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

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Dedication

This work is dedicated to

Mekongtso Ngwemezon Charlotte

and my daughter

Akenji Tsayem Hailley.

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A dissertation of this magnitude cannot be handled solely by one person. In this regard, I will like to express my appreciation and gratitude to the following personalities:

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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 crises in the North West and South West Regions that started in October 2016 have greatly impacted different strata of the Cameroonian society. This situation which has even escalated towards an insurrection by the end of 2017 has forced many people to flee from those regions to other regions. These events have exposed these children to significant risks of diverse forms such as sexual violence, seizure of daily activities for adult and children out of school, destruction of infrastructure, association to armed groups, family separation all resulting to extended psychosocial distress and mental disorders especially among children. But it is under these conditions that some of them still succeed in school related activities and still strive well in competent areas of life. It is based on this existing problem that the researcher is trying to make an effort to understand such responses to adversities without necessary support being provided. This study deals with the impact of resilience in the psychosocial support of internally displaced secondary school students in Cameroon. The mixed method approach was adopted by the researcher. In the quantitative phase, a sample of 317 participants was drawn from three public schools in each of the selected regions. The qualitative data which was obtained from the field with the aid of an Interview Guide was analysed with the aid of a well demarcated phase labelled thematic-content analysis and pre-coding. Two types of statistical methods were used in analysing collected data that is, both descriptive and inferential statistics. Interview guides were analysed using the process of thematic content analysis whereby concepts or ideas were grouped under umbrella terms or key words. As for the quantitative data, a pre-designed EpiData Version 3.1 (EpiData Association, Odense Denmark, 2008) database which had in-built consistency and validation checks was used to enter the data. For further consistency, data range and validation checks were also performed in SPSS version 26.0 (IBM Inc., 2020) to identify invalid codes. Data were made essentially of categorical variables and they were analysed using frequency and proportions and Multiple Responses Analysis for the grounding of concepts that emerged from open-ended questions. Reliability test was performed to assess the internal consistency of responses using Cronbach Alpha reliability analysis coupled with inter-item correlation test. Data were presented using frequency table, charts, code-quotation and grounding table. 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%), Locus of control (EP=20.1%) and psychosocial support (EP=13.2%). 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 five hypotheses were retained and their null rejected. This shows that resilience significantly predicted psychosocial support of internally displaced students in secondary schools in Cameroon. Again findings from the interview revealed the psychosocial support of internally displaced students was affected by the different aspects of resilience as proposed by the students.

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

Résume

Cette étude vise à déterminer l'impact de la résilience dans l'accompagnement psychosocial des lycéens déplacés internes au Cameroun. Les crises dans les régions du Nord-Ouest et du Sud-Ouest qui ont débuté en octobre 2016 ont fortement impacté différentes couches de la société camerounaise. Cette situation qui a même dégénéré en insurrection en fin 2017 a contraint de nombreuses personnes à fuir ces régions vers d'autres régions. Ces événements ont exposé ces enfants à des risques importants de diverses formes de violence sexuelle, de saisie des activités quotidiennes pour les adultes et les enfants non scolarisés, de destruction d'infrastructures, d'association à des groupes armés, de séparation familiale, le tout entraînant une détresse psychosociale prolongée et des troubles mentaux, en particulier parmi les enfants. Mais c'est dans ces conditions que certains d'entre eux cependant travaillent bien dans les activités liées à l'école et réussissent toujours bien dans les domaines compétents de la vie. C'est sur la base de ce problème existant que le chercheur essaie de faire un effort pour comprendre de telles réponses aux adversités sans que le soutien nécessaire n'ait été fourni. Cette étude traite de l'impact de la résilience sur le plan du soutien psychosocial aux lycéens déplacés internes au Cameroun. L'approche de la méthode mixte a été adoptée par le chercheur. Dans la phase quantitative, un échantillon de 317 participants a été tiré de trois écoles publiques dans chacune des régions sélectionnées. Les données qualitatives obtenues sur le terrain à l'aide d'un Guide d'entretien, a été analysées à l'aide d'une phase bien délimitée intitulée analyse de contenu thématique et pré codage. Deux types de méthodes statistiques ont été utilisés pour analyser les données collectées qui sont à la fois des statistiques descriptives et inférentielles. Le guide d'entretien a été analysé à l'aide du processus d'analyse de contenu thématique dans lequel les concepts ou les idées ont été regroupés sous des termes génériques ou des mots clés. En ce qui concerne les données quantitatives, une base de données EpiData Version 3.1 (EpiData Association, Odense Danemark, 2008) préconçue, dotée de contrôles de cohérence et de validation intégrés, a été utilisée pour saisir les données. Pour des vérifications supplémentaires de cohérence, de plage de données et de validation ont également été effectués dans SPSS version 26.0 (IBM Inc., 2020) pour identifier les codes invalides. Les données ont été constituées essentiellement de variables catégorielles et elles ont été analysées à l'aide de la fréquence et des proportions et de l'analyse des réponses multiples pour l'ancrage des concepts qui ont émergé des questions ouvertes. Un test de fiabilité a été effectué pour évaluer la cohérence interne des réponses à l'aide d'une analyse de fiabilité Cronbach Alpha couplée à un test de corrélation inter-éléments. Les données ont été présentées à l'aide des tableaux de fréquences, de graphiques, d'un tableau de base de citations de codes. La conception du guide analytique a suivi les objectifs spécifiques, les questions de recherche et les hypothèses de l'étude. L'impact de la résilience dans le soutien psychosocial des élèves du secondaire déplacés internes au Cameroun a été significatif pour toutes les composantes prédictives. Il était élevé pour l'auto-efficacité avec un effet prédictif (EP) / pouvoir explicatif (EP) de 56,1 %, suivi de la régulation émotionnelle (EP = 40,6 %) ; traits de personnalité (EP=27,5%), locus de contrôle (EP=20,1%) et soutien social (EP=13,2%). L'influence agrégée des cinq composantes de la résilience constituant l'IVM était également forte et significative (EP=67,9%). On peut déduire des résultats présentés que l'alternative des cinq hypothèses a été retenue et leur nulle rejetée. Cela montre que la résilience prédit de manière significative le soutien psychosocial des élèves déplacés internes dans les écoles secondaires au Cameroun. Encore une fois, les résultats de l'entretien ont révélé que le soutien psychosocial des étudiants déplacés internes était affecté par les différents aspects de la résilience comme suggéré par les élèves.

Mots clés: *résilience, soutien psychosocial, croyances d'auto-efficacité, locus de contrôle, régulation émotionnelle, soutien social, trait de personnalité*

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List of Abbreviations /Acroymns

CASCS	:	Cameroon Anglophone Civil Society Consortium
G.C.E	**:**	Cameroon General Certificate of Education
HRW	:	Human Rights Watch
IDPs	**:**	Internally displaced persons.
LOC	:	Locus of control
MINESEC	:	Ministry of Secondary Education
NSAGs	**:**	Non-State Armed Groups
PSS	**:**	Psychosocial Support
PsyCap	**:**	Psychological Capital
SLT	:	Social Learning Theory
UNESCO	:	United Nation Educational Scientific and Cultural Organization
UNHCR	:	United Nations High Commission for Refugee
UNICEF	:	United Nations Children's Funds

0. General Introduction

This section of the research work presents the background of the problem, statement of the problem, aims and objectives of the study, research questions, significance of the study, delimitations of the study and presentation of the research work.

0.1 Context and justification of the study

According to UNESCO (2003), children at risk are classified among children with vulnerability (those children living and facing adverse situations such as crisis situations, living in the streets, or having a disability), minority or ethnic minorities (indigenous groups and children moved to isolated or minority groups). Adolescents who grow up in disadvantaged, impaired, or dysfunctional household settings may encounter various familial challenges, including social and economic disadvantages, compromised parenting, neglectful and abusive environments, marital conflict, family instability and violence, adverse family events, experiences of sexual abuse, psychiatric disorders, instances of physical abuse, and exposure to domestic violence (Ferguson & Horwood, 2003).

Hence, it is imperative to facilitate the development of resilience in each of these children due to the prevailing circumstances and the associated risks they have encountered. Cameroon, situated in Central Africa, generally maintains a relatively stable political environment as a result of measures put in place by the government. However, in recent times, two regions within the country have been confronted with numerous challenges. 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".

The origins of this crisis can be traced back to Cameroon's colonial legacy and historical events that transpired in the early 1960s. The current crisis was prompted by strike actions launched by teachers and lawyers protesting what they described as infringement on their inherited Anglo-Saxon colonial systems of justice and education. The situation however escalated rapidly when other individuals took the situations for their own political gains. Subsequently, what followed was violence and armed confrontation between government forces and Non-State Armed Groups (NSAGs) which were formed as a result of what was perceived as excess repression on the part of the government, resulting in the loss of lives and heightened insecurity. This 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. The reference to the Anglophone problem in Cameroon has come to be understood as the political, social, and economic marginalization of the people of former British Southern Cameroons since it acceded to independence by joining the majority former French Cameroon in 1961 (Kouega, 2018). The crux of the problem has been repeatedly traced back to the controversies surrounding the reunification process that saw the collapse of the federal system. The failure to harmonize or sustain the two parallel systems, alongside economic and administrative marginalisation only worsened the problem. For decades, the Anglophones have complained of unfair representation in government affairs, marginalisation resulting from the unequal an ineffective application of bilingualism, the dominance of the French language, excessive centralisation, and the lack of development in the Anglophone areas, all of which put them at a disadvantage in competing for resources and opportunities (Kouega, 2018).

Given this background, the ongoing Anglophone Crisis can be traced to a 'sit-in strike' initiated by lawyers in the two English-speaking regions on October 11, 2016 and a subsequent strike by teachers in these regions a month later. The strike actions were aimed at protesting against the perceived assimilation of the Anglophone education and legal traditions inherited from the British former colonial masters into the dominant Francophone system. This came after the teachers' and the lawyers' trade unions petitioned the government to address their grievances without success. Almost a month later, on November 8, 2016, after security forces were accused of applying excessive force in quelling the earlier protests, lawyers mobilized for a second time adding a demand for the return to a federal system and together with the teachers' trade union went ahead to establish the Cameroon Anglophone Civil Society Consortium (CACSC, "the Consortium"). This leading to the birth of a secessionist movement which morphed into a complex socio-political crisis.

The government responded positively by taking a good number of multifaceted milestone and genuine measures to solve the problem immediately. These includes; the organization of the major National Dialogue from September 30th to October 4th, 2019 which was aimed at redressing the issues of these two regions in particular and the Nation as a whole. The immediate transfer of teachers to schools in the English speaking part of the country and the recruitment of one thousand young bilingual teachers to send to these regions to meet up with the demand and needs of the

different schools in these regions. The government equally granted a special subsidies of two billion francs to denominational and lay private schools for the 2017 fiscal year. The Ohada law was translated and handed to the lawyers. As if these actions were not enough, the government created the Faculty of Law and political Science in the University of Buea and that of Common law in other state universities. There was equally the organization of ENAM and the Supreme Court to meet the demands and need of the Anglophones and the host of other institutional changes to meet the demands of the lawyers and the teachers and most importantly the English speaking population as a whole.

