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EDITORIAL

The little virus with its gigantic effect and silent declaration of war has impacted all the aspects of the society, the human life and the education. Especially in the education field, it brought about dramatic changes at all levels of education whether primary, secondary or tertiary. Again, education is must and the use of technology as online teaching maybe temporarily fine but it is the fact that no technology can replace the classroom teaching because classroom deals with emotions, feelings and pacification of the called and uncalled, said and unsaid doubts of students which can be pacified only in presence. The webinars maybe welcome but it missed the opportunity to develop intimacy and have the company of the acknowledged persons face to face and the online classes missed the emotions. Although the economic rise of any institute is must and are required the related calls whether offline or online but simultaneously it must be ensured that it don't turn unworthy and imprisonment. It should also be ensured that the online teaching should reach even the unreached. Such thoughtful and required action depicts the strong national character, education and humanity. Teachers add fragrance to the student's life by nourishing and nurturing them and so it's must that the teachers are well protected and well received by the society. Education needs to be strengthened with more values for society, humanity and developing national character among each individual because life is to add life to the life and ultimately life is for life. Adding to this idea, the current issue includes the papers on the teaching learning process, education at primary level, relationship between social, psychological with gender difference, women's mental health and its determinants, enriching curriculum – using local wisdom, self-regulated learning strategies, trends attracting foreign investments, and corporate communication

With reference to education, psychology and philosophy Cao talks of role of a teacher in the teaching learning process; Khayi focusses on education at primary level; Rajpreet studies the role of gender differences on internet addiction, self-esteem and psychological well- being among college students; Singh presents an overview on women's mental health and its determinants; Cao talks about enriching curriculum using local wisdom; whereas Vidhu Mohan & Mohita Verma reflects on self-regulated learning strategies in relation to academic resilience With reference to economics and management Saidkarimova stresses on main trends attracting foreign investments in Uzbekistan whereas Xu cites on case study of corporate communication.

In this pandemic, with so many researchers throbbing with their research, I am thrilled with the idea of the human endeavour to any threat. It depicts the integrity of the individual with his society and presents the value, ethics and cultural richness of society to survive against any odds. Only such a society can create a history otherwise it takes no time to turn itself as history. With a hope of best for the mankind, I am sure this issue will enlighten the potential researchers and the society as well it will help us all think about development and future course of action.

With the hope of best for mankind,
Avdesh Jha
Chief Editor
Voice of Research

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ROLE OF A TEACHER IN THE TEACHING LEARNING PROCESS

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Abstract

With the teacher, the whole society expects and thus we often hear several formulas to be followed by the teacher. In practice the only thing which a teacher need is the commitment. It is this commitment which bestows in him the leadership, self-confidence and readiness with the zeal of selfless actions. The role of a teacher expected from the society, state, Nation and the world is much more and only a committed teacher can satisfy it because a committed teacher is the combination of all the said roles, duties and responsibility.

Keywords: teacher, technology, commitment, teaching, TLP

Teaching is not everybody's cup of tea. Teacher means a person who is talented, efficient, adorable, courteous, honest, exemplary and reliable. Obviously when teacher is defined as above then they have a key role and the whole society expects a lot from them. In such situation it is often heard about several formulas as such 3H, 4P, 5D, 6F etc. to be followed by the teacher which differs from person to person and expert to expert. Practically, what teacher needs is the commitment. It is this commitment which bestows in him the leadership, self-confidence and readiness with the zeal of selfless actions.

This article stresses upon commitment because it insists on performance of duty with responsibility, love and affection. Needless to say, duty; duty with responsibility; and duty with responsibility, love and affection entirely gives different output and the last one gives the best. The expectations from the teacher by the society, state, nation could be satisfied only with the committed teachers.

What is commitment?

According to the dictionary, *Commitment means to duty or pledge to something or someone, and can refer to, interaction dominated by obligations. These obligations may be mutual, or self-imposed, or explicitly stated, or may not.*

Commitment includes having a sound set of beliefs as well faithful adherence to those beliefs with your behaviour. It is persistence with a purpose which is important than life and death. It is training the mind, body and soul with a particular idea or ideology for a noble cause and thus turn it a part of behaviour and action.

Teacher and Commitment

Effective teacher is a committed teacher with lots of commitments. The first, and most basic, of these is a commitment to a set of values, principles or beliefs. These underlying principles define both the organization's uniqueness and the fundamental direction in which he wants to head. It leads to a common vision and purpose within the organization.

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The second commitment is to oneself, to how one act as a leader. An effective teacher possesses a strong sense of personal integrity and self-confidence. Another side to this commitment is a deliberate emphasis on continual self-improvement.

The combination of a strong, positive commitment to self and to a set of principles serves as a foundation to effectively maintain the remaining four commitments. These commitments are to: Students, Parents, School which constitute a Society, State, Nation and the World.

Commitment of a Teacher: Society is usually thought of as a group of people around oneself who needs your service. Teacher has a commitment to the Society i.e. Students, Parents, School. Teacher is committed to the Students to give the best i.e. develop a child into a civilized human. Commitment to student is treating student with respect, challenging them, and giving them effective feedback on how they are doing and manifesting the divinity and the perfection in them.

Commitment to the Society - students, parents and institution: Teacher commits the students to give them the best future and prepare them for the life and commit the parents to give an ideal child, a person to lead his life and his dependants with values, morals, pride and satisfaction. Teacher commits the school to deliver the civilized and cultured human with a great name and fame. Thus, a teacher commits the Society to turn a man into a social man, a human with humanistic approach.

Commitment to the State: All teachers are committed to State. Given the large number of demands placed on all of us, it is important to concentrate on achieving the most important goals and objectives. Teacher commits the state to give a worthy creative noble citizen who will contribute to the development of the state and feel proud about.

Commitment to the Nation and world: The final leadership commitment is to the Nation and the world. Nation deals with the feeling of Nationalism and Motherly affection. Teacher commits the Nation for the same to be developed and the world for Peace, feeling for others, eco-friendliness and International Brotherhood.

Teacher should be a friend, philosopher and a guide, a role model, a dedicated, devoted Personality with readiness, efficiency, honesty, patience, perseverance, Knowledge of teaching-learning process, current affairs & recent development, different methods, techniques, approaches, knowledge of psychology & various languages and subjects and an ignited mind, body and soul. He should have a combined approach of idealism, pragmatism, naturalism and realism and be a humanistic with a sole aim of the development of the child. He should be a good face reader, mild, soft, kind, gentle, polite, cool and kind person striving for the development of the child. He should be an inspirer with love, affection and emancipation, with effective speech, leadership, determined face and mind, and full of ability and potential. He should be unbiased, disciplined and practice discipline for peace and Integrity. He should have an all-round development, with novelty in ideas and thoughts, intelligent, creative, quality oriented. He should be a motivator with smiling face and positive attitude. He should be a responsible and duty-oriented person with values, morals and culture. He should be away of all the isms else than

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humanism. He should take the failure of the student as his failure and give the live examples especially related to his drawbacks and derive positive results from the same.

Conclusion

Whereas commitment is all about bearing an established sound set of beliefs acceptable to the society and its adherence to them, it is well demonstrated by patience, perseverance, determination, persistence, focussing on what adds value and taking the risk to make changes. The real test of commitment is holding oneself against all odds or moving on the pre-determined path against the easy choices. It is not about committing to others, it's all about commitment to oneself. You get only if you are willing to give it. Commit yourself and be a best teacher. To be a super power is in our hand provided we prepare the best citizen with wisdom.

As you take so shall you feel.

As you give so shall you get.

EDUCATION AT PRIMARY LEVEL IN UKHRUL DISTRICT

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Abstract

The study focussed on the problems faced in the primary schools and give feasible solution to the obstacles in the primary schools in Ukhrul. The objectives included to suggest ways and means methods and measures to strengthen the primary education in Ukhrul and to appraise asses and evaluate the primary education in Ukhrul. The tools like observation, historical method, interview and collections of information and ideas from various groups and organisation and individuals. It was concluded that in order to have better schools in primary schools, all members of the community including the students should join hands to solve the problems of that particular district.

Keywords: *Ukhrul, education, Manipur, teachers, primary school*

Manipur is situated in extreme corner of the North Eastern states of India. It has an area of 22,356 square kilometres of which one tenth is valley area and the rest constitutes the valley areas! The state is situated between 93°58E and 94°45E longitude and between 23°53N and 25°45N latitude. It is bounded on the North by Nagaland, on the east by a foreign country called Burma (Myanmar) on the south by Mizoram and Chin hills of Burma, on the west by Cachar districts of Assam. Now in 2020 Manipur has 16 districts while in 1991, Manipur has only eight districts. Earlier 5 district were in the hill inhabited by the tribals of Manipur. But now at present ten districts were in the hill, inhabited by the tribals. While the remaining six were in the valley inhabited by the meities.

The Tribes: The state has 31 tribes of which two tribes were not recognised by the government. The recognised tribes were Ailmol, Anal, Angami, Chiru, Chothe, Gangte, Hmar, Kabui, Kacha Naga, Koirao, Koirang, Kom, Lamgang, MArAm, Mao, Mizo, Maring, Mayon, Paite, Purum, Ralte, Sema, Simte, Salhte, Tangkhul, THadou, Vaiphei and Zou. The unrecognised tribes were Tarao and Thangal.

List of the scheduled tribes of Manipur: Nagas: 1. Ailmol, 2. Anal, 3. Angami, 4. Chiru, 5. Chothe, 6. Koirang, 7. Kairao, 8. Maram/Thangal, 9. Lamkang, 10. Zeliang – Pumei – Rongmei – Rong – Kaccha Naga – Zemi – Liangmei, 11. Kom, 12. Tarao – Mayon, 13. Mao – Paomei, 14. Maring, 15. Purum, 16. Sema. Kukichin: 1. Zou, 2. Simte, 3. Gangte, 4. Any Mizo, 5. Hmar, 6. Thadou – Ralte, 7. Paite, 8. Vaiphei – Salhte

The tribes of Manipur were broadly categories as the Nagas and Kuki chin tribes. The Tangkhuls inhabited in the east districts of Manipur now recently it has got two districts Ukhrul and Kamjong districts. But the present studies will be only till 2011 that is before the division of two districts. UKhrul is a small town in the state of Manipur. It is the home town of the Tangkhul Naga tribes. It is the administrative headquarter of Ukhrul District. It has a population of about 1,83,998 according to 2011 census of which 98718 are males and 89,280 are females. It has a density of 40 person per square km. Ukhrul is 4544 square kilometres. Its literacy rate is 76.95%. UKhrul is 84 kilometres away from Inphal town. It has about 213 villages according to 2011 census of India.

Modern education was first imparted by the western missionaries among the missionaries, William Pettigrew of the American Baptist Mission (Pettigrew W. 25 years

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P.15) made efforts to establish schools both in valley and hill districts of Manipur but later he was suggest to work in the hills. So he come to Ukhrul in 1896. William established one school in 1896 as the first school in Ukhrul William Pettigrew spread Christianity along with education as he taught and spread mission in Ukhrul people began to like his mission and converted to Christianity. Slowly people started learning and later on the demand increased for seeking admission in the schools. As a result many schools were established.

