

The Impact of Resilience in The Psychosocial Support of Internally Displaced Secondary School Students in Cameroon

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Abstract

This study sets out to determine the impact of resilience in the psychosocial support of internally displaced secondary school students in Cameroon. The researcher was motivated by the crises that is affecting two regions in the country which has exposed children to significant risks of diverse forms such as sexual violence, seizure of daily activities, dropping out of school, destruction of infrastructure, association to armed groups, family separation all resulting to extended psychosocial distress and mental disorders especially among some children. The mixed method approach was adopted by the researcher. In the quantitative phase, a sample of 317 participants was drawn from some public schools in the selected regions. The qualitative data was collected from the field with the aid of an Interview guide. Data were analysed using both descriptive and inferential statistics and the interview guide was analysed using the process of thematic content analysis. The results reveal that the impact of resilience in the psychosocial support of internally displaced secondary students in Cameroon was significant for all the predictive components thus indicating their significance in providing psychosocial assistance among internally displaced secondary school students

Keywords *resilience, psychosocial support, self-efficacy beliefs, locus of control, emotional regulation, social support, personality trait*

INTRODUCTION

According to UNESCO (2003), children at risk are classified among vulnerability (those children living and facing adverse situations as crisis situations, living in the street, or having a disability), minority or ethnic minorities (indigenous groups and child moved to isolate or minority groups). Young people reared in disadvantaged, impaired, and or dysfunctional home environments can suffer situations such as familial disadvantages (social and economic), impaired parenting, neglectful and abusive environments, marital conflict, family instability and violence, adverse family events, sexual abuse, psychiatric disorders, physical abuse, witnessing domestic violence (Fergusson & Horwood, 2003). Cameroon is one of the countries in Central Africa with a relative stable economy as a result of measures put in place by the government. But since September 2016, sociopolitical tensions have rocked the Northwest and Southwest regions, the two “English-speaking” (Anglophone) regions of Cameroon, in what is now known as the “Anglophone Crisis” has equally caused thousands to flee into neighbouring Nigeria, thousands more internally displaced, and loss of livelihood, among other unfortunate consequences.

According to the Human Right Watch in their Report in 2020, almost 3,000 people have been killed and over half a million displaced since 2017. These internally displaced children are faced with different social, emotional and psychological problems which influence their daily activities. As a result of this situation, risks of sexual and gender-based violence and child protection violations have particularly increased in the Northwest and



South West region. Essentially due to forced displacement, seizure of daily activities for adults and children out of school. Young girls and boys have become considerably more vulnerable, and the crisis has distanced them from education and employment opportunities, leading to joblessness and frustration among these youth.

Additionally, the destruction of infrastructure has implied further risks to children. Materializing as a direct consequence of the conflict, vital infrastructures throughout the two regions have been destroyed, closed or abandoned. Hospitals, markets, schools, roads and other key facilities have experienced the violent repercussions of the crisis. In fact, the destruction of infrastructure is a direct factor in the increased levels of insecurity in the country. Since access to water has substantially decreased, and there are areas with little to no electricity at all, women and children have been impelled to cover greater distances for firewood and water collection. The necessity of travelling long distances for women and children expand the different possibilities of risks exposure in doing so (physical attacks, abuses, theft, etc.). The scarcity of essential resources such as water, food or electricity is a growing concern for humanitarian actors in general and reflects the consequences of the crisis on the population. In such a situation, the need of resilience is absolute for the adjustment and adaptation of an individual in that given situation. Resilience describes the process of positive adaptation in the face of considerable adversity (Luthar, Cicchetti, & Becker, 2000). Being resilient helps to promote social and emotional wellbeing. Everyone encounters challenges and everyone has a degree of resilience, however some children and young people are more resilient than others. Those with high resilience are more likely to thrive in learning which will improve their academic performance and less likely to suffer from social or psychological health problems (Benard, 2004)

The influence of resilience is evident since it cuts across the different diverse disciplines. Resilience will enable us to withstand adversity and challenges and provide us with the right psychological mind set needed to accomplish a given task or to complete different academic activities. Masten (1994) explained that resilience must be viewed as interplay between certain characteristics of the individual and the broader environment, a balance between stress and the ability to cope a dynamic and developmental process that is important at life transitions. Researchers increasingly view resilience not as a fixed attribute but as an alterable set of processes that can be fostered and cultivated (Masten, 2001). Researchers emphasize the interactive processes between the individual and environment and between risk and protective factors since they all have a crucial role to play in underpinning the development of resilience.

