NAME OF DISSERTATION [All capitals, single-spaced, if necessary]

YVETTE SEALES

Chair, Dissertation Committee

Member, Dissertation Committee

Member, Dissertation Committee

A Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of Doctor

of Philosophy

Omega Graduate School

Graduation Date

NAME OF DISSERTATION [All capitals, single-spaced, if necessary]

THE EFFECT OF THE COVD-19 PANDEMIC LOCKDOWN ON THE MENTAL HEALTH WELLBEING OF YOUNG PERSONS 18 TO 24 YEARS IN TRINIDAD AND TOBAGO

YVETTE SEALES

A Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Omega Graduate School

March 2023

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ABSTRACT

The abstract appears at the front of the report, but it is written after all else has been completed. An abstract is a short unbiased summary (no more than 350 words) of the main elements of the completed research, so it is never part of a proposal. An abstract includes: introduction to the subject, description of what was done, results, and the meaning of it all. It captures the content of Chapters 3, 4, and 5 in extremely condensed form. This may be the most difficult part of the dissertation to write because it must clearly describe the whole in a few words.

Decide what will be of most value to your reader. If it were a sports story, you’d tell who won (the result), what sport it was (procedure), who played (context), and why it was important (significance). Same thing here. Make sure that it is clear to someone who knows nothing about the topic of your research. It is brief—just an overview to show that it was a carefully executed study. (A report of an NFL game doesn’t recite the rule book.) State each hypothesis and whether it was supported or not supported. Brag objectively about the significance if you wish. You may use energetic language even though it is written in formal style (APA 6th, 2.04, p. 25). The page is counted, but no page number is shown.

DEDICATION [Optional]

Dedications should be brief. Do not include the word dedicated. To and a name are enough. Place on its own page, centered three inches from the top of the page with no punctuation.

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ACKNOWLEDGEMENTS [Optional]

Acknowledgments are short and vivid like thank yous at the Academy Awards but more sincere. Mention only the most meaningful helpers. Place on its own page, centered three inches from the top of the page.

EPIGRAPH [Optional]

An epigraph is a short quotation that captures the theme of the entire work. It may be drawn from the work. It is in the same font without italics, underline, or quotation marks. If a quote, the name of the author is given below the quotation. It is on its own page, centered three inches from the top of the page.

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Use this table of contents (TOC) as an example of what one looks like. When it comes time for creating your own TOC, RIGHT CLICK anywhere in the Table of Contents, select UPDATE FIELD, then select UPDATE ENTIRE TABLE or UPDATE PAGE NUMBERS ONLY, and click OK.

The table of contents will be generated using the style tags from the template; you will also be able to automatically update the TOC, both added headings and page numbers.

LIST OF TABLES

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When you update the list of tables, the table number and title will come in without a period between them; you will need to manually add that period after all table numbers, as shown for Table 1. In addition, the title will retain the italics from the narrative when the List of Tables is updated. Once your list is finalized, select the entire list and change it all plain type.

LIST OF FIGURES

Figure 1. Figure caption goes here xx

The List of Illustrations is not set up to automatically update. If you have figures in your document, type them in manually here, following the example above.

CHAPTER 1: INTRODUCTION

Problem Statement

Background of the Problem

Setting of this study

Thesis Statement

Research Hypothesis

Scope of the Research

Research Assumptions

Significance of the Research

CHAPTER 2: REVIEW OF LITERATURE

[Introductory Paragraph]

Other Level Two Headings

Level Three Headings as Needed

These headings are created as appropriate to the material in the chapter.

**Introduction**

The onset of the deadly Covid-19 Pandemic affected the citizens of Trinidad and Tobago physiologically, emotionally, financially, socially, economically, and psychologically.

As the crisis unfolded, it caused great despair to the citizenry, and the Government, as the number of infections and deaths increased gradually. The Government tried to curb this scourge by restricting the population's interaction by instituting a nation-wide lockdown. They expected the lockdown to solve the problem, but sadly it did not. As the Government announced its plans, immediately, this studyer wondered about the effect of lockdowns on populations and checked the Literature to see what the scientists stated. This studyer discovered that lockdowns impact people negatively and that 15 to 24-year-olds are the most vulnerable (Piper et al. 2021, p. 2).

Another matter that sparked my interest was the Great Barrington Declaration document signed by hundreds of medical personnel who pleaded with the United States Administration to put measures in place to protect vulnerable groups from the negative impact of lockdowns. In an article entitled "Focus Protection," the writer, one of the signatories of the Declaration, posited that isolating young persons contributed to increased drug use and suicidal ideation (Bhattacharya et al., 2020). With this information, the researcher felt compelled to research the impact of lockdowns during the Covid-19 Pandemic on the mental health wellbeing of 18 to 24 year old young persons in Trinidad and Tobago.

