

Positive Youth Developmental Assets and 5CS on Roma and Egyptian Minority Adolescents in Albania during Covid-19

Eglantina Dervishi^{1*}, Fatjona Hysi¹ and Albana Canollari-Baze²

¹Department of Psychology and Pedagogy, Faculty of Social Sciences, University of Tirana, Tirana, Albania

²Schiller International University, Paris, France

***Corresponding Author:** Eglantina Dervishi, Department of Psychology and Pedagogy, Faculty of Social Sciences, University of Tirana, Tirana, Albania.

Received: November 15, 2022; **Published:** January 02, 2023

Abstract

The benefits of Positive Youth Development assets and the 5C-s (Competence, Confidence, Character, Caring, and Connection) have gained significance among researchers around the world [1]. However, less is known about the benefits of the 5C-s and Internal and External assets of the adolescents from Roma and Egyptian minorities in Albania. This paper aims to explore the distribution of Internal and External assets and the 5 C-s on minorities adolescents. The paper utilizes data collected from a representative sample of 14 - 20 years old adolescents in Albania after the first waves of Pandemic COVID-19. Positive youth development assets are measured using The Developmental Assets Profile (DAP) and the short form of the PYD questionnaire was used to measure the 5C-s. The distribution and descriptive analysis statistics were obtained using the Statistical Package for Social Sciences SPSS 22. Pearson's Correlation coefficients were used to explore the association between internal and external assets of DAP and 5 Cs, and t-test and one-way ANOVA were used to explore the differences between groups for PYD assets. In total 201 adolescents for Roma and Egyptian minorities were included in those analyses. Lower scores on PYD and 5Cs are present in both groups. Analyses revealed that minority groups differed in some internal and external assets and in some of the 5Cs of PYD. Adolescents from the Egyptian minority seem to have a higher level of internal and external assets for support, Expectations, and boundaries, and Commitment to learning, compared to the Roma minority. The findings imply lower levels of External and Internal Assets and the 5Cs, especially, Creative use of time, Expectations and boundaries, Commitment to learning and Positive values. Related to the 5 Cs lowest levels are for Competence and Connection. To our knowledge, this is the first study focused on Roma and Egyptian minority adolescents on the 5Cs and Internal and External Assets. This study highlights the need to encourage adolescents to participate actively in various ways in their positive development during and in the aftermath of COVID-19. The more assets that Roma and Egyptian adolescents have, the more likely they will make healthy lifestyle choices, regardless of age, race, gender, or geographic origin.

Keywords: Adolescents; Minority; Internal Assets; External Assets; The 5C-s; Positive Developmental Assets

Introduction

Search Institute over the past 30 years has contributed to the understanding of Positive Developmental Assets-a research-based framework that identifies basic building blocks of human development. The relationships between adolescent outcomes of 5 Cs of PYD

and internal and external levels of development assets help resilience, and emotional well-being when confronted with traumatic events such as Covid -19 pandemic [2-4]. A stronger connection with internal and external assets and the 5 Cs of PYD, foster their developmental outcomes and help adolescents able to manage better their life and success. High levels of internal and external assets and 5 Cs of PYD affect the cognitive, emotional, and physical aspects and support adolescents facing with difficulties [5]. Also, adolescents with high levels of internal and external assets, are more likely to engage in thriving behaviors such as helping others, doing well in school, and taking on leadership roles [6]. A supportive climate between individual developmental assets and environmental context decreases engagement in high-risk behaviors such as violence, sexual activity, drug use, and suicide [7-10]. To understand the positive development of adolescents from Roma and Egyptian minorities in the Albanian context is necessary to see those aspects in the connection between them and how those affect the way in which adolescents make poor choices related to their behavior and future [11]. In this context is important to look at the overall person and our role is to provide adolescents with awareness and the necessary skills to become empowered, and responsible for themselves and society by using a mechanism of development assets [12]. This framework identifies forty elements of the strength of healthy development that provide the optimal context for adolescent growth and development [13]. In this approach of creating a positive context for the adolescent to thrive and flourish the assets show the important role that family [13], school, neighborhood, and other community play in shaping adolescent lives [14]. Taking into consideration the fact that adolescents from these two communities drop out at an early age or never go to school [15], the opportunity they benefit from supporting school climate, family support, or community support is reduced. Education is an important process of growth in the cognitive, psychological, and social aspects that has a crucial role in the increase of responsibility and opportunities in their life [16,17]. Thus, is necessary to understand adolescents' development and the aspects that may affect it. The limited previous studies on Roma and Egyptian minority groups in Albania have focused on strategies for equality, inclusion, and participation. In this context, we consider a strong shift including the Positive Youth Development framework to provide insights into internal and external aspects for understanding adolescent success.

