoretical sociological stance that assesses how real-life experiences turn out in everyday life through people's collaborations and discussions. These scholars further explained that social construction explores understanding the cultural context of what happens in society and, knowledge is constructed based on those perceptions of the societal culture. In this sense, childhood is the byproduct of the interaction between culture, social interaction, and knowledge generated from interaction with the environment. Modern social constructivists argue that children are innocent and fragile and can be easily destroyed, thus they need special attention, nurture, and protection (Pollock, 2017). This implies that childhood is a world created for children by adults in society. In this direction, Postman (1985) argued that children imitate the behaviour of adults because they are exposed to adults' world of television and that, lack of adult supervision exposes children to learning that is inappropriate for their age. Palmer (2015; 2018), in his concept of "toxic childhood" contended that the modern world is damaging children by exposing them to all kinds of media that help poison their minds.

Nicholson (2012) contended that schools were meant to physically shape the children through play and schooling, but schools have cut back on playtime with the impression that supervised outside play is inimical to children, therefore, parents keep their kids in bedrooms equipped with all the devices needed to live in a virtual world thereby exposing them to learning beyond their level. Pugh (2002) argued that rich parents who do not have5 time to guide their children provide consumption as compensation. This can take the form of trips to sporting events, designer clothing, Halloween costumes, and even a weekly allowance, to buy toys and other things, all in a bid to navigate their pathways of life. Murray (2005) in his concept of the commodification of childhood, explained how children are linked with all kinds of markets and according to him, the markets invade childhood and are oppressed hence parents are forced to purchase certain kinds of toys which are believed to help build the character of their children. These scholars are of the opinion that childhood is highly influenced by media. Johansson (1987) reported the view of Philippe Ariès who argued that childhood is highly influenced by media as children will always conceive what they want to be based on their exposure. Researchers have argued that princess culture has taken hold of girls, which has presented an opportunity for marketers to sell them various products

to portray being feminine (Miskec, 2014; Orenstein, 2006).

It has also been reported that childhood is seriously influenced by consumerism (Ghosh & Gaur, 2020). Hill (2011) noted that young people are the targets of markets today as they are presented with advertisement messages encouraging consumer behaviour in the urge to satisfy their self-image. This highlights the concept of consumerism where industries are targeting children to sell all kinds of media artifacts that is believed to shape the way children behave and what they want in their daily lives. Generally, it has been established in different childhood studies that the structure of childhood is gradually fading because of consumerism which has led to children suffering from severe psychological and physical deficits (Eckersley, 2011; Hill, 2011; Schor, 2004). Consumerism or materialism is considered social evil as children pay more attention to conspicuous consumption or beliefs to imply too much consumption of material goods makes them happy (Eckersley (2006). The evil of consumerism is associated with the evil of media as children spend more on the internet in search of materials to buy. Hill (2011) contended that these children are becoming victims of consumerism and getting lost in search of happiness and end up accumulating stress and dissatisfaction for themselves which affect their thinking and behaviour.

However, the modern view of childhood tends to portray that childhood is in crisis. The crisis in childhood is attributed to contemporary parenting practices (Kehily, 2010). The author noted that the recent meanings of childhood are shaped by the connections between the present and past concepts of childhood. Pollock (2017) argued that there used to be universal features of childhood: infants were depending on others for their physical care, children needed emotional attachment to survive, children played, children around the ages of six to eight years were treated differently from younger ones, and infants were treated indulgently, and puberty changes were noticed. This author also argued that before now, there was a universal concern in society to teach children moral, ethical, cultural, and social practices that would help them adjust perfectly to adulthood. Social constructivists are of the view that there are certain factors that have a bearing on the experience of childhood and how people think about children's needs such as representations by media, children's status in the home, provision of education, and healthcare education. Similarly, following the stance of social construction, the crisis in childhood can also be associated with cultural diversity and the dynamics of social grouping. Children are exposed to different cultural settings and practices in different parts of the world. For instance, African children who migrate to the United States appears to face childhood crisis due to cultural differences and group dynamics of their new settlement. Research has shown that differences in educational opportunities, health conditions, cultural practices, social interactions, and social grouping account for a crisis in childhood (Leseman, 2002; Morrow, 1999).

