International Journal of Basic and Applied Sciences, 14 (2) (2025) 176-188

International Journal of Basic and Applied Sciences

Website: www.sciencepubco.com/index.php/IJBAS
https://doi.org/10.14419/jpf7cb47
Research paper

Statistical Approach to Students' Psychological Conflicts Towards Primary to Higher Education By Using Big Data

[1] Mrs.K. Thilakavalli, [2] Dr.A. Saraswathi

[1] Research Scholar, PG and Research Department of Computer Science, Government Arts College (Autonomous) (Affiliated to Bharathidasan University), Karur-5. (Corresponding Author)
[2] Associate Professor, PG and Research Department of Computer Science, Government Arts College (Autonomous) (Affiliated to Bharathidasan University), Karur-5.
**Corresponding author E-mail: thilaksathya2782007@gmail.com*

Received: April 23, 2025, Accepted: May 26, 2025, Published: June 11, 2025

Abstract

Curriculum refers to all the educational activities of the school, and it is broader. Teachers are changing the behaviour of students in terms of growth in career and knowledge. Conflict-inducing attitudes of teachers and students have a negative impact, and they can hamper students' learning processes. Effective conflict management not only reduces disruption to the learning process but also supports the development of students' social and emotional skills, such as problem solving, empathy, and communication. To initiate a process of conceptual change, the students must be motivated and interested in the topic, activate their prior knowledge, and have certain epistemological beliefs and reasoning abilities adequate to deal with the given problem. The objective of the paper is to identify the students' psychological conflict in the curriculum who promotes school education to higher education. Therefore, to gain the objective, the data was collected from the 240 students by using a cloud-based Linux Operating System supporting a questionnaire application. Out of 240 Students, 180 students' data were chosen by using Likert scaling and interviewing method. Descriptive Statistics and Percentage Analysis have been implemented for analysis. Finally, it was concluded that Administrators of the Institutions and teachers must concentrate to create positive thought towards selection of Course, Curriculum, learning infrastructure, Technological implementation in classroom, Future career by using welcoming, orientation, skilled teacher's lectures, training programmes, enriched laboratory facilities and it should be reduced stigma around mental health. In addition, teachers must concentrate on creating the course plan for their handling courses before starting the class, and the management should concentrate on creating positive thoughts about the course through the Welcoming booklet.

Keywords: *Curriculum; Higher Education; Conflict Management; Psychological Conflict; Mental illness; Learning Support.*

1. Introduction

Curriculum is broadly defined as the entirety of student experiences that occur in the educational process [16]. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school instructional goals with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives [16]. Curriculum is a much broader concept, whereas syllabus is much narrower [16].
Teaching is a challenging role, often with five to six classes per day [1]. Apart from that, the teachers must prepare lesson plans, students' assignments correction and classroom responsibilities [1]. Lecturers' primary task is to transform, develop, and disseminate Science and Technology through Education, Research, and Community Service [11]. Understanding students' experiences with psychological safety and its interaction with conflict is crucial to inform project-based learning (PBL) pedagogy [2]. In educational settings, conflict is an unavoidable phenomenon, arising from differences in perceptions, goals, or needs between individuals, students, teachers, and other stakeholders [3].

1.1 Nature of Conflict

Conflict-inducing attitudes of teachers and students face a negative impact, and it can hamper students' learning processes and their psychological well-being in educational institutions [9]. Ineffective conflict management in schools can lead to disruptions in the learning process, decreased student academic performance, reduced teacher morale and motivation, and a deterioration of the overall school climate [3]. Effective conflict management not only reduces disruption to the learning process but also supports the development of stu-

dents' social and emotional skills, such as problem solving, empathy, and communication [3]. Internal factors such as character differences, academic pressure, and lack of social skills can trigger conflict between students themselves or between students and teachers [3]. External factors, such as parental pressure, social expectations, and social media influences, also play a role in creating tension in the school environment [3]. Conflict management in an educational context, it has been shown that proactive and positive approaches to conflict have a major impact on all aspects of school life [3].

Inconsistency, because of administrative processes, procedures, and interpersonal relationships, is inevitable in schools, since schools are composed of many heterogeneous stakeholders such as teachers, principals, supporting staff, students, etc., and constitute human-centered social organizations that are characterized by a high level of interaction [14]. Divergence may differ in different working environments in terms of dissimilarities in attitude, differences in perceptions, values, tasks, interests, competitions, mistakes or ignorance, absenteeism, etc [15].

Organizational conflicts can be divided into two categories, i.e., interpersonal and team-based, and can also be classified into four separate categories: a. hierarchical conflicts, b. functional conflicts, c. executive conflicts, and d. conflicts between formal and informal organization and which have been listed by Bourantas (2015) and Makrygiannis (2019) [14]. In terms of their effects, two types of conflict can be identified in the context of organizational conflicts, i.e., functional or constructive conflicts, which serve organizational goals and increase organizational efficiency, and dysfunctional or destructive conflicts, which hinder organizational performance [14].

1.2 Conflict in the Classroom

One of the main challenges faced by teachers is managing conflict in the classroom, which can arise from differences of opinion, competition between students, or even conflict between teachers and students [12]. Over the past two decades, Conflict Resolution Education (CRE) programs have educated children about constructive approaches to managing conflict in their schools and communities [5]. Regarding the capacity of stakeholders involved in school conflicts, it can be reported that conflicts can take place among students themselves, and between students and teachers, students and the principal, and the principal and teachers [14].

The mediation program approach, the process curriculum approach, the peaceable classroom approach, and the peaceable school approach [5]. Although changes in program models are apparent since the creation of this taxonomy, it is still a useful distinction [5]. The mediation program approach often includes peer mediation programs, where students are trained in conflict resolution techniques and facilitate the mediation of disputes among their peers [5].

In the process curriculum approach, students are taught the conflict curriculum as a separate course, a distinct curriculum outside regular class time or as a daily or weekly lesson in a related content curriculum [5]. The peaceable classroom approach is a whole-classroom methodology that incorporates CRE into the core subjects of the curriculum and classroom management strategies [5]. The purpose of probing students' feelings is that such feelings are related to student recognition of anomalous situations and can affect future steps in student learning [8]. Although numerous studies have focused on the constructive behavior of educators, the literature regarding the destructive demeanors of educators is scarce [9]. Additionally, some studies have found that some teachers are professionally unskilled and, hence, use outdated teaching techniques [9]

Overcoming difficult life situations is interconnected with the effectiveness of semantic regulation, the ability to turn traumatic experience into a basis for further growth and development [10]. EI training can help teachers develop skills to manage classroom conflict, provide emotional support to students, and create an inclusive learning environment [12]. Meanwhile, students can learn to recognize and manage their emotions, improve communication skills, and strengthen learning motivation [12].

1.3 Psychological Conflict

In psychology, attention is focused on the fact that it is important not only to comprehend a traumatic event as an experience, the formation of new meanings, but also to immerse it in a broader semantic context of personal value relations [10]. Psychological safety and conflict management are pivotal components of teamwork, yet despite their significance, research in engineering project-based learning (PBL) contexts is scant [2]. Psychological conflict disturbs energy flow due to destructive wave interferences that create discord between the bio-field and physical body [6].

Theoretical studies showed that advance organizers are a form of cognitive thinking stimulation in learning that can encourage motivation, and the information conveyed at the beginning of learning is more meaningful, which has been stated by Dolezal et al. (2003) [7]. To initiate a process of conceptual change, a cognitive conflict must be "meaningful" for the student, which means that the student must be motivated and interested in the topic, activate their prior knowledge, and have certain epistemological beliefs and reasoning abilities adequate to deal with the given problem [8].

2. Literature Survey

Megha Thakur et.al studied conflict and its psychological influences on the teachers, and the study carried out 645 schoolteachers from aided and unaided schools in Karnataka. Through the research, it was found that gender did not influence their role and recommended providing a friendly working environment for them for their well-being. Mark Vincent Huerta et.al studied first-year engineering students' psychological safety and conflict in their Project-Based Learning (PBL). The study was carried out with 82 students via written reflections. Students often hesitate to share their ideas and fear negative judgments. But the senior students discussed their ideas openly and engaged in healthy task conflict. Erwin et.al Studied conflict management strategies between the students, teachers, and staff in the school environment. They suggested that the management and teachers use mediation techniques, negotiation, and training to handle emotions for reducing the conflict and promote peace.

Tricia S Jones states in their research paper about conflict resolution education that teaching models and ways of teaching teachers should be culturally meaningful and have a variety of processes. In addition, practices and skills will help to develop the skills and knowledge on interpersonal and institutional conflicts, and they create a very safest feel of welcoming feel. Nader Butto presented the relationship associated with the conflict of the physical body based on bio-field energy. Through this, it becomes evident that the interaction between the psyche and the physical body influences an individual's mental, physical, and social health, particularly under stress.

Therefore, interventions have been developed for prevention and maintaining well-being. Saiful Prayogi et.al state that from their study is good teachers start lessons by establishing a setup for learning and getting attention for reaching goals.

Yeounsoo Kim and Lei Bao state that cognitive conflict is recognized as an important factor in conceptual change and used for developing constructivism-based curricula. In addition, cognitive conflict contributes to student anxiety while learning, if it is not addressed properly, it creates a negative impact on students' achievement. Muhammad Rashid Ali et.al studied the negative relationship between students and teachers. In addition, the effects of psychological health and students' outcomes. For that, data were collected from 130, 746, and 10 teachers, students, and institutions, respectively. Through path analysis, it was found that good learning environments and effective teaching have a direct relationship with the mental and behavioural outcomes of the students. In addition, discontent with university resources creates conflict, inducing attitudes in faculty members, and creates negative behavior in teachers towards students.

Selezneva Y et.al studied the problem of resources which have been used by humans and the new reality on human adaptation. The difficulty of forecasting, planning, high stress, personal potential, and possibilities of self-regulation as determinants of stability have been discussed. Finally concluded that people armed conflicts for a long time were forced to experience several negative emotional reactions.

Firman et.al Aimed to test the influences of Interpersonal Conflict, Social Norms, Organizational Conflict, and Lecturer Occupational Stress by using the Structural Equation Modeling method on Lecturers in Jambi University. They concluded that everyone has a different way of thinking and perspective in interpreting the terms conflict and stress. Conflict and tension are phenomena with a broad dimension, both in social environments and professional interactions.

Reri Berlianti et.al analyzed the influence of teachers' Emotional Intelligence (EI) on conflict management in the classroom. It was found that teachers with high EI can recognize and manage emotional dynamics in the classroom. They are more effective in detecting potential conflicts, understanding students' emotional needs, and designing strategies to manage behaviour. Rinat Hanukayev et.al presented the relationship between the way conflict was managed and the use of social-emotional learning in reference to the degree of influence of the emotional intelligence level of the 100 teachers. Concluded that the goal in conflict management is to attain a situation in which identifying methodical and constructive thinking requires delayed responses, stopping for multi-spatial observation of all the parties involved.

Christos Grammatikopoulos states that the causes of conflicts are personal and organizational, and are linked to differences in culture, ideas, aspirations, behaviors, and goals. Specifically, they may cause various emotions to school stakeholders, such as tension, anger, disappointment, a sense of worthlessness and resignation, and thinking of giving up. More specifically, in schools, conflicts are mostly caused by the way that tasks are performed, and result from personal differences, and the school's leadership. The implications of conflicts can be both negative (dysfunctional) and positive (functional).

Kathryn Rai and Rajinder Singh reviewed the factors that cause conflicts in schools and the strategies adopted by schools for conflict resolution. This study also recommends that school administrators be trained to identify at least some factors responsible for conflicts among their staff, even among the students at the school, so that they can resolve them in a better way. Tejal A Tailor stated that curriculum refers to a planned sequence of instruction with instructional content, materials, resources, and the process of evaluating the attainment of educational objectives. Curriculum and Syllabus are terms of education, imparted to the students by teachers. Curriculum refers to all the educational activities of the school, and it is broader. Syllabus, on the other hand, is the portion of study that should be covered in a subject, and it is narrower.

Gerd Schulte-Körne states that 10–20% of children and teens suffer from mental health problems, leading to issues like attention deficits and poor school performance. His review reveals that 1–6% of children have hyperkinetic disorder and 4–6% experience learning disorders such as dyslexia. Additionally, 4–5% deal with depression, which is more common in girls. These mental health issues can result in students repeating grades or dropping out. To address these problems, collaboration among teachers, doctors, and psychologists is crucial for early recognition and the establishment of effective school programs. Jeremy F Huckins et al. Examined how COVID-19 has impacted mental health and behavior, focusing on college students. The study analyzed data collected through a smartphone app over two years to see how behaviors changed during the pandemic and if there was a link to news coverage about COVID-19. In winter 2020, the data revealed increased sedentary behavior and higher anxiety and depression levels among 217 participants.

Tari et al. Emphasized the importance of adding psychology education to school curricula to support student mental health. Their findings show that such programs, which include mental health literacy and social-emotional learning, can improve emotional resilience and reduce stress. The research advocates trauma-informed care, mindfulness practices, and collaboration among educators and mental health professionals while stressing the need for teacher training in these areas. Monika Chibb et al. Pointed out that mental health issues are increasing worldwide, stressing the need for improved support since the National Mental Health Programme began in 1982. The rise in students' mental health problems underlines the critical roles of schools and teachers in promoting overall development and well-being.