Individuals with political and selfish reasons took advantage of the moment and imposed lockdowns or Monday 'ghost town' commonly called 'Country Sundays'. This practice was later extended to national holidays such as February 11, May 20, and other commemorative days. Operation Ghost Towns came into force earlier on at the start of the crisis when the Consortium imposed a two-day lockdown to protest security forces use of violence to quell a protest on the January 13, 2017. "Country Sundays" take place every Monday and on national holidays or commemoration days. Anyone not adhering to the movement faces harassment and threats. On such days, there would be little or no activity in almost all towns and villages in the Northwest and Southwest regions. All businesses, private and public offices remain closed and public transportation comes to a halt. In fact, these two regions become so quiet with no movements detected, especially during the early hours of the day into the afternoon, the reason for the appellation 'Ghost Town. This resulted to high risks of sexual and gender-based violence and child protection violations have particularly increased in the North West and South West regions. 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 infrastructure 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.

The United Nations High Commissioner for Refugees (UNHCR) reported a total figure of 86,434 internally displaced persons (IDPs) in the Littoral and Western regions. Over a thousand of which are self-settled and have been identified as living in the bushes, with seven hundred being women and children. IDP parents reported that they do not have enough money to send their children to school as they have lost all their livelihood assets. As a result, more children have been observed loitering the streets instead of being in school. The situation has led displaced families to adopt negative coping mechanisms directly affecting children. In Santa, (North West region) the most common coping strategy to reduce expenses was to withdraw children from school (47.1% of IDP households), while in Bamenda (North West region) people mostly reduced non-food expenses (56.4%) according to popular opinions of pupils living in that area. For children and young people, emergencies present particular threats to their protection, mental and physical health, and overall development.

This crises situation may also have additional impact on the functioning of their families and communities. Separation of children from their families may occur during rapid and massive population displacement. Without the protection their families provide, internally displaced and refugee children are vulnerable and at risk of physical and sexual exploitation, other forms of violence, military recruitment, involvement in dangerous and illegal labour for survival. The eldest children in sibling groups may become heads of household, taking on significant responsibilities and hardships. In such a situation, the need of resilience is absolute for the adjustment and adaptation of an individual in that given situation. The influence of resilience is evident since it cuts across the different diverse disciplines. Resilience will enable us to withstand the adversity, challenges and provide us with the right psychological mind set needed to accomplish a given task or to complete different academic activities. In business for example, resilience is measured by an

organization's ability to withstand the impact of any interruption and recuperate while resuming its operations to provide basic services.

As evident in most fields, and seen in most typologies, the essence of resilience is described as the ability to bounce back from some form of disruption or adversity. In the present society, risk factors such as the influence of poverty, violence, ill health, the effects of divorce, stresses relating to changes in the political and educational systems and family structure just to name a few has increasingly heralded the transformation of many stable structures in our children's lives i.e., the family unit, schools and communities. Exposure to crippling environmental, familial, and personal experiences has the potential to threaten the development of children and adolescents adversely to the extent that they succumb to the stresses they experience. Some may even develop emotional and behavioural disorders which greatly call for psychosocial support. Psychosocial support involves any local or outside action that enhances the aspects of an environment, individual or situation to best allow for recovering from the effects of an emergency. With children, psychosocial support has a particular emphasis on maintaining or restoring normal developmental processes so that children are fully able to engage the world in ways appropriate to their ages, develop their potential to the fullest, and become competent and productive adults. This engagement is achieved through working with local community groups and organizations that can mobilize and advocate for improved access to community support, basic services, and restore everyday recreational, social and vocational activities.

According to Masten (1994), a comprehensive understanding of resilience necessitates an examination of the interplay between an individual's personal attributes and their broader environmental context, an equilibrium between stressors and coping strategies, and the dynamic process through which resilience evolves over time and influences significant life transitions. According to previous studies (Masten, 2001; Pardon, Waxman, and Huang, 1999), it has been suggested that resilience has the potential to be nurtured and developed, rather than being perceived as an inherent and unchangeable characteristic. Scholars underscore the significance of the interplay among risk and protective factors, the individual and the environment, as well as the interactions among these components in the formation of resilience. This situation in the North West and South West regions of the country has equally increased the number of internally displaced individuals in our country. These complex emergencies tend to weaken the traditional

social and security nets for children. Given that organized care and support have been relatively slow in responding to the material, physical and educational needs which have more tangible outputs. Nevertheless, despite the commendable efforts and humanitarian initiatives undertaken by the Cameroonian government, further measures are necessary to ensure comprehensive child development. Since the occurrence of violent conflicts generally has a discernible and detrimental impact on individuals, regardless of whether they assume the role of victims or perpetrators. Conflicts and traumatic experiences can result in enduring and irreversible repercussions for individuals, particularly children.

Conflict-related mental shocks can have a profound impact on various aspects of an individual's life, including their personal life, career, family relationships, and daily behaviour. This often lead to violent conduct, isolation or drug consumption, psychological traumas stand as a primary concern for humanitarian actors. In this sense, the necessity of providing friendly integrative support and care for those affected is a fundamental element to a holistic humanitarian response. Children continue to be one of the most affected population groups suffering severe deterioration of emotional wellbeing, and both teachers and pupils have been reported to be under great fear and panic since their lives are constantly endangered, and threats materialize in multiple forms exacerbating unrest even outside of the school compounds. Notably, some of the threats are circulated via social media, text messages, and printed notices.

As reported by Human Rights Watch, as an example of the violent online threats, on September 5, 2017, a photo of five identifiable children sitting at school desks was posted on Facebook, calling them "betrayals," and urging followers to "stone them." This line of action, consisting of threatening non-followers of the movement, has heavy consequences on the mental conditions of children and their families. It is in this light that, a support system was 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 is not being provided to all the children and family members. The violence witnessed in schools in the Anglophone regions of Cameroon for the past four years is unprecedented. The recent coldblooded killing of eight children in their classroom in Mother Francisca International Bilingual Academy in Kumba during this crisis, sent shock waves

throughout the country and attracted international condemnation. This gruesome attack represents one of the lowest points in the school crisis and many believed it should signal a clarion call for concrete measures and solutions to be put in place to avoid a repeat. Yet, many were still skeptical about the response and measures to prevent a repeat. Not long after the attack on October 24, there were incidents of kidnapping, torture and humiliation of students and teachers in both the Northwest and Southwest regions in early November 2020. The issue of the presence of government security forces around schools as a concrete security measure poses a dilemma. It is true the presence of forces around schools has a psychological impact and could possibly affect the quality of learning. It is also true that many attacks have happened in schools in the absence of security forces or proper security measures.

The trickiest part of it all is the fact that, as per government representatives, the government lacks sufficient resources to patrol all schools at the same time and cannot reasonably be expected to. Children in rural villages where there is little or no security resulting to complete abandonment and transformation of their schools and classrooms into camps for NSAGs, have been most affected and risk the most severe long-term impact. The government with the help of international partners must design and implement well informed and lasting solutions to the security crisis and ensure a return to normal functioning of schools. The government's commitment to the Safe School Declaration must mean something given that the importance of education as a universal right not only to improve and protect the lives of young people, but also to increase the potential for growth, stability, and equality.

With this in mind, we are fully committed to play our role both through advocacy and the design and implementation of programs to help ease the strain on education caused by the crisis and the effects of inequalities in society. This is why the government through the Ministry of Decentralization has put as at the disposal of IDPs different psychosocial supports programs to help IDPs and to fast track their reinsertion into normal life. The presence of the psychosocial support in a given environment of individuals triggers an emotional and behavioral response in persons, by which the relationship between the psychological or emotional and social state of mind is influenced. By this equilibrium of emotions, the perception of others and the environment is heavily affected. Psychosocial care and support address the social, emotional and psychological wellbeing of a person by creating respectful relationships giving, unconditional love and tolerance.

It strives to strengthen the person's capacity to deal with stressful events or crises. Psychosocial support is provided by persons who are in an emotional relationship with each other e.g. caregivers, family members, and friends (Ratele & Duncan 2004).

When the capacity of the natural family to provide psychosocial care and support fails or is inhibited, external persons such as community members or agencies are required to offer programmatic psychosocial care and support or interventions (Richter, Foster & Sherr 2006). Especially external agencies have to be aware of traumas and mental problems caused by rupture of care and support by primary caregivers such as parents. In order to identify mental health issues, the person working with children and adolescents must be familiar with human development. Behavioural patterns that may be diagnosed as pathological when seen in adults may not be abnormal in children and adolescents.

Hence, knowledge of children's and adolescents development and the behavioural ranges at different ages is decisive to distinguishing between pathological behaviour and developmental crises, which may have no or little long-term effects (Thompson Prout & Brown 2007). Furthermore, awareness of the developmental stage of the child or adolescent will help in clinical decision making during the rehabilitation process. It will also assist in appropriate age-based goal setting according to the child's unique developmental framework. Setting goals above the child's unique developmental expectations guarantees almost the failure of the intervention. It must be also noted that the problem-solving cognitive abilities of the children can vary from child to child and may not be in accordance with their age. In particular, the life on the streets might have caused significant delays in the children's development, particularly in cognition and language. Within these developmental age expectations, professionals need to be sensitive to possible developmental delays in children (Thompson Prout & Fedewa, 2015).

It should be noted that emotional and psychosocial support can be perceived very differently according to one's unique socio-emotional needs. As every individual is different there is no general norm of what type of emotional & psychosocial support is appropriate for everyone, especially not to vulnerable groups such as street children whose needs can vary enormously from each other. Hence, it is of importance to understand every child's individual needs in order to provide the accurate support for the child (Kowitt, 2013).