The context of Roma and Egyptian minorities in Albania

Official reports on minority groups in Albania estimate between 18,276 and 120,000 Roma and presumably over 200,000 Egyptians [18,19]. Roma and Egyptians face direct and indirect barriers in accessing public services, stemming from eligibility criteria they cannot comply with, lack of information or understanding of administrative procedures, as well as stigma and discrimination. Long-term exclusion has affected Roma and Egyptians' living conditions. Studies show that the level of poverty in those groups is twice higher as the population rate, while their unemployment rate is three times higher than average [16]. 39% of dwellings inhabited by Roma and 21% of those inhabited by Egyptians do not have access to drinking water [18]. Roma dies on average at least ten years younger than non-Roma and has higher rates of infant mortality [19]. Roma and Egyptians on average complete 5-6 years of education, compared to the national average of 10 years.

Development assets profile and 5 Cs of positive youth development

Benson's Developmental Assets Framework points to the important role of external assets including values, relationships, resources, and skills that adolescents need to achieve effective functioning. Internal assets are related to individual skills, competences, commitment to learning, positive values, social competencies, and positive identity [20]. Based on a recent study [21] ethnic minority adolescents with a sense of belonging, ethnic group identity, and commitment to community issues possess crucial development assets associated with several outcomes such as self-empowerment, awareness of social issues, mental health and well-being, and avoidance of risk behavior [22]. Some approaches to developmental assets focus on social and cultural norms as a way to prevent school dropout and promote health education, skill building, commitment to learning, and academic achievement [23]. The Developmental Assets Profile (DAP) developed by the Search Institute to measure internal and external assets is one of the main measures that was used to build intervention programs to support adolescents in proactive and focused planning to increase positive future outcomes and their perspective in life [24].

The 5 Cs model from the other part is a supportive perspective of the positive youth development theoretical concept. This model has provided extensive empirical evidence that supports the positive impact on predicting positive development outcomes. The 5 C-s models of Positive Youth Development focus on thriving adolescents who develop positive qualities, which are related to Competence describes a positive view of one's abilities and actions; Confidence represents an individual's internal sense of positive self-worth and self-efficacy; Connection refers to positive bonds with family, friends, and the broader community; Character indicates an individual's sense of respect for morals and values, Caring describes a person's sense of sympathy and empathy for others [24]. Adolescents of minorities that came from marginalized and discriminated groups in societies are at high risk of dropping out of school early and not being able to have the supportive approach that they need to grow and flourish [25]. Poor development assets indicate that a significant percentage of adolescents at an earlier age are engaged in behavior that endangered their psychological health [26,27] or well-being and affects their positive development. According to the data, the rate in the EU countries, Albania has a rate of dropout in primary education of 6.8% in 2016 and in secondary education, the rate was 5.5% [19]. More at risk for dropout are adolescents with disabilities, from ethnic minorities such as Roma or Egyptian [14]. Reasons for school dropout in Albania are related to the distance of the school from home, pressure to contribute to family income, family obligations such as caring for children or elders, doing housework, early marriage, migration, and poverty [26]. Adolescents from Roma and Egyptian minorities in Albania face several socioeconomic problems including chronic poverty, discrimination, lack of resources, and difficulties in education.

Objective of the Study

The objective of this study is to explore the internal and external assets of the Development Assets Profile and how those contribute towards the 5Cs among Roma and Egyptian adolescents in Albania. The two minorities have the largest population of youth compared to the majority population of Albania, they face many challenges due to barriers to education, poor integration, discrimination, marginalization, and poverty [26]. Although previous research has identified the role of 5Cs on positive development assets [29] of adolescents.

Two research questions were addressed:

1. What combination of perceived aspects of PYD assets and 5C-s are likely to appear among study participants?
2. Are there any differences in terms of 5C-s and contribution among adolescents with differing perceived development assets?