Western education has brought about tremendous changes in the Tangkhul Naga societies. It has dispelled the darkness caused by ignorance in the societies earlier, before the coming of the education in the society, people were dirty and live an unhygienic life but with the coming of education it has opened up their minds and developed physically, mentally and spiritually. It has helped the people to live in more pleasant way.

Objectives

The present study focus on the problems faced in the primary schools and give feasible solution to the obstacles in the primary schools in Ukhrul. It will study- To suggest ways and means methods and measures to strengthen the primary education in Ukhrul; To appraise asses and evaluate the primary education in Ukhrul.

Research Design

The study will apply the research method and tools like observation, historical method, interview and collections of information and ideas from various groups and organisation and individuals. Some research works had been done in the similar field, like Dr. Chipem Francis had written an articles entitled “Education in Ukhrul” which gives good suggestion for the improvement of education in Ukhrul other two articles (Rev Fr.) Veolo Francis Zingkhai on the Topic “Education in the Tangkhul Land” (A critique with purpose) another one has written by Dr. Sina on the topic “Refining education in the tribal district of Manipur”. These were presented in the local seminars. The present writers has submitted a Ph.D thesis entitle “Educations of the tribals in Manipur. A study of development practice and problems with special reference to Ukhrul District” the present paper is an abstract of the thesis.

Poonan Minakumary wrote a thesis entitled. “The development of pre-primary education in Manipur with special reference to valley Imphal and town” this study had shown many things about the efforts of the government and others organisations regarding the development of crech centres Anganwadis, nursery and other pre-primary centres in the valley and Imphal town. This work had also revealed various problems on the way to its development.

Lukram Bimola (1993) in her thesis entitled “an investigation in the problems of teachers education in Manipur deals with various problems of teachers education in Manipur. The study also pointed out the weakness on the part of the government for not encouraging the teachers in taking training and suggested that more teacher training should be taken.

Salan Irane (1991 in her work “Catholic education in Manipur” studies on the land and people, Christian mission in India, catholic mission in North-east India, arrival of catholic missionaries in Manipur, system of education prevalent at the advent of missionaries in Manipur with its introducing part. It also revealed that the catholic aims

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of education is to equalise the standard of living between the poor and the rich through education. They provide free education, scholarships and other possible help to the poor people as they wanted to eradicate the illiteracy even among the poor peoples. The importance of missionary activities and its educational learning.

In the prevailing primary schools in Ukhrul Districts there are many problems which we shall discussed below – Language problems specially in the primary class student face a lot of problems mainly due to language, because the teacher in the schools did not speak their mother tongue specially teachers of Science and Mathematics and also Hindi subjects. In those subject local teachers are not generally available. So the concept were not clear among the student from the beginning.

Methods of teaching the teacher mostly practice the old teaching method which were already outdated modern innovated technology teaching aids are beyond the reach of our schools. Teachers were hardly attended the refresher course even if they attend it is only in the writing (so to say in the papers) practically is all the same, as such old method is the only option.

Curriculum not related with real life – The curriculum meant for the hill people were not related with their real life, experience and activities that the people merely get by heart and study the material literally. So they are not much benefited and also were forgotten easily. The curriculum provided to them does not cater the vast interest of many young students.

Bias recruitment of teachers- Teachers are recruited without taking into consideration their capability of teaching and interest in teaching profession during the time of recruitment. As a result many teacher are not dedicated in their profession.

Communication- In most of the villages in Ukhrul areas, road communication is one of the biggest problem till today. In some villages it is not even Jeepable. It so happened in 2017 in Khayang Village that the pastor of the village who was ill was carried out by the people walking on foot for three days to reach Ukhrul. The road are not pliable. Even this year 2020 one boy was sick and they have to carry out walking the whole day and night on foot to reach Ukhrul and the boy died on the way. Such incident happened due to bad communication which was very sad incident. So in such condition it will be hard for development in any field.

Supervision and inspection: Inspection is a co-operative endeavour in which all the teachers participate and where the inspector are the educational leaders and act as stimulator guide and consultants in their efforts to improve instruction and not as a critics or a dictator. The inspector can assist the teacher in his professional problems regarding teaching method, the programme and also encourage to undergo in service training program me.

Teaching Aids: Teaching along with some aids is more effective that lecture with no teaching aids. Nowadays there are many modern teaching aids used in classroom is advanced countries like power points, computer etc. which will help teaching more effective. But such aids are beyond the reach of our primary schools.

Lack of infrastructure: Many primary schools in Ukhrul do not have, necessary infrastructure, such as proper toilets, playground, library etc. as such even the basic need are yet to meet in our primary schools.

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Failure in Administration: The headmaster needs different skills in administering the schools. He should also be an expert in dealing with the students as well as the teachers in the school. He must have a long working experience in the school. The problem in the primary starts when an experienced head take the chair in schools.

Random distribution of teacher- Teachers in primary schools are distributed randomly in some schools which are situated in town most teacher wanted to be posted there in the remote area where there is no proper transportation the teachers are mostly absent and are transferred soon. The primary schools in many schools, in remote area are run by single teacher to mention the name of the school Sawamphung Primary School but now the only teacher is retired so it has no teacher rite now. No replacement was sent till today (2020) the village is bordering Burma.

Lack of co-curricular activities- The student needs to be developed both physically and mentally while they are learning. As such a lot of co-curricular activities are essential in schools. But the primary schools in Ukhrul do not give importance to the co-curricular activities.

Pre-conceptions of people that subject like Mathematics and Science are difficult subject- From time immemorial the tribal people have the conception that Mathematics and Science subjects are very difficult subject that many cannot take up as such many people. As such many people were afraid to offer this subject. This is a wrong concept which need correction thus, intellectuals should convince the students by telling them from the primary level that they are easy subjects if they are interested.

To much impartance given to private tuition by the people- Students and parents given too much impartance to private tuition which make education more expensive. It also make the teacher give less interest in classroom teaching.

Irregularity of teachers attendance- The teacher who were not from the concerned village and were posted especially in the extreme remote area, were found absent very often because of lack of good communication and other problem coupled with many inconveniences due to lack of all basic needs. Even the local teachers were found absent often teachers in the villages were engage with work both in the family and society.

Many problems has already loaded in the educational fields in Ukhrul district from the beginning of education. To make it worse pandemic at present stage has made the education almost full stop. In fact for the primary school it is full stop. Many new countless problem has arise due to lockdown and Covid-19. The fear of spreading the Covid-19 has made the people stop going for tuition and schools. Some of the major problem face at the recent scenario are cited.

Educational Institutions are completely close down specially the primary school even if is open no parents would sent their children for fear of the Covid-19; No private tuition centre were available for the primary class. As such for the poor people education were completely stop, because they cannot engage teachers in their home for tutoring their children; Teacher of private school face financial problem because the schools were close down. As such no tuition fees were collected which means no salary for the teachers; Problem in conducting online classes due to lack of high technological gadgets in the rural areas; Covid-19 hit hard to the students whose parents are illiterate. They cannot monitor their children. Also they are have no money many student were lose and crush as they cannot effort to buy mobile phone; Online classes cannot replace the

actual classroom. More over online classes are almost impossible for primary classes; Most of the children in primary class were enjoying whole year as holiday which is actually a doom for their studies; Competitive spirit of the children in studies were diminishing. Higher authority need to reconsider the present situation and bring out a concrete solution to their present problem face by many children in the state.

Suggestion: Teachers being the greatest source of knowledge, should also play the biggest role in imparting knowledge in the schools. Thus teachers must be highly equipped. Teachers who are committed and having great interest in teaching profession must take up teaching job; Inspection from the higher authorities should come often in the schools. Various local student organisations may also inspect the schools and inform the higher authority or suggest the headmasters, point out the weaknesses found in his administration; Distribution of teachers randomly is a big problem, in some schools teachers outnumber the students, on the other few teachers are available for many students, teachers specially in maths and science subjects are not available in many villages specially in remote areas, so well distribution of teachers is essential; Higher authorities like politicians and other concern big officers should look into the needs of the higher secondary Schools regarding their shortage in infrastructure and equipments in the various higher secondary schools; Curriculum in this stage should cater to the wide range of interest of the young generation. Thus existing curriculum need to be reformed; Spirit of competitiveness should be created among the students by organising interschool competition in sport, drawing, debate, mathematics quiz etc. prize should be given to motivate the participants; Headmasters of higher secondary schools need to be given training in administration; Teaching learning in the classroom need to be modernised, e.g. teaching aids may be used to make teaching more interesting, teaching should be more interactive and more enjoyable by making the education, the child centred education; The conception of people that science and maths subjects are difficult subjects need to be corrected, by teaching subject matter in simple method; Teacher recruitment should be done fairly according to their qualification and experience; Parents of the students and social organisations should join hands in solving the problems of education at the higher secondary levels.

Conclusion:

In order to have better schools in primary schools, all members of the community including the students should join hands to solve the problems of that particular district.

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**INTERNET ADDICTION, SELF-ESTEEM AND
PSYCHOLOGICAL WELL- BEING AMONG
COLLEGE STUDENTS: ROLE OF GENDER DIFFERENCES**

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Abstract

The current study explored the relationship between internet addiction, self-esteem and psychological well-being among college students. The study involved 100 students (50 males and 50 females) from in and around district Patiala (Punjab). The students were evaluated using Internet Addiction Test (IAT), Rosenberg Self-esteem scale and Ryff's Scales of Psychological Well-Being (SPWB). The result indicated a significant correlation exists between internet addiction, self-esteem and psychological well-being. Males were high on internet addiction as compared to females. No significant gender differences were found in self-esteem and psychological well-being.

Keywords: *Internet addiction, Self-esteem, Psychological well-being, Gender difference*

Internet has become an integral part in people's lives. With revolution in technology internet is now available to everybody irrespective of their age. It not only serves as the largest source of information but it is also a medium for social interaction and entertainment across the world. Internet has successfully abolished all the human geographical barriers. In today's world life without internet is unimaginable. There is no doubt that internet has played a dominant role in transforming the life of people, but at the same time its uncontrolled usage can have serious repercussions. This obstreperous use of internet has led to the inception of concept of internet addiction. (Liu and Potenza, 2007). Internet addiction involves preoccupation with internet, spending excess amount of time to achieve satisfaction, inability to cut down internet use, intense nervousness and aggression in the event of deprivation, and progressive deterioration of social and family life (Young, 2004). It has been observed that spending long hours on internet stimulates the reward circuit in brain thus shooting a neurotransmitter in the brain called dopamine. This further produces the experience of euphoria which is tantamount to drug induced state thus serving as an impetus for developing symptoms of internet addiction. (Liu & Luo, 2015). Though internet addiction has not been officially recognized as a mental disorder, but this addiction is particularly concerning for children and adolescence. Young minds are pliable; it's difficult for them to handle the amount of information available on internet. Moreover, their cognitive and emotional immaturity impedes their objective judgment. So, the effects of uncontrolled use of internet manifests in variety of pathological psycho-physical and social effects such as anger, lack of patience, social withdrawal, depression, disappointment, low self-esteem and thus jeopardizing one's mental health.