This situation in the north and southwest region of the country has equally increased the number of internally displaced individuals in our country. These complex emergencies have tended to weaken the traditional social and security nets for children. Organized care and support have been relatively slow in responding to the materials, physical and educational needs which have more tangible outputs. However, beyond this, holistic child development demands more despite the great effort of the government and humanitarian organizations. This violent conflict has a direct and negative impact on individuals; whether victim or perpetrator. On the long term, traumas and sequels of conflicts can irreversibly

affect individuals and more so children. It is in this light that the need of a support system is needed for individuals and most especially for students since it is going to provide the necessary support needed in the natural healing and recovery process by restoring as quickly as possible resilience in the face of challenging circumstances and stability of an entire community. But this support system provided is not adequate enough to cater for all the children and family members.

It is based on this existing problem that these researchers are trying to make an effort to understand such responses to adversities without all adequate support been provided and seek to find out how these students still adapt and adjust with focus to their psychosocial wellbeing where no structured assistance is provided despite the prevailing barriers. After careful observation, the researchers got interested and felt the need for this study. Based on these facts, the researcher decided to determine the impact of resilience in the psychosocial support of internally displaced secondary school student in Cameroon. Specifically, the study was geared to towards (1) To find out whether personality traits influence the psychosocial support of internally displaced secondary students (2) To find out whether emotional regulation influence the psychosocial support of internally displaced secondary students (3) To what extend does internal locus of control influence the psychosocial support of internally displaced secondary school students (4) To establish whether the self-efficacy influence the psychosocial support of internally displaced secondary students. These indicators of resilience has influences students in different ways.

According to Schultz and Schultz (1998) an individual's ability to tolerate stress is influenced by a number of personality factors, such as hostility, anger, time urgency, locus of control, self-esteem and competitiveness. More specifically, Campbell-Sills et al. (2006) investigated linear relationships between personality and resilience in a sample of college students. They measured the five personality domains (neuroticism, extraversion, conscientiousness, openness, and agreeableness) and found relationships between resilience, measured using the Connor-Davidson Resilience Scale (Connor & Davidson, 2003), and neuroticism (negative) and extraversion (positive). The internal qualities of individuals determine how some people handle external sources of stress and help explain why certain people will experience burnout in a certain work setting, while others will not.

Gross (2002) points out that emotion regulation is neither inherently good nor bad. It is used to increase, maintain, and decrease both negative and positive emotions. It includes both conscious and non-conscious strategies that are used to either increase, maintain, or decrease one or more components of an emotional response. Davidson (2000) has suggested that individual differences in recovery from negative emotional events or arousal of the startle response may be critical in understanding what constitutes resilient functioning. His hypothesis suggests that resilient individuals do not experience persistent negative affect, and that they tend to maintain high levels of positive affect and wellbeing in the face of adversity (Davidson, 2000). Different types of emotion regulation strategies include reappraisal, acceptance, future planning, positive distancing (Min et al., 2013). As one of the strategies used, reappraisal is aimed at re-evaluating the emotional meaning and perspective or interpretation of potentially threatening situations, such that positive aspects of a situation



are recognised (Gross, 2002). Studies find that reappraisal is often more effective than suppression as it decreases emotion experience and behavioral expression, and has no impact on memory (Gross, 2002) Reappraisal is though difficult to carry through, as it requires a higher degree of consciousness and personal effect.

As of today, locus of control is one of the most studied concepts in psychology altogether (Schulz & Schulz, 2009). Dimitrovsky & Beck (1994) describes locus of control as a comprehensive anticipation of one's outcomes that are determined more by ones' own behavior and personality (internal Locus of control) or more by exterior forces, such as chance, luck, or powerful others (external Locus of control).An individual with external locus of control attributes alters to outer sources such as opportunity, fate, social constraints, and powerful others, or institutions that are further than personal control Such individuals identify that corroboration follows some actions their own but is not entirely dependent upon their actions. They belief with the intention of underpinning is the effect of luck, chance, as beneath the direct to dominant others, or is impetuous for the reason that great complexity the services (Rotter 1966).