Method

Procedure

The data are collected as a part of a larger project on Mental health and well-being among Roma and Egyptian adolescents in Albania during Covid-19 Pandemic, recruited through four non-profit organizations working with the Roma and Egyptian communities in three cities in Albania. Recruitment was conducted via personal contacts within the organizations by cultural mediators known to the community. The first contact for participants under the age of 18 was made with the potential participants' parents. If parents agreed to the participation of their child in the study, they were asked to sign a parental informed consent. After that, selected adolescents were contacted and asked for their interest in participating in the quantitative data. The community-based recruitment strategy is the main strength of the project, as it allowed us to include Roma and Egyptian adolescents who dropped out of school and who are excluded from most research and interventions in the country, especially during the pandemic. Participants aged 16 years or older were asked directly for their interest and signed informed consent. Data were collected in the outdoor organization setting by two well-trained research assistants from each minority (Roma and Egyptian, male/female) respecting the social distance and the safety of the participants, between August 1, 2020, and September 05, 2020, when austerity measures against the Covid-19 pandemic were released. The project received ethical approval from the Ethics committee of the University of Bergen (Norway) (Reference number: 612969). The interview schedule lasted between 30-35 minutes, depending on how comprehensive the participant's answers were.

Participants

A sample of 201 adolescents aged 14 to 20 years old, among them 53.2% boys and 46.8% girls. Of them, N = 49.8% were from the Roma minority and 50.2% Egyptian minority, a total of 88.6% were single and 11.4% were married. About 3% of the adolescents have no education, 32.8% attend school, about 13.9% finish primary school, and a total of 50.2% of them drop out of school. Based on the highest level of education, 3% have no education, 74.6% have primary education, 20.9 have secondary education, and 1.5% are at university. The perception about how they rate their academic performance only 0.5 are excellent, 4.1 are very good, a total of 64.1% are fair and 9.7% confirm that they have poor academic performance.

Measure

Sociodemographic questionnaire

Demographic data included information on age, gender (i.e. male or female), and ethnicity (Roma or Egyptian).

Developmental assets profile

The 58-item Developmental Assets Profile (developed by the Search Institute, 2016: <http://www.search-institute.org/>) is a self-report that categorizes the developmental assets in External assets that consist in 4 scales; Boundaries and Expectations, Support, Empowerment, Constructive Use of Time. Internal assets also consist of 4 scales; Positive Values, Social Competencies, Positive Identity, and Commitment to learning. Responses were rated on a 4- point Likert scale: 1- not at all or rarely, 2- somewhat or sometimes, 3- very or often, and 4- extremely or almost always. Dimensions of internal assets aim to explore participants' perceptions of care about school, telling the truth even when it is not easy, being sensitive to the needs and feelings of others, and whether they felt they had control of their life and future. For external assets, the focus was on the support from adults other than their parents, if they felt valued and appreciated by others, if they had a family that knew where they were and what they were doing, and whether they were involved in a sport, club, or other group activity. The Cronbach alpha for the total scale was .91. values.

The 5Cs of positive youth development

The 5 Cs of PYD, the short form (34 items); Competence was measured by six items indexing academic, social, and physical competence; Confidence was measured by six items indexing self-worth, positive identity, and appearance; Character was measured using eight items indexing social conscience, valuing diversity, conduct morality, and personal values; Caring was measured by six items indexing sympathy and empathy. And the connection was measured by eight items indexing positive bonds with family, neighborhood, school, and peer. The questionnaire is based on 5 points Likert - type scale rating from (1) Strongly Disagree, (2) Disagree, (3) Neither Agree nor Disagree (4) Agree, and (5) Strongly Agree. The Cronbach alpha has demonstrated acceptable psychometric properties for the total scale .89 Cronbach's coefficient α values.

Statistical analysis

The analysis was carried out in SPSS 20.0. Descriptive analyses as frequency and percent for demographic data were collected. Means were compared using the t-test, ANOVA, for development assets and the 5Cs, ethnicity, gender, and age groups. To assess the statistical significance of the differences between variables we conducted a regression analysis in which we evaluated the relationships between developmental assets and 5Cs of PYD across those minority groups.

Results

Descriptive statistics (Table 1; M, SD) for developmental assets (DAP) together with 5Cs of PYD revealed lower scores on internal and external assets and 5C-s in both groups. Especially for the external assets related to "expectations and boundaries" (M = 1.54; SD = 0.57) and "creative use of time" (M = 1.47; SD = 0.28), "support" (M = 1.96; SD = 0.37), "empowerment" (M = 1.86; SD = 0.43). For internal assets, adolescents experienced lower levels of "commitment to learning" (M = 1.19; SD = 0.62), and "positive values" (M = 1.96; SD = 0.35).