Pragya Dwivedi et al. studied the mental well-being of students and teachers during and after the pandemic through surveys, aiming to understand its effects on social skills and creativity in schools. Daniel Hernández-Torrano et al. Reviewed literature on university student mental health, finding that research in this area has grown significantly, focusing on several key topics, including mental disorders, stress, and counseling. Reshin Maharaj et al. investigated the mental health of international students in Australia, noting high levels of anxiety and depression linked to factors like loneliness and financial issues, calling for enhanced support. June T. Forsberg et al. Analyzed a teacher-led program in Gaza aimed at improving student performance amid conflict, finding significant benefits in school functioning and emotional self-regulation, with lasting effects observed after the program.

3. Research Model

The objective of this paper is to identify the students' psychological conflict in the curriculum that promotes school education to higher education. Therefore, to achieve the objective, the data collected from the 240 students who transition from school education to higher education by using a cloud-based Linux Operating System supporting a questionnaire application. From the 180 students' data, a sample has been chosen by using Likert scaling and interviewing methods to reach the objective of the research. The remaining 60 responses were incomplete and incorrect; therefore, those responses were removed at the stage of the data cleaning process. The questionnaire has been classified into five different divisions.

i. Socio Profile
ii. Transition Conflict
iii. Matriculations
iv. Classroom based Learning Supports
v. Belief towards mental illness scale

To gain knowledge about the socio profile of the student that influences their psychological conflict in the curriculum, the first division has been used. To gain knowledge about welcoming from school education to higher education, the second division "Transition Conflict" has been used. Followed by "Matriculations", the third division used to know how to create the psychological conflict, especially in their

curriculum. Followed by “Classroom-based Learning Supports” division used to gain the information about how the students are getting positive and negative influences in psychologically and what the things they are expecting from the institution, teaching staff members, and society. Finally, the “Belief towards mental illness scale” division has been used by the students to indicate how they are feeling towards their psychological well-being and thoughts about mental illness.

The divisions’ socio profile, Transition Conflict, and Belief towards mental illness scale are not related to the curriculum, but the first two divisions are creating a psychological impact on the students, like “First impression is the best Impression”. The final division includes knowing the student’s mentality about the curriculum and mental illness. The administrators and teachers can provide positive thoughts if the students have negative thoughts about mental illness. The phrase “A known devil is better than an unknown angel” is thought the above mentioned. The following figure illustrates the architecture of the proposed research model. To conclude, the objective of the research, the big data and statistical approach have been used. For collecting the data from the students and teachers, the cloud-based application used the information which has been stored in one of the big data tools, “PHPMyAdmin-sqlserver” has used. The contribution of the big data tool is storing the data which have been collected from the respondents and the results of the analysis. To efficiently execute the cloud application, the tool is used as more convenient to compare other tools because this tool continuously synchronizes with the application. For identifying the result of analysis, the statistical approaches “Percentage analysis” and “Descriptive Statistics” methods and “Regression analysis” have been used.

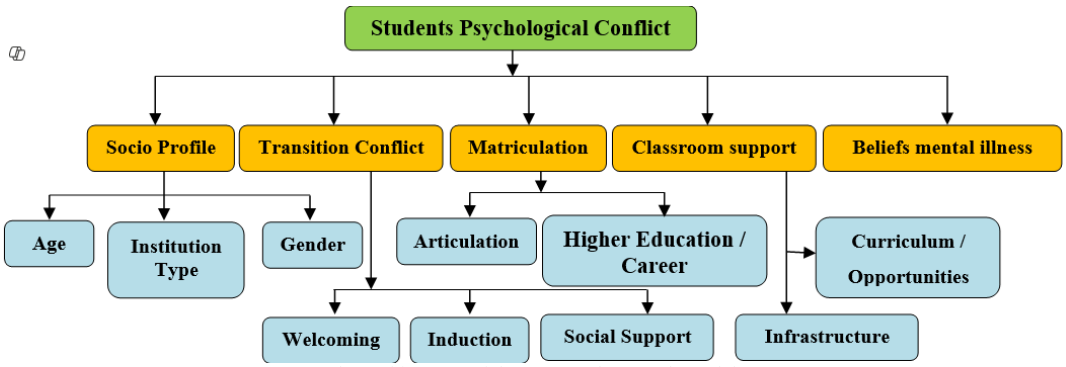

Fig. 1: The architecture of the proposed research model.

To find the students’ psychological conflicts towards primary schooling to higher education, the architecture has been designed and presented as Figure 1. According to this architecture, the questionnaire has been divided, as mentioned above. In these divisions, the "Socio Profile" division is related to other divisions to make an analysis and achieve the objective of the paper. "Socio Profile" division is classified into three parts like Age, Institution Type, and Gender. The “Transition Conflict" division is classified into three parts such as Welcoming, Induction, and Social Support. The “Matriculation" division is classified into two parts such as Articulation and Higher Education/ Career. The "Classroom support" division is divided into two parts, like Curriculum/ Opportunities and Infrastructure. In the last division, "Beliefs about mental illness", 21 questions were designed to get responses from the respondents about mental illness due to the curriculum and infrastructure.

4. Proposed Work

Percentage analysis of Socio-Profile of the Respondents (A)

Table 1 describes the socio-profile of the respondents. It illustrates that the majority (55.56%) of the respondents’ gender is Female, and (44.44%) respondents are male. The respondents are chosen from educational Institutions. The Arts & Science and Engineering Institutions were selected equally for collecting the data from the respondents. Majority of the respondents (22.78%) age group is 19 Years of age. Followed by (22.22%) respondents' age group is 17 years.

Table 1: Percentage analysis of Socio Profile of the Respondents

S No	Profile	Number of respondents	Percentage
	Age-wise Classification of the Respondents (A1)		
1	17 (A1A)	40	22.22 %
2	18 (A1B)	31	17.22 %
3	19 (A1C)	41	22.78 %
4	20 (A1D)	33	18.33 %
5	21 (A1E)	35	19.44 %
	Institution type-wise Respondents (A2)		
1	Arts & Science (A2A)	90	50 %
2	Engineering (A2B)	90	50 %
	Gender-wise Classification of the Respondents (A3)		
1	Male (A3A)	80	44.44 %
2	Female (A3B)	100	55.56 %

Percentage analysis of Transition Conflict (B)

Table 2 (B1) division illustrates that the transition conflict is on “Supportive Welcoming”. From the table division identified that “Is advanced technology used as an aid” the factor describes the advanced technology not used as an aid in the welcoming, which has been stated by most of the respondents (32.22%). The factors “Are there welcoming materials?” and “Are materials translated into appropriate languages?” occupied the second place which indicating that most institutions do not provide welcoming materials, and it is not translated into appropriate languages. From the factor “Are welcoming information materials used?” identified that some of the institutions were providing materials, but it is not satisfying the expectations of students. Table 2 (B2) division describes the transition conflict on “Orientation and Follow-up Induction”. From the table division identified that most of the respondents (32.22%) provided “Yes” for the factor “Are different languages accommodated?” and the factor describes the different languages were accommodated in the Orientation and

Induction. Followed by (28.89%) of respondents expected "Need More" Induction and Orientation Programmes for reducing transition conflict. Table 2 (B3) division illustrates the transition conflict on "Social Supports". From this division identified that most of the respondents gave the positive response to the factors "Are special invitations used to encourage family involvement?" and "Are peer buddies assigned?" From this response identified that the institutions supposed to involve the family members while welcoming, and peer buddies assigned for organizing the event.

Descriptive analysis of Transition Conflict (B)

The below-mentioned Table 6 describes the Variance Analysis of Socio Profile of the Respondents and Transition Conflict. The Socio profile of the respondents has been divided into three divisions. They are (i) Age-wise Classification of the Respondents (A1), (ii) Institution type-wise Respondents (A2), and (iii) Gender-wise Classification of the Respondents (A3). All three divisions are related to all three divisions of transition conflict for analysis.

Table 2: Percentage Analysis of Transition Conflict

S No	Particulars	Yes	Yes, Need More	No	If no, something you want?
	A. Supportive Welcoming (B1)				
1	Are there welcoming materials? (B1A)	45 (25.00%)	42 (23.33%)	52 (28.89%)	41 (22.78%)
2	Are there welcome signs? (B1B)	49 (27.22%)	49 (27.22%)	43 (23.89%)	39 (21.67%)
3	Are welcoming information materials used? (B1C)	52 (28.89%)	49 (27.22%)	44 (24.44%)	35 (19.44%)
4	Is a special welcoming booklet used? (B1D)	38 (21.11%)	51 (28.33%)	49 (27.22%)	42 (23.33%)
5	Are materials translated into appropriate languages? (B1E)	48 (26.67%)	38 (21.11%)	52 (28.89%)	42 (23.33%)
6	Is advanced technology used as an aid (B1F)	43 (23.89%)	42 (23.33%)	58 (32.22%)	37 (20.56%)
	B. Orientation and Follow-up "Induction" (B2)				
1	Are there orientations? (B2A)	48 (26.67%)	52 (28.89%)	36 (20.00%)	44 (24.44%)
2	Are there introductory tours? (B2B)	46 (25.56%)	46 (25.56%)	37 (20.56%)	51 (28.33%)
3	Are introductory presentations made? (B2C)	44 (24.44%)	44 (24.44%)	46 (25.56%)	46 (25.56%)
4	Are new arrivals introduced to special people, such as the principal and teachers? (B2D)	43 (23.89%)	48 (26.67%)	50 (27.78%)	39 (21.67%)
5	Are special events used to welcome recent arrivals? (B2E)	44 (24.44%)	50 (27.78%)	39 (21.67%)	47 (26.11%)
6	Are different languages accommodated? (B2F)	58 (32.22%)	40 (22.22%)	47 (26.11%)	35 (19.44%)
	C. Social Supports (B3)				
1	Are social support strategies used? (B3A)	43 (23.89%)	38 (21.11%)	45 (25.00%)	54 (30.00%)
2	Are peer buddies assigned? (B3B)	59 (32.78%)	36 (20.00%)	39 (21.67%)	46 (25.56%)
3	Are peer parents assigned? (B3C)	50 (27.78%)	38 (21.11%)	51 (28.33%)	41 (22.78%)
4	Are special invitations used to encourage family involvement? (B3D)	44 (24.44%)	59 (32.78%)	39 (21.67%)	38 (21.11%)
5	Are special invitations used to encourage students to join in activities? (B3E)	45 (25.00%)	47 (26.11%)	44 (24.44%)	44 (24.44%)
6	Are advocates available when new arrivals need them? (B3F)	41 (22.78%)	54 (30.00%)	39 (21.67%)	46 (25.56%)

Descriptive analysis of Socio profile of the respondents (A) and Supportive Welcoming (B1) in transition conflict (B)

First, the Socio profile of the respondents (A) and Supportive Welcoming (B1) in transition conflict (B) relations were analyzed by using descriptive statistical methods. From the analysis it was found that, the age group of 17 years (A1A) students supports the factor "Are there welcoming materials? (B1A)" in the division of Supportive Welcoming (B1) in transition conflict with the Standard Deviation 0.4960, the confidence level at 95% is 0.07337, the average value 2.525 and the variance is 19.6448. The age group of 18 years (A1B), 19 years (A1C), Institution type "Engineering" Respondents (A2B), Male (A3A) and Female (A3B) group respondents of Gender-wise Classification (A3) students support the factor "Is a special welcoming booklet used? (B1D)" in the division of Supportive Welcoming (B1) in transition conflict with the Standard Deviation 1.0743, 1.0599, 1.1115, 1.0698 & 1.0698, the confidence level at 95% are 0.1598, 0.1590, 0.1644, 0.1573 & 0.1573, the average values 2.7419, 2.6341, 2.7878, 2.575 & 2.575 and the variance 39.1814, 40.2403, 39.8709, 41.5456 & 41.5456 respectively. The age group of 20 years (A1D) students supports the factor "Are there welcome signs? (B1B)" in the division of Supportive Welcoming (B1) in transition conflict with the Standard Deviation 1.1115, the confidence level at 95% is 0.1644, the average value 2.7878 and the variance is 39.8709. The age group of 21 years (A1E) students and Institution type "Arts and Science" Respondents (A2A) supports the factor "Are welcoming information materials used? (B1C)" in the division of Supportive Welcoming (B1) in transition conflict with the Standard Deviation 1.0952 & 1.0949, the confidence level at 95% is 0.1643 & 0.1633, the average values 2.6571 & 2.511 and the variance 41.2194 & 43.6026 respectively.

Descriptive analysis of Socio profile of the respondents (A) and Orientation & Follow-up "Induction" (B2) in transition conflict (B)

Followed by the Socio profile of the respondents (A) and Orientation & Follow-up "Induction" (B2) in transition conflict (B) relations was analyzed. From the analysis it was found that, the age group of 17 years (A1A) and Female (A3B) group respondents of Gender-wise Classification (A3) students support the factor "Are special events used to welcome recent arrivals? (B2E)" in the division of Orientation & Follow-up "Induction" (B2) in transition conflict (B) with the Standard Deviation 1.1404 & 1.1262, the confidence level at 95% are 0.1763 & 0.1665, the average values 2.65 & 2.6 and the variance 43.0368 & 43.3154 respectively. The age group of 18 years (A1B), 19 years (A1C) and Institution type "Arts and Science" Respondents (A2A) students supports the factor "Are introductory presentations made? (B2C)" in the division of Orientation & Follow-up "Induction" (B2) in transition conflict (B) with the Standard Deviation 1.1107, 1.1234 & 1.1133, the confidence level at 95% are 0.1652, 0.1685 & 0.1661, the average values 2.5806, 2.756 & 2.6111 and the variance 43.0423, 40.7625 & 42.6389 respectively. The age group of 20 years (A1D), Institution type "Engineering" Respondents (A2B), Male (A3A) group respondents of Gender-wise Classification (A3) students support the factor "Are new arrivals introduced to special people such as the principal and teachers? (B2D)" in the division of Orientation & Follow-up "Induction" (B2) in transition conflict (B) with the Standard Deviation 1.0798, 1.0801 & 1.0801, the confidence level at 95% are 0.1597, 0.1588 & 0.1588, the average values 2.606, 2.4888 & 2.5875 and the variance 41.4385, 43.4022 & 41.7466 respectively. The age group of 21 years (A1E) students supports the factor "Are there introductory tours? (B2B)" in the division of Orientation & Follow-up "Induction" (B2) in transition conflict (B) with the Standard Deviation 1.1534, the confidence level at 95% is 0.1730, the average value 2.6285 and the variance is 43.8820.