Psychosocial support refers to any local or outside action that enhances the aspects of an environment, individual or situation to best allow for recovering from the effects of an emergency. With children, psychosocial support has a particular emphasis on maintaining or restoring normal developmental processes so that children are fully able to engage the world in ways appropriate to their ages, develop their potential to the fullest, and become competent and productive adults. This engagement is achieved through working with local community groups and organizations that can mobilize and advocate for improved access to community support, basic services, and restore everyday recreational, social and vocational activities. Some indicators of resilience which will be examined in this work will include personality traits, emotional regulation, self-efficacy, locus of control and social support and showing how these indicators of resilience influences the psychosocial support of internally displaced secondary school students in Cameroon. Therefore, this work will determine the impact of resilience in the psychosocial support of internally displaced secondary school students in Cameroon

0.2. Statement of the problem

Experiencing difficulties or disturbing events can significantly impact the social and emotional wellbeing of any individual. These complex emergencies tend to weaken the traditional, social and security nets for children since organized care and support most times is relatively slow in responding to the material, physical and educational needs which have more tangible outputs. The crisis in the North West and South West regions that started in October 2016 which have greatly impacted different strata of the Cameroonian society, a situation which even escalated towards an insurrection by the end of 2017 has forced many people to flee from those regions to other regions. Most schools have been closed for years now, villages have been destroyed with thousands of internally displaced people seeking for refuge in other regions of the country like; the West region, Littoral region, Centre region, East region just to name a few. More precisely, schools have become an important focus of the crisis due to the implementation of school boycotts, severely affecting a whole generation of children. Not only due to the intrinsic dangers and physical violence involved, but because forced absenteeism has exposed these children to significant risks of diverse forms of sexual violence, association to armed forces and armed groups, and family separation all resulting to extended psychosocial distress and mental disorders especially among children. Equally, the implementation of the "Ghost Town" days (when the population is not allowed to engage in any

commercial activities), the daily nighttime curfew, and the closing and burning of schools, health centers, and other public services which have critically disrupted the social stability of the regions has caused panic and fear among the people in that area. The high risks of sexual and gender-based violence and child protection violations have particularly increased in the North West and South West regions. 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. The United Nations High Commission for Refuge reported a total of 86,434 internally displaced persons with over a thousand of which are self-settled and have been identified as living in the bushes, with seven hundred being women and children. Most of these of parents do not have enough money to send their children to school as they have lost all their livelihood assets. As a result, more children have been observed loitering the streets instead of being in school. The situation has led displaced families to adopt negative coping mechanisms directly affecting children. In Santa, (North West region) the most common coping strategy to reduce expenses was to withdraw children from school while in Bamenda people mostly reduced non-food expenses. 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 is not being provided to all the children and family members. But it is under these harsh conditions that some of these students still succeed in schools and in national

exams such as the Cameroon General Certificate of Education (G.C.E) and also still thrived well in competent areas with regards their social and academic life. It is based on this existing problem that the researcher is trying to make an effort to understand such responses to adversities without all necessary support being provided and seeks to find out how these students still adapt and adjust with focus on their psychosocial wellbeing, where no structured assistance is provided despite the prevailing barriers. After careful observation, the researcher got interested and felt the need for this study. **What therefore is the impact of resilience in the psychosocial support of internally displaced secondary school students in Cameroon?**

0.3   Objective of the study
0.3.1. General Objective

The general objective of this study is to determine the impact of resilience in the psychosocial support of internally displaced secondary school students in Cameroon.

0.3.2. Specific objectives
Specifically, the study sets out;
- To examine the influence of personality traits on the psychosocial support of internally displaced secondary school students.
- To assess the influence of emotional regulation on the psychosocial support of internally displaced secondary school students.
- To determine the influence of internal locus of control on the psychosocial support of internally displaced secondary school students.
- To ascertain the influence of self-efficacy on the psychosocial support of internally displaced secondary school students.
- To examine the influence of social support on the psychosocial support of internally displaced secondary school students.

0.4.   Research Questions

0.4.1 General research question

What is the impact of resilience on the psychosocial support of internally displaced secondary school students in Cameroon?

0.4.2 Specific Research Questions

Some specific research questions were coined to guide the study.

- To what extent do personality traits influence the psychosocial support of internally displaced secondary school students?
- To what extent does emotional regulation influence the psychosocial support of internally displaced secondary school students?
- To what extent does locus of control influence the psychosocial support of internally displaced secondary school students?
- To what extent does self-efficacy influence the psychosocial support of internally displaced secondary school students?
- To what extent does social support influence the psychosocial support of internally displaced secondary school students?

0.5 Research Hypotheses

The following research hypotheses were formulated to guide the researchers in the investigation

0.5.1 Main Research Hypothesis

There is a significant relationship between resilience and psychosocial support of internally displaced secondary school students in Cameroon.

0.5.2 Specific Hypotheses

Null Hypothesis (**Ho$_1$**): There is no significant effect of personality traits on the psychosocial support of internally displaced secondary school students.

Alternative Hypothesis (**Ha$_1$**) There is a significant effect of personality traits on the psychosocial support of internally displaced secondary school students.

Null Hypothesis (H0$_2$): There is no significant effect of emotional regulation on the psychosocial support of internally displaced secondary school students.

Alternative Hypothesis (Ha$_2$): There is a significant effect of emotional regulation on the psychosocial support of internally displaced secondary school students.

Null Hypothesis (Ho3): There is no significant effect of locus of control on the psychosocial support of internally displaced secondary school students.

Alternative Hypothesis (Ha3): There is a significant effect of locus of control on the psychosocial support of internally displaced secondary school students.

Null Hypothesis (Ho4): There is no significant effect of self-efficacy on the psychosocial support of internally displaced secondary school students.

Alternative Hypothesis (Ha4): There is a significant effect of self-efficacy on the psychosocial support of internally displaced secondary school students.

Null Hypothesis (Ho5): There is no significant effect of social support on the psychosocial support of internally displaced secondary school students.

Alternative Hypothesis (Ha5): There is a significant effect of social support on the psychosocial support of internally displaced secondary school students.

0.6   Significance of the study

Resilience is a psychological strategy that enhances individuals' capacity to navigate and adapt to life's challenges, thereby promoting positive aspects of their well-being. While the concept of resilience in psychology is relatively easy to understand, its conceptualization and operationalization pose significant challenges. The academic discourse surrounding the concept of resilience emerged approximately four and a half decades ago, primarily through the contributions of psychologists such as Anthony and Garmezy. The foundation of all endeavours was established through rigorous scientific investigations aimed at understanding the reasons and mechanisms behind the ability of a select group within a population to thrive in the face of significant adversity, without experiencing detrimental outcomes. As a result of this, the phenomenon exhibited a clear and direct correlation with remarkable achievements despite significant challenges.

 The objective of this study is to examine the impact of resilience on the psychosocial support of internally displaced secondary school students in Cameroon. This study aims to emphasise the unique attributes exhibited by internally displaced secondary school students (IDPs) as they demonstrated resilience in the face of expected adverse challenges and difficult circumstances.

This research study is anticipated to generate valuable insights that can be of advantage to various stakeholders, including the Ministry of Secondary Education, Governmental bodies, social workers, school counsellors, educators, educational institutions, and school administrators.

To the Ministry of Secondary Education in Cameroon, this study will provide an insight which will enable the development of policies and programmes targeting children and adolescents facing significant adversity and challenges especially in crisis situations which are often misrepresented with cultural and contextual experiences with regards to vulnerabilities and capacities. These will be taken into consideration by experts thus developing programmes that protect children in a given cultural and environmental contexts, highlighting their inherent strengths and capacities, address the challenges posed by internally displaced persons (IDPs), establish and synchronize a pedagogical framework and structure throughout our secondary educational institutions in Cameroon when dealing with IDPs.

Concerning social practices and social workers, the study will enhance the ability of social practices and social workers to safeguard children who are particularly susceptible to harm. Furthermore, it will provide an opportunity to develop culturally sensitive intervention programmes that cater to the unique needs of any vulnerable populations especially adolescents in crisis situations. Such intervention programmes will help built the individual capacities and skills of children and young people even in the most adverse life situations, giving weight to their culturally bound experiences of adversity and positive adaptation. Through the analysis of individual, family/caregiver and contextual factors influencing resilience processes, the findings make a contribution to social work policy and practice for children and young people facing adversity within this context.

The study will additionally introduced the notion of resilience within the realm of social work practice and policy in Cameroon. That is moving away from a victim-centric approach and towards one that promotes empowerment. Such a shift can be achieved by placing greater emphasis on recognizing and nurturing the talents and resilience of children who find themselves in difficult life circumstances. This can be achieved by facilitating the provision of valuable resources and guidance to social workers. Based on empirical research, it has been observed that our cognitive evaluations of probabilities and challenges significantly influence our academic and occupational performance, life expectancy, as well our social and emotional development. It is widely

acknowledged that individuals who possess resilience tend to experience longer lifespans, built more fulfilling interpersonal connections, and attain greater levels of success in both their personal and professional endeavours (Park, Peterson and Seligman 2004).

 The results of this study will provide counsellors with insights into the cognitive frameworks that facilitate students' resilience in the face of challenging environments. Most students today, encounter considerable daily stress, and there appears to be an increasing prevalence of feelings of sadness, especially among adolescents. The presence of stress and difficulty is an enduring phenomenon, regardless of the extent of our endeavours. Nevertheless, it is possible to enhance our resilience by modifying our viewpoint on various occurrences. Resilient thinking is characterized by the aptitude to engage in creative problem-solving, the ability to incorporate multiple perspectives, and the tenacity to persist in one's daily activities. Resilient thinking is characterized by the possession of traits such as flexibility and precision. The adoption of certain behaviours that reduce stress can have a positive impact on both mental and physical well-being. The studies conducted will guide counsellors on how to orientate and students especially IDPs on practical psychotherapeutic strategies thus making them to be resilient in any environment they find themselves.   .

To schools, the study will enable them to create a culture of high expectations for all students and greater rates of academic success even in the face of challenges and adversity. This is done by guiding the student to be positive and channel all their positive energy to solve practical problems since the school can serve as a protective factors and a positive environment in making students to be more resilient. Thus findings of this study will contribute comprehensively in understanding the resilient nature of IDPs and psychosocial issues, specifically in relation to Cameroon during this crisis.

The research aims to provide educators with the necessary competencies to establish inclusive learning environments that foster equity, security, and a sense of belonging. Additionally, it seeks to enable teachers to effectively employ diverse methodologies and approaches to manage students' conduct and enhance the academic development of all learners, despite the inherent difficulties associated with this endeavour.

The study's findings can assist school administrators in promoting resilience among students, with a particular focus on internally displaced persons (IDPs). Administrators can utilise these findings

to encourage students to prioritize and maintain optimal physical well-being. By providing yoga and aerobics classes, intramural sports, and various recreational activities. Administrators have the capacity to encourage regular physical exercise due to its dual benefits of enhancing physical well-being and mitigating the negative emotional effects, such as tension, resentment, and hopelessness that arise from facing adversity and adjusting to new circumstances.

To teachers, the finding will enable them to understand the psycho-emotional wellbeing of students especially IDPs and used collective teaching methods and strategies such as the eclectic teaching methods and student centred approaches will enable them to understand concepts presented to them and participate actively in the teaching learning process.

0.7   Delimitation of the study

Geographically, this study is limited to some secondary school students in three selected regions of Cameroon. Which include; the Centre, West and Littoral regions respectively. The purposive sampling technique was used to select the participants of the study since they can provide the answers to the questions being presented by the researcher. They constitute 317 internally displaced secondary school students from the Littoral, West and Centre regions. Gender representation was duly respected.

Conceptually, the study examined resilience with specific concepts such as social support, locus of control, self-efficacy, personality traits and emotional regulation. Other concepts such as resilience, psychosocial support were also examined.

Theoretically, current theories of resilience such as the hope theory by Snyder and the broaden-and-build theory by Fredrickson were examined contextually. The study is focused on the impact of resilience on the psychosocial support of internally displaced secondary school students in Cameroon. Methodologically, sequential explanatory research design which is a type of mixed method which is an enquiry involving the use of qualitative and quantitative data was used for the study. Two research instruments were used to collected data. The questionnaire, which was constructed using the Likert scale and an interview guide. Given that the variables involved in the various hypotheses tested are essentially categorical, Logistic Regression model was employed to appraise the impact of resilience on the psychosocial support of internally displaced secondary school students in Cameroon.