External Assets	N	Minimum	Maximum	Mean	Std. Deviation
Support	201	1	4	1.94	0.36
Empowerment	201	1	4	1.85	0.40
Expectations and boundaries	201	1	4	1.51	0.54
Creative use of time	201	1	4	1.45	0.28
Internal Assets					
Commitment to learning	201	1	4	1.12	0.59
Positive values	201	1	4	1.94	0.34
Social competencies	201	1	4	2.40	0.49
Positive identity	201	1	4	2.04	0.46
Total DAP	201	1	4	1.81	0.30

Table 1: Descriptive statistics for the total development assets profile and for subscale (N = 201).

Also, the levels of 5C-s are associated with lower scores on two of the 5C-s of PYD especially “connection” (M = 2.65; SD = 0.44) and “competence” (M = 2.95; SD = 0.43).

	N	Mean	Std. Deviation
5. Connection	201	2.65	0.44
1. Competence	201	2.95	0.43
3. Character	201	3.07	0.50
2. Confidence	201	3.10	0.53
4. Caring	201	3.15	0.77

Table 2: Descriptive statistics for the five Cs of PYD.

To examine the differences between groups relating to the DAP we performed the Analysis of Variance (ANOVA). Results not presented in the table revealed that social support (F = 1.054; SD = .35; M = 1.93; Sig. = .606; P < 0.001), empowerment (F = 1.011; SD = .40; M = 1.84; Sig. = .915; P < 0.001) commitment to learning (F = 120,262; SD = .28; M = 1.45; P < 0.001) and social competencies (F = 4.145; SD = .458; M = 2.04; Sig.543) have a significant and statistical higher impact in the developmental profile of Roma and Egyptians adolescents. To examine the differences between groups relating to the 5- Cs, we performed the Analysis of Variance (ANOVA). Results reveal that Confidence (F = 55.899; SD = .52; M = 3.09; Sig. = .613; P < 0.001) and Character(F = 1.509; SD = .49; M = 3.06; Sig. = .543; P < 0.001) have a statistical higher impact as 5-Cs of PYD in Roma and Egyptians adolescents. Results of the data showed that the full logistic regression model containing all the five predictors was statistically significant, X² = 140, df = .164, N = 201, p < .001 indicating that the independent variable development assets significantly predicted the outcome variable 5Cs. All the predictor variables including competence, confidence, character, caring, and connection were important to respondents and statistically significant (R₂ = .669), suggesting that development assets as predicting factors have a significant impact on the overall of 5Cs.

Discussion

This paper aims to explore the distribution of development assets and the 5Cs among adolescents from Roma and the Egyptian minority in Albania, focusing on understanding their strengths and opportunity in their living context. The analyses revealed differences in the

distribution of development assets and the 5Cs, which influence the general well-being and development context. In relation to internal assets adolescents of Roma and Egyptian minorities seem to have lower levels in the four assets, but more compromised our commitment to learning and positive values. However, participants from Roma adolescents were found to experience the lowest levels of development assets compared to Egyptian adolescents. Roma adolescents had the lowest levels of support, expectations, and boundaries, commitment to learning. This is related to some differences between those disfavored groups that struggle to integrate into the Albanian population. Boys differ from girls regarding creative use of time, level of positive values, and social competencies this is related to the differences in gender roles related to the Roma and Egyptian cultures when men are more “promoted to be on the social world” than women. The external assets related to support, empowerment, expectations, boundaries, and creative use of time, represent lower levels in the four assets compared to internal assets. From those the more deeply compromised are creative use of time and expectations and boundaries from family, school, and community, which are related to the condition of life and discrimination that influence the perception of adolescents to the environment and socio-economic context [26,28]. Egyptian adolescents present higher levels of internal assets compared to Roma adolescents. Adolescents from Roma and Egyptian minorities besides having lower internal assets also experienced the lowest level in external assets. This is related to the direct forms of discrimination and stigmatization that the two minorities have to deal with in Albania and to the lack of opportunity that the community offered them to feel integrated and accepted with equal rights and opportunities. Adolescents reported having problems in using their time constructively and having no structured activities seems to be a higher challenge for minority adolescents. Often adolescents are forced to take an adult role in family and community, this is dictated by the social-cultural norms of those minorities [26,29]. Positioning developed assets as an important pillar for positive development, 5 cs will be considered as a consequence of personal strengths and opportunity in the adolescent context. Participants from Roma and Egyptian minorities reporting on the 5Cs demonstrated a lower level of connection and competence. In those general climates, low levels of the 5 Cs can justify the deeply compromised positive youth development assets. Adolescents from the Roma minority participating in this study reported lower levels of competence and confidence. Boys reported higher levels of competence and confidence compared to girls. Also, adolescents who drop out of school or have no education scored low on character and connection. Those related to the scarce support that they have from family, school, community, and society when policy trends in Albania are of no efficacy on the integration of adolescents from Roma and Egyptian minorities. Schools often tend to concentrate Roma and Egyptian children in the same school, despite the commissioner for protection against discrimination asking them to take action to stop the segregation of Roma and Egyptian students [29,30]. The European Court of Human Rights has found the Albanian government guilty of segregating Roma and Egyptian children at a school in Korca in the country’s south [30], the same seems to be the situation in other cities of Albania [26,29]. Racial and ethnic segregation leads to a higher risk for mental health problems [31,32] and a lack of opportunities for basic needs like poor housing, race, and gender, lack of work, and low incomes have a profound effect on positive youth developmental assets [33,34].