Self-esteem too is considered as an important factor in problematic internet use. Self-esteem is a person's overall sense of self-worth, it encompasses beliefs about oneself along with emotional states. Self-esteem plays a remarkable role in a person's

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motivation and success. Low self-esteem can restrain a person from success whereas a healthy self-esteem can help him/her achieve goals. There have been numerous studies that assessed the relationship between self-esteem and internet addiction. According to Aydm& San (2011) there exists a negative correlation between self-esteem and internet addiction. Another study also found a significant and negative correlation between self-esteem and internet addiction (Bahrainian et al., 2014). Armstrong et al., (2000) found that poorer self-esteem is a reliable predictor of internet addiction as compared to impulsivity.

Pathological use of internet has devastating effects on one's mental health. Internet addiction causes impairment in people's social and cognitive functioning. Spending excessive time on internet reduces the average amount of time a person spend with his/her family and friends, reduction in social circle and affecting an individual's ability to interact face to face. This further leads to feeling of loneliness and depression (Kraut et al., 1998). This can be catastrophic for an individual's psychological well-being. According to six factor model, psychological well-being is comprised of six components, positive relations with others, personal mastery, autonomy, purpose and meaning in life and personal growth and development. The impact on emotions triggered by internet addiction has a direct correlation with psychological well-being (Cabral et al., 2016). Previous studies have also found a positive correlation between internet addiction and depression (Orsal et al.,2013; Young 1998). Loneliness, depression, anxiety and other psychological problems are a big stumbling block in one's psychological well-being. The purpose of the study is to discover the relationship between internet addiction, self-esteem and psychological well-being in light of gender differences.

Objectives

The present study has following objectives: To investigate the relationship between internet addiction and self -esteem among college students; To investigate the relationship between internet addiction and psychological well- being among college students; To investigate the relationship between self-esteem and psychological well-being among college students; To study the gender difference in internet addiction, self -esteem and psychological well- being among college students.

Hypotheses

H₁ There exists no a correlation between internet addiction and self-esteem among college students; H₂ There exists no correlation between internet addiction and psychological well- being among college students; H₃ There exists no correlation between self-esteem and psychological well- being among college students; H₄ There exists no significant gender differences in self-esteem, psychological well- being and internet addiction among college students.

Methodology

The sample constitutes 100 college students (50 males and 50 females) between the age group of 19-24 years of age. The sample was drawn from Fatehgarh Sahib with convenience sampling method.

Measures: The following questionnaires were administered for the present study - Internet Addiction Test (Kimberley and Young 1998): It is a 20 item scale to measures the presence and severity of internet dependence among adults. It is a 5 point Likert Scale ranging from 0 to 5 with a maximum score of 100. According to IAT the score of 0 to 30 reflects normal usage, whereas a score ranging from 31 to 49 mild; 50 to 79 moderate; and a score of 80 to 100 reflects severe dependence on internet. IAT has a strong internal consistency ranging from 0.90- 0.93.

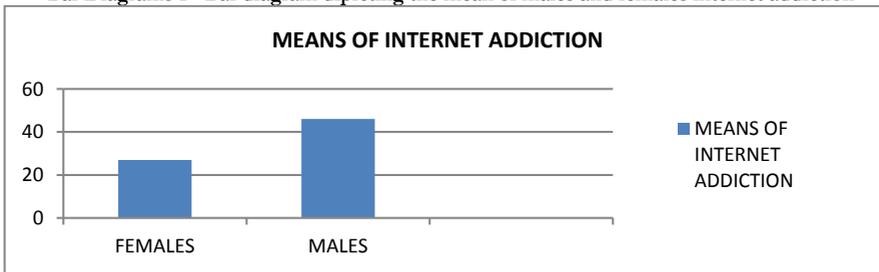
Rosenberg Self-Esteem Scale (1965): It is a 10 item scale that access overall self-worth by measuring positive and negative feelings about self. The scale constitutes 4 point Likert format with responses ranging from strongly agree to strongly disagree. Higher score on the test indicates higher self-esteem. Rosenberg Self- Esteem scale has an internal consistency ranging from 0.77 to 0.88.

Ryff's Scales of Psychological Well-Being (SPWB) (1995): This scale measures six aspects of psychological well- being: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance. The present study was conducted using the shortest version of SPWB that consist of 1to 8 items. It is a six point scale with responses ranging from 1(strongly disagree) to 6 (strongly agree).

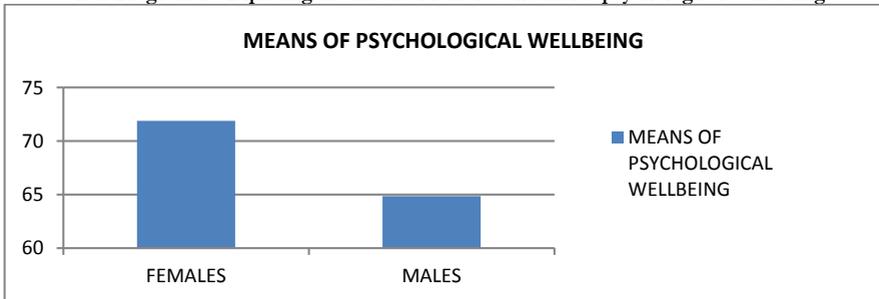
Results:

The purpose of the study was to investigate the relationship between internet addiction, self-esteem and psychological well- being in light of the gender differences among college students. The score obtained on measures of internet addiction, self-esteem and psychological well- being were analysed using various statistical techniques.

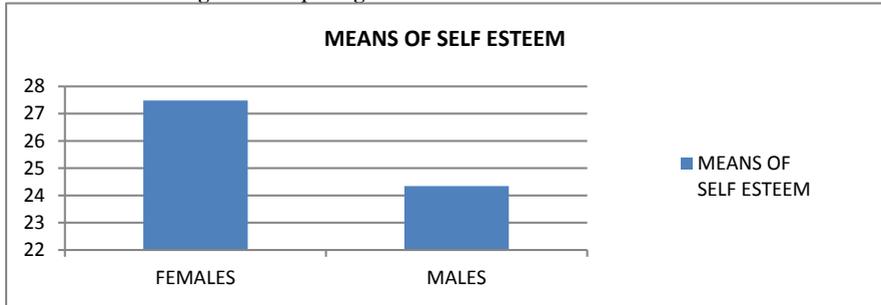
Bar Diagrams 1 - Bar diagram depicting the mean of males and females internet addiction



Bar Diagram 2 - Depicting the mean of females and males psychological well-being



Bar Diagram 3 - Depicting the mean of females and males self-esteem



Correlation

Table No 2.1 - Displaying The Correlation between Internet Addiction and Self-Esteem among College Student (N=100)

Variables	IA	SE
IA	-	-.772**
SE	-	-

p<0.01** *Note: IA: Internet addiction; SE: Self-esteem

Table 2.2 - Showing The Correlation Between Internet Addiction and Psychological Well-Being Among College Students (N=100)

Variables	IA	PSW
IA	-	-.800
SE	-	-

p<0.01** *Note: IA: Internet addiction; PSW: Psychological well- being

Table 2.3 - Showing The Correlation Between Self-Esteem and Psychological Well-Being Among College Students (N=100)

Variables	PSW	SE
PSW	-	.749
SE	-	-

p<0.01** *Note: SE: Self-esteem; PSW: Psychological well- being

T-Test:

Table 3.1 - Showing The Gender Differences in Internet Addiction Among College Students (N=100)

Gender	N	MEAN	SD	Std. Error Mean	t	Sig
Females	50	38.72	21.290	3.011	-5.460	.000
Males	50	46.02	21.424	3.030		

Table 3.2 - Showing The Gender Differences in Self-Esteem Among College Students (N=100)

Gender	N	MEAN	SD	Std. Error Mean	t	Sig
Females	50	27.48	7.089	1.003	2.350	.021
Males	50	24.34	6.245	.883		

Table 3.3 - Showing The Gender Differences in Psychological Well-Being Among College Students (N=100)

Gender	N	MEAN	SD	Std. Error Mean	t	Sig
Females	50	71.88	14.378	2.033	2.179	.032
Males	50	64.86	17.672	2.499		

Discussion

The Present study was designed to investigate the relationship between internet addiction, self-esteem and psychological well-being in light of gender differences. The results of the study rejected (H₁) there exists no correlation between internet addiction and self-esteem. It was seen that internet addiction is negatively related to self-esteem among college students. The present results are consistent with the previous researches. Bahrainian et al., (2014) found a significant and negative correlation between self-esteem and internet addiction. They argued that self-esteem can be a strong predictor of internet addiction. Students who score high on internet addiction are more likely to have low self-esteem. According to a cross-cultural study done by Blachnio et al., (2016) people with low self-esteem often have a problem of excessive internet use. This uncontrolled usage of internet is an attempt to compensate for their low self-esteem. These results could be due the reason that more a student would spend time on internet lesser would be his/her social interactions. Self-esteem and social interaction have a reciprocal link (Harris and Orth, 2019). A person with high self-esteem would like to interact with others and make friends whereas the one with low self-esteem would be more withdrawn and prefer to stay alone. Low self-esteem individuals experience high distress due to interpersonal problems in various domains of their lives (Paz et al, 2016). Moreover, individuals who spend more time on social media and internet are more likely to compare themselves with others. Social media is a platform where everyone tries to portray a perfect life which is often not true. Usually people compare their offline self to the perfect online self of others, and this social comparison has devastating effects on their mental health. This social comparison can instigate disappointment and dissatisfaction in their lives hence directly affecting their self-esteem.

The results rejected (H₂) there exists no correlation between Internet addiction and psychological well-being. It is evident from the results that there exists a strong negative correlation between internet addiction and psychological well-being. A student who scores high on internet addiction will have low psychological well-being. Internet addiction is a negative predictor of Psychological well-being (Sharma et al., 2018). According to a study higher the pathological use of internet, lower is the Psychological well-being. Psychological well-being was predicted negatively by diminished impulse control, loneliness/depression, social comfort, and distraction (Cardak, 2013). As we have seen that internet addiction has devastating effects on self-esteem so an individual with low self-esteem would think negative of themselves and believe that they are not worthy of love and happiness. This would further affect their psychological well-being. Moreover, someone who is addicted to internet would avoid any social interacting with others. Their interest in virtual world is an escape from reality. Such individual would be more withdrawn and isolated which make them prone to depression and loneliness; this would further lower their psychological well-being.

The results rejected (H₃) there exists no correlation between self-esteem and psychological well-being. According to the results there exists a strong positive

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correlation between Psychological well-being and self-esteem. The results are in line with previous researches. High self-esteem is associated with higher psychological well-being. Higher the scores on autonomy, purpose in life and environmental mastery greater would be the self-esteem (Paradise and Kernis, 2002). An individual who has high psychological well-being would lead a happy and satisfied life; such individual would embrace the changes that life has to offer and would accept challenges in life with a positive attitude. This optimistic attitude would help them to navigate life and achieve their goals and, hence boosting their self-esteem. This relationship is vice-versa. i.e. an individual with high self-esteem would be more confident and have positive relationship with others. So they tend to create positive experience in their life and hence have good psychological well-being.