However, John Locke and Jean Jacques Rousseau in their study concerning modern social contract theory argued that the nature of humans is solitary, it is healthy, happy, innocent, and pure, and emerging societies are formed as soon as they begin to live together as families and neighbours. Jean Jacques Rousseau also believed that rise to negative emotions and disastrous passions such as pride, envy, and jealousy which in turn breed inequity and human vice results from emerging societies (Gianoutsos, 2006; Vernes, 2006). John Lock believed that children are born with minds as blank slates, however, they have natural preferences which include personalities, likes, and dislikes, and educating the children means molding their minds and natural readiness. It means that children have innate personalities that must be developed by society. From John Locke's perspective, parents have the duty to observe their children, and to understand their likes and dislikes. It means that instead of detecting what children should do or the way they should behave, parents or guardians must help the children develop their innate personality characteristics. Against the social construction notion that children are innocent and fragile and can be easily destroyed, thus they need special attention, nurture, and protection (Pollock, 2017). John Locke argued that as parents treat their children as intelligent and appreciate their inherent dispositions to emerge in this direction, they are better prepared to guide their children towards rational reasoning which will help them take rational decisions in their later lives.

Contrary to Locke's view of parenting as basic ingredient of childhood, Rousseau argued that children do

not need any other guide but their own intellect by the time they have received education. Jean Jacques Rousseau contended that children could attain freedom and independent mind through learning from nature. The theorist argued that education from nature is not dependent on man's actions, rather a man's education depends only to a limited extent on things, and what is within his control. Rousseau argued that nature, which human beings have no control over, must determine the course of the upbringing of children (Gianoutsos, 2006). These two social contract theorists uphold the doctrine of the innate personality of children but differ in who is responsible for helping them to maximize their innate characteristics. While Locke subscribed to parental observation and guidance, Rousseau believed in nature guidance. However, they agreed that children's inclinations and dispositions should be allowed to guide their interests and actions.

Criticisms

Aruguably, since the well-being of the child is of uttermost importance, certain criticisms have insued against the theory of social construction by different scholars. Firstly, the social construction theory holds that children are the product created by society and they are what society says they are. This position has been contested by John Locke, Jean Jacques and Rousseau in their study on social contract theory. They argued that even though children are born as blank slates, they have inherent personalities. This implies that the behaviours of children are not entirely a function of their interactions with people, cultural practices, or social media. This argument seems to be true. For instance, when children select the kind of food they eat at birth, the question arises, is this because of interaction with others, or the trait is innate in them? The argument here is that if all that children do are determined by society, how come children sometimes have a different preference for something when they have interacted with people? This implies that childhood can be influenced by both innate personalities as well as societal influence. Social construction also holds that children are innocent and fragile and can be easily destroyed, thus they need special attention, nurture, and protection (Pollock, 2017). The view of Rousseau and Lock contested this notion and maintained that children are rational animals and should be treated as such for their hidden potential to be unveiled. As against the social constructionist who believe that children are fragile and thus cannot take think and take actions on their own, Rousseau and Locke maintained that children could think if they are guided to think and act.

The argument against social construction hinges on the proposition that only society determines childhood and that children are what adults want them to be. However, the contention of Rousseau and Lock is that even though children are influenced by their environmental factors such as parents and educators, they have natural inclinations and yearnings that are natural and given by nature. The argument also pointed out that society cannot predict all that children can do at a particular time because children have their own natural interests hidden inside them that can only manifest when the environment is conducive. The position of Rousseau and Lock agrees with Gianoutsos (2006) who noted that because children have a natural love for freedom, a desire to be treated rationally, and are curious about the adult world, it is not farfetched that they are aware of reward and praise. This implies that instead of trying to modify and reshape childhood, society should maintain conditions that would help children to maximize their personalities positively. It means that instead of trying to restructure children's behaviour using media, they can be closely monitored to understand their interests and use such knowledge to expose them to media presentations that will help them build their personality profile on their own while being guided by adults.