0.8 Operational definition of key terms

Resilience

According to Benard (1991), resilience refers to the capacity to recover from or adapt to difficult and challenging life circumstances. It can also be defined as a stable quality of the individual that allows them to bounce back from adversity and adapt (Jacelon, 1997; Wagnild, 2003). As regards this work, the term resilience refers to positive adaptation to adversity or bouncing back from a stressful event.

Locus of control

Locus of control refers to a personality or dispositional variable reflecting the tendency to perceive events as being either a consequence of one's own actions or a consequence of outside factors such as fate, chance, or powerful others that are beyond one's personal control (Rotter, 1966). Concerning this study, locus of control refers to an individual's belief about the extent to which they have control over events and outcomes in their life.

Internal locus of control

Internal locus of control is the term used to describe the belief that control over future outcomes resides primarily in oneself. That is, people with an internal locus of control believe that outcomes are consequences of their own actions rather than luck, fate, or others (Rotter, 1966). In this work, the internal locus of control is the belief that individuals have control over their own actions and the outcomes they experience.

External locus of control

 External locus of control refers to the expectation that control is outside of oneself (Rotter, 1966). Operationally, the external locus of control is the ability to attribute experiences and outcomes to external factors such as fate, chance, or luck.

Psychosocial support

Psychosocial support refers to the "processes and actions that promote the holistic wellbeing of people in their social world. It includes support provided by family and friends" (INEE, 2010a, p. 121). Psychosocial support can also be described as "a process of facilitating resilience within individuals, families, and communities" (IFRC Reference Centre for Psychosocial Support, 2009). As far as this study is concerned, it refers to those programme components that assist children, families, and communities to cope with crises and to reinforce or regain healthy psycho-social development and resilience in the face of challenging circumstances.

Risk factors

Risk factors are those characteristics thought to present a group of people, usually children, with a higher probability of an undesirable outcome (Masten, 1994). Operationally, risk factors are individual characteristics or contextual conditions of a group of people, especially children and youth, that increase the probability of an undesirable outcome, such as school failure, psychiatric illness, criminal involvement, vocational instability, poor social relationships, social unrest, etc.

Protective factor

A protective factor generally describes the circumstances that moderate the effects of risks and enhance adaptation (Masten, 1994). Protective factors in this study refer to individual characteristics and environmental assets that buffer, interrupt, or even prevent risk.

Self-efficacy

Schultz and Schultz (1994) go on to describe self-efficacy as the belief in one's capacity to perform a task that includes adequacy, efficiency, and competence in coping with life's demands and challenges. Self-efficacy in this study, self-efficacy refers to the confidence people have in their abilities for success in a given task.

Personality

Morris and Maisto (2002) state that personality is the unique pattern of thoughts, feelings, and behaviour that seems to persist over time and across various situations. Operationally, personality is the sum total of a person's physical, psychological, and spiritual attributes that enable a person to predict how people will behave in specific circumstances.

Emotional regulation

Emotion regulation refers to processes that influence which emotions we have, when we feel them, and how we experience or express them (Gross, 1998b). Operationally, emotional regulation includes both conscious and non-conscious strategies that are used to either increase, maintain, or decrease one or more components of an emotional response.

Social support

Cassel and Gore (1977) defined social support as "the gratification of a person's basic needs (approval, esteem, succor, etc.) by significant others .Operationally, social support can be defined as the assistance given to people dealing with problems in changing situations.

0.9   Presentation of the work

This chapter examined the problem of the study under the following sub-headings: background of the study, statement of the problem, objectives of the study, research questions, and hypotheses, significance of the study, delimitations of the study and definition of key terms. The work is divided into two parts. Part one titled conceptual and theoretical review is divided into two chapters. Chapter one is focused on resilience and related concepts while chapter two is on indicators of resilience used to overcome challenges and adversities by students. Part two titled methodology and empirical framework is divided into three chapters. Chapter three is on research methodology, chapter four on presentation of result findings and chapter five on discussion and recommendations. The work ends with general conclusion, references and appendices.

Part one:

Conceptual and Theoretical Framework

Chapter 1:

Resilience and psychosocial support among students

1.1 The concept of resilience

Resilience, as indicated by various critics (Allen et al., 2011; Masten, 2007; Ungar, 2011), is a concept that lacks precision and exhibits ambiguous conceptual underpinnings. The concept of resilience in human and other biological systems draws upon its early origins in the physical sciences, where it was initially defined as the ability of a material to revert back to its original form after undergoing deformation (Kirmayer, 2011). The etymology of this term can be traced back to the Latin root word "resilire," which means "to spring back" (Resnick et al., 2011; Windle, 2010). The aforementioned early influences indicate that the object under consideration remains unchanged following a distressing event, thereby ignoring to account for the complex biopsychosocial processes and subsequent development experienced by an individual. In the past few decades, there has been a notable increase in the number of definitions that have provided further elaboration on the core notion of resilience (Masten, 2007).

The concept of resilience has become widely recognised as the ability to effectively adapt, develop, and thrive in the presence of challenges or adverse circumstances. It is commonly referred to as an ongoing and dynamic process of managing challenges, or the ability to effectively adapt and recover from adversity (Benard, 1996). Resilience plays a pivotal role in fostering the promotion of social and emotional well-being. Adversity is a universal experience, wherein individuals exhibit varying degrees of resilience. However, it is observed that certain children and adolescents possess higher levels of resilience compared to their peers. Individuals who possess elevated levels of resilience exhibit a decreased propensity to encounter difficulties pertaining to social or mental well-being, while concurrently demonstrating an increased inclination towards valuing the process of acquiring knowledge. This inclination, in turn, positively influences their academic achievements (Benard, 2004).

According to Benard (1991), resilience can be defined as the ability to recover from or adjust to demanding and arduous life circumstances. In the context of education, Wang and Gordon (1994) describe educational resilience as the ability to thrive academically despite encountering personal and environmental barriers. The existing body of research on educational resilience is constrained in scope and has predominantly focused on the identification of individual traits exhibited by academically successful resilient students (Williams & Bryan, 2013). These characteristics encompass a variety of traits, such as a broad spectrum of optimism, self-affirmation, an internal

locus of control, intrinsic motivation, assertiveness, problem-solving abilities, perceived social support, and goals and aspirations.

Scholars and practitioners have endeavoured to ascertain these attributes with the aim of cultivating them in students who are susceptible to underachievement in their academic pursuits. Resilience is not inherently a fixed trait, but rather emerges from the interplay between an individual's personal attributes and the protective factors present in their environment. In essence, the term "resilient" is used to describe a student who possesses certain personal attributes and benefits from external support systems, such as familial, educational, and community assistance. These factors collectively surpass the challenges and susceptibilities present in their surroundings, which may include factors like limited financial means, insufficient resources, fragmented services, and diminished expectations from educators.

The modern understanding of resilience has been significantly shaped by two key definitions. One perspective on resilience posits it as a dynamic process, whereas another perspective conceptualizes it as an inherent personality trait. Resilience, as posited by Jacelon (1997) and Wagnild (2003), is a characteristic attribute that empowers individuals to effectively overcome challenges and demonstrate adaptability. Based on the findings of resilience studies conducted by Gooding et al. (2012), Nygren et al. (2005), and Wells (2010), resilience can be understood as a protective attribute that enables individuals to effectively cope with and overcome adversity. Trivedi et al. (2011) propose that it is possible to conceptualise it as a set of attributes encompassing extraversion, positivism, and conscientiousness. The underlying premise of this approach is inherently flawed as it posits the phenomenon as a consistent and reliable resource of the individual. The concept of resilience can be understood as a characteristic of an individual's personality. However, it is important to note that this perspective may overlook the significant impact of contextual and external factors on the outcomes of resilience (Leipold & Greve, 2009; Ungar, 2011).

As a process, the concept of resilience has been likened to the ability to recover from a traumatic experience or "bounding back" from adversity, as discussed by various scholars (Hardy et al., 2004; Jopp & Rott, 2006; Luthar et al., 2000; Netuveli et al., 2008; Windle, 2010). Earvolino-Ramirez (2007) posits that the stages of resilience are commonly identified as rebounding, recovering, and reintegrating. Leipold and Greve (2009) argue that the aforementioned techniques

can be considered as coping mechanisms that contribute to the development of resilient outcomes. Definitions that aim to describe resilience as a process are more effective in capturing its dynamic and situational elements. Nevertheless, it is common for individuals to persist in adopting an individualistic viewpoint when considering adaptation, thereby neglecting the crucial aspect of how individuals interact with their environment across various systemic levels. Given the limitations of both the trait-based and process-based conceptualizations of resilience in fully capturing its complexity, there is a growing need to establish a comprehensive definition that integrates and surpasses these perspectives.

Richardson (2002) defined resilience as an inherent motivating force present within each individual, driving them towards the attainment of spiritual tranquilly and self-fulfillment. Leipold and Greve (2009) argue that resilience should be understood as a phenomenon rather than a singular trait or process. They suggest that resilience is a complex construct that encompasses various individual characteristics and behaviours. These factors interact with the environment when individuals are faced with specific adversities. Using both processes and domains, Ungar (2011) provided a comprehensive definition of resilience:

> In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate the psychological, social, cultural and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided and experienced in culturally meaningful ways. (Ungar, 2008)

The provided definition acknowledges multiple significant facets of resilience. Lundman et al. (2010) and Luthar et al. (2000) argue that the inclusion of adversity serves as a distinguishing factor between resilience and other related concepts. This particular aspect of resilience will be subject to further comprehensive examination. Furthermore, it is important to acknowledge the potential for individuals and communities to develop personal and social resilience. Subsequent investigation pertaining to the mechanisms and configurations of resilience ought to prioritise the exploration of the expansion of resilience beyond the individual level, encompassing factors at the community level (Wild et al., 2013). Ungar (2011) proposed the concept of decentrality as a means to expand the understanding of resilience, emphasising the significance of the individual's interactions with their environment. This interaction exemplifies the inherent dynamism and

contextual nature of resilience. The incorporation of culture and significance within this definition underscores the wide array of cultural variations and the significance of meaning in relation to the phenomenon of resilience.

Another definition that captured the multidimensionality of the concept defined resilience as:

> The process of navigating, managing and adapting to significant sources of stress or trauma, assets and resources within the individual, their life and their environment facilitate this capacity for adaptation and 'bouncing back' in the face of adversity. Across the life course, the experience of adversity will vary. (Windle, 2010)

The importance of resources and adaptation mechanisms was also underscored in this definition. In order to reconcile the divergent conceptualizations of resilience, which encompass its characterization as both a trait and a dynamic phenomenon, it was recognised that both human and environmental variables exert an influence on the ultimate manifestation of resilience. It further commended the adoption of a lifelong perspective, emphasising the fluctuations in resilience experienced throughout one's lifetime. Resilience has been conceptualised as a developmental phenomenon that necessitates the mobilisation of resources across multiple domains to facilitate the restoration of well-being and the potential for recovery or even personal growth in the presence of challenging circumstances. The selection of these concepts as the conceptual framework for resilience in this work was based on their inclusive nature and recognition of the contextual aspects involved.