One's belief in personal capabilities to control outcomes is a critical determinant of how much people can endure failure and the amount of stress they experience in demanding situations. Self-efficacy thus represents one coping resource that can influence one's ability to interpret and make sense of situations, and thus should correspond to other types of coping strategies (Karademas & Kalantzi-Azizi, 2004). It is the belief in one's capabilities to produce a certain outcome or goal that is seen as the foundation of human agency (Bandura et al. (1999). Efficacy beliefs regulate human functioning and emotional well-being through cognitive, motivational, affective and selective processes. When facing adverse events, those who retain the belief that they will be able to exert control over their thoughts are more likely to persevere in their efforts. Those who are self-efficacious are also more likely to reject negative thoughts about themselves or their abilities than those with a sense of personal inefficacy (Ozer & Bandura, 1990). Thus, unless people believe they can produce desired goals through their actions they will have very little incentive to persevere in the face of difficulties.

METHODS

The mixed method approach was used in this study. This approach to inquiry involves collecting both quantitative and qualitative data, integrating these forms of data and adopting distinct designs that may include philosophical assumptions and theoretical frameworks. At the core of the premise of this method is that the combination of qualitative and quantitative approaches will provide a complete understanding of a research problem than either approach alone (Creswell, 2013). The purposive sampling technique was used and a sample of 317 participants was drawn from three public schools in each of the selected regions since the researcher have good knowledge of the research participants and can identify the participant (internally displaced secondary school student) in their different schools. A self-developed questionnaire item based on a modified Likert scale of strongly Agree (SA), Agree (A), and Disagree (D) and strongly Disagree (SD) was used. Data was analysed used

analysing using both descriptive and inferential statistics and Interview guides was analysed using the process of thematic content analysis.

RESULTS AND DISCUSSION

Findings on the effect of personality traits on the psychosocial support of internally displaced students in secondary schools in public schools in the cities of Bafoussam, Douala and Yaounde i revealed that majority (87.7%) respondents agreed that their pattern of thoughts, feelings and behaviour seems to persist over time and during difficult circumstances while few (12.3%) disagreed. Also, the majority (87.1%) respondents agreed that they are able to withstand stress and adversity over a long period of time while few (87.1%) disagreed. Furthermore, the majority (85.2%) of respondents agreed that their ability to tolerate stress is influenced by some distinct character that is within them while few (14.8%) disagreed. Again, the majority (81.7%) respondents agreed that their internal qualities determine how the handle external pressure while few (18.3%) disagreed. Likewise (86.4%) respondents agreed that some of their friends behave in unique ways since they were born, and this makes them strong while few (13.6%) disagreed.

Equally, the majority (83%) of respondents agreed that they are skilled in handling social interaction and adaptation in any challenging environment. Similarly, the majority (84.5%) of respondents agreed they have frequent mood swings but still feel comfortable around people in difficult times while few (15.5%). Moreover, the majority (89%) of respondents agreed that they respect the opinions of their friends in all situations while few (11%) disagreed. Alike majority (85.8%) of respondents agreed that they tend not to keep to themselves after passing through embarrassing experiences while few (14.2%) disagreed. In the same way the majority (88%) of respondents agreed that they mostly stay calm and thrive in difficult situations and challenges while a few (12%) disagreed. Correspondingly the majority (83%) of respondents agreed that they have a way of behaving in their community and do not get nervous easily while a few (17%) disagreed.

Harmoniously the majority (90.2%) of respondents agreed that they are greatly affected by the feelings of others but try to stay calm at all times while very few (09.8%) disagreed. Consistently the majority (84.5%) of respondents agreed that they were born with particular character traits that influence their behaviour while a few (15.5%) disagreed. Congruently the majority (84.9%) of respondents agreed they really adapted to stressful events or challenges more than their friends in other places while few (15.1%) disagreed. Additionally, the majority (85.8%) of respondents agreed that they see challenges and adversity as part of life while few (14.2%) disagreed. Finally, the findings on the multiple responses set revealed that the majority (85.8%) respondents agreed that the personality traits of IDP students influence their psychosocial support of IDP students.



Research hypothesis one: There is no significant effect of personality traits on the psychosocial support of internally displaced secondary students.

The effect of personality traits on the psychosocial support of IDP students in selected secondary schools in the cities of Bafoussam, Douala and Yaounde was appraised using Logistic Regression Model. The results of the model are found on the table below.

Table 1: Model fitting information and predictive power for the predictive component personality traits on the psychosocial support of IDPs in Secondary Schools.

Omnibus Tests of Model Coefficients	Explanatory/predictive power of the model (Pseudo R-Square) based on Nagelkerke R Square
$\chi^2=101.097$ df=304 P=0.000	0.275

*Dependent variable: Psychosocial support.