There exists a significant gender differences in internet addiction among college students. The results depicted that males are high on internet addiction than females. The results are consistent with previous researches. According to a study boys spend more time on internet than girls. Girls made more use of social networking sites whereas boys used the internet for online role playing games and adult sites (Dufouret al., 2016). Indian culture is male dominated, so males have more freedom than females, so the pathological use of internet is seen more in males than females (Barmola, 2015). The male predominance on internet addiction rate among adolescence and young adult is seen globally even though the internet usage is observed to be equal in both the genders (Kannan et al., 2019). One of the reasons of this difference could be conventional social roles. In Indian society females are expected to do household chores and take care of the family whereas males have more freedom to utilize their time the way they want. Moreover, the desire to succeed in females pushes them to study hard and stay focused on their career. So, in such scenarios uninhibited use of internet would be a distraction that they like to avoid, whereas males are more autonomous and have the luxury of being a preferred child. So, they resort to internet in their leisure time. Online games are the culprit that satisfies their aggressive instinct. Hence internet addiction is high in males.

The results showed no significant gender differences among college students in self-esteem. The present results are in contradiction with the previous studies. According to a study done by Gosling et al., in 2015 there exists a significant gender difference in self-esteem and men had higher levels of self-esteem than women. The obtained results could be due to change in women's position in the country. Present day woman is empowered, independent and confident. The reliance on men is decreasing and women are flourishing in their career going against the conventional societal roles. The present results showed no significant gender differences in psychological well-being. The results are inconsistent with the previous findings. Statistically significant differences were found in some of the psychological dimensions, such as men scored high on self-acceptance and autonomy whereas women scored high on personal growth and positive relations with others (Matud, 2019). The present results could be justified with the changing social structure. Women are more aware, outgoing and becoming more autonomous in various life domains. They are better off today and

have good careers. They fulfill various social roles with strength and poise. Hence have better psychological well-being

Conclusion

We can draw following conclusions from the present study: The present study revealed that there exists a negative correlation between internet addiction and self-esteem; There exists an inverse relationship exists between internet addiction and psychological well-being; Self-esteem and psychological well-being are directly linked. Higher the self-esteem higher would be psychological well-being; There is a significant gender differences in internet addiction among college students. Scores revealed that males are higher on internet addiction than females; No significant gender differences were found in self-esteem and psychological well-being among college students.

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AN OVERVIEW ON WOMEN'S MENTAL HEALTH AND ITS DETERMINANTS

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Abstract

Burden of mental illness is huge in India as in other countries. In mental health and mental illness gender plays an important role. Apart from this many determinants also play an important role in women's mental health.

Keywords: *Mental health, mental illness, determinants and violence*

Gender plays an important role in mental health and mental illness. The World Health Organization report placed in Geneva (2001) represents these facts effectively. This report revealed that depressive disorders account for close to 41.9% of the disability from neuropsychiatric disorders among women, compared to 29.3% among men. An estimated 80% of 50 million people affected by violent conflicts, civil wars, disasters, and displacements are women and children. Lifetime prevalence rate of violence against women ranges from 16% to 50%. At least one in every five women suffers rape or attempted rape in their lifetime (WHO, 2001). Spence (2016) has mentioned that, according to the National Crime Records Bureau, over 1791 women had died between 2001 and 2010 due to accusations of witchcraft. Women are, without doubt, the key targets for witchcraft accusations in Indian society. Witch-hunting is essentially a legacy of violence against women in our society, it also cause of mental health problem. It is mostly Dalit or Adivasi women, who are branded as *dayans* or witches (Spence 2016). There exists a huge difference in the way men and women experience psychiatric disorder and psychological distress. Symptoms of depression, anxiety, and unspecified psychological distress are 2–3 times more common among women than men (Malhotra and Shah, 2015).

Many researches show gender wise differences in mental illness in western countries and non-western countries such as India too. In this section, we describe women's mental health in global perspective and the Indian context. Here are some researches that present evidence for this.

Caballo et al (2014) have done meta-analysis in 18 countries (Latin American countries, Spain and Portugal), on 31,196. Their research found significant differences between men and women in the general degree of social anxiety. It is also important to note that self-reported fears of interactions with the opposite sex, criticism and embarrassment, speaking in public, and talking to people in authority is prevalent more amongst women, because of the social position that they are in. This result shows significant differences in social anxiety in men, 41.50 and 46.04 in women.

Another study on social anxiety was conducted by Xu et al (2012) in USA in 1983. Their research also shows significant difference in life time prevalence of social anxiety disorder between men and women. This research shows that life time prevalence of social anxiety disorder stood at 4.20 for men and 5.67 for women.

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Haq et al (2014) in their cross sectional study using baseline data on the sub-group, UK Bio-bank participants who were assessed for mood disorders found that mood disorder and depression to be more significant in women. Prevalence of mood disorder in men stood at 21.5 and prevalence of major depression at 16.3. Prevalence of mood disorder in women stood at 53.4 and prevalence of major depression at 26.0. McEvoy, Grove and Slade (2011) did a household survey on 8,841 community residents in Australia. The findings of this study shows lifetime prevalence of anxiety disorder in male at 15.5 and 12-month prevalence of anxiety disorder in male at 11.8 and lifetime prevalence of anxiety disorder in female to be 24.3 and 12-month prevalence of anxiety disorder in female to be 14.6. This research also shows anxiety disorder as being more prevalent in women.

Mc Lean et al (2011) study also shows women to suffer more from anxiety disorders. Their research shows that 12-month prevalence of any anxiety disorder in male at 13.0 and life time prevalence of any anxiety disorder to be 22.0, 12-month prevalence of any anxiety disorder in female was at 22.0 and life time prevalence of any anxiety disorder to be 33.3.

King et al (2008) did a study in six European countries (UK, Spain, Portugal, Slovenia, Estonia and the Netherlands) on 2,344 males and 4,865 females. This research shows that major depression in male at 8.5, panic syndrome 5.6 and other anxiety disorder at 5.0. Major depression in female at 13.9, panic syndrome 9.2 and other anxiety disorder at 10.0. These researches show that women suffer more from anxiety, depression and mood disorders in western countries as well as in non-western societies. Some researches clearly show the problems related to women's mental health.

Ziad et al (2015) had done research in Qatar, on 1,660 respondents. This research indicated the prevalence of bipolar disorder among male to be 3.1 and prevalence of bipolar disorder among female was 5.3. Research from Singapore, done by Lee et al (2015) on 6616 respondents' shows that life time prevalence of generalized anxiety disorder in men to be 0.6 and twelve-month prevalence of anxiety disorder to be at 0.2. For women, life time prevalence of generalized anxiety disorder was 1.1 and twelve-month prevalence of anxiety disorder stood at 0.6.

In 2010, Levinson, D. and Ifran, A, researched in Israel on 4859 respondents. Their research also shows women to have high prevalence of mood disorders and anxiety both. This study reported that twelve-month prevalence of mood disorder or anxiety disorder in men from Jews 0.7, Arab 1.9 and immigrants 1.7, twelve-month prevalence of mood disorder or anxiety disorder in women from Jews 0.8, Arab 2.0 and immigrants 1.6. Another study done by Stein et al (2008) in South Africa also shows high prevalence of anxiety and mood disorders in women compared to men.

Women report significantly high level of distress compared to men all over the world. Study from India also shows women to report worse mental health scores compared to men. Sethi et al (2016) have done research in Faridkot, Punjab amongst 50 couples. Their research reported that prevalence of psychiatric morbidity in male to be 26%, major depressive disorder 6.0, generalized anxiety disorder 2.0, and dysthymia 6.0. On the other hand, prevalence of psychiatric morbidity in female was at 54%, major depressive disorder 18.0, generalized anxiety disorder 16.0 and dysthymia 12.0.

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Another study conducted in Punjab in 2015 by Bansal et al, was a community based study done on 180 women. This study shows that depression and anxiety among middle age women was found to be 86.7% and 88.9% respectively.

Tiwari et al (2014) Lucknow did a study on 13000 respondents, and reported that the prevalence of psychiatric morbidity in males in the age group 55-59 years is 6.8 and age group 60 and above stood at 10.1. Study reported that prevalence of psychiatric morbidity in females in the age group 55-59 years is 11.1 and age group 60 and above stood at 13.6. Tiwari conducted another study in Lucknow in 2013. This study shows that prevalence rate of psychiatric disorders in male was 9.87 and psychosis at 0.27 and neurotic, stress related disorder at 0.79, and in females to be 13.60, 0.37 and 1.25 respectively.

One study from Bangalore shows that the prevalence of obsession compulsion symptoms in males, towards contamination was 53 and washing cleaning was 50.6 and in women to be 64.3 and 64.8 respectively. (Cherian et al (2014)

Mattoo and Singh (2010) based on their study in Chandigarh reported the prevalence of Metabolic syndrome for severe mental illness to be, psychosis 13.5, bipolar 8.1 and unipolar depression 10.8 in male and in females to be 18.2, 9.1 and 24.2 respectively.

One epidemiological study from South India reported the prevalence of depression in male at 13.9 and at 16.3 on females. This research also revealed that prevalence of depression is high among divorced, widowed and low income groups. (Poongothai et al 2009)

Researches from the Indian context also shows similar picture of women's mental health as in other countries. Some findings on women's mental health have come from cross-national surveys such as the Global Burden of Disease sponsored by the World Health Organization (2001). This study shows the prevalence of neuro-psychiatric condition as the second cause of disease burden in women, only behind infectious and parasitic conditions. The study also mentions that depression is the leading cause of disease burden in women, especially in their reproductive years, in both developed and developing countries. Amongst the women of the age group of 15-44, Schizophrenia, bipolar disorder and obsessive compulsive disorders also rank among the top ten leading causes of disease burden. Women manifest higher rates of mental disturbance in all age groups after puberty in comparison with men. (Addlakha 2008, pp 182) mentions that "several studies have found higher distress rates in married women than in married men and higher rates in single women as compared to single men". She also writes that violence against women affects both physical and mental problems. The psychological effects of any kind of violence can range from shock, anxiety, fear and shame to post traumatic stress disorder. Apart from the mental co-morbidity associated with sexual exploitation, rape and battering in the marital home, studies suggest that women with a history of child sexual abuse are, in comparison to non-abused women, more predisposed to emotional and anxiety disorders (Addlakha, 2008, pp189).

Determinants of Women's Mental Health

As shown above, it is clear that women face more mental health problems compared to men. Most of the researches have revealed the determinants that have a correlation to women's mental health to be violence against women, mental health and reproductive health and socio-economic status.

Violence against women and mental health

Violence against women affects their mental and physical health both. It could be the cause of life distress, post-traumatic stress disorder, poor reproductive health, depression, anxiety etc. Sharma and Pathak (2015) have mentioned in their paper that women are often exposed to sexual violence, which causes high prevalence of post-traumatic stress disorder. A better course and outcome of schizophrenia in women, compared to men has also been reported (Sharma and Pathak, 2015).

The United Nations report shows that around two-third of married women in India is victims of domestic violence. The report mentions that 70% married women between the age group of 15-49 are victims of beating, rape or coerced sex. The most common forms of violence against Indian women, it goes on to say, include female foeticide (selective abortion, based on gender or sex selection of child), domestic violence, dowry death or harassment, mental and physical torture, sexual trafficking and public humiliation. In India, the reproductive roles of women, such as their expected role of bearing children, the consequences of infertility and the failure to produce a male child have been linked to wife beating and female suicides. The consequences of gender based violence are devastating including lifelong emotional distress, mental health issues including post-traumatic stress disorder and poor reproductive health. Common mental health problems experienced by abused women include depression, anxiety, post-traumatic stress, insomnia, alcohol use disorders as well as a range of somatic and psychological complaints. Globally, sexual violence is experienced more by girls and women, and there is a strong association between being sexually abused in childhood and the presence of multiple mental health problems in later life (WHO, 2001, Adlakha, 2008 and Afifi, 2007).