Descriptive analysis of Socio profile of the respondents (A) and Social Supports (B3) in transition conflict (B)

Followed by the Socio profile of the respondents (A) and Social Supports (B3) in transition conflict (B), the relations were analyzed. From the analysis it was found that, the age group of 19 years (A1C), Institution type "Engineering" Respondents (A2B), Male (A3A) group respondents of Gender-wise Classification (A3) students support the factor "Are social support strategies used? (B3A)" in the divi-

sion of Social Supports (B3) in transition conflict (B) with the Standard Deviation 1.1483, 1.1501& 1.1501, the confidence level at 95% are 0.1723, 0.1691 & 0.1691, the average values 2.7804, 2.6333 & 2.7625 and the variance 41.3018, 43.6760 & 41.6333 respectively. The age group of 21 years (A1E) students supports the factor "Are peer parents assigned? (B3C)" in the division of Social Supports (B3) in transition conflict (B) with the Standard Deviation 1.1227, the confidence level at 95% is 0.1684, the average value 2.7142 and the variance is 41.3671. The age group of 18 years (A1B), Institution type "Arts and Science" respondents (A2A) supports the factor "Are special invitations used to encourage students to join in activities? (B3E)" in the division of Social Supports (B3) in transition conflict (B) with the Standard Deviation 1.1109 & 1.1082, the confidence level at 95% are 0.1652 & 0.1653, the average values 2.8709 & 2.5222 and the variance 38.6976 & 43.9402 respectively. The age group of 17 years (A1A), 20 years (A1D), Female (A3B) group respondents of Gender-wise Classification (A3) students support the factor "Are advocates available when new arrivals need them? (B3F)" in the division of Social Supports (B3) in transition conflict (B) with the Standard Deviation 1.0847, 1.1008& 1.1008, the confidence level at 95% are 0.1677, 0.1628 & 0.1628, the average values 2.575, 2.606 & 2.63 and the variance 42.1265, 42.2427 & 41.8573 respectively.

Regression analysis of Transition Conflict (B)

Followed by the socio profile of the respondents (A) and Transition Conflict (B1) factors implemented with the regression analysis. From this analysis, it was found that the maximum value of p appeared in A1, B1A, which is 7.5548. The lowest p value appeared in Gender, b1d, which is 1.0814. While making the analysis with A with Transition Conflict (B3) factors, the maximum p value appeared in A1, B3C, which is 9.9595. The lowest p value appeared in Institution Type (A2), B3B, which is 1.0632. From this analysis, it was concluded that the values of the factors p value >0.005. Therefore, these factors are not significant.

Percentage analysis of Matriculations (C)

Table 3 describes the analysis of Matriculation, and the division used to know how to create psychological conflict, especially in their curriculum. The table illustrates Grade-to-Grade Articulation and Transitions to Higher Education / Career divisions. In the (C1) division raised a question "Which of the following transition programs are in use?". For this question, (33.89%) majority the respondents need more "survival" programs. Followed by (30.00%) of the students' "warm-up" visits. In addition, the students need more Orientation programs and counseling. In the (C2) division raised a question "Which of the following are used to facilitate transition to higher education and post-school living?". For this question, (32.22%) majority the respondents need more "College Counseling" programs. Followed by (31.11%) of the students took "Vocational counseling" not provided by the institutions.

Descriptive analysis of Matriculations (C)

The below mentioned table 6 below describes the Variance Analysis of Socio Profile of the Respondents and Matriculation. The Socio profile of the respondents has been divided into three divisions. They are (i) Age-wise Classification of the Respondents (A1), (ii) Institution type-wise Respondents (A2), and (iii) Gender-wise Classification of the Respondents (A3). All three divisions are related to all the divisions of Matriculation for analysis.

Descriptive analysis of Socio profile of the respondents (A) and Grade-to-grade and Program-to-program Articulation (C1) in Matriculations (C)

Followed by the Socio profile of the respondents (A) and Grade-to-grade and Program-to-program Articulation (C1) in Matriculations (C) relations was analyzed. The Institution type "Engineering" Respondents (A2B) supports the factor "Are orientations to the new situation provided? (C1A)" in the division of Grade-to-grade and Program-to-program Articulation (C1) in Matriculations (C) with the Standard Deviation 1.0677, the confidence level at 95% is 0.1570, the average value 2.4777 and the variance is 43.0928.

Table 3: Percentage Analysis of Matriculation

Grade-to-grade and Program-to-program Articulation (C1) Which of the following transition programs are in use?					
S.No	Particulars	Yes	Yes, Need More	No	If no, something you want?
1	Are orientations to the new situation provided? (C1A)	47 (26.11%)	53 (29.44%)	46 (25.56%)	34 (18.89%)
2	Is transition counseling provided? (C1B)	41 (22.78%)	53 (29.44%)	50 (27.78%)	36 (20.00%)
3	Are students taking on "warm-up" visits? (C1C)	54 (30.00%)	43 (23.89%)	40 (22.22%)	43 (23.89%)
4	Are "survival" skills taught? (C1D)	44 (24.44%)	61 (33.89%)	43 (23.89%)	32 (17.78%)
5	Is the new setting primed to accommodate the individual's needs? (C1E)	49 (27.22%)	47 (26.11%)	38 (21.11%)	46 (25.56%)
6	Is there an early warning and support system for Students having problems adjusting? (C1F)	41 (22.78%)	49 (27.22%)	50 (27.78%)	40 (22.22%)
B. Transitions to Higher Education/Career (C2) Which of the following are used to facilitate transition to higher education and post-school living?					
1	Vocational counseling (C2A)	40 (22.22%)	44 (24.44%)	40 (22.22%)	56 (31.11%)
2	College counseling (C2B)	35 (19.44%)	58 (32.22%)	43 (23.89%)	44 (24.44%)
3	A mentoring program (C2C)	47 (26.11%)	45 (25.00%)	45 (25.00%)	43 (23.89%)
4	College prep courses and related activities (C2D)	39 (21.67%)	44 (24.44%)	53 (29.44%)	44 (24.44%)
5	Job training (C2E)	41 (22.78%)	51 (28.33%)	45 (25.00%)	43 (23.89%)
6	Job opportunities on campus (C2F)	47 (26.11%)	44 (24.44%)	46 (25.56%)	43 (23.89%)
7	A work-study program(C2G)	39 (21.67%)	50 (27.78%)	44 (24.44%)	47 (26.11%)
8	Life skills counseling (C2H)	46 (25.56%)	39 (21.67%)	54 (30.00%)	41 (22.78%)

The age group of 18 years (A1B), 21 years (A1E), and Female (A3B) group respondents of Gender-wise Classification (A3) supports the factor "Is transition counseling provided? (C1B)" in the division of Grade-to-grade and Program-to-program Articulation (C1) in Matriculations (C) with the Standard Deviation 1.0621, 1.0633, & 1.0577 the confidence level at 95% are 0.1580,0.1595, & 0.1564 the average values 2.6129, 2.6, & 2.53 and the variance 40.6505, 40.8983 & 41.8094 respectively. The age group of 17 years (A1A) supports the factor "Are "survival" skills taught? (C1D)" in the division of Grade-to-grade and Program-to-program Articulation (C1) in Matriculations (C) with the Standard Deviation 1.0353, the confidence level at 95% is 0.1601, the average value is 2.6 and the variance is 39.8198. The age group of 19 years (A1C), 20 years (A1D), Institution type "Arts and Science" respondents (A2A) and Male (A3A) group respondents of Gender-wise Classification (A3) supports the factor "Is there an early warning and support system for Students having problems adjusting? (C1F)" in the division of Grade-to-grade and Program-to-program Articulation (C1) in Matriculations (C) with the Standard Deviation 1.0708, 1.0748, 1.0712 & 1.0753 the confidence level at 95% are 0.1607,0.1589, 0.1598, & 0.1581 the average values 2.7317, 2.4848, 2.6 & 2.4375 and the variance 39.2009, 43.2582, 41.2020 & 44.1172 respectively.

Descriptive analysis of Socio profile of the respondents (A) and Transitions to Higher Education/Career (C2) in Matriculations (C)

Followed by the Socio profile of the respondents (A) and Transitions to Higher Education/Career (C2) in Matriculations (C), relations were analyzed. The age group of 17 years (A1A) and 20 years (A1D) supports the factor "Vocational counseling (C2A)" in the division of Transitions to Higher Education/Career (C2) in Matriculations (C) with the Standard Deviation 1.1274 & 1.1393 the confidence level at 95% are 0.1743 & 0.1685, the average values 2.675 & 3.0303 and the variance 42.1465 & 37.5997 respectively. The age group of 18 years (A1B), 21 years (A1E) and Institution type "Engineering" Respondents (A2B) supports the factor "College counseling (C2B)" in the division of Transitions to Higher Education/Career (C2) in Matriculations (C) with the Standard Deviation 1.0631, 1.0651, & 1.0644, the confidence level at 95% are 0.1581, 0.1598, & 0.1565, the average values 2.6451, 2.5714, & 2.7111 and the variance 40.1926, 41.4220, & 39.2610 respectively. The Institution type "Arts and Science" (A2A) respondents and Female (A3B) group respondents of Gender-wise Classification (A3) supports the factor "College prep courses and related activity (C2D)" in the division of Transitions to Higher Education/Career (C2) in Matriculations (C) with the Standard Deviation 1.0797 & 1.0838 the confidence level at 95% are 0.1610 & 0.1603, the average values 2.5888 & 2.69 and the variance 41.7082 & 40.2928 respectively. The age group of 19 years (A1C) of socio profile of the respondents supports the factor "A work-study program(C2G)" in the division of Transitions to Higher Education/Career (C2) in Matriculations (C) with the Standard Deviation 1.1021, the confidence level at 95% is 0.1653, the average value is 2.6829 and the variance 41.0769. The Male (A3A) group respondents of Gender-wise Classification (A3) supports the factor "Life skills counseling (C2H)" in the division of Transitions to Higher Education/Career (C2) in Matriculations (C) with the Standard Deviation 1.1061, the confidence level at 95% is 0.1626, the average value is 2.6375 and the variance 41.9375.

Regression analysis of Matriculations (C)

Followed by the socio profile of the respondents (A) and Matriculations (C) factors implemented with the regression analysis. From this analysis, it was found that the maximum p value appeared in A3, C2B, which is 9.8397. The lowest p value appeared in A1, C1C, which is 1.0270. From this analysis, it was concluded that the values of the factors p value >0.005. Therefore, these factors are not significant.

Percentage analysis of Classroom-based Learning Supports (D)

Table 4 illustrates that the analysis of Classroom-based Learning Support, and the current analysis is divided into three divisions. The divisions are (i) providing a classroom infrastructure, (ii) providing a broad range of curricular and enrichment opportunities, and (iii) providing Technology is available to the classroom. In the classroom infrastructure division, the majority of (27.22%) of the respondents state that the institutions have a functioning stated policy for enhancing classroom-based Learning supports. Followed by (25.56%) respondents stated that designated leaders and leaders for enhancing classroom-based learning support are not available in the institutions. In the curricular and enrichment opportunities division, most respondents (24.44%) the respondents state that the institutions planned health education as a regular part of the curriculum, and the current curriculum planned the instructional processes varied enough to support personalizing instruction.