The variability explained by this model was significant (Omnibus Test of Model Coefficient: $\chi^2=101.097$; df=304; P=0.000). This therefore implies that this predictive component significantly predicts psychosocial support of IDPs in Secondary Schools with an Explanatory Power (EP) / Predictive Power of 27.5% (Nagelkerke R Square=0.275). Generally, if better personality traits are used by IDP students in secondary schools they would be a significant improvement in psychosocial support of the IDP students. Thus, the alternative of the hypothesis stated above is then accepted; therefore, there is a significant effect of personality traits on the psychosocial support of internally displaced secondary students.

Also, based on finding on the effect of emotional regulation on the psychosocial support of students who are internally displaced and are schooling in public schools in the cities of Bafoussam, Douala and Yaounde revealed that majority (85.5%) respondents indicated that when they want to feel better, they always try to think about something else while few (14.5%) respondents indicated sometimes. Also, majority (83.6%) respondents stated that in difficult situations, they always increase the positive expression of what they are feeling while few (16.4%) respondents stated they do sometimes. Alike majority (86.1%) respondents stated that they do not always keep their feelings to themselves while few (13.9%) indicated sometimes they do. Likewise, majority (81.7%) respondents stated that when they are worried about something, they always try to think about it in a way that makes them feel better while few (18.3%) stated they sometimes do. More so majority (82.3%) respondents stated they always control their feelings by communicating them with their friends while few (17.7%) stated they do sometimes.

Similarly, majority (84.2%) respondents stated that when they want to feel better about their challenges, they always change the way they are thinking about it while few (15.8%)

respondents sometimes do. Consistently majority (89.6%) respondents stated that they control their feelings about things by always changing the way they think about things while few (10.4%) stated they sometimes do. Congruently majority (84.9%) respondents stated that when they are feeling bad, they always try not to show it while few (15.1%) stated they sometimes do. Similarly, majority (82.6%) respondents stated that when they get stuck with their work, they always try to work out what to do next while few (17.4%) stated they sometimes do. Correspondingly majority (84.9%) respondents stated that they always like having fun in solving problems while few (15.1%) respondents stated they sometimes do. In the same way majority (86.1%) respondents stated that they always try to think carefully before doing their things while few (13.9%) respondents stated they sometimes do.

Harmoniously, majority (88.6%) respondents stated that they always try to make good decision and necessary changes in most situations they find themselves while few (11.4%) stated they sometimes do. In the same way, majority (89.6%) respondents stated they are always able to implement some adaptive strategies and more flexibly in different situations while few (10.4%) respondents stated they sometimes do. Again majority (87.4%) respondents stated they always give positive appraisal to their friends in challenging moments while few (12.6%) stated they sometimes do. In addition, majority (87.7%) respondents stated they always promote realistic expectations despite the situation while few (12.3%) sometimes do. Finally, the findings on the multiple responses set revealed that majority (85.7%) respondents stated the emotional regulation of IDP students always influence their psychosocial support while few (14.3%) indicated sometimes.

Research hypothesis two: There is no significant effect of emotional regulation on the psychosocial support of internally displaced secondary students

The effect of emotional regulation on the psychosocial support of IDP students in selected secondary schools in the cities of Bafoussam, Douala and Yaounde was appraised using Logistic Regression Model. The results of the model are found on the table below.

Table 2: Model fitting information and predictive power for the predictive component emotional regulation on the psychosocial support of IDPs in Secondary Schools.

Omnibus Tests of Model Coefficients	Explanatory/predictive power of the model (Pseudo R-Square) based on Nagelkerke R Square
$\chi^2=163.854$ df=323 P=0.000	0.406

*Dependent variable: Psychosocial support.

The variability explained by this model was significant (Omnibus Test of Model Coefficient: $\chi^2=163.854$; df=323; P=0.000). This therefore implies that this predictive



component significantly predicts psychosocial support of IDPs in Secondary Schools with an Explanatory Power (EP) / Predictive Power of 40.6% (Nagelkerke R Square=0.406). Generally, if better emotional regulation strategies are used by IDP students in secondary schools they would be a significant improvement in psychosocial support of the IDP students. Thus, the alternative of the hypothesis stated above is then accepted; therefore, there is a significant effect of emotional regulation on the psychosocial support of internally displaced secondary students.