Due to domestic violence and physical abuse, huge number of women suffer from physical and mental illness such as mood disorder, anxiety, post-traumatic stress disorder, eating disorders, sexual dysfunction, multiple personality disorders, obsessive compulsive disorder and suicide etc (Bird and Fremont, 1991). Afifi refers to the evidence from forty well-designed population based studies which suggested that between 25% and 50% of the women around the world reported to be being victims of physical abuse (Afifi, 2007). Women attributed their mental health problem to a range of causes. Common causes are economic difficulties, other common causes are distress, worry about their children's behavior and their future, about their personal health and about problem faced by their family members. More than half of the women attributed their distress with reproductive health problems, due to sterilization, vaginal discharge and infertility. The most commonly cited causes however were abuse and violence both from the spouse and in-laws leading to physical symptoms and emotional difficulties. (Pereira et al, 2007)

Chandra et al (2009) research findings indicate that 56% of their respondents had reported at least one form of intimate partner violence. Physical abuse typically involved kicking, beating and grabbing, whereas psychological abuse usually included belittling, insult, humiliation, infidelity and neglect.

Reproductive health and mental health

WOMEN'S MENTAL HEALTH

Since ancient times, mood and behavioural changes have been associated with menstrual cycles. During pre-menstrual and menstrual phase, women show certain symptoms like irritability, restlessness, anxiety, tension, migraine, disturbances in sleep, sadness in mood, dysphoria and lack of concentration. During late pregnancy and postpartum period, mental disturbances frequently occur. In India, depression among women commonly occurs during late pregnancy and after delivery, as in developed countries. However, there are cultural differences in risk factors (Malhotra and Shah 2015). For instance, in one of the studies in rural Tamil Nadu, the incidence of postpartum depression was 11%. (Candran et al, 2002). In some families, when women give birth to a girl instead of a desired boy, they face difficulties in relationship with mothers-in-law and parents. Constraints during pregnancy and lack of physical help are all risk factors for the onset of postpartum depression. Depression during pregnancy is a strong predictor of postpartum depression. Alzheimer's disease which usually occurs after 65 years is same for women and men but women's longer life expectancy means that there are more women living with the degenerative disease (WHO, 2001).

Socio-economic status and mental health

Most of the researches on prevalence of mental illness attributed low socio-economic status as one of the causes of mental illness. The socio-economic status has a specific effect on women and hence, women from low income families are more prone to mental disorders than men from the same socio-economic background. Here mentioned some researches for evidence.

Rajkumar et al, 2009 did a study in Vellore in south India. They found higher prevalence of geriatric depression on women, illiterate and those from low socio-economic status. Patel, et al, 1999 mentioned in their paper that female gender, low education and poverty were strongly associated with common mental disorders.

Shidhaye and Patel (2010) have done population based study of 5703 women in India. They found that socio-economic and gender based disadvantage are independently associated with common mental disorders. Data of this study shows that low socio-economic group has high prevalence 54.0 in common mental disorders compared to medium socio-economic group 38.3 and high socio-economic group.

Maselko et al (2008) in their study in Goa found that 37% of women had common mental disorders, exposure to violence, recent hunger, and low socio-economic status in an investigation on factors of attempted suicide cases. Sawant et al (2010) have also mentioned that low socio-economic status is a high risk factor for prevalence of schizophrenia in women.

Conclusion

Most studies show that huge burden of mental illness in India as well as other countries too. When we see gender wise differences in mental illness, then it is very evident that more women suffer from mental illness in both western and non-western societies. Apart from this many researches have revealed the determinants that have a correlation to women's mental health to be violence against women, mental health and reproductive health and socio-economic status and mental health. These determinants play an important role in women's mental health, therefore we have to

need analyse these determinants and have to make good strategies for improvement of women's mental health.

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I would like to thank my supervisor Dr. Ramila Bisht. I am grateful to my little baby Adharv. Last but not the least; I extend my thanks to my parents.

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ENRICHING CURRICULUM – USING LOCAL WISDOM

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Abstract

It is time to realize that education has to come out of its of school campus. That is education has to be inter connected with the society and available resources in it. It's a narrow approach towards the curriculum by including the school activities, academic and non-academic only and thus neglecting a very good resource called Local Wisdom to enrich the curriculum. Local wisdom means availability of human skill or wisdom which is easily accessible or something that is within the reach. Although technology has advanced a lot, Educational advancement still works in isolation and still there are challenges we face. The best use of local wisdom could be done in such case through the available resources to enrich curriculum. There are many talented persons possessing excellent skill which can give ample motivation and reinforcement to accelerate the inquisitiveness of the students and increase their enthusiasm. Values, Morals, Science etc. can be taught easily and effectively with the same. Using local wisdom to enrich the curriculum is the need of this hour. Thus, using Local Wisdom is the key of the best management of educational institutions and make the education accessible to all.

Keywords: curriculum, teacher, student, local, wisdom, local wisdom

Education cannot be static and fixed or unchanging as it has to be planned according to the changing circumstances and needs of a particular society or nation. The individuality and personality of the learner must be known before he is taught or subjected to behaviour modification. The process and pattern of growth and development during different stages of an individuals life, his instincts and other innate abilities, the learned and acquired abilities, individual difference in terms of abilities and capacities and their measures such as the extent of interests, aptitudes, attitudes, intelligence, creativity are also important for personality appraisal.

These days children have to go for certain activities because they are scheduled. There is no willingness amongst the students. They prefer just to finish their home work rather than learning and developing those skills. These and many more are the comments heard and felt by the real academicians. It is time to realize that education has to come out of its boundary wall of a school campus. The education needs to be Inter connected with the society and available resources in it. Including the academic and non-academic school activities only is a narrow approach towards the curriculum. Local wisdom is that wonderful resource which has been often neglected by education and can enrich the curriculum.

Local wisdom means availability of human skill or wisdom. Local is difficult to put it into the term of area and perimeter but then Local refers to easily accessible or something that is within the reach. Thus, local wisdom means that resource whether natural or manmade or human himself which is easily available or accessible and possesses the skill or wisdom.

Need: It is expected that through education, the physical, mental, social, cultural, cognitive and psycho-motor development of a child can be achieved. Day by day the role of education is increasing. Education shapes the destiny of any nation. The quality of human power in any country ultimately determines the sustainable well being of its people. Thus, education is of utmost importance for the learning of human beings. Educational advancement still works in isolation. Thanks to the technological advancement that it has made the world smaller and brought the people together. But still there are challenges. Out of 11562 colleges in India, only 10% have Internet. Out of 250 universities in India only 5% have Internet. Thus looking at the statistics it can be easily understood about the need of local wisdom to enrich the school curriculum.

Application of Local Wisdom

The local wisdom can be used easily and effectively in the benefit of the students and teachers and hence the education. There are several applied examples most of which are known to us and even used by us but was used without any idea of using the local wisdom.

The best use of local wisdom is an applied example of Kalor district in Karnataka, near Bangalore. A British person called David Hosbrough, who ran away during 2nd world war, set up a school at Neelbagh. He had nothing much to start his mission other than his will. He collected the children around the villages and trained some of the educated people of that village for teaching. He did carpentry to make mathematical equipments and taught his children plumbing, carpentry, cooking, singing and all other subjects. It was a school of free education for all the children. He used human and natural resources to enrich curriculum.

Again there are many talented personalities in and around us. Mr. Suresh Bhandarkar a blind man (uneducated person) possesses such an excellent questioning skill that wherever he goes he involves the whole class. The motivation and reinforcers used by him accelerate the inquisitiveness of all the students and all the students participate in that session with full enthusiasm.

The puppetiers using their puppets teach a lot to the people. History, civics, values, morals, science etc. can be taught easily and effectively with the same. Such and many more personalities are beside and around us. The need is their proper, timely and maximum use in our education.

Advantages

Following are the advantages of using local wisdom.

It involves low cost and hence could be easily afforded in education; It involves interconnection of Society and School; It involves enrichment of curriculum by not only knowledge dominated people rather efficient at manual work also; It is better assimilation of concepts with use of all familiar things and people; It makes the teaching learning process easy; It develops interest amongst the students in education. It lessens the teacher job; It requires less effort for management and administration; It involves other teaching methods and techniques then just lecturing; It conveys the society that home can be a better school.

Limitations: Enrichment of curriculum through using Local Wisdom is even not as easy as we can think of. There are several limitations for an institution: -

These days there has been huge burden on students as well as schools teachers for the completion of courses and it's drilling. A huge amount of time is consumed on it. Usually using any outside resources takes time for its preparation and presentation. Therefore the effectivity of such activities loses their impact; Many schools have large number of students in their classrooms. For such activities less number of students is always a sensible idea. Therefore the utility and effectivity is hardly possible; Generally everyone is not keen to put in their efforts to identify the Local Wisdom. One has to have deeper understanding of the present curriculum and its requirement. This is way of having human resource that may be efficient in the identification of Local Wisdom and have comprehensive understanding of the curriculum and its chronological upgradation.

Suggestions

Though it is hard task to imbibe local wisdom appropriately in the curriculum but gives a sweet fruit and add to the glory of the institution. It motivates the students for learning. Therefore schools will have always fewer dropouts from their schools. There are some suggestions to involve the Local Wisdom and get it's fruitful result of enriching curriculum.

Institution must motivate their teachers to be experimental in their teaching – learning process: Institutions must facilitate the time, space and required equipments; Institutions must motivate their teachers to be innovative and effective. There can be some kinds of rewards, who put in their efforts in this field; Teachers must understand that Local Wisdom is to enrich the curriculum not the supplement of their efforts. So the fear is that teacher's may step back thinking their content has already been covered through Local Wisdom; Institutions must get in touch with other institutions which are already practicing and have enriches their curriculum, whether they are within the country or abroad; Institutions have to understand their requirements and explore the areas to fulfill through local resources.

Conclusion

Using of local wisdom to enrich the curriculum is the need of this hour. In this world of competition where every education institutions are in the race of producing better results, they need to sit back and introspect what they are doing with the future of the nation and future of the children. Using local wisdom is the key of the best management of educational institutions and make the education accessible to all.

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SELF-REGULATED LEARNING STRATEGIES IN RELATION TO ACADEMIC RESILIENCE

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Abstract

The purpose of the present study was to examine the relationship between self-regulated learning strategies and academic resilience of students. The sample comprised of 162 adolescents from various public schools of Patiala, Ludhiana (Punjab) and Chandigarh. Motivated Strategies for Learning Questionnaire (MSLQ, Pintrich et al., 1991) and Motivation and Engagement High School Scale (Martin, 2012) were used to assess the relationship between dimensions of learning strategies (critical thinking, meta-cognitive self-regulation and peer learning) and academic resilience (self-belief, persistence, anxiety and uncertain control) respectively. It was hypothesized that dimensions of learning strategies would positively correlate with self-belief and persistence, dimensions of academic resilience and negatively correlate with anxiety and uncertain control, dimensions of academic resilience respectively. Pearson product moment correlation coefficient was used to analyze the data. Implications of the findings have been discussed.