This study focused on a sample of Roma and Egyptian adolescents in Albania, presenting several limitations related to the insufficient sample of three cities of Albania, the cross-sectional design does not let establish a causal relationship and the contextual resources were not systematically examined.

Conclusion

This paper study development assets and the 5Cs among Roma and Egyptian adolescents in Albania. This study highlights the need to encourage adolescents to participate actively in various ways in their positive development during and in the aftermath of COVID-19. The more assets that Roma and Egyptian adolescents have, the more likely they will make healthy lifestyle choices, regardless of age, race, gender, or geographic origin. Our findings aim to encourage professionals and public policies to take into account the importance of being aware of the development and promotion of 5C-s in adolescence. Promoting confidence and competence appears to play an important role in DAP and adolescents’ general well-being.

Acknowledgments

We would like to thank all the adolescents who participated in this study and shared their thoughts with us in this research project. We also thank the anonymous reviewers for their valuable comments.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this paper.

Funding Support

The author(s) disclosed receipt of the following financial support for the research. The present research project was funded by a grant awarded to DM by the Quebec Population Health Research Network.

Bibliography

1. Fernandes D., *et al.* "Global Overview of Youth Development: Comparison of the 5 Cs and Developmental Assets Across Six Countries". *Frontiers in Psychology* 12 (2021): 685316.
2. Perra N. "Non-pharmaceutical interventions during the COVID-19 pandemic: A review". *Physics Reports* 913 (2021): 1-52.
3. Zvolensky MJ., *et al.* "Psychological, addictive, and health behavior implications of the COVID-19 pandemic". *Behaviour Research and Therapy* 134 (2020): 103715.
4. Zhou Z., *et al.* "The Importance of Positive Youth Development Attributes to Life Satisfaction and Hopelessness in Mainland Chinese Adolescents". *Frontiers in Psychology* 11 (2020): 553313.
5. Bowers EP., *et al.* "Nature as an Ecological Asset for Positive Youth Development: Empirical Evidence from Rural Communities". *Frontiers in Psychology* 12 (2021): 688574.
6. Andrade EL., *et al.* "Development of the place-based Adelante social marketing campaign for prevention of substance use, sexual risk and violence among Latino immigrant youth". *Health Education Research* 33.2 (2018): 125-144.
7. Busse H., *et al.* "Engagement in Health Risk Behaviours before and during the COVID-19 Pandemic in German University Students: Results of a Cross-Sectional Study". *International Journal of Environmental Research and Public Health* 18.4 (2021): 1410.
8. Lameiras-Fernández M., *et al.* "Sex Education in the Spotlight: What Is Working? Systematic Review". *International Journal of Environmental Research and Public Health* 18.5 (2021): 2555.
9. Campbell R. "What is positive youth development and how might it reduce substance use and violence? A systematic review and synthesis of theoretical literature". *BMC Public Health* 16 (2016): 135.
10. Dou D and Shek D. "Concurrent and Longitudinal Relationships between Positive Youth Development Attributes and Adolescent Internet Addiction Symptoms in Chinese Mainland High School Students". *International Journal of Environmental Research and Public Health* 18.4 (2021): 1937.
11. Soares AS., *et al.* "Developmental Assets Predictors of Life Satisfaction in Adolescents". *Frontiers in Psychology* 10 (2019): 236.
12. Dost-Gözkan A., *et al.* "External Developmental Assets and Positive Identity Among Emerging Adults in Norway, Romania, Slovenia, and Turkey". *Frontiers in Psychology* 12 (2021): 656972.