Furthermore, the findings on the effect of locus of control on the psychosocial support of students who are internally displaced in the public schools in the cities of Bafoussam, Douala and Yaoundé revealed that majority (90.9%) respondents stated that it is exactly true that they usually convince others to do things their way even in difficult circumstances while few (09.1%) stated it is hardly true. Again, majority (83.6%) respondents stated it is exactly true that they do not blame others for things that are their fault despite the situation while few (16.4%) stated it is hardly true. Still majority (86.1%) respondents stated that it is exactly true that they feel that most of the time it pays to try hard because things never turn out the right anyway while few (13.9%) respondents stated it is hardly true. Likewise, majority (83.9%) respondents stated it is exactly true that the circumstances and the people around usually control their life while few (16.1%) stated it is hardly true. Alike, majority (76.3%) respondents stated it is exactly true when they do not succeed on a task, they tend not to give up while few (23.7%) respondents stated it is hardly true.

Equally, majority (86.8%) respondents stated it is exactly true that they believe that most people are just born with unique qualities to withstand stress and adversity while few (13.2%) respondents stated it is hardly true. Similarly, majority (86.4%) respondents stated it is exactly true they feel that one of the best ways to handle most problems is not to think about them while few (13.6%) respondents stated it is hardly true. Correspondingly majority (84.9%) respondents stated it is exactly true they believe that whether or not people like you depends on how you act positively while few (15.1%) stated it is hardly true. Consistently majority (88.3%) respondents stated it is exactly true they feel that you can change what might happen tomorrow by what you do today while few (11.7%) respondents stated it is hardly true.

Harmoniously, majority (83.9%) respondents stated it is exactly true they believe that their perception of any situation determine how they are going to solve that problem while few (16.1%) stated it is hardly true. Congruently majority (84.2%) respondents stated that it is exactly true that sometimes, they feel that they have little influence over the things that happen to them while few (15.8%) stated it is hardly true. Furthermore, majority (87.7%) respondents stated it is exactly true they believe that their parents should allow them to make most of their decisions while few (12.3%) stated it is hardly true. In the same way majority (89.6%) respondents stated it is exactly true that persistence and hard work usually lead to success while few (10.4%) respondents stated it is hardly true.

More so majority (89.3%) respondents stated it is exactly true they do not really believe in luck or chance while few (10.7%) respondents stated it is hardly true. Moreover, majority (85.5%) respondents stated it is exactly true they usually convince others to do

things my way even in challenging circumstances while few (14.5%) respondents stated it is hardly true. Additionally, based on the findings on the multiple responses set majority (85.8%) respondents stated it is exactly true the locus of control of respondents influence the psychosocial support of students who are internally displaced while few (14.2%) respondents stated it is hardly true.

Research hypothesis three: There is no significant effect of locus of control on the psychosocial support of internally displaced secondary students

The effect of locus of control on the psychosocial support of IDP students in selected secondary schools in the cities of Bafoussam, Douala and Yaounde was appraised using Logistic Regression Model. The results of the model are found on the table below.

Table3: Model fitting information and predictive power for the predictive component locus of control on the psychosocial support of IDPs in Secondary Schools.

Omnibus Tests of Model Coefficients	Explanatory/predictive power of the model (Pseudo R-Square) based on Nagelkerke R Square
$\chi^2=103.725$ df=285 P=0.000	0.201

*Dependent variable: Psychosocial support.

The variability explained by this model was significant (Omnibus Test of Model Coefficient: $\chi^2=103.725$; df=285; P=0.000). This therefore implies that this predictive component significantly predicts psychosocial support of IDPs in Secondary Schools with an Explanatory Power (EP) / Predictive Power of 20.1% (Nagelkerke R Square=0.201). Generally, if better locus of control strategies is used by IDP students in secondary schools they would be a significant improvement in psychosocial support of the IDP students. Thus, the alternative of the hypothesis stated above is then accepted; therefore, there is a low significant effect of locus of control on the psychosocial support of internally displaced secondary students.

Finally, the findings on the effect of self-efficacy on the psychosocial support of students who are internally displaced in public schools in the cities of Bafoussam, Douala and Yaounde as presented revealed that majority (88%) respondents agreed that they always set challenging goals and make strong commitment in accomplishing them while few (12%) disagreed. Also, majority (88.3%) respondents agreed that in the face of difficulties, they always try to increase and sustain effort to be successful while few (11.7%) disagreed. Likewise, majority (89.6%) respondents agree that they belief in their own ability to useful in a given task while few (10.4%) respondents disagreed. Again, majority (89.6%) respondents agreed that they can still accomplish most of their goals in life, despite many challenges while few (10.4%) respondents disagreed. Equally, majority (85.8%) respondents



agreed that they try to stay focus in complicated situation while few (14.2%) respondents disagreed. Still, majority (90.5%) respondents agreed that they are confident that they can deal efficiently with unexpected events while very few (09.5%) disagreed.