Keywords: *Self-regulated learning strategies, Academic Resilience, Adolescents.*

Students, today, are confronted with host of academic challenges that they have to overcome to succeed. Being persistent in the face of these challenges is what defines the psychological construct of resilience (Connor & Davidson, 2003). Empirically, researches by Luthar (1991), Masten et al. (1999), Meece et al. (2006) point towards personality, gender, parenting, school as being significant determinants of academic resilience. Despite strong theoretical associations of self-regulated learning strategies with various academic outcomes, little research has been conducted on exploring linkages between self-regulated learning strategies with academic resilience. Self-regulated learning strategies have been proved (Pintrich & Garcia, 1991, Zimmerman, 2002) to be significantly correlated with academic outcomes. Keeping in mind, the significance of self-regulated learning strategies in the domain of academics, it becomes essential to explore as to how do this factor is related to academic resilience.

Academic Resilience

Resilience is defined as the ability to be competent despite threatening situations and refers to the ability to bounce back from psychological harm (Civita, 2000). In the context of academics, resilience is the ability of a student to deal effectively with academic setbacks, stress and study pressure (Finn & Rock, 1997). Academically resilient students are those who manage to sustain high levels of academic motivation and performance despite stressful events that put them at risk of school failure (Martin & Marsh, 2009). Resilient students are purported to have social competence, problem-solving skills, mastery, autonomy and a sense of purpose (Masten, Best, Garmezy, 1990, Rutter, 1987). In terms of Wang, Haertel, & Walberg (1994),

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“Academic resilience is the heightened likelihood of success in school and other life accomplishments despite environmental adversities brought about by early traits, conditions, and experiences.”

Martin (2001,2002,2003a,2003b) has worked extensively in the area of academic resilience. He has developed a model of motivation - the Student Motivation Wheel that reflects thoughts, feelings and behaviors underpinning academic engagement at school. Martin has talked about four components that measure academic resilience. This framework of academic resilience was used in the present study. The four components of academic resilience as described by Martin (2003a, 2003b) are as follows:

Self-Belief- It is the belief and confidence of students in their ability to do well in their academic assignments, to face the challenging situations and to perform to the best of their ability Martin (2003a).

Persistence- According to Bandura (1986), persistence is characterised by a refusal to give up when faced with difficulty.

Anxiety- Anxiety is a normal response of a student to stressful situations such as examination fear, speaking in front of group, entering into new social scenarios.

Perceived Control- In academic context, perceived control refers to the student's perception of control over their academic performance (Menec et al., 1994).

Academic Resilience goes a long way in enabling a student to face the obstacles in the domain of academics. It also equips a student to cope effectively with academic setbacks, stress and study pressure. A number of factors have been reported (Luthar, 1991, Alpert & Haber, 1960, O'Brien, 1991) to be significantly correlated with academic resilience. The present study assessed the role of self-regulated learning strategies in academic resilience.

Self-regulated Learning

Self-regulated learning is an important aspect of student learning and academic performance in the classroom context (Corno & Rohrkemper, 1985). Learners use variety of learning strategies that helps in learning and applying the content. So, Self-regulated learning refers to the process of learners actively taking control and responsibility for their learning. Students, who use self-regulated learning, have a clear idea of how and why a specific self-regulatory strategy should be used. Pintrich (2000) defined, " self-regulated learning as an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behavior, guided and constrained by their goals and the contextual features in the environment."

Literature Survey

Previous researches Bandura, 1986, Pintrich, 2005, Rutter, 1987, Schunk, 1985, Zimmerman, 1997 have reported an association between academic resilience and various components of self-regulated learning strategies. Momeni & Karimi (2010) found a positive relationship between the learning strategies used by resilient individuals and non-resilient individuals in a research on 317 students from Razi University and found the degree of resilience is higher in successful students as compared to unsuccessful students, which also implies that self-regulated learning strategies are more used by resilient students than non-resilient ones (Momeni &

Karimi, 2010). Thus, students who are resilient and believe in their ability to complete a task are more inclined to apply self-regulated learning strategies to improve and enhance their learning (Bandura, 1986, Bandura & Rosenthal, 1978, Schunk, 1985, Zimmerman, 1997).

Need of the Study

In today's highly competitive era, it is essential that students are well equipped to deal with pressures and demands related to studies. In other words, to be able to cope with adverse situations in academics, students must be academically resilient. Because academic resilience has a critical role in academic achievement, it becomes essential to explore the correlates of academic resilience so that interventions in the domain of academics can be made more effective. There are researches that have explored significant role of self-regulated learning strategies in determining anxiety related to academic performance (Alpert & Haber, 1960, O'Brien, 1991), control beliefs of students (Lopez & Little, 1996) etc. However, not much researches have been conducted on role of self-regulated learning strategies in academic resilience. Self-regulated learning strategies are associated with better adaptation in the face of stressful situations. The regulation of positive emotions has been linked to resilience to such extent that they counteract negative emotional experiences and enhance positive thoughts and actions. Students with better self-regulatory abilities, have greater control on their emotions, thoughts and behaviour during stressful situations and experience greater resilience, than their counterparts with poorer self-regulation. This shows that self-regulated learning strategies are indeed a crucial predictor of academic success. Thus, the present study aimed at assessing the relationship of self-regulated learning strategies and academic resilience.

Objectives

To assess the relationship between Critical thinking, Meta-cognitive self-regulation and Peer learning, dimensions of self-regulated learning strategies with academic resilience (i.e. self-belief, persistence, anxiety and uncertain control).

Hypothesis: Critical thinking, Meta-cognitive self-regulation and Peer learning, dimensions of self-regulated learning strategies would positively correlate with self-belief and persistence dimensions of academic resilience. Critical thinking, Meta-cognitive self-regulation and Peer learning, dimensions of self-regulated learning strategies would negatively correlate with uncertain control and anxiety dimensions of academic resilience.

Method: Design: The present study aimed at assessing the relationship between self-regulated learning strategies and academic resilience, where academic resilience is predictor and self-regulated learning strategies is a predicted variable. Pearson product moment correlation coefficient was used to analyze the data.

Sample: The sample consisted of 162 adolescents drawn from various public schools of Patiala, Ludhiana (Punjab) and Chandigarh. A total of 200 questionnaires were distributed, 38 questionnaires were incomplete and could not be used, leaving a total of 162 questionnaires available for analysis. Prior consent of the respective school principals and participants was taken. The age range of the subjects was 15 to 20 years, with the mean age of 17.5 years.

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Measures: Following measures were used for the present study:

Academic Resilience: Motivation & Engagement Scale High School (MES-HS) 12th edition (Martin,2012): For the present study, MES-HS (high school) version has been used. It is a 44 item instrument that measures eleven factors. Responses are marked on seven point Likert scale ranging from 1 ('Strongly Disagree') to 7 ('Strongly Agree'). Each student's response to the four items on each motivation area are aggregated and converted to a raw score out of 100. For the present study, four factors (self-belief, persistence, anxiety and uncertain control) that assess academic resilience (Martin 2003a, 2003b) were taken up. The reliability of all factors is as follows: Self-belief (Cronbach's alpha = .77), persistence ($\alpha = .81$), anxiety ($\alpha = .77$) and uncertain control ($\alpha = .79$).

Motivated Strategies for Learning Questionnaire (MSLQ, Pintrich et al., 1991): This scale has been designed to measure student's motivational orientations and their use of different learning strategies. MSLQ comprises of 15 subscales in which six subscales are related to motivation and nine are related to learning strategies section. This instrument is completely modular, thus scales can be used together or individually, depending on the needs of the researcher. Keeping in mind the objectives of the present study, three (critical thinking, meta-cognitive self-regulation and peer learning) out of nine learning strategies were assessed. It is a 7 point Likert scale, in which students rate themselves from 1(not at all true of me) to 7(very true of me). High scores indicate greater level of the construct being measured. Pintrich, & De Groot (1990) reported the following reliability coefficients for internal consistency of the subscales: critical thinking ($\alpha = .80$), metacognitive self-regulation ($\alpha = .79$), peer learning ($\alpha = .76$). It has been suggested (Pintrich, Smith, Garcia and McKeachie, 1991) that MSLQ has good internal reliability.

Results and Discussion

In order to analyze the association between independent variable, self-regulated learning strategies (critical thinking, meta-cognitive self-regulation and peer learning) and dependent variable, i.e. academic resilience (self-belief, persistence, anxiety and uncertain control), Pearson Product moment was computed.

The results of the present study have been shown in Table No. 1. It is the correlation matrix depicting relationship between self-regulated learning strategies (critical thinking, meta-cognitive self-regulation and peer learning) and dependent variable that is academic resilience.

Correlational Analysis

Table 1 - Correlation between Self-regulated Learning Strategies and Academic Resilience.

	CT	MSR	PL	SB	Per	UC	Anx
CT	1.00						
MSR	0.61**	1.00					
PL	0.48**	0.52**	1.00				
SB	0.39**	0.43**	0.31**	1.00			
Per	0.31**	0.38**	0.34**	0.36**	1.00		
UC	0.05	0.22**	0.28**	0.13	0.20*	1.00	
Anx	0.17*	0.07	0.17*	-0.11	0.10	0.31**	1.00

***p<0.01, *p<0.05*

CT-critical thinking, MSR-meta-cognitive self-regulation, PL-peer learning, SB-Self Belief, Per-Persistence, UC-Uncertain Control, Anx-Anxiety

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As shown in Table no 1, there was a significant correlation between dimensions of self-regulated learning strategies (Critical thinking, Meta-cognitive self-regulation and Peer learning) and dimensions of academic resilience (self-belief, persistence, anxiety and uncertain control). The correlation for critical thinking and self-belief was $r = 0.39$ ($p < 0.01$), for meta-cognitive self-regulation and self-belief was $r = 0.43$ ($p < 0.01$) and for peer learning and self-belief was $r = 0.31$ ($p < 0.01$). This means that higher the critical thinking, meta-cognitive self-regulation and peer learning, more is the self-belief in students.

The next finding of the present research reveals the significant positive correlation between the dimensions of self-regulated learning strategies (Critical thinking, Meta-cognitive self-regulation and Peer learning) and dimension of academic resilience i.e. persistence. The correlation for critical thinking and persistence was $r = 0.31$ ($p < 0.01$), meta-cognitive self-regulation and persistence was $r = 0.38$ ($p < 0.01$) and for peer learning and persistence was $r = 0.34$ ($p < 0.01$). This means that higher the critical thinking, meta-cognitive self-regulation and peer learning, more is the persistence in students.

The next finding of the present research reveals the significant positive correlation between the dimensions of self-regulated learning strategies and academic resilience i.e. anxiety. The correlation for meta-cognitive self-regulation and anxiety was $r = 0.22$ ($p < 0.01$) and for peer learning and anxiety was $r = 0.28$ ($p < 0.01$). The correlation for critical thinking and uncertain control did not come out to be significant. This means that higher is the uncertain control, lesser is the critical thinking.

Self-regulated learning strategies shared significant positive correlation with another dimension of academic resilience i.e. uncertain control. The correlation for critical thinking and uncertain control was $r = 0.17$ ($p < 0.05$), for peer learning and uncertain control was $r = 0.17$ ($p < 0.05$). This means that higher the critical thinking and peer learning, more uncertain control is shown by students.