Table 4: Percentage Analysis of Classroom-based Learning Support

S.No	Particulars	Not Yet	Planned	Recently Initiated	Functional a while	Well Equipped
A. Providing classroom infrastructure (D1)						
1	Is there a stated policy for enhancing classroom-based Learning Supports? (D1A)	39 (21.67%)	31 (17.22%)	25 (13.89%)	49 (27.22%)	36 (20.00%)
2	Is there a designated leader/leaders for enhancing classroom-based learning supports? (D1B)	46 (25.56%)	43 (23.89%)	28 (15.56%)	27 (15.00%)	36 (20.00%)
3	Do personnel involved in enhancing classroom-based Learning Supports meet regularly as a workgroup to evaluate status and plan the next steps? (D1C)	37 (20.56%)	34 (18.89%)	30 (16.67%)	38 (21.11%)	41 (22.78%)
4	Is there a written plan for capacity building related to enhancing Classroom-based Learning supports? (D1D)	35 (19.44%)	32 (17.78%)	44 (24.44%)	39 (21.67%)	30 (16.67%)
5	Are there written descriptions available to give to all stakeholders regarding the current classroom-based Learning Supports? (D1E)	44 (24.44%)	29 (16.11%)	34 (18.89%)	37 (20.56%)	36 (20.00%)
B. Providing a broad range of curricular and enrichment opportunities (D2)						
1	Are the current curricula and instructional processes varied enough to support personalizing instruction? (D2A)	36 (20.00%)	43 (23.89%)	36 (20.00%)	31 (17.22%)	34 (18.89%)
2	Is social and emotional learning a specific curriculum item? (D2B)	42 (23.33%)	30 (16.67%)	36 (20.00%)	41 (22.78%)	31 (17.22%)
3	Is health education a regular part of the curriculum? (D2C)	41 (22.78%)	44 (24.44%)	35 (19.44%)	33 (18.33%)	27 (15.00%)
4	Is computer literacy taught? (D2D)	42 (23.33%)	27 (15.00%)	35 (19.44%)	38 (21.11%)	38 (21.11%)
C. Technology available in the classroom? (D3)						
1	Computers in the classroom? (Internet? Skype? etc.) (D3A)	31 (17.22%)	41 (22.78%)	36 (20.00%)	48 (26.67%)	24 (13.33%)
2	Computer lab? (D3B)	33 (18.33%)	38 (21.11%)	33 (18.33%)	41 (22.78%)	35 (19.44%)
3	Computer-assistedinstruction. (D3C)	34 (18.89%)	32 (17.78%)	37 (20.56%)	40 (22.22%)	37 (20.56%)
4	Video recording capability? (D3D)	36 (20.00%)	39 (21.67%)	39 (21.67%)	38 (21.11%)	28 (15.56%)
5	Instructional TV? (D3E)	30 (16.67%)	39 (21.67%)	44 (24.44%)	33 (18.33%)	34 (18.89%)
6	Multimedia lab? (D3F)	27 (15.00%)	49 (27.22%)	43 (23.89%)	23 (12.78%)	38 (21.11%)

In the technology available in the classroom division, the majority of respondents (27.22%) the respondents stated that the institutions planned to build multimedia laboratories, and 26.67%) respondents stated that the computers are functioning in their classroom. At the same time, 15.00% of respondents state that the multimedia lab is not available and not yet planned the institution management to build the laboratory. (17.22%) Of the respondents stated that there are no computers in their classroom. Overall view identified that below (20.00%) of respondents stated that Technology concepts are not implemented in their Learning environment.

Descriptive analysis of Classroom-based Learning Supports (D)

The above-mentioned Table 6 describes the Variance Analysis of Socio Profile of the Respondents and Classroom-based Learning Supports (D). The Socio profile of the respondents has been divided into three divisions. They are (i) Age-wise Classification of the Respondents (A1), (ii) Institution type-wise Respondents (A2), and (iii) Gender-wise Classification of the Respondents (A3). All three divisions are related to all the divisions of Classroom-based Learning Supports (D) for analysis.

Descriptive analysis of Socio profile of the respondents (A) and providing a classroom infrastructure (D1) in Classroom-based Learning Supports (D)

Followed by the Socio profile of the respondents (A) and providing a classroom infrastructure (D1) in Classroom-based Learning Supports (D), relations were analyzed. The age group of 17 Years (A1A), 18 Years (A1B), 20 Years (A1D), The Institution type "Engineering" (A2B), Male (A3A), Female (A3B) group respondents of Gender-wise Classification (A3) of socio profile of the respondents supports the factor "Is there a written plan for capacity building related to enhancing Classroom-based Learning supports? (D1D)" in the division of classroom infrastructure (D1) in Classroom-based Learning Supports (D) with the Standard Deviation 1.3653, 1.3646, 1.3569, 1.3597, 1.3597, & 1.3589, the confidence level at 95% are 0.2111, 0.2030, 0.2007, 0.1999, 0.1999, & 0.2010, the average values 3.125, 3.129, 3, 3.1333, 2.975, & 2.99, and the variance 43.6913, 43.6137, 45.2315, 43.3962, 45.7054, & 45.4488 respectively. The age group of 19 Years (A1C), 21 Years (A1E) group respondents of Age-wise Classification (A1) of socio profile of the respondents supports the factor "Do personnel involved in enhancing Classroom-based Learning Supports meet regularly as a workgroup to evaluate status and plan next steps? (D1C) in the division of classroom infrastructure (D1) in Classroom-based Learning Supports (D) with the Standard Deviation 1.4785, & 1.4627, the confidence level at 95% is 0.2218, & 0.2195, the average values are 3.1707, & 3.3428, and the variance is 46.6324, & 43.7585, respectively. Institution type "Arts and Science" (A2A) of socio profile of the respondents supports the factor "Is there a stated policy for enhancing Classroom based Learning Supports (D1A)" in the division of classroom infrastructure (D1) in Classroom-based Learning Supports (D) with the Standard Deviation 1.4553, the confidence level at 95% is 0.2171, the average value is 3.2444, and the variance 44.8571.

Descriptive analysis of Socio profile of the respondents (A) and providing a broad range of curricular and enrichment opportunities (D2) in Classroom-based Learning Supports (D)

Followed by the Socio profile of the respondents (A), and providing a broad range of curricular, enrichment opportunities (D2) in Classroom-based Learning Supports (D),the relations were analyzed. The age group of 18 Years (A1B), The Institution type "Arts and Science" (A2A), Female (A3B) group respondents of Gender-wise Classification (A3) of socio profile of the respondents supports the factor "Are the current curricula and instructional processes varied enough to support personalizing instruction? (D2A) in the division of classroom infrastructure (D2) in Classroom-based Learning Supports (D) with the Standard Deviation 1.4026, 1.4043, & 1.4096, the confidence level at 95% are 0.2086, 0.2095, & 0.2085, the average values 3.258, 2.9111, & 3.03, and the variance 43.0532, 48.2422, &46.52422 respectively. The age group of 19 Years (A1C), The Institution type "Engineering" (A2B), Male (A3A) group respondents of Gender-wise Classification (A3) of socio profile of the respondents supports the factor "Is social and emotional learning a specific curriculum item? (D2B)" in the division of classroom infrastructure (D2) in Classroom-based Learning Supports (D) with the Standard Deviation 1.4260, 1.4227, & 1.4227, the confidence level at 95% are 0.2140, 0.2092, & 0.2092, the average values 3.0487, 3.1666, & 2.9625, and the variance 46.7763, 44.9294, &48.0248 respectively. The age group of 20 Years (A1D) and 21 Years (A1E) of socio profile of the respondents supports the factor "Is computer literacy taught? (D2D)" in the division of classroom infrastructure (D2) in Classroom-based Learning Supports (D) with the Standard Deviation 1.4652, & 1.4607, the confidence level at 95% are 0.2167, & 0.2192, the average values 3.1515, & 3.2571, and the variance 46.4930, &44.8470 respectively. The age group of 17 Years (A1A) of socio profile of the respondents supports the factor "Is health education a regular part of the curriculum? (D2C)" in the division of classroom infrastructure (D2) in Classroom-based Learning Supports (D) with the Standard Deviation 1.3621, the confidence level at 95% is 0.2106, the average value 3.05, and the variance 44.6619.

Descriptive analysis of Socio profile of the respondents (A) and Technology available in the classroom (D3) in Classroom-based Learning Supports (D)

Followed by the Socio profile of the respondents (A) and technology available in the classroom (D3) in Classroom-based Learning Supports (D), relations were analyzed. The age group of 17 Years (A1A), 21 Years (A1E), The Institution type "Arts and Science" (A2A), Male (A3A) group respondents of Gender-wise Classification (A3) of socio profile of the respondents supports the factor "Instructional TV? (D3E)" in the division of technology available in the classroom (D3) in Classroom-based Learning Supports (D) with the Standard Deviation 1.3401, 1.3510, 1.3518, & 1.3536, the confidence level at 95% are 0.2072, 0.2027, 0.2016, & 0.1990, the average values 3.1, 3.1714, 3.1888, & 3.125, and the variance 43.2300, 42.6023, 42.3947, & 43.3157 respectively. The age group of 18 Years (A1B), 19 Years (A1C), and Female (A3B) group respondents of Gender-wise Classification (A3) of socio profile of the respondents supports the factor "Computers in the classroom (Internet, Skype, etc.) (D3A) in the division of technology available in the classroom (D3) in Classroom-based Learning Supports (D) with the Standard Deviation 1.3152, 1.3071, & 1.3123, the confidence level at 95% are 0.1956, 0.1961, & 0.1941, the average values 3.258, 3.1463, & 3.02, and the variance 40.3693, 41.5471, & 43.4566 respectively. The Institution type "Engineering" (A2B) of socio profile of the respondents supports the factor "Video recording capability? (D3D)" in the division of technology available in the classroom (D3) in Classroom-based Learning Supports (D) with the Standard Deviation 1.3606, the confidence level at 95% is 0.2001, the average value is 3.1444, and the variance 43.2721. The age group of 20 Years (A1D) of socio profile of the respondent supports the factor "Multimedia lab? (D3F)" in the division of technology available in the classroom (D3) in Classroom-based Learning Supports (D) with the Standard Deviation 1.3693, the confidence level at 95% is 0.2025, the average value is 3.1212, and the variance 43.8734.

Regression analysis of Classroom-based Learning Supports (D)

Followed by the socio profile of the respondents (A) and Classroom-based Learning Supports (D factors implemented with the regression analysis. From this analysis, it was found that the maximum p value appeared in A1, D3A, which is 9.4038. The lowest p value appeared in A2, D1B, which is 1.0520. From this analysis, it was concluded that the values of the factors p value >0.005. Therefore, these factors are not significant.

Percentage analysis of the Belief towards mental illness scale (E)

Table 5 illustrates the analysis of beliefs towards the mental illness scale. In this division arise 21 questions which have been used to identify how students are feeling about their psychological well-being and thoughts about mental illness. The majority (57.78%) of the student respondents feel that "Mental disorders would require a much longer time to be cured than would other general diseases". Followed by the factors "The behaviour of people who have psychological disorders is unpredictable" and "It might be difficult for mentally ill people to follow social rules such as being punctual or keeping promises" occupied second and third place, respectively.

Descriptive analysis of Socio profile of the respondents (A) and Belief towards mental illness scale (E)

The following table 6 describes the variance analysis of Socio Profile of the Respondents and Beliefs towards mental illness scale. From the table it was identify that, the age group of 20 years (A1D), Institution type "Arts and Science" Respondents (A2A) and Male (A3A) group respondents of Gender-wise Classification (A3) supports the factor "Mental disorders would require a much longer period to be cured than would other general diseases (E2)" of Belief towards mental illness scale (E) with the standard deviation 0.4960, 0.4962 & 0.4952, the confidence level at 95% are 0.0733, 0.0740, & 0.0728 the average values 0.7272, 0.6, & 0.5875 and the variance 68.2113, 82.7152, & 84.3049 respectively. The age group of 17 Years (A1A) and Female (A3B) group respondents of Gender-wise Classification (A3) supports the factor "Individuals diagnosed as mentally ill suffer from its symptoms throughout their life (E9)" of Belief towards mental illness scale (E) with the standard deviation 0.5003, & 0.4998, the confidence level at 95% are 0.0773, & 0.0739 the average values 0.7, & 0.59 and the variance 71.4853, & 84.7215 respectively.

Table 5: Percentage Analysis of beliefs towards the mental illness scale

S.No	Particulars	Nos	Percentage
1	A mentally ill person is more likely to harm others than a normal person (E1)	89	49.44
2	Mental disorders would require a much longer period to be cured than other general diseases (E2)	104	57.78
3	It may be a good idea to stay away from people who have a psychological disorder because their behaviour is dangerous (E3)	90	50
4	The term 'Psychological disorder' makes me feel embarrassed (E4)	84	46.67
5	A person with a psychological disorder should have a job with only minor responsibilities (E5)	89	49.44
6	Mentally ill people are more likely to be criminals (E6)	92	51.11
7	Psychological disorder is recurrent (E7)	86	47.78
8	I am afraid of what my boss, friends, and others would think if I were diagnosed as having a psychological disorder (E8)	88	48.89
9	Individuals diagnosed as mentally ill suffer from its symptoms throughout their life (E9)	97	53.89
10	People who have once received psychological treatment are likely to need further treatment in the future (E10)	89	49.44
11	It might be difficult for mentally ill people to follow social rules such as being punctual or keeping promises (E11)	100	55.56
12	I would be embarrassed if people knew that I dated a person who once received psychological treatment (E12)	89	49.44
13	I am afraid of people who are suffering from psychological disorders because they may harm me (E13)	85	47.22
14	A person with a psychological disorder is less likely to function well as a parent (E14)	90	50
15	I would be embarrassed if a person in my family became mentally ill (E15)	85	47.22
16	I believe that psychological disorders can never be completely cured (E16)	94	52.22
17	Mentally ill people are unlikely to be able to live by themselves because they are unable to assume responsibilities (E17)	91	50.56
18	Most people would not knowingly be friends with a mentally ill person (E18)	79	43.89
19	The behaviour of people who have psychological disorders is unpredictable (E19)	102	56.67
20	Psychological disorder is unlikely to be cured regardless of treatment (E20)	90	50
21	I would not trust the work of a mentally ill person assigned to my work team (E21)	77	42.78

The age group of 18 Years (A1B) supports the factor "It might be difficult for mentally ill people to follow social rules such as being punctual or keeping promises (E11)" of Belief towards mental illness scale (E) with the standard deviation 0.4993, the confidence level at 95% is 0.0742, the average value is 0.6774 and the variance 73.7157. The age group of 19 Years (A1C) of socio profile of the respondents supports the factor "The behaviour of people who have psychological disorders in unpredictable (E19)" of Belief towards mental illness scale (E) with the standard deviation 0.4970, the confidence level at 95% is 0.0745, the average value is 0.6585 and the variance 75.4745. The age group of 21 Years (A1E) of socio profile of the respondents supports the factor "Mentally ill people are more likely to be criminals (E6)" of Belief towards mental illness scale (E) with the standard deviation 0.5014, the confidence level at 95% is 0.0752, the average value is 0.7143 and the variance 70.2006. The Institution type "Engineering" (A2B) of socio profile of the respondents supports the factor "I believe that psychological disorder can never be completely cured (E16)" of Belief towards mental illness scale (E) with the standard deviation 0.5008, the confidence level at 95% is 0.0736 the average value is 0.5888 and the variance 85.0712.
Regression analysis of the Belief towards mental illness scale (E)
Followed by the socio profile of the respondents (A), analyzed with the Belief towards mental illness scale (E) factors by using a regression test. From this analysis, it was found that the maximum p value appeared in A2, E11, which is 9.6770. The lowest p value appeared in A3, E5, which is 1.0150. From this analysis, it was concluded that the values of the factors p value >0.005. Therefore, these factors are not significant.