Equally, majority (88.3%) respondents agreed that they think they can achieve outcomes that are important to their difficult circumstances while few (11.7%) respondents disagreed. Similarly, majority (85.2%) respondents agreed that they believe they can succeed in numerous tasks to which they set their mind while few (14.8%) respondents disagreed. Furthermore, majority (89%) respondents agreed that when facing difficult tasks, they are certain they will succeed while few (11%) respondents disagreed. Consistently, majority (87.1%) respondents agreed they are confident that they can manage many different tasks while few (12.9%) respondents disagreed. Correspondingly, majority (90.9%) respondents agreed that when they are confronted with a problem, they can usually find several solutions while very few (09.1%) respondents disagreed.

In the same way majority (87.4%) respondents agreed that if they are in trouble, they can usually think of something to do while few (12.6%) respondents disagreed. Consistently majority (89%) respondents agreed that when they are confronted with a problem, they usually try to find out several solutions to that problem while few (11%) respondents disagreed. Congruently, majority (89%) respondents agreed that no matter what comes on their way, they are usually able to handle it while few (11%) disagreed. More so majority (88.3%) respondents agreed that it is easy for them to stick to their aims and accomplish their goals especially challenging times but try to remain focus while few (11.7%) respondents disagreed. Additionally, majority (88.4%) respondents agreed that self-efficacy influence the psychosocial support of internally displaced secondary students while few (11.6%) disagreed.

Research hypothesis four: There is no significant effect of self-efficacy on the psychosocial support of internally displaced secondary students

The effect of self-efficacy on the psychosocial support of IDP students in selected secondary schools in the cities of Bafoussam, Douala and Yaounde was appraised using Logistic Regression Model. The results of the model are found on the table below

Table 4: Model fitting information and predictive power for the predictive component self-efficacy on the psychosocial support of IDPs in Secondary Schools.

Omnibus Tests of Model Coefficients	Explanatory/predictive power of the model (Pseudo R-Square) based on Nagelkerke R Square
$\chi^2=258.435$ df=304 P=0.000	0.561

*Dependent variable: Psychosocial support.

The variability explained by this model was significant (Omnibus Test of Model Coefficient: $\chi^2=256.435$; $df=304$; $P=0.000$). This therefore implies that this predictive component significantly predicts psychosocial support of IDPs in Secondary Schools with an Explanatory Power (EP) / Predictive Power of 56.1% (Nagelkerke R Square=0.561). Generally, if better self-efficacy strategies are used by IDP students in secondary schools they would be a significant improvement in psychosocial support of the IDP students. Thus, the alternative of the hypothesis stated above is then accepted; therefore, there is a significant effect of self-efficacy on the psychosocial support of internally displaced secondary students.

CONCLUSION

While there were a number of challenges and limitations in this research, the study on the impact of resilience in the psychosocial support of internally displaced secondary students in Cameroon did generate interesting findings and gave the researcher an insight into processes involved in resilience and how it served as a coping mechanism among internally displaced secondary school students times of crises. The use of a mixed method approach to understanding the impact of resilience processes in this context was useful in confirming findings, as well as giving further insight and depth into how internally displaced secondary school students in Cameroon and how young people are able to navigate and negotiate resources for positive adaptation in crises situation as a form of coping mechanism on their own. This study has four objectives to determine the impact of resilience in the psychosocial support of internally displaced secondary school students in Cameroon. The survey research design was used with a sample population of 317 internally displaced secondary school students chosen from three region of the country with questionnaire scales and interview guide as the main instrument for data collection. The conception of the analytical guide followed the specific objectives, the research questions and hypotheses of the study. The impact of resilience in the psychosocial support of internally displaced secondary students in Cameroon was significant for all the predictive components. It was, high for self-efficacy with a predictive effects (PE) / Explanatory Power (EP) of 56.1%, followed by Emotional regulation (EP=40.6%); personality traits (EP=27.5%) and Locus of control (EP=20.1%). The aggregated influence of all the five components of resilience making the IVM was equally strong and significant (EP=67.9%). It can be deduced from the findings presented that the alternate of the four hypotheses were retained and their null rejected. This shows that resilience significantly predict psychosocial support of internally displaced students in secondary schools in Cameroon.

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