Discussion

The aim of the present study was to assess the relationship between self-regulated learning strategies with academic resilience. The independent variable in the present study was self-regulated learning strategies. It was hypothesized that various dimensions of self-regulated learning strategies would be significantly correlated with academic resilience. The findings show that most of the dimensions of self-regulated learning strategies are significantly correlated with dimensions of academic resilience. The findings get support from previous researches (Momeni, & Karimi, 2010) showing that self-regulated learning strategies are significantly related to academic resilience.

The hypothesis for the study was "*there would be positive correlation between dimensions of self-regulated learning strategies and self-belief.*" The findings for the present study can be explained on the basis of research carried out by (Pintrich, Smith, Garcia and McKeachie, 1991). The students who use self-regulated strategies are intrinsically self-motivated and prove to be autonomous learners. Such learners successfully make use of cognitive and meta-cognitive strategies and they are always engaged in self-regulated learning as well, knowing what to do, how to do and when to do. Thus, those students are more likely to persist in a task than students who do not believe they can perform the task. Having confidence in oneself supports the individual's

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ability to build and maintain healthy relationship with their peers. Thus, students who rely on self-regulated learning strategies have a higher sense of self-belief.

The next hypothesis was that *"there would be positive correlation with dimensions of self-regulated learning strategies and persistence."* The findings are in line with previous researches (Fincham & Cain, 1986, Paris & Oka, 1986, Schunk, 1985). Students who believe they are capable, engage in more meta-cognition, use more cognitive strategies and are more likely to persist at a task than students who do not believe that they are capable of performing the task. Such students set goals for themselves to manage their activities to be more persistent. However, when faced with academic challenges, these students are more likely to show adaptive motivational patterns, persistence and problem solving strategies (Dweck,1986; Mueller &Dweck,1998) than students who believe intelligence to be a fixed and uncontrollable trait.

It was hypothesized that *" there would be negative correlation between dimensions of self-regulated learning strategies and anxiety."* The research done by Gall (1985), lends significant support to the findings. Learners often perceive test taking as unpleasant or threatening. Too much anxiety prior to or during a test can cause distraction and disorientation. The finding get support from various researches (Alpert& Haber,1960, O'Brien,1991). Paradoxically, evidence showed that anxiety can be beneficial to learning. A moderate amount of anxiety can increase motivation, produce a heightened state of alertness as well as concentration, consequently improve performance. However, high level of anxiety can have detrimental effects on academic performance. Another rationale for the finding comes from the research done by (Benjamin, McKeachie, Lin & Holinger,1981). Although high anxious students seem to be as effortful and persistent as low anxious students, they appear to be very ineffective and inefficient learners who often do not use appropriate cognitive strategies for achievement. They are not persistent and avoid difficult tasks. For these reasons, anxiety is believed to be negatively related to self-regulated learning (Malpass, O'Neil & Hocevar,1999).

It was hypothesized that *"there would be negative correlation between dimensions of self-regulated learning strategies and uncertain control."* The findings can be explained on the basis of previous researches (Connor & Slear, 2009, Neill, & Dias,2001). Individuals with high uncertain control often perceive a lack of sense of control over their academic performance. They are mostly unsure of whether their efforts would be instrumental and bring success. Such a perception of lack of control has an adverse effect on their critical thinking. Such students are less motivated to improve competence in a task because they believe that their personal actions do not control outcomes and they are not able to use meta cognitive strategies. Thus, it can be inferred that those with high uncertain control have low efficacy beliefs.

Conclusion

The findings of the present research have significant implications in the area of academics and counselling. By using self-regulated learning strategies, students develop various skills, like, effort, persistence, planning, organization etc. whereas non resilient students don't use such strategies and are resistant to do academic work. Such students can be helped by teachers and parents in replacing their self-defeating thoughts with self-enhancing ones.

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MAIN TRENDS ATTRACTING FOREIGN
INVESTMENTS IN UZBEKISTAN

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Abstract

In this article is explained main trends attracting foreign investments into the economy of Uzbekistan, also analyzed dynamics of the influence of investments in fixed assets on the development of the economy and social sphere of the Republic of Uzbekistan.

Keywords: *investment climate, attracting foreign investments, indicators, financing, enterprise, development, growth, projects, assets, compare, economy, results.*

In article is explained achievement sustainable development, increase income and improve conditions life of the population, in general, the socio-economic development of the country, during depends largely on the volume and structure of investments attracted in certain areas and sectors of the national economy. Therefore, the priority area of socio-economic development of any state will be aimed at creating an attractive investment environment. The investment climate of Uzbekistan is assessed as rather favorable for foreign investors. This is facilitated by a stable the macroeconomic situation in the republic, the adoption of a package of laws regarding the conduct of investment activities, a stable socio - political situation in Uzbekistan, the richest natural resources of the country. In recent years, efforts have been made in the country to significantly improve investment processes, determine the procedure for the formation of state development programs, increase transparency and the effectiveness of the selection of projects, their financing¹. At the same time, the main areas of investment activity in Uzbekistan are: creation of enterprises for the processing of mineral and raw materials and agricultural resources; development of new industries producing import-substituting products; formation of a modern system of transport communications. Assessing the investment climate in Uzbekistan as a whole as favorable, it should be noted that the degree of this favorableness at this stage is not high, and the conditions for foreign entrepreneurial activity in the republic remain rather difficult. Uzbekistan faces the difficult task of attracting foreign investment to the country, while ensuring compliance with the requirements of foreign investors and directing the attracted capital to achieve national goals and ensuring economic development.

Foreign direct investment can serve as a mechanism for increasing the competitiveness of Uzbekistan in the world economy by using existing competitive advantages and introducing new ones. At the same time, an important condition for increasing the inflow of direct foreign investment advocates the implementation of public policy aimed to create stable conditions for the functioning of foreign investors in the national economy. Achieving this goal will contribute to increasing national competitiveness and more active integration of our country into the international economic system.

¹ Resolution of the President of the Republic of Uzbekistan dated 07.19.2018 No. PP-3874 "On additional measures to accelerate the implementation of investment and infrastructure projects in 2018-2019".

FOREIGN INVESTMENTS

Attracting foreign investment and creating an investment climate is one of the main tasks of today's economic agenda of any state, including Uzbekistan. An important positive result of attracting foreign direct investment for the economy of the country - the recipient of FDI, can be the receipt and subsequent distribution of more advanced production and management technologies. When implementing foreign projects, investors, as a rule, they try to use the most favorable ratio of production factors available to them, including technologies in the form of patents, licenses, know-how. technologies can spread throughout the host economy.

In this regard, it is interesting to separate the ways of the influence of foreign direct investment on the introduction of foreign technologies in recipient countries into direct and indirect. Degree of positive effect of FDI attraction on adoption foreign technologies in the FDI recipient country largely depends on the ability of local producers to improve the level of their use technologies influenced by the operation of enterprises with foreign investment, which depends on the level of human capital development in the FDI recipient country. The lack of specialists capable of introducing or adopting technologies used by foreign investors can likely to have a negative impact on development local companies that compete with enterprises with foreign investment and oust local producers from sales markets (if such companies are available), which in practice leads to the need regulating the degree of FDI incentives and developing comprehensive public policy stimulating desirable directions and limiting unwanted directions of attraction FDI.

Also, attracting FDI for the economy of the recipient country can lead to an increase in the rate of innovative development of the economy, before in total as a result of research and development work by an enterprise with the participation of foreign investments, and indirectly - due to the effect of competition, when national enterprises, competing with enterprises with foreign investment are forced to improve the technologies used. Thus, 68.4 trillion rubles were used in 2017 for the development of the economy and social sphere of the Republic of Uzbekistan from all sources of financing UZS investments in fixed assets (in USD equivalent of USD 13.4 billion), or 120.4% to the level of 2016.

The volume of investments in fixed assets increased by 5.1 times compared to 1991, In 2000 by 6.6 times, in 2005 by 5.1 times, in 2010 by 2.0 times, in 2015 by 129.7%. At the same time, the share of investments in fixed assets in GDP in 2017 amounted to 26.9% and increased by 2.8 percent compared to last year. points (in 1991 - 18.8%, 2000 - 22.9%, 2005 - 19.9%, 2010 -24.6%, 2015 - 24.3%).²

The share of the banking sector and other borrowed funds of the real sector economy in 2017 amounted to 13.3%, which is 1.8 percentage points more than in the previous year. The share of foreign investments and loans increased by 3.0 percentage points compared to last year, amounting to 25.1% against 22.1% in 2016.

What influenced the growth of investments in fixed assets. So their volume is per capita in the Republic of Uzbekistan in 2017 amounted to 2,112.6 thousand.

sum or 118.4% to the corresponding period of the last year. The growth trends in investments in fixed assets are shown in Table 1.

² <https://stat.uz/> (Statistic Committee of the Republic of Uzbekistan)

FOREIGN INVESTMENTS

Table 1 - Dynamics of the influence of investments in fixed assets on the development of the economy and social sphere of the Republic of Uzbekistan from all sources of financing 1995-2017³.

No.	Indicators	1995	2000	2005	2010	2015	2017
1	The volume of investments in fixed assets, bln USD	88,9	744,5	3165,2	15338,7	41670,5	68423,9
2	Growth rate, %	104,0	101,0	105,7	108,7	109,6	120,4
3	Share of investment in foundations capital in GDP в %	29,4	22,9	19,9	24,6	24,3	26,9
4	Investment in core capital per capita:						
	Investment size, bln USD	3,9	30,2	121,0	543,4	1331,4	2112,6
	Growt rate, %	102,1	99,6	104,5	107,0	107,7	118,4
5	Investment in core capital by source financing, %	100	100	100	100	100	100
	Own funds enterprises and population	53,5	39,1	57,4	49,0	52,9	44,5
	Involved funds	46,5	60,9	42,6	51,0	47,1	55,5

As seen from the table the main source of financing for investments in fixed assets in 2017 were borrowed funds-55.5%, the share of own funds of enterprises and population accounted for 44.5% investment. Compared to 2016, the amount of funds raised increased by 8.4 percentage points. The share of state budget funds amounted to 5.1% of total investment in fixed assets and increased by 0.5 percent points compared to 2016. Investments from the state budget were directed to the implementation of a targeted investment program, the goal which is the support of the social sphere and life support systems, development of the infrastructure of the Republic of Uzbekistan. At the end of the first quarter of 2018, the volume of foreign direct investment in the economy of Uzbekistan amounted to \$ 4.3 billion, which is 7.5% more than in the same period in 2017. During the reporting period, the main investor was the United States, which invested \$ 1.2 billion in the Uzbek economy or 28% of the total investment. In second place is China (10%), followed by the UK (10%), British Virgin Islands (8%), UAE (6%), Russia (6%)⁴.

Based on the above, to enhance the role of investment in quality a necessary element of economic growth of the Republic of Uzbekistan, we offer: creation of advanced training courses for personnel on the basis of the Ministry of Economy and the State Committee of the Republic of Uzbekistan for investments in leading universities of the country that are directly involved in the implementation of investment projects; creation of enterprises with equity participation of foreign capital (joint ventures); creation of enterprises fully owned by foreign investors, their branches and representative offices; provision of tax incentives to investors that could increase investment attractiveness.