5. Results and Discussion

The objective of the paper is defined as to identify the students' psychological conflict in the curriculum that promotes school education to higher education. To reach the objective in this research, the Likert scaling, Questionnaire, and interviewing methods have been used. The questionnaire has been classified into five different divisions.
In that the divisions' socio profile, Transition Conflict, and Belief towards mental illness scale are not related to the curriculum, but the first two divisions are creating a psychological impact on the students.
The third, fourth, and fifth divisions were used to understand how psychological conflict is addressed in their curriculum, as well as the positive and negative psychological influences they experience. The analysis also explored their expectations from the institution, teaching staff, and society, along with their feelings about psychological well-being and perceptions of mental illness

5.1 Results and Findings of Percentage Analysis

Finding 1: Transition Conflict - "Supportive Welcoming"
From this analysis, it was found that the average of 25.00% to 30.00% of Institutions conduct Welcoming Programming and issue welcoming materials. On average, 20.00% to 25.00% of Institutions are not conducting a student welcoming programme. From this statement, it was concluded that students are dissatisfied with the Institutional "Supportive Welcoming" programme.
Findings 2: Transition Conflict – "Orientation and Follow-up Induction"
From this analysis, it was found that the average below 30.00% of Institutions are conducting the Orientation and Follow-up Induction" and an average of below 25.00% of Institutions are not conducting students 'Orientation and Follow-up Induction" programme. From this statement, it was concluded that students are dissatisfied with the Institutional Orientation and Follow-up "Induction" programme.
Findings 3: Transition Conflict - "Social Supports"

From this analysis, it was found that the average was below 35.00% of Institutions conducting the “Social Supports” Programmes. On average, less than 25.00% of Institutions are not conducting “Social Supports” Programmes. From this statement, it was concluded that students were partially satisfied regarding the institution's “Social Supports” programmes.

Findings 4: Matriculations - “Grade-to-Grade Articulation”

From this analysis, it was found that the average of 25.00% to 30.00% of Institutions conduct the Grade-to-Grade Articulation programmes for transition. On average, 20.00% to 25.00% of Institutions are not conducting articulation programmes. From this statement concluded that students are satisfied with the institution's “Grade-to-Grade Articulation” programme.

Findings 5: Matriculations - “Transitions to Higher Education / Career”

From this analysis, it was found that the average of 20.00% to 30.00% of Institutions conduct programmes for transitions to Higher Education/careers. On average, 25.00% to 30.00% of Institutions are not conducting programmes for transitions to Higher Education / Career. From this statement, it was concluded that students are dissatisfied with the Institutional “Transitions to Higher Education / Career” programme.

Findings 6: Classroom-based Learning supports - “Providing a classroom infrastructure”

From this analysis, it was found that the average of 15.00% to 25.00% of Institutions provide/ recently initiated classroom infrastructure for supporting the students' learning. On average, 15.00% to 20.00% of Institutions are not providing/planning classroom infrastructure to support the students' learning. From this statement, it was concluded that students are dissatisfied with the Institutional “classroom infrastructure”.

Findings 7: Classroom-based Learning Supports- “curricular and enrichment opportunities”

From this analysis, it is found that the average of 17.00% to 20.00% of Institutions provide a broad range of curricular and enrichment opportunities to support the students' learning. On average, 17.00% to 22.00% of Institutions do not provide a broad range of curricular and enrichment opportunities for students' learning. From this statement, it was concluded that students are dissatisfied with Institutional “curricular and enrichment opportunities”.

Findings 8: Classroom-based Learning Supports- “Technology available in the classroom”

From this analysis, it was found that the average of 20.00% to 25.00% of Institutions provide Technological support for the students for learning. On average, 15.00% to 20.00% of Institutions are not providing Technological support for students' learning. From this statement, it was concluded that students are dissatisfied with the Institutional Technology available in the classroom.

Findings 9: Belief towards mental illness scale

From this analysis, it was found that the students thought that the term 'Psychological disorder' makes me feel embarrassed, the students are afraid of people who are suffering from psychological disorder because they may harm them, and they would not knowingly be friends with a mentally ill person. In addition, they are not trusted to work with the mentally ill person.

5.2 Results and Findings of Descriptive Statistics analysis

Finding 1: Socio Profile Vs Transition Conflict - “Supportive Welcoming”

From this analysis, it was found that the factor “Is a special welcoming booklet used? (B1D)” showed the least variance while relating to the socio profile of the respondents.