In this study, I will interchange the following terms: young persons, youths, and young adults.

**Sources Consulted**

The Literature reviewed came from books and peer-reviewed journals from databases and libraries, including ProQuest, Elsevier, Wiley Online Library, PsyPost, Newspapers, Science Direct, Google Books, Google Scholar, Journal of Medical Internet Research, Genetic Literacy Project, the U.S. Embassy News, the Library of Congress Reference Library, the World Health Organization (WHO) and the Website of the Government of Trinidad and Tobago.

Part 1

A. In this Section, the researcher will give a brief history of the SARS-CoV-2 Virus, its origin, significance, symptoms, treatment, and prevention of the disease.

Contributions from significant world organizations.

Part 2

The research of interest in this project is the effect of lockdowns on youths, young adults, or young people in different parts of the world. This study will explore the adverse effects of depression, anxiety, and stress of the COVID-19 Pandemic lockdown on their mental health and wellbeing. Researchers have used various instruments to conduct Social Research on this crucial topic. The one this paper focuses on is the DASS 21. It’s history, reliability and validity will be presented.

Part 3

This Paper Section will present Current Literature to support the constructs: Depression, Anxiety, and Stress. It will demonstrate how researchers used the DASS-21 to assess the severity of the symptoms of Depression, Anxiety, and Stress due to the Covid-19 Pandemic lockdown worldwide.

Part 4

**Significance of the Research**

This study will help government officials and healthcare providers make better decisions about future lockdowns and create awareness of the need for mental health care for young persons who may have been adversely affected by the lockdowns during the Covid-19 Pandemic

**Conclusion:**

This study is filling a need for research that others have done on other continents on young people, and the data, as described in Chapter 3 Research Design, will be collected in the Caribbean.

**CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

The research focuses on the effect of the Covid-19 Pandemic lockdown on the mental health of young persons aged 18 to 24. This chapter centers on the research design used in this study. The problem statement explains the research, followed by a Thesis Statement. The study also identifies one instrument. The purpose of this study is to determine how the mental health wellbeing of youths, 18 to 24 years in Trinidad and Tobago has been adversely affected by the Covid-19 Pandemic lockdown.

This study is intended to raise awareness of the need for mental health care for these young persons who have been adversely affected. It will also help governments and healthcare providers make better decisions about future lockdowns.

**Problem Statement**

It is unknown whether depression, anxiety and stress adversely affected the mental health and wellbeing of young persons in Trinidad and Tobago during the Covid-19 Pandemic lockdown (citation?).

**Thesis Statement**

This study will explore the adverse effects of depression, anxiety and stress during the Covid-19 pandemic lockdown on the mental health of young persons in Trinidad and Tobago.

**Null Hypothesis**

**Hypothesis 1**

**Hypothesis 2**

Ho2: There was no statistically significant difference in depression scores between males and females among young persons 18 to 24 years in Trinidad and Tobago during the Covid-19 pandemic lockdown.

**Hypothesis 3**

Ho3: There was no statistically significant difference in anxiety scores between males and females among young persons 18 to 24 years old in Trinidad and Tobago during the Covid-19 pandemic lockdown.

**Hypothesis 4**

Ho4: There was no statistically significant difference in stress scores between males and females among young persons 18 to 24 years old in Trinidad and Tobago during the Covid-19 pandemic lockdown.

[Brief paragraph to describe the purpose and content of the chapter.]

Problem Statement

Thesis Statement

Null Hypotheses

Hypothesis 1

Hypothesis 2

Hypothesis 3

Operational Definitions

Assumptions About Methodology

Limitations of the Study

Ethical Compliance

Procedures for Gathering Data

Population

The Sample

Instrument(s)

Data Collection

Time Schedule

Procedures for Analyzing Data

Organization of the Data

Analysis of the Data

CHAPTER 4: SUMMARY OF RESULTS

[Brief introductory paragraph.]

Descriptions of the Sample

Response Level

Demographic Data

Tests of the Hypotheses

Tests and Results of Hypothesis 1

Tests and Results of Hypothesis 2

Tests and Results of Hypothesis 3

Other Observations

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

[Brief paragraph of introduction to the chapter without a heading.]

Conclusions

Interpretation

Recommendations

[Appropriate Level 2 Headings of Your Choice]

Suggestions for Further Research

[BACK MATTER]

Many details are compiled in a section known as back matter. This information is more detailed than is needed for general comprehension of the purpose and outcomes of the research but is preserved in the report so that the entire process can be verified or repeated. Include all elements that were part of your research. These pages all carry page numbers.