1.2 Concepts that are similar or related to Resilience

1.2.1. Vulnerability

The ultimate phase of the conceptual and theoretical analysis involving the identification of concepts that bear resemblance to and exhibit a connection with resilience is of vital importance. As a result, it is possible to differentiate the subtle differences between various concepts, thereby providing a clearer understanding of the unique attributes of resilience. Resilience is commonly portrayed as the opposite of vulnerability, as a result of earlier studies that characterised children with favourable outcomes as "invulnerable" (Luthar et al., 2000). The term invulnerability, which suggests a permanent state of risk avoidance, has been replaced by the concept of resilience due to

its dynamic and situational nature (Waller, 2001). Furthermore, resilience can be defined as the ability to encounter vulnerability and grow as a consequence, rather than the mere absence of vulnerability. In a study conducted by Rutter (2006), it was observed that resilience was found to be developed through deliberate exposure to a risk factor, rather than through avoidance. Illustrative instances are used to demonstrate the acquisition of pathogenic agents through vaccination and the confrontation with an object that elicits a phobic response. Acknowledging one's susceptibility and implementing appropriate measures to build the necessary assets to overcome it will facilitate the process of resilience. The enhancement of resilience can be achieved through the acknowledgement of vulnerability and the implementation of strategies to develop resources for overcoming sources of vulnerability.

1.2.2. Hardiness

In more recent conceptual analyses (Earvolino-Ramirez, 2007; Windle, 2011), the concepts of hardiness was chosen as an analogous yet distinct illustration (Earvolino-Ramirez, 2007; Windle, 2011). Both hardiness and resilience exhibit similar outcomes, such as the ability to achieve success in the midst of challenging circumstances. Resilience, despite its inherent stability, is not commonly acknowledged as a stable personality trait. Hardiness can be defined as a state of being resistant to disease and misfortune similar to a state of invulnerability (Felten, 2000). Resilience is a concept that requires individuals to encounter and confront adversity, leading to a process of recuperation and, in certain cases, even growth through adaptation and personal advancement (Earvolino-Ramirez, 2007). Hence, the notion of hardiness can be perceived as a rigid concept when contrasted with the adaptable and situation-dependent nature of resilience. The differentiation mentioned above may prompt certain individuals to perceive hardiness as a means to achieve resilience, as it has the potential to shield against the adverse consequences of a stressor (Bonnano, 2004). Given that it is a positive personality trait, Ong et al. (2009) included personal hardiness as a part of trait resilience.

1.2.3. Thriving

Another concept that is closely connected is thriving, which can be defined as a response to stress that is effective in improving mental, emotional, or physical outcomes (Hardy et al., 2004). On the other hand, resilience takes into account the process of recuperation and reintegration in the face

of adversity, particularly in relation to the potential consequences of loss. When evaluating resilience, one can take into account both the magnitude of adversity and the degree of recuperation (Hardy et al., 2004). The concept of thriving is limited in its applicability because it emphasizes only good outcomes, yet it could be viewed as a part of resilience. Resilience was defined as "thriving versus merely surviving" by Wild et al. (2013), noting that it can be employed in talks on resilience but should not be used in place of the diverse concept of resilience

1.2.4. Other Related Constructs

As was already established, the lack of a thorough theoretical foundation for resilience causes it to frequently lack clarity and appear paradoxical in the nomological network. The conundrum described before also applies to personality qualities that show a strong correlation. Many constructs that conceptually resemble resilience have been proposed in recent assessments of resilience (King, Newman, & Luthans, 2016). The list of fundamental ideas that follows is inextricably linked to the idea of resilience.

1.2.4.1. Psychological Capital

According to Luthans et al. (2007) and Youssef & Luthans (2007), Psychological capital (PsyCap) is conceptualised as a higher-order construct comprising four psychological factors that are associated with the ability to overcome obstacles. The psychological factors under consideration are self-efficacy, optimism, hope, and resilience. The prevailing definition of resilience within this paradigm is the ability to demonstrate adaptability when confronted with adversity. Given the self-report nature of the instrument and the limited number of questions typically involved, PsyCap assessment instruments generally operate under the assumption that the resilience component is unidimensional. Additionally, it is assumed that respondents have encountered sufficient setbacks to provide accurate assessments, and that they can effectively aggregate their responses across multiple adverse events (Harms & Luthans 2012). In light of the aforementioned challenges, there have been recent endeavours to devise implicit assessments of Psychological Capital (PsyCap) that offer a more precise reflection of an individual's genuine resilience levels. The study conducted by Avey, Reichard, Luthans, and Mhatre (2011) revealed that explicit as well as implicit measures can be utilised to accurately forecast levels of well-being and satisfaction in various areas. Krasikova, Lester, and Harst (2015) conducted a study wherein they discovered that Psychological

Capital (PsyCap) demonstrated predictive capabilities in relation to mental health and substance abuse among a substantial cohort of American soldiers. Despite the extensive body of research that has been dedicated to utilising PsyCap measures for the prediction of significant outcomes within and beyond the workplace, there remains an ongoing debate regarding the appropriateness of amalgamating the various components of PsyCap into a unified score versus considering them as distinct entities. One could posit, for example, that the inclusion of resilience in the roster of PsyCap elements may be unwarranted, given that it is conceptualised as an outcome resulting from the presence of the other three elements.

1.2.4.2 Character Strengths

According to Hodges & Clifton (2004), character strengths can be defined as inherent and repetitive cognitive, affective, or behavioural patterns that have the potential to be utilised in a constructive manner. In essence, these traits encompass a wide spectrum of individual characteristics that can be differentiated from others due to their correlation with elevated levels of behavioural and psychological efficacy (Peterson & Seligman, 2004). In reality, these evaluations are regarded as assessments or self-assessments of one's ability to perform effectively in specific domains or activities. Personality traits have been identified as essential prerequisites and potential indicators of resilience, as suggested by Martnez-Marti and Ruch (2017) and Goodman, Disabato, Kashdan, and Machell (2017). The existing empirical evidence presents conflicting findings with respect to the specific strengths that are linked to overall well-being (Goodman et al., 2017; Park, Peterson, & Seligman, 2004). However, it is worth noting that there exists empirical evidence supporting the notion that evaluations of individual character strengths possess the ability to accurately forecast mental health consequences, including but not limited to substance abuse and suicide (Lester, Harms, Bulling, Herian, & Spain, 2011). Considerable criticism has been directed towards the concept definitions, theoretical framework, scoring, and interpretation of strengths assessments (Kaiser & Overfield, 2011). Despite the potential promise of the association between strengths and resilience, it is necessary to further refine character strengths assessment tools in order to ascertain whether strengths serve as antecedents to resilience or if the concept of "resilience" as a trait is redundant, given the specific characteristics already encompassed within current measures of strengths.

1.2.4.3. Grit

The concept of grit, as introduced by Duckworth et al. (2007), refers to the quality of exhibiting perseverance in the face of challenges and demonstrating a strong passion towards achieving long-term objectives. Based on the provided definition, it is evident that there is a clear connection between resilience and the concept being discussed. Specifically, within the construct of grit, the attribute of perseverance can be seen as indicative of a resilient personality. Additionally, the element of "passion" may be viewed as a potential antecedent to the development of resilient behavioural patterns. Although there is evidence suggesting a connection between grit and well-being outcomes, such as depression and life satisfaction, a meta-analysis conducted by Credé, Tynan, and Harms (2017) indicates a weak association between resilience and grit. Nevertheless, the presence of measurement issues poses a significant challenge when attempting to derive definitive conclusions regarding grit. There is a lack of theoretical and empirical support for the integration of the two components of tenacity. Furthermore, empirical evidence has demonstrated a significant overlap between the traditional assessments of trait conscientiousness and the contemporary measurements of grit (Crédé et al., 2017). Hence, it is challenging to establish definitive findings regarding the concept of "grit" in a comprehensive manner presently, necessitating further refinement of measurement scales.

1.2.4.4 Hardiness

The concepts of hardiness and resilience exhibit a strong conceptual connection. Individuals who possess a high level of handiness are commonly described as "resilient" and exhibit a tendency to confront challenges directly and without hesitation (Kobasa, 1979). Hardiness is defined as a personality trait that is characterised by three cognitive qualities, namely control, commitment, and challenge. These qualities play a significant role in shaping the perception of life events among individuals who possess hardiness. The degree of control they possess is indicative of their perception of having a significant level of influence over their circumstances.

Commitment can be defined as an individual's innate tendency or capacity to attribute importance to their actions and actively pursue the attainment of a life goal. The term 'challenge' refers to the tendency to view difficult circumstances as opportunities for personal development, rather than as sources of frustration or danger. According to a meta-analytic study conducted by Eschleman,

Bowling, and Alarcon (2010), there is evidence to suggest that individuals who display a heightened level of hardiness tend to possess superior coping abilities, enhanced physical well-being, and broader social support networks. The primary distinction between resilience and hardiness in terms of assessment resides in the fact that hardiness is characterized by a well-defined theoretical framework that encompasses its structure and logical foundations. Scholars currently lack consensus regarding the appropriate measures and specific antecedents of resilience models.

1.2.5. Historical Development and Evolution

The examination of the concept of resilience was approached from an evolutionary perspective, enabling a more thorough analysis of the diverse contextual and temporal circumstances in which the concept has provided benefits. The aforementioned viewpoint recognises the interconnectedness and fluid nature of concepts in the real world (Rodgers, 1989). From a Foucaultian discourse perspective, as proposed by Kendall and Wickland (1999), engaging in a historical study allows for critical examination of the evolution of this particular concept, thereby offering the opportunity to question and potentially disrupt established relationships and underlying assumptions.

As previously mentioned, the term "resilience" was originally employed to describe the attributes of inanimate entities within the realm of the physical sciences. The term "spring back" is not applicable to living organisms, leading to its evolution in the biological sciences to encompass the dynamic processes of adaptation and transformation (Kirmayer, 2011). The emergence of resilience research in the biological sciences can be attributed to the rise of positive psychology and health promotion, which were developed as responses to the prevailing medical paradigm in healthcare that was deemed unsatisfactory.

Windle et al. (2011) argue that the medical paradigm places its emphasis on the concepts of disease, impairment, and psychopathology. In contrast, health promotion acknowledges the importance of disease prevention and treatment, while also emphasising the significance of fostering human well-being. An additional focal point in health promotion, as highlighted by Stokols (1992), pertains to the capacity of individuals and collectives to exert influence over health-related practices and policies, thereby impacting outcomes such as individual health and societal well-being. Hence, the inclusion of resilience in health promotion is crucial as it offers a

more equitable viewpoint on the process of ageing, as opposed to the tendency to pathologize older individuals, as evidenced by the works of Allen (2011), Nakashima and Canda (2009), and Wild et al. (2013).