	A1A				A1B				A1C				A1D				A1E			
	SD	CL (95%)	AVG	Variance	SD	CL (95%)	AVG	Variance	SD	CL (95%)	AVG	Variance	SD	CL (95%)	AVG	Variance	SD	CL (95%)	AVG	Variance
E1	0.5015	0.0776	0.4750	105.5856	0.5014	0.0746	0.4193	119.5789	0.5014	0.0752	0.4390	114.2087	0.5014	0.0742	0.6363	78.7960	0.5014	0.0742	0.5143	97.4876
E2	0.4974	0.0769	0.4500	110.5247	0.4959	0.0738	0.4838	102.5062	0.4962	0.0745	0.6097	81.3823	0.4960	0.0734	0.7272	68.2113	0.4962	0.0745	0.6285	78.9480
E3	0.5011	0.0775	0.5250	95.4435	0.5014	0.0746	0.5483	91.4452	0.5014	0.0752	0.4878	102.7831	0.5014	0.0742	0.5151	97.3362	0.5014	0.0752	0.4286	116.9799
E4	0.4994	0.0772	0.4250	117.5089	0.5009	0.0745	0.3870	129.4337	0.5000	0.0750	0.5121	97.6437	0.5006	0.0740	0.4545	110.1471	0.5008	0.0752	0.5429	92.2403
E5	0.5013	0.0775	0.5750	87.1834	0.5014	0.0746	0.5161	97.1569	0.5014	0.0752	0.4390	114.2087	0.5014	0.0742	0.5151	97.3423	0.5014	0.0753	0.4286	116.9956
E6	0.5015	0.0776	0.4500	111.4346	0.5014	0.0746	0.4516	111.0262	0.5014	0.0752	0.4390	114.2087	0.5014	0.0742	0.5151	97.3362	0.5014	0.0753	0.7143	70.2006
E7	0.5011	0.0775	0.4750	105.4901	0.5003	0.0744	0.4193	119.3083	0.5010	0.0752	0.4146	120.8492	0.5006	0.0740	0.6363	78.6765	0.5000	0.0750	0.4571	109.3926
E8	0.5015	0.0776	0.5000	100.2912	0.5011	0.0746	0.4516	110.9688	0.5014	0.0753	0.4390	114.2239	0.5011	0.0741	0.4848	103.3675	0.5010	0.0752	0.5714	87.6865
E9	0.5004	0.0774	0.7000	71.4854	0.4998	0.0744	0.6129	81.5529	0.5004	0.0751	0.3658	136.8061	0.4999	0.0739	0.5454	91.6496	0.4996	0.0750	0.4857	102.8542
E10	0.5013	0.0775	0.4500	111.4011	0.5014	0.0746	0.4516	111.0262	0.5012	0.0752	0.6341	79.0478	0.5014	0.0742	0.4848	103.4262	0.5014	0.0752	0.4285	117.0072
E11	0.4994	0.0772	0.6500	76.8327	0.4994	0.0743	0.6774	73.7157	0.4977	0.0747	0.4390	113.3812	0.4988	0.0738	0.5454	91.4632	0.4996	0.0750	0.4857	102.8542
E12	0.5013	0.0775	0.4000	125.3262	0.5013	0.0746	0.4838	103.6166	0.5014	0.0753	0.4634	108.2095	0.5013	0.0741	0.5757	87.0738	0.5014	0.0752	0.5714	87.7452
E13	0.5008	0.0775	0.4500	111.2835	0.5003	0.0744	0.6451	77.5476	0.5004	0.0751	0.5365	93.2780	0.5006	0.0740	0.3939	127.0928	0.5000	0.0750	0.3428	145.8674
E14	0.5015	0.0776	0.5250	95.5298	0.5014	0.0746	0.4193	119.5866	0.5014	0.0752	0.5853	85.6614	0.5014	0.0742	0.4848	103.4262	0.5014	0.0753	0.4571	109.7009
E15	0.4999	0.0773	0.5250	95.2273	0.5006	0.0745	0.3870	129.3583	0.5004	0.0751	0.3902	128.2513	0.5006	0.0740	0.5454	91.7892	0.5008	0.0752	0.5143	97.3697
E16	0.5015	0.0776	0.4750	105.5697	0.5013	0.0746	0.4193	119.5557	0.5008	0.0752	0.5853	85.5582	0.5011	0.0741	0.5151	97.2870	0.5010	0.0752	0.6000	83.5068
E17	0.5015	0.0776	0.6000	83.5886	0.5014	0.0746	0.3225	155.4811	0.5012	0.0752	0.5365	93.4281	0.5014	0.0742	0.4848	103.4262	0.5014	0.0753	0.5428	92.3808
E18	0.4946	0.0765	0.3250	152.1884	0.4967	0.0739	0.5483	90.5969	0.4970	0.0746	0.3170	156.7823	0.4976	0.0736	0.5757	86.4280	0.4962	0.0745	0.4857	102.1593
E19	0.4974	0.0769	0.4750	104.7076	0.4975	0.0740	0.5483	90.7339	0.4970	0.0746	0.6585	75.4746	0.4976	0.0736	0.5454	91.2296	0.4984	0.0748	0.6000	83.0697
E20	0.5015	0.0776	0.3750	133.7216	0.5014	0.0746	0.5483	91.4511	0.5014	0.0753	0.6097	82.2442	0.5014	0.0742	0.3939	127.2938	0.5014	0.0752	0.5714	87.7452
E21	0.4965	0.0768	0.4750	104.5311	0.4967	0.0739	0.3225	154.0287	0.4953	0.0743	0.4146	119.4661	0.4953	0.0743	0.3939	125.7443	0.4970	0.0746	0.5143	96.6362
B1A	0.4960	0.0734	2.5250	19.6449	1.1004	0.1637	2.5483	43.1822	1.1029	0.1655	2.5853	42.6623	1.0955	0.1620	2.3939	45.7609	1.0974	0.1647	2.4000	45.7245
B1B	1.1233	0.1737	2.3750	47.2974	1.1103	0.1652	2.1612	51.3734	1.1141	0.1672	2.3658	47.0908	1.1115	0.1644	2.7878	39.8709	1.1130	0.1670	2.3142	48.0925
B1C	1.0997	0.1701	2.1000	52.3668	1.0966	0.1631	2.1290	51.5085	1.1081	0.1663	2.4634	44.9820	1.0918	0.1615	2.3636	46.1922	1.0952	0.1644	2.6571	41.2195
B1D	1.0557	0.1633	2.3750	44.4524	1.0743	0.1598	2.7419	39.1815	1.0600	0.1591	2.6341	40.2403	1.0746	0.1590	2.3939	44.8909	1.0709	0.1607	2.5142	42.5922
B1E	1.1130	0.1721	2.5250	44.0786	1.1212	0.1668	2.5806	43.4476	1.1187	0.1679	2.6097	42.8662	1.1262	0.1666	2.3939	47.0429	1.1187	0.1679	2.3142	48.3398
B1F	1.0793	0.1669	2.6750	40.3476	1.0744	0.1598	2.3870	45.0095	1.0763	0.1615	2.4634	43.6916	1.0696	0.1582	2.4848	43.0462	1.0709	0.1607	2.4285	44.0965
B2A	1.1251	0.1740	2.3500	47.8780	1.1242	0.1672	2.3226	48.4040	1.1259	0.1690	2.5121	44.8189	1.1292	0.1670	2.4848	45.4443	1.1159	0.1675	2.4285	45.9519
B2B	1.1606	0.1795	2.6000	44.6368	1.1558	0.1720	2.2580	51.1888	1.1544	0.1732	2.4634	46.8621	1.1607	0.1717	2.6060	44.5387	1.1534	0.1731	2.6285	43.8820
B2C	1.1350	0.1755	2.5250	44.9486	1.1108	0.1652	2.5806	43.0423	1.1234	0.1686	2.7560	40.7626	1.1159	0.1651	2.4242	46.0321	1.1134	0.1671	2.2857	48.7133
B2D	1.0851	0.1678	2.3500	46.1733	1.0791	0.1605	2.4193	44.6055	1.0919	0.1639	2.5365	43.0484	1.0799	0.1597	2.6060	41.4385	1.0815	0.1623	2.4571	44.0154
B2E	1.1405	0.1764	2.6500	43.0369	1.1314	0.1683	2.3548	48.0447	1.1289	0.1694	2.4878	45.3789	1.1262	0.1666	2.4242	46.4572	1.1290	0.1694	2.5142	44.9048
B2F	1.1243	0.1739	2.5000	44.9703	1.1268	0.1676	2.5161	44.7824	1.1164	0.1675	2.1463	52.0148	1.1277	0.1668	2.3333	48.3316	1.1306	0.1697	2.1714	52.0693
B3A	1.1415	0.1766	2.5750	44.3291	1.1463	0.1705	2.6129	43.8706	1.1484	0.1723	2.7804	41.3019	1.1455	0.1694	2.4545	46.6692	1.1500	0.1726	2.6000	44.2317
B3B	1.1717	0.1812	2.5500	45.9501	1.1796	0.1755	2.3225	50.7890	1.1722	0.1759	2.3902	49.0405	1.1837	0.1751	2.3030	51.4002	1.1740	0.1762	2.4000	48.9155
B3C	1.1169	0.1727	2.4250	46.0559	1.1147	0.1658	2.6451	42.1406	1.1182	0.1678	2.2439	49.8342	1.1198	0.1656	2.3333	47.9909	1.1228	0.1685	2.7142	41.3672
B3D	1.0866	0.1681	2.4250	44.8086	1.0848	0.1614	2.1613	50.1933	1.0731	0.1610	2.4146	44.4413	1.0806	0.1598	2.5151	42.9642	1.0818	0.1623	2.4285	44.5440
B3E	1.1075	0.1713	2.4250	45.6712	1.1110	0.1653	2.8709	38.6976	1.1186	0.1679	2.6829	41.6933	1.1161	0.1651	2.1212	52.6175	1.1133	0.1671	2.3143	48.1048
B3F	1.0848	0.1678	2.5750	42.1266	1.0953	0.1629	2.8064	39.0291	1.1029	0.1655	2.4390	45.2213	1.1008	0.1628	2.6060	42.2428	1.0924	0.1639	2.1142	51.6690
C1A	1.0642	0.1646	2.4250	43.8835	1.0623	0.1580	2.3225	45.7407	1.0697	0.1605	2.4634	43.4247	1.0663	0.1577	2.0909	50.9992	1.0704	0.1606	2.5142	42.5722
C1B	1.0651	0.1647	2.4500	43.4749	1.0622	0.1580	2.6129	40.6506	1.0472	0.1571	2.4390	42.9348	1.0578	0.1565	2.1515	49.1648	1.0634	0.1596	2.6000	40.8984
C1C	1.1438	0.1769	2.2250	51.4064	1.1495	0.1710	2.1613	53.1872	1.1551	0.1733	2.5853	44.6783	1.1504	0.1702	2.4242	47.4556	1.1495	0.1725	2.5714	44.7032
C1D	1.0353	0.1601	2.6000	39.8198	1.0432	0.1552	2.2903	45.5489	1.0311	0.1547	1.9756	52.1937	1.0426	0.1542	2.3636	44.1110	1.0456	0.1569	2.5428	41.1215
C1E	1.1652	0.1802	2.6000	44.8146	1.1549	0.1718	2.3225	49.7285	1.1472	0.1722	2.3658	48.4892	1.1499	0.1701	2.5454	45.1759	1.1576	0.1737	2.4000	48.2332
C1F	1.0676	0.1651	2.3750	44.9495	1.0689	0.1590	2.4193	44.1825	1.0709	0.1607	2.7317	39.2010	1.0749	0.1590	2.4848	43.2582	1.0762	0.1615	2.4285	44.3157
C2A	1.1274	0.1744	2.6750	42.1465	1.1363	0.1690	2.1290	53.3716	1.1413	0.1713	2.5853	44.1474	1.1394	0.1685	3.0303	37.5997	1.1260	0.1690	2.6571	42.3754
C2B	1.0787	0.1668	2.5250	42.7195	1.0631	0.1582	2.6451	40.1927	1.0702	0.1606	2.3902	44.7756	1.0585	0.1566	2.5757	41.0939	1.0651	0.1598	2.5714	41.4220
C2C	1.1132	0.1722	2.5750	43.2293	1.1211	0.1668	2.5806	43.4431	1.1186	0.1679	2.2926	48.7913	1.1160	0.1651	2.6060	42.8246	1.1186	0.1679	2.3142	48.3359
C2D	1.0694	0.1654	2.5000	42.7772	1.0832	0.1611	2.4838	43.6086	1.0752	0.1614	2.6097	41.1992	1.0829	0.1602	2.7878	38.8431	1.0796	0.1620	2.4571	43.9394
C2E	1.0794	0.1670	2.4500	44.0573	1.0849	0.1614	2.5806	42.0407	1.0870	0.1631	2.3414	46.4260	1.0853	0.1605	2.6060	41.6478	1.0763	0.1615	2.5714	41.8566
C2F	1.1297	0.1747	2.3000	49.1160	1.1263	0.1675	2.5483	44.1962	1.1130	0.1670	2.2926	48.5483	1.1211	0.1658	2.6060	43.0184	1.1238	0.1686	2.6857	41.8429
C2G	1.1076	0.1713	2.3750	46.6356	1.1051	0.1644	2.6774	41.2755	1.1021	0.1654	2.6829	41.0796	1.0999	0.1627	2.3636	46.5360	1.1079	0.1663	2.6571	41.6971
C2H	1.1131	0.1722	2.3750	46.8668	1.1006	0.1637	2.6451	41.6086	1.1133	0.1671	2.3658	47.0576	1.1059	0.1636	2.5454	43.4474	1.1082	0.1663	2.6285	42.1612
D1A	1.4530	0.2247	2.8750	50.5380	1.4529	0.2161	3.1935	45.4968	1.4598	0.2191	3.0731	47.5023	1.4547	0.2152	3.2121	45.2873	1.4602	0.2191	3.0285	48.2140
D1B	1.4724	0.2277	2.9250	50.3371	1.4753	0.2195	3.1935	46.1982	1.4649	0.2198	2.8292	51.7769	1.4765	0.2184	2.3939	61.6791	1.4789	0.2219	2.6571	55.6598
D1C	1.4835	0.2294	3.1250	47.4705	1.4625	0.2176	2.8064	52.1133	1.4786	0.2219	3.1707	46.6324	1.4559	0.2154	2.8181	51.6634	1.4628	0.2195	3.3428	43.7586
D1D	1.3654	0.2112	3.1250	43.6914	1.3647	0.2030	3.1290	43.6138	1.3787	0.2069	2.9024	47.5027	1.3569	0.2007	3.0000	45.2315	1.3658	0.2050	2.7714	49.2823
D1E	1.4871	0.2300	2.9500	50.4102	1.4720	0.2190	2.8709	51.2728	1.4760	0.2215	2.8780	51.2857	1.4680	0.2171	2.7272	53.8280	1.4752	0.2214	3.3428	44.1302
D2A	1.4197	0.2196	2.6500	53.5723	1.4027	0.2087	3.2580	43.0533	1.4130	0.2121	2.8292	49.9443	1.4040	0.2077	3.0000	46.7996	1.4019	0.2104	2.9142	48.1049
D2B	1.4195	0.2196	2.7750	51.1534	1.4215	0.2115	2.9677	47.9004	1.4261	0.2140	3.0487	46.7763	1.4233	0.2105	2.9090	48.9262	1.4230	0.2136	3.0000	47.4342
D2C	1.3622	0.2107	3.0500	44.6620	1.3716	0.2040	2.5806	53.1501	1.3760	0.2065	2.6585	51.7579	1.3705	0.2027	2.5757	53.2089	1.3778	0.2068	3.0000	45.9263
D2D	1.4479	0.2239	3.0750	47.0854	1.4638	0.2178	2.8387	51.5672	1.4467	0.2171	2.7804	52.0314	1.4652	0.2167	3.1515	46.4930	1.4607	0.2192	3.2571	44.8471
D3A	1.2930	0.2000	2.8000	46.1792	1.3152	0.1957	3.2580	40.3693	1.3072	0.1962	3.1463	41.5471	1.3101	0.1938	2.7878	46.9942	1.3074	0.1962	2.8285	46.2207
D3B	1.3933	0.2155	2.7750	50.2102	1.3968	0.2078	3.0967	45.1060	1.3795	0.2070	3.2439	42.5266	1.4058	0.2079	2.9090	48.3257	1.3983	0.2098	3.1714	44.0909
D3C	1.3869	0.2145	2.9250	47.4164	1.4055	0.2091	2.9354	47.8825	1.4060	0.2110	3.2195	43.6718	1.4073	0.2082	3.1818	44.2306	1.3988	0.2099	3.1142	44.9154
D3D	1.3591	0.2102	3.0500	44.5598	1.3652	0.2031	2.7741	49.2123	1.3487	0.2024	3.0731	43.8873	1.3683	0.2024	2.4545	55.7457	1.3711	0.2058	3.0857	44.4329
D3E	1.3401	0.2073	3.1000	43.2301	1.3564	0.2018	2.8387	47.7831	1.3425	0.2015	2.8536	47.0443	1.3591	0.2010	3.0909	43.9712	1.3511	0.2028	3.1714	42.6024
D3F	1.3653	0.2112	2.9250	46.6769	1.3667	0.2033	2.7419	49.8435	1.3511	0.2028	3.0000	45.0364	1.3694	0.2026	3.1212	43.8735	1.3661	0.2050	3.0857	44.2722