Works Cited. All materials referred to in the text.

Related Works. (Rarely used). Materials used in the development of the project, but not cited in the text. These materials provide prerequisite or supplemental information not used in the research but that is closely related to the topic.

Appendixes

The author’s vita

Index (Rarely used)

[OTHER BACK MATTER]

Anything else that is important to add follows the appendixes. Such items, which are optional and depend upon the nature of a particular project, could include:

Bibliography (materials consulted that contributed to your project but not cited)

Sources recommended for further information on the subject of the research

These are used uncommonly, but if you have materials that you believe must be included to enable optimal comprehension and use of the content, talk to your advisor about including them. Extraneous material diminishes the credibility of the study.

WORKS CITED

This is a list of all the books, journal articles, and information from other sources that are quoted or paraphrased in the report. APA 6th calls this a Reference List, but we prefer Works Cited. Follow precisely the correct style shown in APA 6th (6.22-6.26, p. 180-183 and especially pp.193-215). Double space throughout with ½” hanging indent. Degrees and first names are not included in either references or in parenthetical citations (where initials are also omitted).

Everything in Works Cited must be used in the body of the report; every parenthetical citation in the report must be detailed in Works Cited. When you have finished all writing, print a copy of your Works Cited. Go through the text from start to finish to look at each parenthetical citation. If it is in Works Cited, put a check mark beside the listing. Then, see if you have any entries in the Works Cited that do not have a check mark. If you do, either delete it (it doesn’t belong because you didn’t use it) or see if you may have missed it when you went through the first time.

RELATED WORKS

Works read in preparation for a research study but not quoted, and thus omitted from the Works Cited section, may be listed alphabetically in an optional section entitled Related Works placed immediately after the Works Cited. The references follow the same APA 6th format. Use only if the information is useful to the reader lest you appear to be padding your report.

APPENDIX A

TITLE OF APPENDIX

APPENDIX A: TITLE OF APPENDIX

The plural form of “appendix” may be either “appendixes” or “appendices.” The dictionary followed by APA 6th (Merriam-Webster’s Collegiate Dictionary, 2005) shows “appendixes” as the preferred form, as do most other current dictionaries. The appendixes follow immediately after the Works Cited and are placed in the sequence in which their material appears in the body of the dissertation. The appendixes that are included depend upon the nature of the research. Each has a title page identified by a letter—A, B, C and so on. (This book does not follow that practice.) Should you have more than 26 (!), continue from Z as AA, AB, AC.

An appendix may contain only one item although that item may be multiple pages. For example, a survey would be in one appendix, but a permission form for a minor child to fill out the survey would be in another. Include all material that would help a naïve reader to comprehend exactly what you did, but only if the material is relevant. Do not open yourself to criticism of padding out a weak report.

Side margins of an appendix may be narrowed to accommodate a data table, but reducing the size of the table is generally preferred. If the size of a figure or historical document is reduced, insert that information on the title page for that appendix (E.g., Map is 80% of actual size.)

[Common Appendixes in Quantitative Dissertations]

Create a separate appendix for each significant element. Common components include:

All of the raw data collected for the project. This should be in an Excel spreadsheet or a similar recapitulation of the data. This is required.

Cover letter that accompanied a survey or other instrument.

A copy of every instrument unless it is a restricted instrument. If you created it and modified it after a pilot study, include the preliminary version. Include the scoring key for the instrument unless it is restricted.

Any instruction or other information given to participants. If given orally or by

recording, include the script.

Letter requesting permission to do research at a location or to sample a group.

Authorization received in response to a request for permission.

A copy of a release form signed by parent/guardian/conservator.

Forms for permission, release of information, or waiver of liability

CURRICULUM VITAE

A one-page vita is placed immediately after the last appendix. The vita includes significant summary information, including: date of birth; granting institution for previous college degrees with dates, degree nomenclature, and field of study; a brief summary of employment; and any other facts (such as awards) that describe your qualifications as a researcher. The information is limited so that it fits on one page with adequate white space.

***Congratulations! This is the end of your dissertation! Be sure to delete this text!***

[Example Table]

Present your results here. Refer to the rubric for guidance on the content of sections in this chapter.

This is an example of a table in APA style (see Table 1).

Table 1  
*A Sample Table Showing Correct Formatting*

|  |  |  |  |  |
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|  | Column A | Column B | Column C | Column D |
| Row 1 |  |  |  |  |
| Row 2 |  |  |  |  |
| Row 3 |  |  |  |  |
| Row 4 |  |  |  |  |

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