Conclusion

The scope of investments is not only limited to the material production process, but also to socio-cultural fields, science, education, health, physical education and sports, information and communication, environmental protection, application of new technologies. At present, the main content of the agreement, which is beneficial for both sides, is indicated via existing subsidiary banks operating in our country, established on the basis of foreign investment, enterprises and organizations, which are specialized in certain specialities, branches of various well-known foreign institutions in the territory of the republic.

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 economics journals

³ The table was made by the author based on the data of the State Committee of the Republic of Uzbekistan on Statistics

⁴ 1 <http://www.cbu.uz/ru/>. Central Bank of the Republic of Uzbekistan.

CASE STUDY OF CORPORATE COMMUNICATION:
LENOVO NOMINATIONS CAMPAIGN FOR
2008 OLYMPIC TORCHBEARERS

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Abstract

Lenovo is one of the world's largest makers of personal computers. As a global company and an international famous brand, Lenovo does not only commit itself to market share growth of customers and products, but also desires to broaden itself success from products to sponsorships. This essay will analyse this campaign based on five core concepts which includes stakeholder, stakeholder management, corporate identity, corporate reputation and corporate social responsibility with presenting a critique.

Keywords: *Lenovo, corporate, communication, corporate communication, olympic*

During the 2008 Olympic Games in Beijing, Lenovo was a global partner of the International Olympic Committee and presenting sponsor of the Olympic Torch Relay. The result is the corporate communication campaigns of Lenovo unwaveringly implemented the strategy as paramount of Olympic marketing, which includes Lenovo nominations campaign for 2008 Olympic Torchbearers and promote activity as the carrier of the Olympic Torch Relay. These campaigns launched in domestic and overseas resulted in Lenovo brand obtained a wide range of influence in China and worldwide and greatly enhanced the visibility of the brand in the world.

Lenovo collaborated with China Central Television (CCTV) and Google, and joined 31 Newspaper Groups to launch Lenovo Olympic Torchbearer nomination campaign which named 'You are the Torchbearers'. The selection process aimed at selecting 1500 Lenovo Olympic Torchbearers from domestic and overseas. The relevant television program launched on the evening of 23 June 2008 and would be continuing for five months. At the same time, Lenovo also carried out the application work of the Olympic Torchbearers on the Lenovo Olympic Torch official website 'www.lenovo2008.com' as well as in the 10,000 Lenovo stores throughout the country. This essay will analyse this campaign based on five core concepts which includes stakeholder, stakeholder management, corporate identity, corporate reputation and corporate social responsibility with presenting a critique.

Stakeholder

A stakeholder is 'any individual or group who can affect or be affected by the approach to the issue addressed by the network (Roloff, 2008; 238). Roloff(2008) also advocated that the nature of the modern market determine stakeholders is very important for Corporate Communications, because the meaning-makers is not only the firm itself, but also include consumers, employees, investors, government, NGOs and the media. In particularly in large corporation, its brands are often positioned around a set of norm, thus the scrutiny of corporation is commonly from various stakeholders (Palazzo and Basu, 2007). According Clarkson (1995), there are two ways to classify stakeholders of corporate. One way is by whether the individual or group in an organisation is mainly moral or financial. In more specific terms, there are

primary and secondary stakeholder groups. A primary stakeholder is a person or group who can not survive without continuing involvement. A secondary stakeholder is those who generally affect or is affected, but is not essential for its survive. Another way is to consider whether or not the stakeholder links with an organisation though contract or agreement. Specifically, there are contractual and community stakeholders in this respect. Contractual stakeholders involve those who have legal relationship with the organisation. Community stakeholders are those who have non-contractual relationship with the organisation.

Beijing Olympic Games was an enormous opportunity for marketing the Lenovo products and promotion of Lenovo brand on a worldwide scale. The stakeholders of Lenovo in Olympic Torch campaign can be classified to contractual stakeholders and community stakeholders based on Clarkson's second way of classification. In respect of contractual stakeholders, IOC and BOCOG was of course be involved as the leading role in this campaign. Moreover, employees and distributors are also contractual stakeholders. Distributors is particular the key element in process of campaign promotion. In addition, media including CCTV as traditional media and Google as new media also should be contractual stakeholders. On the other hand, Community stakeholders involve government, potential customers and other non-contractual stakeholders.

Stakeholder management

Cornelissen (2011: 40) crisply elaborated the concept of stakeholder management and relevant theories within his classic book, *Corporate Communication (2011)*. He indicated that the relationship of organisation with its stakeholders is bidirectional and interdependent, regardless of the 'stake' in organisation is financial or market-based. In other word, these groups with legitimate interests in the organisation need to be considered and communicated by organisation to maintain its benefits and interests and to secure its operations could be sustained. Cornelissen (2011: 41) also pointed out that organisation do connect with stakeholders due to 'instrumental' reasons and 'normative' reasons. From aspect of instrumental reasons, stakeholder management can result in growth in revenues and decreases in costs and risks since more transactions. From aspect of normative reasons, stakeholders with legitimate interests are in aspects of corporate activity, whether or not there is direct economic interest in them. That is to say, stakeholders do not only consider the ability to promote the interests of other group, but also concern their own sake. For example, social contracts and morality are basic concepts of normative reasons. In practice, instrumental and normative reasons often congregate since both of them are not repel each other.

In this case, it clearly shows that the relationship between Lenovo and its stakeholders groups run in both directions, especially in two following groups of stakeholders. One is the International Olympic Committee (IOC) and the Beijing Organizing Committee of Olympic Games (BOCOG), another is Lenovo's customers. First of all, since Lenovo was a global partner of the IOC and presenting sponsor of the Olympic Torch Relay, it is no doubt the IOC and the BOCOG are the most important stakeholders of Lenovo. Not only would the media platform of Lenovo, including

CCTV and Google, be reporting Lenovo Torchbearer selection information, but also to promote the information of the IOC and the BOCOG. Secondly, any person who wants to be Lenovo Torchbearer could apply in any Lenovo retail stores. Such this communication with customers had been started for normative, even altruistic reasons. However, instrumental value to Lenovo was considerable and clearly, because the transactions of Lenovo would increase result from growth of potential customers.

Corporate identity

Corporate should manage its corporate identity effectively in order to build understanding and commitment among its different stakeholder groups (Balmer et al., 2003: 134, cited in Tench and Yeomans, 2009: 243). According to *Birkigt and Stadler models of corporate identity* (Birkigt, K., Stadler, M. and Funck, H. J., 1986, cited in Cornelissen, 2011), corporate identity consists of *Symbolism, Communication and Behaviour*. Riel (1995: 32) believed that any corporate communication action can be classified into these three themes. Specifically, Birkigt and Stadler model implicates that corporate identity is not merely logos and other elements of visual design, but also encompass all forms of communication. Furthermore, as the outward appearance of corporate, corporate identity should emerge from an understanding of core values in the organisation culture, mission and vision (Cornelissen, 2011).

According to Riel (1995: 57), there are systematic methods for analysing individual elements in the corporate identity. It is important to express the identity of a company that a company logo could be carried (Riel, 1995: 72). The predominant colour of Lenovo Olympic Torchbearer nomination campaign was blue and white, including advertisement on new media and traditional media, which corresponded with the colour of Lenovo original logotype. However, although the colour was used by Lenovo campaign corresponded with itself logo; it was totally different with the colour of the Olympic flame. In fact, the main colour of Lenovo brand has changed from blue to red and black since Lenovo acquired IBM PC division, even only a minority of Chinese consumers know the original Lenovo brand identity, that is thus from global company perspective, the corporate identity of Lenovo in homeland and overseas is not clear.

Corporate reputation

Corporate reputation is 'reflective of collective stakeholder judgments about an organization's communications and actions' (Balmer and Greyser, 2006, cited in Dickinson-Delaporte 2010). Stakeholders can impact corporate reputation through replacement decisions or boycotts (Harrison and St John, 1996), or restrictive use of resources (Fry and Polonsky, 2004). A good example is that US government restricts computers from Lenovo. May of 2006, the US State Department had claimed that 16,000 computers it bought from Lenovo should be used only for unclassified work (New York Times, 2006). Lenovo Chairman Yang Yuanqing said, even though the U.S. government procurement is only less than 1% of the Lenovo sales, the U.S. government's behaviour by what the security exclude Lenovo harms Lenovo's reputation, and Lenovo's other international business might have a negative impact. Cornelissen(2011: 64) considered that a good corporate reputation has strategic value for organisation. According to (2006, cited in Butterick, 2011) research conducted by

Weber and the Reputation Institute, there are six essential aspects to build good corporate reputation: responsibility, communication, products and services, talent, financial metrics and leadership. Generally speaking, Lenovo Olympic Torchbearers campaign have done terrific from the above six areas. Specifically, first of all, the process of corporate communication was open and transparent, because anybody can apply to be the Torchbearer. Moreover, the channel of communication was also effective due to there are different communication platform including new media and traditional media. Secondly, in the whole process of Olympic Torch campaign, Lenovo provided full support on products, services, talent and financial. Particularly worth mentioned is that Lenovo's utilised itself technology to help Torch arrive Everest. Thirdly, Lenovo appointed Senior Vice President & CEO of Greater China Chen Shaopeng entirely responsible for the Lenovo Olympic marketing. It was showing good governance of Lenovo.

Corporate social responsibility

At present, exceptional business pay more attention to their reputation have responded to their stakeholders, especially public, government and NGO pressure, to improve the quality of life both by their commercial practices and by helping and supporting contributions (Morris and Goldsworthy, 2012: 162). Sensitivity of an organisation's CRS could influence its groups of stakeholder, for example, customers, shareholders, public opinion, media and government can be affected. Cornelissen (2011: 236) emphasised that CSR is not purely financial implications, but is demanded of an organisation under contract with stakeholders in society. As previously mentioned, CSR communication may be started for either normative reasons or instrumental reasons.

Lenovo is committed to being a responsible and active corporate citizen, and consistently working to improve its business while contributing to the betterment of local communities, the environment and society. The Lenovo Olympic Torchbearers selection activity was launched as the theme of 'uninterrupted explore and exceed', this not only serves the essence of the Olympic spirit, but also accord the practical needs of human development and the direction human civilization. Generally speaking, Lenovo Olympic Torchbearers selection activity and other related campaigns are relatively independent of the Lenovo product marketing. As long as the applicant meets the selection criteria of Lenovo Olympic torchbearer and passes selection process, the candidates can eventually become the Lenovo Olympic torchbearer. This result is unrelated to whether or not the applicant own or want to buy Lenovo products. This highlights the public welfare of Lenovo Olympic Torch promotion and corporate social responsibility of Lenovo.

To sum up, Lenovo nominations campaign for 2008 Olympic Torchbearers was extremely successful. This campaign would give Lenovo a good opportunity to show its products. Furthermore, Lenovo would have a chance to expand its international team as well as build a better brand image and corporate reputation. There are many concepts on corporate communication, and Lenovo launched a series of Olympic marketing campaigns. Due to limitations on space, many topics of corporate communication have been left out, thus this assignment just only selected five

concepts to evaluate the Lenovo Olympic Torchbearers nominations campaign. From above five aspects, it can be seen that Lenovo can not only secure continued acceptance for its stakeholders in process of corporate communication, but can also maintain and expand the corporate identity and corporate reputation while perform its corporate social responsibility.

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