The definition of health provided by the World Health Organisation (WHO) in 1948, which states that health is not solely the absence of disease or infirmity but rather a state of complete physical, mental, and social well-being, has played a significant role in the advancement of health promotion. Despite the fact that the World Health Organization's definition of resilience originated in the late 1940s, scholarly investigations into resilience did not commence until approximately two decades thereafter. The Kauai Longitudinal Study, initiated by Werner and Smith in 1971, is widely recognised as a groundbreaking endeavour that has laid the groundwork for subsequent investigations on resilience, as noted by Wild et al. (2013). The study conducted by the researchers aimed to identify infants who were susceptible to developing psychopathology by considering familial and environmental factors. It was found that certain individuals exhibited positive adaptation despite facing unfavourable circumstances (Masten, 2007). Consequently, researchers commenced the process of identifying the individual and contextual factors that contributed to the resilience of these children.

The term "invulnerability" was originally employed to refer to situations in which a child was expected to encounter adverse developmental consequences, but instead exhibited positive outcomes (Anthony, 1974). Subsequently, the concept of resilience replaced invulnerability, as the latter connoted a lasting and essential characteristic of evading harm. Resilience, a trait that exhibits variability and is contingent upon environmental factors (Luthar et al., 2000), can be characterised as a variable attribute. However, scholars have underscored that resilience is a result of vulnerability rather than an attempt to avoid it (Felten & Hall, 2001). According to Rutter (2006), resilience has emerged as a substitute for invulnerability and is positioned as the antithesis of vulnerability along a continuum. The application of the concept is influenced by the continuum between vulnerability and resilience, as they are not polar opposites. The preliminary investigations on resilience in adolescence and infancy encompass the initial two stages of resilience research. The researchers embarked on two primary avenues of investigation. The initial line of inquiry involved a descriptive approach aimed at assembling an all-encompassing inventory of personality traits and environmental factors that were indicative of resilient outcomes (e.g.,

Werner & Smith, 1971). The characteristics of resilient individuals were quantified and enumerated by first-wave researchers (Masten, 2007; Richardson, 2002).

The characteristics identified by Luthar et al. (2000) and Masten (2001) were classified as protective factors or resources. The identification of these characteristics has demonstrated its advantageous nature as it offers potential avenues for future interventions aimed at bolstering resilience. However, this study fails to provide an explanation regarding the mechanisms through which individuals' access and utilise these resources in order to overcome adversity, as well as the ways in which the environment interacts with personal characteristics to foster resilience (Liepold & Greve, 2009; Ong et al., 2009). The subsequent phase of investigation, as guided by Garmezy (1993), centred on the examination of coping mechanisms or adaptive processes that facilitate resilience.

According to Masten (2007), Ong et al. (2009), and Richardson (2002), the identification of resilience mechanisms has been a key focus of study in this field. The advancement of stress theory involves the development of resilience mechanisms, which posits that outcomes are influenced by the interplay between stressors and factors that increase vulnerability or provide protection (Norris, 2011). Resilience, as defined by Tusaie and Dyer (2004), is distinguished by the presence of adaptive coping strategies that yield advantageous outcomes. The importance of environmental factors, particularly the interactions between individuals and their surroundings, has been emphasised due to a heightened attention on resilience mechanisms (Wild et al., 2013). Therefore, there has been a promotion of emphasis on ecosystems (Waller, 2001), and an acknowledgement of the interdependence of systemic levels (Stokols, 1992). The conceptualization of resilience has been categorised into two approaches: trait-based and process-based, as outlined by Wild et al. (2013).

Masten (2007) posited that the primary objective of the third phase of resilience research was to ascertain the mechanisms that enable interventions aimed at aiding individuals and communities in surmounting adversities. The principal objectives of the present research period have centred on the prevention of psychopathology and the enhancement of competence and well-being. The utilisation of intervention and preventive studies offers several benefits (Masten, 2007) as their study designs enable the empirical examination of concepts without the need to wait for the natural progression of resilience to unfold. With the rise in life expectancy, there has been a growing focus

on the quality of life during old age. As a result, there has been an increased emphasis on ageing in a manner that is healthy, socially connected, and productive. Consequently, research on resilience in later life has gained momentum.

The perspectives of senior adults on resilience have been influenced by discussions surrounding the concept of ageing well and achieving successful ageing. Bryant et al. (2001) employ the concept of engaging in meaningful activities as a defining characteristic of healthy ageing. The formulation of this concept was informed by the viewpoints of the elderly population and was grounded in qualitative research methodologies. The aforementioned viewpoint, which places importance on the meaningfulness of activities for the well-being of older adults, advocates for the inclusion of holistic well-being indicators as measures of resilience outcomes. Successful ageing is defined by the lack of illness and disability, the preservation of physical and cognitive abilities, and the active participation in social and productive endeavours. Correlations have been observed between healthy ageing and the three criteria that have been most frequently identified by Rowe and Kahn (1997).

According to Strawbridge et al. (2002), the standards in question have the effect of marginalising older individuals who are able to effectively cope with chronic illnesses and other conditions that limit their daily activities. The concept of resilience can be instrumental in fulfilling these criteria as it empowers individuals to effectively confront and adjust to challenges within their unique circumstances, or propose an alternative objective. The seminal study on the resilience of senior adult was conducted by Wagnild and Young in (1990). Through the utilisation of a trait-centered approach, employing a first-wave strategy, the researchers were able to discern the common attributes exhibited by elderly women who achieved success in spite of facing various challenges. Based on previous literature, resilience has been defined as a characteristic that influences how individuals react to potential risks (Rutter, 1985). Additionally, it has been described as an individual's ability to adapt their self-control based on their specific circumstances, referred to as "ego-resilience" by Block and Block (1980). The researchers identified certain themes that were considered to encapsulate the fundamental concept of resilience in the context of ageing. The identified emerging themes encompassed serenity, tenacity, independence, significance, and existential solitude. The Resilience Scale, developed by Wagnild and Young in 1990, was founded upon these factors. It was the initial scale specifically created to evaluate resilience in older adults.

The field of resilience research is still in its early stages, focusing on the examination of various factors and characteristics that are linked to resilience.

Luthar and Brown (2007) assert that the body of research pertaining to elderly individuals is comparatively less advanced when compared to the research conducted on children and teenagers. However, there are emerging prospects in the field, such as the incorporation of resilience at various systemic levels, as well as the exploration of community and economic resilience (Ungar, 2011; Waller, 2001; Wild et al., 2013). In light of the fourth phase of resilience research, it is imperative for researchers to give precedence to the utilisation of multilevel analysis and the acquisition of a comprehensive comprehension of adaptation (Masten, 2007). The aforementioned statement posits that there exists a connection between the notions of resilience as a characteristic (traits) and resilience as a process, as discussed by Rutter (2006).

1.2.6. Risk and Protective factors of resilience

The development of resilience is achieved by maintaining a dynamic balance between factors that pose a potential risk and those that provide protection (Rutter, 1990). The factors linked to each group, as indicated by their respective names, can either impede or facilitate the process of healthy adaptation to adversity. The existing body of research has predominantly concentrated on the identification of risk factors that are linked to academic failure. However, it is equally imperative to comprehend the protective factors that contribute to the success of certain students in educational settings, even in the face of adversity (Greene & Conrad, 2002).

1.2.6.1 Defining Risk Factors

According to Kirby & Fraser (1997), risk factors are elements or circumstances that increase the likelihood of a negative outcome or the occurrence of an undesirable event. Risk factors are identifiable attributes that are thought to increase the likelihood of an unfavourable outcome among a specific population, usually comprising of children (Masten (1994). In the realm of risk factor analysis, scholars have historically adopted one of two methodologies: either concentrating on a particular risk factor or precursor that they endeavour to establish a connection with future outcomes, or exploring cumulative risk to ascertain the consequences of combined risks. As previously mentioned, the influence of ecological theory on the design of contemporary research studies still persists (Bronfenbrenner, Moen, & Garabini, 1984). Bronfenbrenner (1979) posits an

ecological perspective wherein the development of an infant occurs within a multifaceted framework of interrelated relationships that are subject to influence across different levels of the environment. The child's environment is commonly understood to consist of four interrelated systems: the microsystem, mesosystem, exosystem, and macrosystem. The microsystem refers to the child's immediate surroundings, while the mesosystem encompasses the interactions between elements within the microsystem. The exosystem comprises factors in the larger community that indirectly influence the child's development. Lastly, the macrosystem encompasses broader societal elements such as values, laws, and customs that shape the child's environment. Studies conducted by researchers have revealed that proximal risk factors, such as parental abuse, hold greater significance compared to distal risk factors.

According to Bronfenbrenner, Moen and Garabino (1984), it is widely believed that these macro elements exert a significant impact on an individual's developmental trajectory. Furthermore, it has been posited by scholars that the concept of risk should be understood as a fluid and evolving phenomenon, with individual reactions to risk being distinct and influenced by their specific contextual factors (Cowan, Cowan, & Shulz, 1996). Individuals who exhibit a positive response during a particular phase of their life may not necessarily exhibit the same positive response during a subsequent phase (Rutter, 1981, 1987). Furthermore, as posited by Garmezy (1993) and Masten (1994), the concept of risk includes the accumulation of stressors. The distinction between stress and danger lies in the requirement for adaptation, which is contingent upon an individual's subjective reaction to life circumstances. Life events are classified as distressing when an individual's perception deems them to be excessively burdensome, thereby posing a potential threat (Lazarus & Folkman, 1984). Nevertheless, researchers in the field of resilience have encountered difficulties in both defining and evaluating risk factors.

Howard et al. (1999) assert that it is a common assumption among researchers that all participants possess uniform perceptions of risk and resilience. In a study conducted by Luthar, Cicchetti, and Becker (2000), it was noted that certain individuals may possess a subjective perception of their well-being, despite objective assessments by scientists indicating their life circumstances to be significantly stressful. In contrast to the aforementioned assertion, it is possible for students who possess notable risk factors to be excluded from resilience research if they do not demonstrate the

challenging or antisocial conduct commonly associated with individuals who have such risk factors.

Fleming et al. (1997) postulated in their study on child abuse victims that children who exhibit reserved, reclusiveness, and non-confrontational behaviour would be equally susceptible to abuse compared to their more outspoken counterparts. Despite the challenges associated with assessing and quantifying risk, there was unanimous consensus among the researchers that resilience research holds significant promise and possesses inherent value. Howard et al. (1999) posited that it is imperative for researchers to be cognizant of the potential disparity between children's perceptions of risk and resilience and those of adult researchers as they make contributions to the existing body of knowledge on resilience. Condly (2006) made the following insertion:

> An accurate description of the nature of risk crucial to the understanding how it affects people, how resilience operates, and how to develop interventions in the real world. Because risks are multifaceted in nature, it necessarily follows that resilience too is multifaceted. (p. 225)

Individuals only develop resilience when confronted with risk or adversity. Children may be referred to as competent, well-adjusted, or normal, but they are not resilient until they face a significant risk and demonstrate the capacity to surmount it (Masten & Reed, 2002). Green and Conrad (2002) define risk factors as circumstances that increase the probability that a problem will develop. Fraser et al. (2004) define risk factors as "any influences that increase the likelihood of the onset, progression to a more severe state, or continuation of a problem condition." In other words, risk factors are individual characteristics or contextual conditions of a group of people, particularly children and adolescents, that increase the likelihood of an unfavourable outcome, such as school failure, psychiatric illness, criminal involvement, vocational instability, and poor social relationships later in life (Masten, 1994).