The social construction of childhood has been critiqued by Ba' (2021) who argued that this new approach of childhood presents children as simply the passive receivers of socialization. According to these critics, the main problem lies in simultaneously requiring, strong subjectivities on the part of children on one hand, and the compelling role of social structures to explain the lack of freedom that has to be maintained for childhood's possible liberation. They argued that the proposition that childhood is utterly dependent on society and culture erodes children's freedom and renders them passive in the

process of their development. Thus, they contended that social construction is established on neo-liberal views which are absorbed from specific social associations. They argued that children are passive, they can think, reason, and apply their knowledge in situations to take decisions. This tends to affirm the argument of Rousseau and Lock who believed that children have innate personalities and just need a proper environment to maximize their hidden potential.

Conclusions and Recommendations

Childhood is critical to the success of every society, hence the inquiry and study towards understanding the principles that promote their well-being. This is because when children are properly brought up in society, social problems associated with youths' restiveness are minimized and social progress is maximized. Many theoretical perspectives of childhood such as anthropological, historical, cultural, and sociological, have been theorized to explain the nature of childhood. All these perspectives present childhood as a period when children need help and guidance from adults to develop into perfect adulthood. The social construction of childhood is a new approach in the sociology of child development or understanding of childhood. Though this paradigm shift in childhood theorizing tends to be widely accepted, it has been criticized for its weakness in the areas of assuming that children are passive individuals who cannot think and take actions without interacting with people and culture, and the assumption that children do not have innate personalities.

Understanding childhood follows and explain how people's perception of the child has changed over time, given that our societies keep evolving. Learning about childhood therefore is essential to help parents and educationists understand the trends in childhood, to provide the relevant materials that support the development of the child, catering to their well-being, to meet the dynamic nature and demand of the society. Understanding childhood ensures that the child's well-being is considered, thereby enabling them to grow and flourish in a safe, secure, healthy and nurturing environment, that meets their developmental needs.

In conclusion, there is no universally accepted approach to childhood, however major deductions from these arguments are that: children have innate personalities hidden in them, and can only be developed when the appropriate environment is created for them; society parents, and other adults should always allow children to manifest their interest for proper guidance and not try to coerce them to exhibit a specific culture of society through media representation; the notion that children are rational animals and need freedom should be upheld by society as this could promote the structuring of the social environment in such a way that children can freely apply their rationality in decision-making concerning their needs; and finally, the new social construction of childhood could be modified to accommodate the notion that children, in addition to social interaction and societal culture, have hidden personalities to also influence their childhood in society.

Declarations

References

Alanen, L. (2001). Explorations in generational analysis. In Alanen, L & Mayall, B. (Eds.), *Conceptualizing child-adult relations* (pp. 11-22). London: Routledge Flamer.

Aries, P. (1962). *Centuries of childhood*. Harmondsworth: Penguin.

Ba', S. (2021). The critique of Sociology of Childhood: Human capital as the concrete social construction of childhood, *Power and Education*, 13(2), 73-87. https://doi.org/10.1177/17577438211011637

Bellingham, B. (1988). The history of childhood since the "Invention of Childhood": Some issues in the eighties. *SAGE Publications: Journal of Family History*, 13(3), 271-358. https://doi.org/10.1177/036319908801300305.

Bouchard, T. J. (2004). Genetic influence on human psychological traits: A survey, *Current Directions in Psychological Science,13*, 148–151. https://doi.org/10.1111/j.0963-7214.2004.0029

Charney, E., Goodman, H. C., McBride, M., Lyon, B., Pratt, R., Breese, B., & Marx, K. (1976). Childhood antecedents of adult obesity: Do chubby infants become obese adults?, *New England Journal of Medicine*, 295(1), 6-9. https://doi.org/10.1056/nejm197607012950102

Cherry, K. (2020). Child development theories and examples. *Verywell Mind*. Retrieved November 25, 2022 from https://www.verywellmind.com/child-development-theories-2795068

Cherry, K. (2022). Sigmund Freud's life, theories, and influence. *Verywell Mind.* Retrieved November 25, 2022 from https://www.verywellmind.com/sigmund-freud-his-life-work-and-theories-2795860