	A2A				A2B				A3A				A3B			
	SD	CL (95%)	AVG	Variance	SD	CL (95%)	AVG	Variance	SD	CL (95%)	AVG	Variance	SD	CL (95%)	AVG	Variance
E1	0.5014	0.0748	0.4333	115.7076	0.5014	0.0737	0.5555	90.2545	0.4961	0.0730	0.4250	116.7380	0.4961	0.0730	0.5500	90.2066
E2	0.4963	0.0740	0.6000	82.7153	0.4953	0.0728	0.5555	89.1613	0.4953	0.0728	0.5875	84.3049	0.4952	0.0732	0.5700	86.8716
E3	0.5014	0.0748	0.5333	94.0234	0.5014	0.0737	0.4666	107.4571	0.5014	0.0737	0.5750	87.1991	0.5014	0.0742	0.4400	113.9569
E4	0.5010	0.0748	0.4666	107.3796	0.5003	0.0736	0.4666	107.2180	0.5003	0.0736	0.5250	95.2913	0.5006	0.0740	0.4200	119.1949
E5	0.5014	0.0748	0.4111	121.9719	0.5014	0.0737	0.5777	86.7862	0.5014	0.0737	0.5000	100.2728	0.5014	0.0742	0.4900	102.3222
E6	0.5014	0.0748	0.4666	107.4639	0.5013	0.0737	0.5555	90.2378	0.5013	0.0737	0.5250	95.4802	0.5013	0.0741	0.5000	100.2568
E7	0.5000	0.0746	0.4555	109.7803	0.5009	0.0737	0.5000	100.1799	0.5009	0.0737	0.4125	121.4301	0.5006	0.0740	0.5300	94.4563
E8	0.5010	0.0748	0.4555	109.9964	0.5013	0.0737	0.5222	95.9921	0.5013	0.0737	0.4875	102.8248	0.5013	0.0741	0.4900	102.3028
E9	0.5000	0.0746	0.5555	90.0179	0.4999	0.0735	0.5222	95.7250	0.4999	0.0735	0.4750	105.2370	0.4999	0.0739	0.5900	84.7216
E10	0.5014	0.0748	0.5444	92.1063	0.5014	0.0737	0.4444	112.8181	0.5014	0.0737	0.5375	93.2770	0.5014	0.0742	0.4600	108.9954
E11	0.4991	0.0745	0.6000	83.1772	0.4983	0.0733	0.5111	97.4937	0.4983	0.0733	0.5500	90.5982	0.4988	0.0738	0.5600	89.0786
E12	0.5012	0.0748	0.4888	102.5430	0.5014	0.0737	0.5000	100.2728	0.5014	0.0737	0.4375	114.5974	0.5014	0.0742	0.5400	92.8479
E13	0.5000	0.0746	0.4777	104.6785	0.5006	0.0736	0.4666	107.2911	0.5006	0.0736	0.4375	114.4275	0.5006	0.0740	0.5000	100.1237
E14	0.5014	0.0748	0.4666	107.4639	0.5014	0.0737	0.5333	94.0174	0.5014	0.0737	0.5375	93.2827	0.5014	0.0742	0.4700	106.6763
E15	0.5008	0.0747	0.4777	104.8296	0.5006	0.0736	0.4666	107.2911	0.5006	0.0736	0.4375	114.4275	0.5006	0.0740	0.5000	100.1237
E16	0.5012	0.0748	0.4555	110.0395	0.5009	0.0737	0.5888	85.0712	0.5009	0.0737	0.5000	100.1799	0.5011	0.0741	0.5400	92.8010
E17	0.5014	0.0748	0.4777	104.9668	0.5014	0.0737	0.5333	94.0116	0.5014	0.0737	0.5000	100.2728	0.5014	0.0742	0.5100	98.3096
E18	0.4963	0.0740	0.4222	117.5490	0.4976	0.0732	0.4555	109.2504	0.4976	0.0732	0.4750	104.7654	0.4968	0.0735	0.4100	121.1785
E19	0.4978	0.0743	0.5777	86.1712	0.4969	0.0731	0.5555	89.4542	0.4969	0.0731	0.5500	90.3487	0.4976	0.0736	0.5800	85.7872
E20	0.5014	0.0748	0.5444	92.1063	0.5014	0.0737	0.4555	110.0757	0.5014	0.0737	0.4750	105.5568	0.5014	0.0742	0.5200	96.4251
E21	0.4971	0.0742	0.4111	120.9159	0.4961	0.0730	0.4444	111.6419	0.4961	0.0730	0.4000	124.0341	0.4960	0.0734	0.4500	110.2295
B1A	1.0975	0.1637	2.4333	45.1026	1.1010	0.1619	2.5555	43.0846	1.1010	0.1619	2.5375	43.3902	1.1010	0.1619	2.5375	43.3902
B1B	1.1085	0.1654	2.3777	46.6194	1.1066	0.1628	2.4222	45.6861	1.1066	0.1628	2.4000	46.1087	1.1066	0.1628	2.4000	46.1087
B1C	1.0949	0.1634	2.5111	43.6026	1.0950	0.1611	2.1777	50.2846	1.0950	0.1611	2.3125	47.3534	1.0950	0.1611	2.3125	47.3534
B1D	1.0714	0.1599	2.3222	46.1389	1.0698	0.1573	2.7333	39.1396	1.0698	0.1573	2.5750	41.5457	1.0698	0.1573	2.5750	41.5457
B1E	1.1187	0.1669	2.4111	46.3968	1.1211	0.1649	2.5666	43.6802	1.1211	0.1649	2.6000	43.1191	1.1211	0.1649	2.6000	43.1191
B1F	1.0714	0.1599	2.3888	44.8513	1.0701	0.1574	2.6000	41.1596	1.0701	0.1574	2.4250	44.1299	1.0701	0.1574	2.4250	44.1299
B2A	1.1211	0.1673	2.4666	45.4527	1.1284	0.1660	2.3777	47.4569	1.1284	0.1660	2.4625	45.8226	1.1281	0.1669	2.3900	47.1992
B2B	1.1533	0.1721	2.5666	44.9341	1.1554	0.1699	2.4666	46.8412	1.1554	0.1699	2.5000	46.2154	1.1557	0.1709	2.5300	45.6800
B2C	1.1133	0.1661	2.6111	42.6390	1.1209	0.1649	2.4333	46.0663	1.1209	0.1649	2.4875	45.0626	1.1159	0.1651	2.5500	43.7612
B2D	1.0765	0.1606	2.4555	43.8397	1.0802	0.1589	2.4888	43.4023	1.0802	0.1589	2.5875	41.7467	1.0848	0.1605	2.3800	45.5805
B2E	1.1340	0.1692	2.4777	45.7663	1.1261	0.1656	2.5111	44.8453	1.1261	0.1656	2.3625	47.6661	1.1262	0.1666	2.6000	43.3154
B2F	1.1256	0.1679	2.2333	50.3985	1.1228	0.1651	2.4222	46.3545	1.1228	0.1651	2.2000	51.0363	1.1218	0.1659	2.4300	46.1650
B3A	1.1492	0.1715	2.5888	44.3912	1.1501	0.1692	2.6333	43.6761	1.1501	0.1692	2.7625	41.6334	1.1470	0.1697	2.4900	46.0656
B3B	1.1783	0.1758	2.4777	47.5559	1.1893	0.1749	2.3222	51.2160	1.1893	0.1749	2.3125	51.4308	1.1837	0.1751	2.4700	47.9250
B3C	1.1174	0.1667	2.5111	44.4965	1.1254	0.1655	2.4111	46.6778	1.1254	0.1655	2.3750	47.3873	1.1198	0.1656	2.5300	44.2597
B3D	1.0828	0.1615	2.3777	45.5390	1.0754	0.1582	2.4111	44.6003	1.0754	0.1582	2.4000	44.8066	1.0800	0.1598	2.3900	45.1904
B3E	1.1083	0.1653	2.5222	43.9403	1.1160	0.1641	2.4444	45.6567	1.1160	0.1641	2.4125	46.2605	1.1161	0.1651	2.5400	43.9419
B3F	1.0978	0.1638	2.4888	44.1113	1.1061	0.1627	2.5111	44.0485	1.1061	0.1627	2.3375	47.3199	1.1008	0.1628	2.6300	41.8573
C1A	1.0650	0.1589	2.2666	46.9859	1.0677	0.1570	2.4777	43.0928	1.0677	0.1570	2.3500	45.4345	1.0617	0.1570	2.3900	44.4240
C1B	1.0644	0.1588	2.5555	41.6500	1.0532	0.1549	2.3444	44.9238	1.0532	0.1549	2.3500	44.8168	1.0578	0.1565	2.5300	41.8095
C1C	1.1481	0.1713	2.3555	48.7405	1.1511	0.1693	2.4444	47.0932	1.1511	0.1693	2.3250	49.5117	1.1504	0.1702	2.4600	46.7650
C1D	1.0411	0.1553	2.4666	42.2076	1.0382	0.1527	2.2333	46.4889	1.0382	0.1527	2.3000	45.1407	1.0380	0.1535	2.3900	43.4304
C1E	1.1522	0.1719	2.3666	48.6857	1.1447	0.1684	2.5333	45.1861	1.1447	0.1684	2.3875	47.9455	1.1496	0.1701	2.5000	45.9858
C1F	1.0713	0.1598	2.6000	41.2021	1.0754	0.1582	2.3888	45.0166	1.0754	0.1582	2.4375	44.1172	1.0696	0.1582	2.5400	42.1083
C2A	1.1330	0.1690	2.5666	44.1427	1.1441	0.1683	2.6777	42.7276	1.1441	0.1683	2.6375	43.3788	1.1411	0.1688	2.6100	43.7202
C2B	1.0654	0.1590	2.3555	45.2309	1.0644	0.1566	2.7111	39.2611	1.0644	0.1566	2.4875	42.7902	1.0641	0.1574	2.5700	41.4038
C2C	1.1184	0.1669	2.4444	45.7527	1.1207	0.1648	2.4888	45.0279	1.1207	0.1648	2.5625	43.7328	1.1210	0.1658	2.3900	46.9021
C2D	1.0797	0.1611	2.5888	41.7083	1.0837	0.1594	2.5444	42.5897	1.0837	0.1594	2.4125	44.9182	1.0839	0.1603	2.6900	40.2929
C2E	1.0821	0.1614	2.3666	45.7244	1.0908	0.1604	2.6333	41.4250	1.0908	0.1604	2.4750	44.0746	1.0905	0.1613	2.5200	43.2746
C2F	1.1288	0.1684	2.5555	44.1719	1.1208	0.1648	2.3888	46.9192	1.1208	0.1648	2.3000	48.7307	1.1211	0.1658	2.6100	42.9525
C2G	1.1027	0.1645	2.5444	43.3385	1.0999	0.1618	2.5555	43.0404	1.0999	0.1618	2.5500	43.1333	1.1001	0.1627	2.5500	43.1428
C2H	1.1031	0.1646	2.5666	42.9799	1.1061	0.1627	2.4333	45.4569	1.1061	0.1627	2.6375	41.9376	1.1008	0.1628	2.3900	46.0605
D1A	1.4553	0.2171	3.2444	44.8571	1.4555	0.2141	2.8888	50.3837	1.4555	0.2141	3.0000	48.5162	1.4603	0.2160	3.1200	46.8039
D1B	1.4766	0.2203	2.9222	50.5313	1.4776	0.2173	2.6777	55.1809	1.4776	0.2173	2.7125	54.4730	1.4672	0.2170	2.8700	51.1211
D1C	1.4645	0.2185	3.0222	48.4574	1.4631	0.2152	3.1111	47.0297	1.4631	0.2152	3.0125	48.5690	1.4624	0.2163	3.1100	47.0231
D1D	1.3666	0.2039	2.8333	48.2325	1.3597	0.2000	3.1333	43.3963	1.3597	0.2000	2.9750	45.7054	1.3589	0.2010	2.9900	45.4488
D1E	1.4740	0.2199	2.7777	53.0647	1.4678	0.2159	3.1333	46.8452	1.4678	0.2159	3.0625	47.9282	1.4658	0.2168	2.8700	51.0747
D2A	1.4044	0.2095	2.9111	48.2422	1.4035	0.2064	2.9111	48.2107	1.4035	0.2064	2.7625	50.8041	1.4097	0.2085	3.0300	46.5242
D2B	1.4256	0.2127	2.7111	52.5844	1.4227	0.2093	3.1666	44.9294	1.4227	0.2093	2.9625	48.0248	1.4233	0.2105	2.9200	48.7419
D2C	1.3724	0.2048	2.7777	49.4095	1.3793	0.2029	2.7888	49.4591	1.3793	0.2029	2.7125	50.8504	1.3769	0.2037	2.8400	48.4817
D2D	1.4680	0.2190	3.0222	48.5752	1.4665	0.2157	3.0111	48.7024	1.4665	0.2157	2.9625	49.5014	1.4593	0.2159	3.0600	47.6907
D3A	1.3170	0.1965	3.0666	42.9461	1.3133	0.1932	2.8555	45.9917	1.3133	0.1932	2.8875	45.4820	1.3124	0.1941	3.0200	43.4567
D3B	1.4008	0.2090	2.8555	49.0561	1.3998	0.2059	3.2222	43.4416	1.3998	0.2059	3.0500	45.8943	1.3992	0.2070	3.0300	46.1796
D3C	1.4072	0.2099	3.0666	45.8866	1.4081	0.2071	3.0888	45.5873	1.4081	0.2071	3.0750	45.7918	1.4049	0.2078	3.0800	45.6152
D3D	1.3665	0.2039	2.6666	51.2469	1.3606	0.2001	3.1444	43.2721	1.3606	0.2001	2.8500	47.7421	1.3666	0.2021	2.9500	46.3252
D3E	1.3519	0.2017	3.1888	42.3947	1.3536	0.1991	2.8333	47.7753	1.3536	0.1991	3.1250	43.3157	1.3530	0.2001	2.9200	46.3343
D3F	1.3686	0.2042	2.9111	47.0128	1.3617	0.2003	3.0444	44.7283	1.3617	0.2003	2.9500	46.1596	1.3674	0.2023	3.0000	45.5799

Table 6: Descriptive Analysis of Socio Profile of the Respondents

Findings 2: Socio Profile Vs Transition Conflict – “Orientation and Follow-up Induction”

From this analysis, it was found that the factors “Are introductory presentations made? (B2C)” and “Are new arrivals introduced to special people such as the principal and teachers? (B2D)” showed the least variance while relating to the socio profile of the respondents.

Findings 3: Socio Profile Vs Transition Conflict - “Social Supports”
From this analysis, it was found that the factors “Are social support strategies used? (B3A)” and “Are advocates available when new arrivals need them? (B3F)” showed the least variance while relating to the socio profile of the respondents.