It should be noted that risk factors do not ensure that children will have academic or behavioural problems, but they do increase the possibility and likelihood that these problems will occur. Among the risk factors affecting secondary school students in these various regions are illness, emotional and behavioural difficulties, the total absence of guidance and counselling services in some secondary schools, the lack of a parent-teacher relationship, and massive self-promotion by

these students, coupled with the lack of basic learning materials. Some of these students still succeed in schools and National exams such as the Cameroon General Certificate of Education (G.C.E) despite these severe conditions, and they have also flourished academically and socially despite these obstacles. This demonstrate that these students are able surmount the challenges of life in the midst of the crises when they are faced with emotional, social and psychological problems which are risk factors that affect them negatively.

Multiple adverse conditions can negatively impact the resilience capacity and healthy development of children and adolescents. For example, Lustre and McAdoo (1994) examined the relationship between the number of risk factors to which African American families and children were exposed and the likelihood that they would develop academic or behavioural issues. McCabe, Clark, and Barnett (1999) examined the connection between child stressors, family risk factors, and the behavioural adjustment of African American adolescents in a similar study. Both of these studies found a correlation between the number and frequency of stressors and risk factors and the prevalence of academic, psychological, and behavioural problems in children. These findings and other comparable research demonstrate that African American families and children are disproportionately affected by risk factors. Many African American students, particularly those from urban or inner-city institutions, must demonstrate resilience in the face of adversity in order to achieve academic success. The secondary school students who are internally displaced in the West, Littoral, and Centre regions are not an exception due to the fact that they have all been exposed to significant life challenges and adversity, but have demonstrated the ability to surmount them.

1.2.6.2. Defining Protective Factors

The analysis of protective factors required a fundamental change in research frameworks, redirecting the attention of researchers from risk factors to the mechanisms through which individuals effectively navigate risk (Jessor, 1993). In a broad sense, a protective factor refers to a condition or situation that serves to alleviate the consequences of risks and facilitates the process of adjustment (Masten, 1994). The researchers provided an explanation regarding the potential of internal and external protective factors to mitigate, intercept, or potentially prevent risks. (Werner, et al., 1982). Scholars persist in engaging in ongoing discussions regarding the intricacies of the

dynamic relationship between risk and protective factors (Kirby & Fraser, 1997). The definition of protective factors remains broad in scope.

According to Masten (1987), risk and protective factors exhibit an inverse relationship, wherein competence diminishes as stress levels escalate. As previously mentioned, it is important to note that resilience does not function as a personality trait that serves as a safeguard against the impact of adverse environments on infants and adolescents. The ability of individuals to mitigate the impact of risk factors is attributed to a confluence of protective factors present in their personal attributes, support networks, institutions, and available resources, among other factors (Beauvais & Oetting, 1999). According to Masten (1994), Protective factors encompass a framework rooted in ecology, which considers both internal and external resources that serve to moderate or mediate the impact of risk or adversity, while simultaneously promoting positive adaptation or competence.

Greene and Conrad (2002) provide a definition of protective factors as an individual attributes and environmental resources that serve to alleviate, disrupt, or potentially avert risk. Scholars propose that the existence of protective factors, which contribute to favourable outcomes in terms of both academic performance and personal development among young individuals, can be attributed to the interplay between three key systems: the family, the community, and the school. Students who experience a lack of protective factors within these systems are at a heightened risk and are more prone to attaining unfavourable academic results. In the aforementioned regions, secondary school students are provided assistance by a range of non-governmental organisations, including Plan Cameroon, as well as individual associations, volunteers, and individuals with philanthropic gestures from other people. The interaction of IDPs with their family, support from friends and a positive psychological mindset in the midst of this crises as served as some of the protective factors to mitigate the challenges they are facing.

According to Rutter's (1983), the interplay between risk and protective factors contributes to the manifestation of an outcome. Moreover, Rutter posited that the impact of protective factors is diminished when stress levels are low. However, it has been observed that hazards can be considered as cumulative protective factors that seem to exert a cumulative influence on individuals' lives since there is a positive correlation between the presence of multiple protective factors in a child's life and their likelihood of exhibiting resilience. As per the findings of Rutter (1990), a factor can be considered protective when it effectively counteracts the negative impact

of a risk factor. According to his perspective, protective factors can be classified into four distinct categories. These are four main factors that contribute to an individual's ability to overcome adversity and thrive include: 1) protective factors that enhance their ability to cope with stress and adversity, 2) strategies that minimise their exposure to risk, 3) factors that support their self-esteem and belief in their own abilities, and 4) factors that facilitate positive relationships and provide opportunities for personal growth and resource development. Nevertheless, scientists argue that protective variables hold greater significance compared to risk variables.

In a study conducted by Ratrin Hestyanti (2006), it was found that certain protective factors, both internal and external, seemed to have mitigated the risk factors for adolescents aged 11 to 15 who survived the tsunami in Aceh, Indonesia. This discovery provides evidence that protective factors are effective. Esquivel, Doll, and Oades-Sese (2011) underscored the importance of protective factors within the school setting. Despite the potential challenges presented by the presence of children in educational settings, there are various protective factors that provide optimism regarding schools' ability to effectively fulfill their objective of equipping students with the necessary skills and knowledge to develop into well-functioning individuals in society

1.2.7. Developmental aspects of resilience

The adoption of risky behaviour is a notable outcome of the accelerated development and transformation experienced during adolescence. According to Erikson's (1968) theory, adolescents may engage in unwarranted risk-taking behaviours during the period of identity development. According to Erikson, the exploration of multiple identities during adolescence is a pivotal factor in the development of one's sense of self. This process involves taking risks as individuals navigate various identity options. Based on the findings of Fischhoff et al. (2001), it can be inferred that adolescents engage in risk-taking behaviour due to their perception of invulnerability to potential harm. Individuals may engage in behaviours that are detrimental to their well-being, thereby increasing their susceptibility to experiencing physical or psychological distress. There exists a scarcity of information regarding the developmental processes through which individuals in this age group acquire and build protective behaviours in response to perceived threats. A plethora of scholarly investigations have been conducted to explore strategies for promoting health-promoting

behaviours among adolescents. During the later stages of development, it is probable that protective factors, such as parental care during infancy, will undergo modifications.

According to Rutter (1993), the provision of parental nurturing during childhood has been found to have a protective effect. However, it is posited that this protective influence may potentially hinder the adolescent's inclination to explore diverse identities. There appears to be a connection between development and resilience that reflects the interaction and persistence of these processes over time. Numerous children partake in hazardous conduct due to their apparent perception of invulnerability towards risk and danger. There was prior concern among adults regarding the risk-taking behaviour exhibited by adolescents. In relation to sexual risk-taking, several surveys conducted in the United States suggest that these concerns may be justified (Centres for Disease Control (CDC) 2006a, 2006b). Based on the Office of National Statistics (2004) comprehensive analysis of health disparities among adolescents, it is evident that sexual health emerges as a significant issue within the United Kingdom. This paper provides a comprehensive overview of adolescent health reports that were published within the timeframe of 1990 to 2001. The underlying factor contributing to these apprehensions is predominantly attributed to a surge in risky sexual conduct, resulting in an escalation of sexually transmitted infections and unplanned pregnancies.

1.2.8 Resilience from a Developmental Systems Perspective

Resilience as conceptualised within the framework of a developmental systems approach, refers to the inherent ability of a dynamic system to aptly and efficiently address and overcome various threats that pose a risk to its functioning, continued existence, or forward trajectory (Masten, 2011). The purpose of this phrase is to encompass a range of disciplines and system levels, spanning from the micro to the macro scale. The understanding of resilience from this perspective is of paramount importance for a diverse range of intricate adaptive systems, including and not limited to the global immune system, familial units, economic structures, corporate entities, educational establishments, local communities, and broader societies.

Just like a living organism, a complex adaptive system possesses the inherent ability to effectively address problems, as the origins of this ability are also dynamic and dispersed among numerous interacting components. The adaptability of biological systems is influenced by the rate of

evolutionary changes that occur throughout an organism's lifetime. The problem-solving skills of an organism tend to increase in conjunction with its development and the availability of learning opportunities until it reaches old age. However, it is important to note that capacity can be affected at any given moment by sporadic events such as illness or excessive demands.

Based on the developmental systems theory proposed by Masten and Cicchetti (2016), the level of resilience exhibited by an individual serves as a meaningful indicator of fundamental developmental principles. The genetic composition of an individual, encompassing their DNA and any heritable epigenetic modifications acquired over time, interacts with multiple interconnected systems at different levels, serving as the basis for human development. Human beings are integral elements of various interconnected systems, such as families and institutions, which in turn are subsets of larger systems known as communities. Bronfenbrenner's ecological theory made a significant contribution to developmental research by highlighting the importance of context, specifically the influence of various systems on individual development (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998). A child engages in interactions with various systems that are not directly in their immediate environment, including a parent's workplace (an exosystem), as well as larger, more distant macrosystems that have indirect impacts on the child and their microsystems.Infants engage in direct interactions with microsystems, including the family unit, a social circle of friends, and participation in team activities.

Every child exhibits an individualised immune system, brain systems that facilitate various adaptive processes, neuroendocrine systems that govern arousal and stress reactions, and a multitude of interconnected systems operating at different levels. The microbiome, comprising of non-human organisms residing within and in proximity to the child, exerts an influence on the child's developmental trajectory (Cho & Blaser, 2012). Each of these systems undergoes concurrent development with the individual and is consistently shaped by interactions with the "external" environment, commencing during prenatal stages and persisting postnatally. The intricate network of interconnected systems that give rise to development has a significant impact on an individual's ability to respond and adjust to challenging circumstances.

The resilience guidelines presented in this study have been derived from a developmental systems perspective, as stated by Masten and Cicchetti (2016).

1).The resilience of a system is influenced by a multitude of interconnected systems.

2). Drawing upon insights from lower levels of analysis, it is evident that living systems possess the remarkable capacity for exhibiting unexpected or unpredictably emergent behaviour at higher levels.

3) Due to the dynamic nature of the systems involved in resilience, the capacity for human resilience undergoes evolution and transformation alongside individual development.

4) Resilience can be conceptualised as a multifaceted framework comprising interdependent systems that possess the capacity to adjust and respond effectively in the face of challenging conditions.

5) Adaptability can be conceptualised through various stages.

6) Through interactions and relationships with other systems, an individual's resilience transcends the confines of the human organism.

7) A complex system, identical to an individual, possesses the capacity to respond to significant disruptions through various means, such as restoring stability through self-regulating or externally coordinated mechanisms, experiencing a decline in functionality, ceasing to exist, or undergoing transformation.

8) The impact of biological and cultural evolution on human resilience is evident in the development of various systems within both natural and constructed environments, as well as in individual growth.