Eckersley, R. (2011). A new narrative of young people's health and well-being. *Journal of youth studies*, 14, 627-638. https://doi.org/10.1080/13676261.2011.565043

Ghosh, S., & Gaur, M. J. (2020). Consumerism engulfing childhood and youth. *Indian Institute of Management Kozhikode 04th International Conference on Marketing, Technology & Society 2020*. Retrieved 20 November, 2022 from https://forms.iimk.ac.in/research/markconf20/Proceedings/114.pdf

Gianoutsos, J. (2006). Locke and Rousseau: Early childhood education. *The Pulse*, 4(1), 1-23. Retrieved from https://www.baylor.edu/content/services/document.php?id=37670

Hill, J. A. (2011). Endangered childhoods: How consumerism is impacting child and youth identity. *Media, Culture & Society*, 33(3), 347-362. https://doi.org/10.1177/0163443710393387

Holland, S. (2008). The everyday lives of children in care: using a sociological perspective to inform social work practice. In A Luckock, B. & Lefevre, M. (Eds.), *Direct work: Social work with children and young people*. BAAF, 77-94. ISBN 978 1 905664 29 0.

James, A., Jenks, C. & Prout, A. (1998). Childhood in social space. In James, A., Chris, J. & Prout, A. (Eds.), *Theorizing childhood*. London: SAGE Publications

James, A., & James, A. (2008). *Key concepts in childhood studies*. London: SAGE Publications Ltd.

Johansson, S. R. (1987). Centuries of childhood/centuries of parenting: Philippe Ariès and the modernization of privileged infancy. *Journal of Family History*, 12(4), 343-365. https://www.representingchildhood.pitt.edu/pdf/aries.pdf

Kehily, M. J. (2010). Childhood in crisis? Tracing the contours of 'crisis' and its impact upon contemporary parenting practices. *Media, Culture & Society*, 32(2), 171–18. http://dx.doi.org/10.1177/0163443709355605

Kerr, G. (2022). *Gender Based Violence in Children's Sport* (Eds.). London: Routledge. https://doi.org/10.4324/9781003035138.

Lee, M. (2015). *Louis Althusser on interpellation, and the ideological state apparatus*, *Not even past.* Retrieved November 2, 2022 from Louis Althusser on Interpellation, and the Ideological State Apparatus - Not Even Past (utexas.edu)

Leseman, P. P. M. (2002). *Early childhood education and care for children from low-income or minority backgrounds*. OECD. https://www.oecd.org/education/school/1960663.pdf

McCormack, G. (2019). *Children are a product of their environment, education-application-innovation*. Retrieved November 2, 2022 from https://gavinmccormack.com.au/children-are-a-product-of-their-environment/

Miskec, J. M. (2014). Pedi-Files: Reading the foot in contemporary illustrated children's literature. *Children's Literature*, *42*(1), 224-245. https://doi.org/10.1353/CHL.2014.0017

Montgomery, H. (2008). *An introduction to childhood: Anthropological perspectives on children's lives*. Oxford, UK: John Wiley & Sons. http://eu.wiley.com/WileyCDA/WileyTitle/productCd-140512590X.html

Morrow, V. (1999). Conceptualising social capital in relation to the well-being of children and young people: a critical review. *The sociological review*, *47*(4), 744-765. https://doi.org/10.1111/1467-954X.00194

Murdock, G. P. (1949). *Social structure.* Macmillan. Retrieved November 5, 2022 from https://psycnet.apa.org/record/1949-04761-000

Murray, G. S. (2005). The long history of children as consumers. *Reviews in American History*, *33*(1), 84-88. https://doi.org/10.1353/rah.2005.0014.

Nelkin, D. & Lindee, M. S. (1995). *The DNA mystique: The gene as a cultural icon.* New York: Freeman.