13. Roué A., *et al.* "Multifamily Therapy for Adolescents with School Refusal: Perspectives of the Adolescents and Their Parents". *Frontiers in Psychiatry* 12 (2021): 624841.
14. Ministry of Education, Sport and Youth and UNICEF. Draft of National Education Strategy (2021).
15. Ministry of Education, Sport and Youth and UNICEF. Draft of National Education Strategy (2021).
16. Ministry of Education, Sport and Youth and UNICEF. Draft of National Education Strategy (2021).
17. Bajrami Ivia., *et al.* Decade of Roma Inclusion Secretariat Foundation, Civil Society Monitoring Report on the Implementation of the National Roma Integration Strategy and Decade Action Plan in 2012 in Albania, prepared by a group of authors (2013).
18. European Commission, Roma Health Report: Health Status of the Roma Population and Monitoring of Data Collection in the Member States of the European Union (2014).
19. Data from the UNDP/WB/EC 2011 Socio-economic Survey quoted in the UNDP's Needs Assessment Study on Roma and Egyptian Communities in Albania (2012).
20. Fernandes D., *et al.* "Global Overview of Youth Development: Comparison of the 5 Cs and Developmental Assets Across Six Countries". *Frontiers in Psychology* 12 (2021): 685316.
21. Lardier DT., *et al.* "The Mediating Role of Ethnic Identity and Social Justice Orientation Between Community Civic Participation, Psychological Sense of Community, and Dimensions of Psychological Empowerment Among Adolescents of Color". *The Urban Review* 53.3 (2021): 403-423.
22. Stoddard SA., *et al.* "Feasibility and acceptability of a future-oriented empowerment program to prevent substance use and school dropout among school-disengaged youth". *Public Health Nursing* 37.2 (2020): 251-261.
23. Zulu IZ., *et al.* "Application of community dialogue approach to prevent adolescent pregnancy, early marriage and school dropout in Zambia: a case study". *Reproductive Health* 19.1 (2022): 30.
24. Lerner RM., *et al.* "Positive youth development, participation in community youth development programs, and community contributions of fifth-grade adolescents: Findings from the first wave of the 4-H study of positive youth development". *Journal of Early Adolescence* 25.1 (2005): 17-71.
25. Miconi D., *et al.* "Egyptian and Roma Adolescents' Perspectives on Their Developmental Assets in Albania During the COVID-19 Pandemic". *Journal of Adolescent Research* 31.3 (2021): 576-594.
26. Min MO., *et al.* "Profiles of individual assets and mental health symptoms in at-risk early adolescents". *Journal of Adolescence* 75 (2019): 1-11.
27. UNESCO. COVID-19 Educational Disruption and Response (2020).
28. Beck M and Wiium N. "Promoting academic achievement within a positive youth development framework". *Norsk Epidemiologi* 28 (2019): 1-2.
29. Dervishi E., *et al.* "Unrepresented Voices: Promoting Inclusion, Positive Youth Development and Well-Being in Roma and Egyptian Adolescent Minorities in Albania". Dissemination Report (2021).

30. Taylor A. Albania loses case in Strasbourg court over Roma segregation in schools (2022).
31. Maguire A., *et al.* "Residential segregation, dividing walls and mental health: a population-based record linkage study". *Journal of Epidemiology and Community Health* 70.9 (2016): 845-854.
32. Yang TC., *et al.* "Racial/ethnic segregation and health disparities: Future directions and opportunities". *Sociology Compass* 14.6 (2020): e12794.
33. Mezzina R., *et al.* "Social Vulnerability and Mental Health Inequalities in the "Syndemic": Call for Action". *Frontiers in Psychiatry* 13 (2022): 894370.
34. Disease (COVID-19) and Mental Health Problems Among the Chinese Public". *International Journal of Environmental Research and Public Health* 17.13 (2019): 4820.

Volume 12 Issue 2 February 2023

©All rights reserved by Eglantina Dervishi, *et al.*