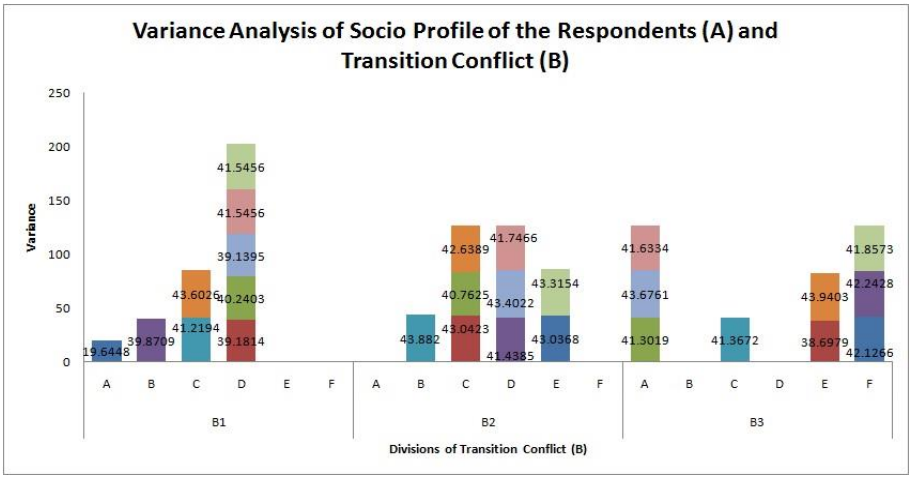

Fig. 2: Analysis of Socio Profile of the Respondents and Transition Conflict

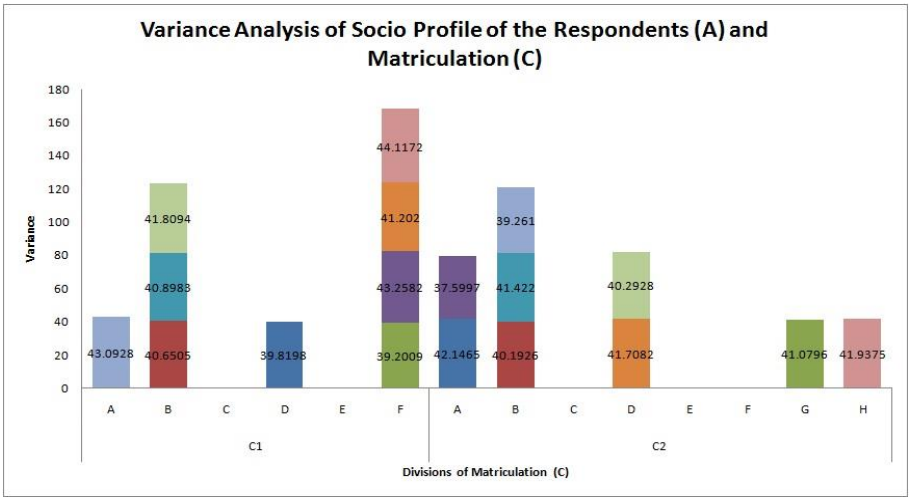

Fig. 3: Analysis of Socio Profile of the Respondents and Matriculation

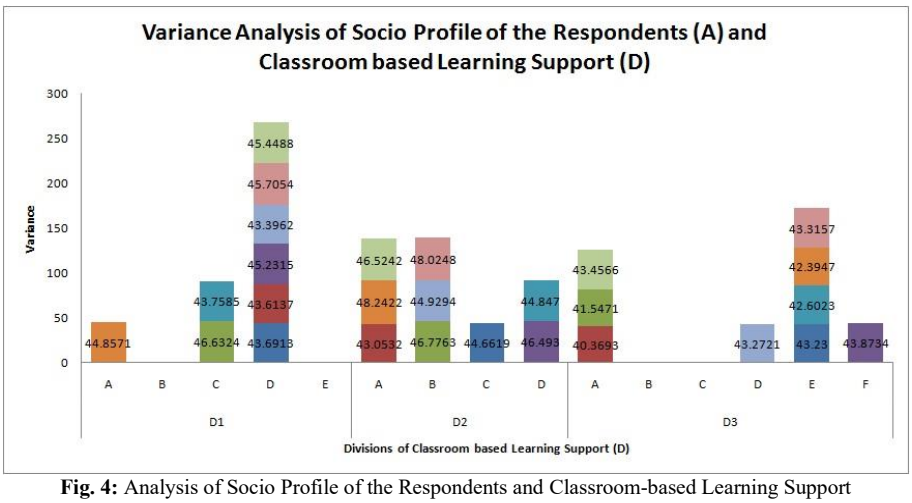

Fig. 4: Analysis of Socio Profile of the Respondents and Classroom-based Learning Support

Findings 4: Socio Profile Vs Matriculations - “Grade-to-Grade Articulation”
From this analysis it was found that the factors “Are students taken on "warm-up" visits? (C1C)” have got three least variances and the factor “Is there an early warning and support system for Students having problems adjusting? (C1F)” showed four least variances while relating the socio profile of the respondents.
Findings 5: Socio Profile Vs Matriculations - “Transitions to Higher Education / Career”
From this analysis, it was found that the factor “College counseling (C2B)” showed the least variance in the socio profile of the respondents.
Findings 6: Socio Profile Vs Classroom-based Learning Supports - “Providing a classroom infrastructure”
From this analysis, it was found that the factor “Is there a written plan for capacity building related to enhancing Classroom-based Learning supports? (D1D)” showed the least variance while relating to the socio profile of the respondents.

Findings 7: Socio Profile Vs Classroom-based Learning Supports- "curricular and enrichment opportunities"
From this analysis, it was found that the factors "Are the current curricula and instructional processes varied enough to support personalizing instruction? (D2A)" and "Is social and emotional learning a specific curriculum item? (D2B)" showed the least variance while relating to the socio profile of the respondents.
Findings 8: Socio Profile Vs Classroom-based Learning Supports- "Technology available in the classroom"
From this analysis, it was found that the factor "Instructional TV? (D3E)" showed the least variance in relation to the socio profile of the respondents.
Findings 9: Socio Profile Vs Belief towards mental illness scale
From this analysis, it was found that the factor "Mental disorders would require a much longer period to be cured than would other general diseases (E2)" showed the least variance while relating to the socio profile of the respondents.

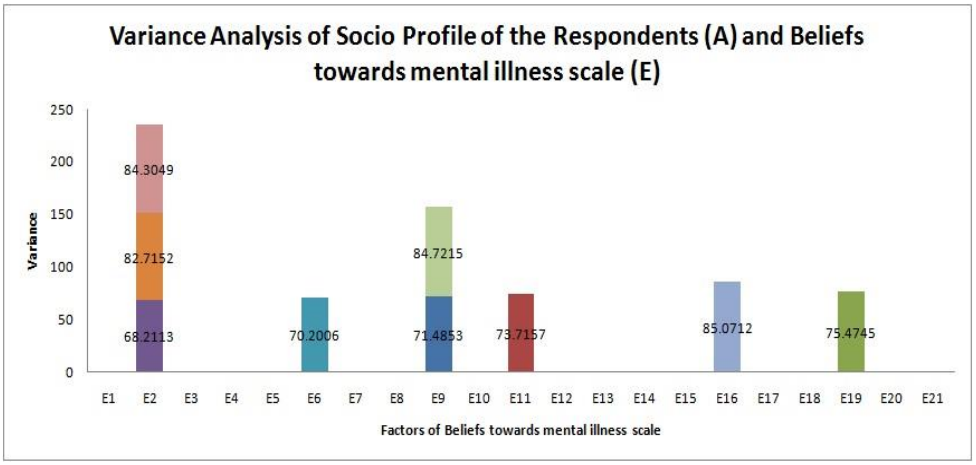

Fig. 5: Analysis of Socio Profile of the Respondents and Beliefs towards Mental Illness Scale

6. Conclusion

According to the results of the percentage analysis "Transition Conflict" division, the "Social Supports" factor was partially satisfied by the students regarding the institutions that conduct "Social Supports" programmes. In the Matriculations division, the students were satisfied regarding the institution's "Grade-to-Grade Articulation" programme. According to the results of descriptive analysis the factor "Is there a written plan for capacity building related to enhancing Classroom-based Learning supports? (D1D)" in the division of Classroom infrastructure in Classroom based Learning Support showed six least Variances and the factor "Is a special welcoming booklet used? (B1D)" of "Supportive Welcoming" in Transition Conflict showed five least variances while relating the socio profile of the respondents. Based on the findings, it is concluded that Administrators of the Institutions and teachers must concentrate on creating a positive thought towards selection of course, curriculum, learning infrastructure, Technological implementation in classroom, future career by using welcoming, orientation, skilled teachers' lectures, Training programmes, enriched laboratory facilities and it should be reduced stigma around mental health. In addition, teachers must concentrate on creating the course plan for their handling courses before starting the class and the management should concentrate on creating positive thoughts about the course through Welcoming booklet which should include curriculum details, career thoughts, achievement of placement, placement recruiters, bridge details, department salient features, students and teachers' achievements etc. The future direction of this paper is to develop a software model that generates a curriculum with a unique, standardized structure. This model will include detailed sections on the Course, Course Objectives, Learning Infrastructure, Technological Implementations such as pedagogy, Outcome-Based Education (OBE) mapping with knowledge levels, and integration of big data.

References

[1] Megha Thakur, Varalakshmi Chandrasekaran, Vasudeva Guddattu, (2018). Role Conflict and Psychological Well Being in School Teachers: A Cross-Sectional Study from Southern India. Journal of Clinical and Diagnostic Research, 12(7), 1-6. DOI: 10.7860/JCDR/2018/31776.11738
[2] Mark Vincent Huerta, Susan Sajadi, Lisa Schibelius, Olivia Jane Ryan, Marin Fisher, (2024). An Exploration of psychological safety and conflict in first year engineering student teams, Journal of Engineering Education, 113, 635-666.https://doi.org/10.1002/jee.20608
[3] Erwin, Reina A Hadikusumo, Amandio de Araujo Sarmento, Iyad Abdallah Al-Shreifeen, (2024). Conflict Management Strategies in the School Environment and their Impact on Educational Performance. International Journal of Social and Education, 9(3), 667-681.
[4] Sasikumar N, Parimala Fathima M, Panimalar Roja M, (2012). Role of Emotional Intelligence on Conflict Management - Pre Service Teachers Perspective. International Journal of Scientific Research, 1(4), 40-41.http://dx.doi.org/10.15373/22778179/SEP2012/14
[5] Tricia S Jones (2004). Conflict Resolution Education: The Field, the Findings, and the Future. Conflict Resolution Quarterly, 22(1-2), 233-268.
[6] Nader Butto (2019). Psychological Conflict and Physical Illness: A New Mind-body Model. International Journal of Psychiatry Research, 2(7), 1-10.
[7] Saiful Prayogi, Ni Nyoman Sri Putu Verawati (2020). The Effect of Conflict Cognitive Strategy in Inquiry-based Learning on Perservice Teachers' Critical Thinking Ability. Journal of Educational, Cultural and Psychological Studies, 21(2020), 27-40.http://dx.doi.org/10.7358/ecps-2020-021-pray
[8] Yeounsoo Kim, Lei Bao (2008). Assessment of Students' Cognitive Conflicts and Anxiety. J Korea Assoc. Sci. Edu, 28(3), 227-240.
[9] Muhammad Rashid Ali, Badar Nadeem Ashraf, Chuanmin Shuai, (2019), Teachers' Conflict-Inducing Attitudes and Their Repercussions on Students' Psychological Health and Learning Outcomes. International Journal of Environmental Research and Public Health, 16(2534), 1-16. https://doi.org/10.3390/ijerph16142534
[10] Selezneva Y, Abakumova I, &Sotnikov S. (2024). Psychological resources of resilience in a crisis: transformations of the value-semantic sphere of students living in a zone of local military conflict. International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 12(2), 427-436.https://doi.org/10.23947/2334-8496-2024-12-2-427-436

[11] Firman, Ekawarna, YusdiAnra, Budi Setiawan, (2022). Influence of Interpersonal Conflict and Social Norms towards Organizational Conflict and Lecturer Occupational Stress. International Journal of Instruction, 15(4). 645-666.https://doi.org/10.29333/iji.2022.15435a
[12] ReriBerlianti, Adio Robinson, FenyRahmadani, RafnilHusnaini, (2025). The Impact of Teachers' Emotional Intelligence on Conflict Management in the Classroom: A Literature Study. PPSDP International Journal of Education, 4(1), 66-74.https://doi.org/10.59175/pijed.v4i1.375
[13] RinatHanukayev, Angeles Bueno, Monica San Juan Fernandez, (2024). Contributing to a Conflict Management Workshop and Developing Conflict Management Skills Among Teachers. Journal of Positive Psychology & Wellbeing, 8(4), 1-8.
[14] Christos Grammatikopoulos, (2022). Causes and implications of organizational school conflicts: A theoretical approach. International Journal of Education and Research, 10(2), 77-88.
[15] Kathryn Rai, Rajinder Singh (2021). Conflicts in Schools: Causative Factors and Resolution Strategies. Journal of Educational, Cultural and Psychological Studies, 24(2021), 109-127.http://dx.doi.org/10.7358/ecps-2021-024-rasi
[16] Tejal A Tailor (2021). Curriculum and Syllabus. IOSR Journal of Humanities and Social Science. 26(1), 15-17.DOI: 10.9790/0837-2601121517
[17] Gerd Schulte-Körne (2016). Mental Health Problems in a School Setting in Children and Adolescents. Medicine-DtschArztebl Int 2016, 113, 183–190.https://doi.org/10.3238/arztebl.2016.0183
[18] Jeremy F Huckins, Alex W daSilva, Weichen Wang, Elin Hedlund, Courtney Rogers, Subigya K Nepal, Jialing Wu, Mikio Obuchi, Eilis I Murphy, Meghan L Meyer, Dylan D Wagner, Paul E Holtzheimer, Andrew T Campbell (2020). Mental Health and Behavior of College Students During the Early Phases of the COVID-19 Pandemic: Longitudinal Smartphone and Ecological Momentary Assessment Study. Journal of Medical Internet Research, 22(6), e20185, 1-13.https://doi.org/10.2196/20185
[19] Dewa Ayu Eka Purba Dharma Tari, Gusti Putu Suharta, Wayan Widiana, Wayan Lasmawan (2025). Educational Psychology Curriculum to Improve Students' Mental Well-Being in Schools. Prima Magistra: JurnalIlmiahKependidikan, 6(2), 145-157.
http://dx.doi.org/10.37478/jpm.v6i2.5032
[20] Monika Chibb, Nazneen Fatima, Shahzada Akhter (2023). Education and Mental Health: A Review. The International Journal of Indian Psychology, 11(3), 1-10.DOI: 10.25215/1103.225
[21] Pragya Dwivedi and Parth Sarthi Pandey (2022). Mental Health among Students and Educators and its Impact on Education System during Pandemic. An International Journal of Educational Technology, 12(01), 103-111.DOI: 10.30954/2231-4105.01.2022.12
[22] Hernández-Torrano D, Ibrayeva L, Sparks J, Lim N, Clementi A, Almukhambetova A, Nurtayev Y and Muratkyzy A (2020). Mental Health and Well-Being of University Students: A Bibliometric Mapping of the Literature. Front. Psychol. 11:1226.https://doi.org/10.3389/fpsyg.2020.01226
[23] Reshin Maharaj, Dorothy Ndwiga& Muhammad Chutiyami (2024). Mental health and wellbeing of international students in Australia: a systematic review. Journal of Mental Health.https://doi.org/10.1080/09638237.2024.2390393
[24] June T. Forsberg & Jon-Håkon Schultz (2023). Educational and psychosocial support for conflict-affected youths: The effectiveness of a school-based intervention targeting academic underachievement. International Journal of School & Educational Psychology, 11:2, 145-166.https://doi.org/10.1080/21683603.2022.2043209