Nicholson, C. (2012). Childhood, well-being and a therapeutic ethos. *Psychodynamic Practice 18*(2), 1-10. http://dx.doi.org/10.1080/14753634.2012.664880

Norozi, S. A. & Moen, T. (2016). Childhood as a social construction. *Journal of Educational and Social Research*, *6*(2), 75-80. https://doi.org/10.5901/JESR.2016.V6N2P75

OECD (2020). *Chapter 1. Why early learning and child well-being matter*. https://www.oecd-ilibrary.org///sites/218760a6-en/index.html?itemId=/content/component/218760a6-en#section-20

OECD (2021). Measuring What Matters for Child Wellbeing and Policies. *Policy Insights (WISE).* https://www.oecd.org/wise/Measuring-What-Matters-for-Child-Wellbeing-and-Policies-Policy-brief-July-2021.pdf

Orenstein, P. (2006). *What's Wrong With Cinderella? in The New York Times*. Retrieved November 18, 2022 from http://www.nytimes.com/2006/12/24/magazine/24princess.t.html?ex=1324616400&en=8e5a1a-c1332a802c&ei=5088&partner=rssnyt&emc=rss&pagewanted=1

Palmer, S. (2015). *Toxic childhood: How the modern world is damaging our children and what we can do about it*. London: Orion Books

Palmer, S. (2018). What is toxic childhood? In House, R. & Loewenthal, D. (Eds.), *Childhood, well-being and a therapeutic ethos*, (pp. 37-54). London: Routledge. http://dx.doi.org/10.4324/9780429472862-3

Paré, G., Trudel, M. C., Jaana, M. & Kitsiou, S. (2015). Synthesizing information systems knowledge: A typology of literature reviews. *Information & Management*; *52*(2),183–199. https://doi.org/10.1016/j.im.2014.08.008

Parsons, T. (1954) Psychology and sociology. In J. Gillin (Ed.), *For a science of social man: Convergences in anthropology, psychology, and sociology*, (pp. 67–101). MacMillan Co. https://doi.org/10.1037/11282-004

Pollock, L. (2017). Children, parents and family: 1500-1900. In Dolan, P. & Frost, N. (Eds), *The Routledge handbook of global child welfare*. London: Routledge.

Postman, N. (1985). The disappearance of childhood. *Childhood Education*, *61*(4), pp. 286-293. Retrieved November 17 2022 from https://doi.org/10.1080/00094056.1985.10520201

Pugh, A. J. (2002). From" compensation" to" childhood wonder": Why parents buy. *Berkeley Collection of Working and Occasional Papers*, 49. Retrieved November 2, 2022 from http://hdl.handle.net/2345/4119.

Qvortrup, J. (2002). Sociology of childhood: Conceptual liberation of children. In Mouritsen, F. & Qvortrup, J. (Eds.), *Childhood and children's culture*, (pp. 43-78). Odense: University Press of Southern Denmark.

Rogers, S. W. (2003). What is a child? In Woodhead, M. & Montgomery, H. (Eds.). *Understanding childhood: an interdisciplinary approach,* (pp. 1-43). UK: The Open University.

Schaffer, H. R. (2004). *Introducing child Psychology*. United Kingdom: Blackwell Publishing Ltd.

Schor, J. (2004). *Born to buy: The commercialized child and the new consumer culture*. New York: Scribner

Stevenson, E. G. J., & Worthman, C. M. (2014). Child well-being: Anthropological perspectives. In: Ben-Arieh, A., Casas, F., Frønes, I., & Korbin, J. (Eds.) *Handbook of child well-being*. Springer, Dordrecht. https://doi.org/10.1007/978-90-481-9063-8_20

Ohchr (n.d.). *Convention on the rights of the child.* Retrieved December 10, 2023 from https://www.ohchr.org/sites/default/files/crc.pdf

Unicef (n.d.). *A summary of the UN Convention on the rights of the child*. Retrieved Retrieved December 10, 2023 from https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

Unicef (n.d.). *The united nations convention on the rights of the child – the children's version* . Retrieved December 10, 2023 from https://www.unicef.org/media/56661/file

Vernes, P. M. (2006). Social quality in Rousseau, *European Journal of Social Quality*, *6*(1), 8-26. https://doi.org/10.3167/146179106780246521