

[Previous issue](#) | [Next issue](#) | [Archive](#)



Volume 10 (3); 25 September 2020

Research Paper

Enhancing STEM students' Success through faculty-mentored undergraduate research and scholarship.

Kassu A.

J. Educ. Manage. Stud., 10(3): 40-47, 2020; pii:S232247702000005-10

DOI: <https://dx.doi.org/10.51475/jems.2020.5>

Abstract

Engaging students in faculty-mentored undergraduate research projects have been documented as an indispensable element in retention and enhancing STEM (science, technology, engineering and mathematics) students' learning experiences. In this paper, we report the outcome of the mentoring program, financial support of students in terms of the monthly stipend and tuition, and involving undergraduate students in research activities under the supervision of faculty members. The exploratory research is aimed at reporting the experiences gained from the five years scholarship and faculty-mentored undergraduate research program and the outcomes of engaging the students in paid research activities, and the awards and recognitions received by the students at a minority-serving institution (MSI). The work attempts to measure the students' satisfaction and the contribution of the scholarship program with respect to the students' academic achievements, graduate school enrollment in STEM discipline, paid internship and co-op and job opportunities secured by the students. The results of the students' survey indicated that the scholarship and mentoring program positively impacted their success in securing summer internships and co-ops, admission to graduate schools, and employment opportunities. The results of the study will have a contribution to the existing body of literature in providing additional insight into the likely positive influence of scholarship funding allocated and provided to students by academic institutions, government agencies, and private organizations in enhancing the educational and professional success of undergraduate students.

Keywords: Faculty-mentored undergraduate research, undergraduate research mentorship, undergraduate research experience, STEM education, STEM scholarship

[Full text- [PDF](#)] [[HTML](#)] [[ePub](#)] [[XML](#)] [Export citation to [RIS-EndNote](#)] [Export from [Eprints](#)]
] [How to
[Cite](#)
]

Research Paper

The relationship between social support and quality of working life with self-efficacy of high school principals in Izeh city, Iran.

Mokhtarzadeh M.

J. Educ. Manage. Stud., 10(3): 48-54, 2020; pii:S232247702000006-10

DOI: <https://dx.doi.org/10.51475/jems.2020.6>

Abstract

The purpose of this study was to explain the relationship between social support and quality of working life with self-efficacy of Izeh high school principals. In terms of nature and objectives, this study was a field study with correlational design. The statistical population of this study was the principals of Izeh secondary schools. In this study, a statistical sample of 250 people (125 men and 125 women who were selected by using random sampling method) was used to collect data from Phillips social support questionnaires, Shirer's self-efficacy, and Walton's quality of life, and its reliability was confirmed. To analyze the information obtained from the questionnaires, Pearson's regression and simple correlation coefficient were used. The results showed that the relationship between social support and quality of working life with self-efficacy of high school principals Izeh have been significant.

Keywords: Social Support, Quality of Working Life, Self-Efficacy, Managers, Izeh

[Full text- [PDF](#)] [[HTML](#)] [[ePub](#)] [[XML](#)] [Export citation to [RIS-EndNote](#)] [Export from [Eprints](#)]
] [How to
[Cite](#)
]

Research Paper

The psychological impact of COVID-19 on the college students in Nepal

Dangal M.R and Bajracharya L.S.

J. Educ. Manage. Stud., 10(3): 55-60, 2020; pii:S232247702000007-10

DOI: <https://dx.doi.org/10.51475/jems.2020.7>

Abstract

This article focuses on the psychological impact of COVID-19 and its effect among the Nepali college students. As we know, the pandemic started in China with a few pneumonia-like cases and has spread all over the world since December 2019. The outbreak has not only caused suffering and fatality but also increased psychological stress and panic among people. This study used convenience sampling and web-based quantitative questionnaire that included the 7-item Generalized Anxiety Disorder Scale (GAD-7) and other basic information to identify the psychological impact of the pandemic. The General Anxiety Disorder Scale results indicated that two-third of the college students who responded to the survey had some level of anxiety, ranging from mild to moderate and severe. Associated gender of the respondents had some relation to the anxiety during this pandemic. The correlation analysis results indicated that certain worries related to financial impact of COVID were positively associated with anxiety symptoms ($P < 0.05$). In contrast to this, support from family, friends and society was negatively

correlated with the level of anxiety ($P < 0.001$). It shows that social support provides necessary help to college students in dealing with stressors and anxiousness that comes with uncertain situations.

Keywords: Psychological impact, COVID-19, Nepali college students, Socio-demographic anxiety

[Full text- [PDF](#)] [[HTML](#)] [[ePub](#)] [[XML](#)] [Export citation to [RIS-EndNote](#)] [Export from [Eprints](#)]
] [How to
[Cite](#)
]

[Previous issue](#) | [Next issue](#) | [Archive](#)