Based on these principles, the level of resilience exhibited by a child at a specific point in time is dependent upon various interconnected systems, with particular emphasis on the resilience of proximate systems such as their familial, educational, social, communal, and cultural environments. This attribute is shared by both interior and exterior systems. Moreover, it can be inferred from these concepts that resilience is not solely determined by a singular factor. Resilience, although subject to potential influence from various personal characteristics, cannot be classified as an inherent trait.

The process of development is characterised by a possible outcomes, and that an individual's life trajectory is often conceptualised as a pathway due to the multitude of distinct interactions that shape their development. It is important to note that no two individuals, including identical siblings who share the same DNA, can have identical experiences. Twins and other siblings within a family may exhibit significant disparities in their life trajectories. Nevertheless, in cases where their respective experiences converge towards a common direction or outcome, individuals originating from markedly distinct backgrounds can follow comparable paths. The concepts of multifinality and equifinality are commonly discussed in developmental literature, as described by Cicchetti and Rogosch (1996). The experience of trauma has the potential to yield a wide range of outcomes, particularly when considering the variability in individuals' coping abilities.

Resilience capacity is commonly inferred by extrapolating from established manifestation pathways. Resilience can be defined as the observable manifestation of effective adaptation in the face of adversity, irrespective of the specific metrics employed to assess the degree of success in overcoming a substantial obstacle. In order for manifested resilience to be present, two essential evaluations need to be conducted: firstly, there must be a notable challenge or disruption that poses a threat to the individual's functioning; and secondly, the individual must demonstrate flourishing based on meaningful criteria of adaptability. The identification of tangible resilience typically contributes to the advancement of research pertaining to the underlying mechanisms that facilitated the adaptive capacity of a given system. It is imperative to differentiate between the manifestation of resilience and the mechanisms of resilience that aid individuals or systems in effectively dealing with adversity.

In the initial investigations of resilience, it was logical to commence by studying individuals who had effectively adjusted to adversity. This approach aimed to establish that these individuals possessed the ability to cope with or overcome the difficulties arising from unfavourable life circumstances, albeit through methods that were not yet understood. The pioneers of resilience research held the belief that through the examination of naturally transpiring instances of resilience, they would be capable of discerning the constituent elements and mechanisms that serve as the foundation for favourable outcomes in the face of adversity. The overarching objective was to utilise this knowledge in developing robust interventions for vulnerable children, thereby fostering heightened development.

Over the course of time, scholarly investigations into human resilience have explored a wide range of challenges and factors related to adaptability. Consequently, a significant corpus of literature exists pertaining to the concept of resilience in various populations, including children and adolescents, adults, and families (e.g., Walsh, 2016; Goldstein & Brooks, 2013; Luthar, 2006). A comprehensive body of literature exists regarding various specific risks, including divorce, parental death, and sexual abuse (Garmezy & Rutter, 1983; Masten & Cicchetti, 2016). Additionally, research has been conducted on cumulative risk factors or threats, such as investigations into adverse childhood experiences (Felitti et al., 1998) and studies focusing on children raised in poverty or disadvantaged circumstances characterised by multiple hazards.

In the realm of scholarly inquiry pertaining to the resilience of infants and adolescents, various measures have been employed to evaluate the progress and growth of individuals. Masten and Coatsworth (1998) assert that developmental researchers often focus their investigations on the anticipated developmental activities or achievements exhibited by children within a particular age group, cultural context, and historical period. In the developmental process, younger children are anticipated to establish attachment bonds with their primary carers, acquire the skills of walking and speaking in the language spoken within their familial context. Conversely, older children are anticipated to engage in formal education, acquire literacy skills, foster positive social relationships, and adhere to the established norms within their home, classroom, and broader community. In contrast to other scholars who have placed emphasis on psychological well-being or pleasure, researchers in the field of trauma commonly employ mental health symptoms as the primary metric to gauge the effectiveness or ineffectiveness of their endeavours. In line with the concept of risk factors, certain research endeavours concentrate on a specific measure of adaptive success, such as professional accomplishments or scholastic attainment. Conversely, other studies adopt a more holistic perspective on success, encompassing a diverse range of indicators. This broader understanding of success is exemplified by the work of Masten et al. (1999).

A multitude of factors and processes pertaining to resilience have been extensively examined in order to address the other inquiry, which is directly associated with resilience. The factors or processes believed to be responsible for these phenomena have been categorised into two primary groups: *promotional factors or processes*, which are linked to enhanced performance on measures of adaptive function across different levels of risk (referred to as a main effect), and protective

factors or processes, which are associated with improved functioning or outcomes when threat levels exceed the average (referred to as a moderating effect). According to the findings of Masten and Cicchetti (2016), the effects of protective and promoting influences were found to differ across various contexts.

Several indicators of resilience are widely observed across various contexts, as they embody essential mechanisms and abilities of human adaptation. In the initial investigations into child resilience, it became evident that the quality of caregiving and assistance from other attachment relationships, along with the distinctive abilities possessed by the children, such as their problem-solving aptitude, were readily observable. Some practises were less prevalent within a specific cultural or situational context. Examples of local context practises in schools include forgiveness ceremonies conducted by specific communities and drills at school for fire, tornadoes, and other safety threats.

The study of resilience factors and processes encompasses various levels of analysis, such as neurobiological and psychological levels at the individual level, group relationships (including families) at the interpersonal level, and cultural beliefs and practices, as well as services or policies at the local, state, and federal levels. As mentioned earlier, it is important to recognise that systems exhibit interdependence and often exist within larger systems (e.g., a child being embedded within a family and classroom). Consequently, an individual's level of resilience can serve as a valuable indicator of the resilience exhibited by other systems to which they are connected. The correlation between the resilience of a child and the resilience of the family or caregiving system responsible for that child has been extensively examined (Masten & Palmer, 2019). Nevertheless, it is worth noting that the resilience traits commonly observed in individuals, families, schools, and communities exhibit numerous parallels. This implies the presence of interconnected human adaptive systems that have potentially evolved with sociocultural factors, owing to the inherent interdependency between individuals and their social environments. Numerous publications on the subject of resilience in children, families, institutions, communities, and cultures have identified notable similarities among the discussed resilience processes or variables.

1.2.9. Approaches to resilience

Macdonald (2007) posits that the concept of resilience encompasses a diverse range of approaches, rather than a singular approach. These approaches exhibit significant overlap with one another.

1.2.9.1 Salutogenic perspective on resilience

Lindstrom and Eriksson (2009) assert that the salutogenic theory, formulated by Aaron Antonovsky two decades ago, places emphasis on the importance of cultivating the determinants of health and the process through which health is constructed, as opposed to disease. The salutogenic model diverges from considering risk exposure as a prerequisite for categorising individuals as "resilient," instead focusing on factors that foster the promotion of health and well-being (Sun & Stewart, 2007). The salutogenic model places emphasis on identifying coping resources that can potentially enhance resilience and facilitate effective adaptation when confronted with adversity and risk. The salutogenic approach is closely linked to both individual and organisational health benefits. The salutogenic model's implicit concepts hold relevance in the context of health promotion and practice. Salutogenesis refers to the systematic approach that empowers individuals, groups, and organisations to prioritise their inherent abilities, resources, capacities, competencies, and strengths. The ultimate goal is to build a sense of coherence and enable individuals to perceive life as comprehensible, manageable, and meaningful (Lindstrom & Eriksson, 2009).

Antonovsky (1979) introduced the concept of coherence as a means of elucidating the differential responses to stress among individuals, specifically addressing the phenomenon of some individuals falling ill while others remain unaffected. The concept of "sense of coherence" was initially introduced within the framework of the salutogenic approach, which focuses on identifying factors that contribute to the promotion of health rather than the cause of the disease. According to Collingwood (2006), an individual's sense of coherence is determined by the extent to which they hold the belief that their world is predictable and that events will unfold as anticipated. According to the findings of Macdonald's study conducted in 2007, it was observed that both individuals and communities possess the ability to exhibit resilience. Hall et al. (2003) assert that there is a growing body of literature concerning the attributes associated with personal resilience. Amidst circumstances characterised by chaos and adversity, individuals who possess resilience have the capacity to sustain their emotional equilibrium, persist in their endeavours, and

discover their sense of meaning and direction. Individuals who possess resilience exhibit a strong belief in their own competencies and capabilities. Rather than feeling obligated to conform, they place importance on their individuality. Resilient individuals, owing to their past success over challenges, possess the capacity to anticipate forthcoming changes and adversities, rather than succumbing to fear. Resilient individuals, despite encountering similar obstacles and stressors as their counterparts, do not possess immunity or resistance to stress. Nevertheless, these individuals are characterised by their capacity to surmount the unavoidable challenges encountered in life (Wagnild & Young, 1993).

1.2.9.2 Ecological perspective on resilience

In accordance with the findings of the Resiliency Resource Centre (2007), it is a commonly observed phenomenon among individuals to overemphasise the significance of internal, personality traits, while simultaneously undervaluing the influence of the surrounding environment when attempting to account for individual behaviour. The ecological paradigm, which encompasses the interconnectedness between an individual's functioning and behaviour and various social systems such as family, school, peers, community, and society, is increasingly gaining recognition in the field of resilience research. While genetic factors may potentially play a role in resilience, the ecological perspective places greater emphasis on interpersonal interactions and the existence of support networks.

Moreover, the ecological perspective argues that the approach of treating children as isolated entities with cognitive abilities is a restrictive tactic. It posits that resilience is a characteristic that is collectively shared by communities, institutions, and families, rather than being an individual attribute (Resiliency Resource Centre, 2007). The ecological approach posits that an individual's subjective experience of well-being is profoundly impacted by the social environments in which they are situated, and is contingent upon the efficacy of the interconnections between their social, familial, and institutional systems. It is imperative to consider positive external influences as well. External protective factors include parental support, adult mentoring, and organisations that promote positive adolescent development (Sun &Stewart, 2007). The utilisation of the term "external" redirects the focus from perceiving resilience as an unchanging, personal attribute and instead underscores the impact of social and environmental factors on the well-being and growth of children. Furthermore, it aids in the placement of resilience within a more expansive ecological framework.

According to the findings of Hall et al. (2003), resilient communities are characterised by the presence of dedicated local leaders, a significant degree of civic engagement and participation, a robust network of associations, availability of skills and information, and a prevailing culture of continuous learning. Recent research suggests that Latino adolescents who maintain strong connections to their native culture exhibit greater resilience in the face of stressors within American society, compared to their counterparts who have weaker ties to their native culture and have undergone a more extensive process of assimilation into American culture (Hall et al., 2003).

1.2.9.3 Kumpfer's approach to resilience

Kumpfer's model consists of six key components, with four of them representing areas of influence and the remaining two serving as transactional points connecting two components. The four domains of influence include stressors or impediments, the environmental context, individual qualities, and the outcome. The transaction domains serve as the point of intersection between the individual and their environment, as well as the individual and their decision regarding the outcome (Kumpfer, 1999). The following six components are succinctly examined below:

Figure 1: The Resilience Framework as constructed by Kumpfer
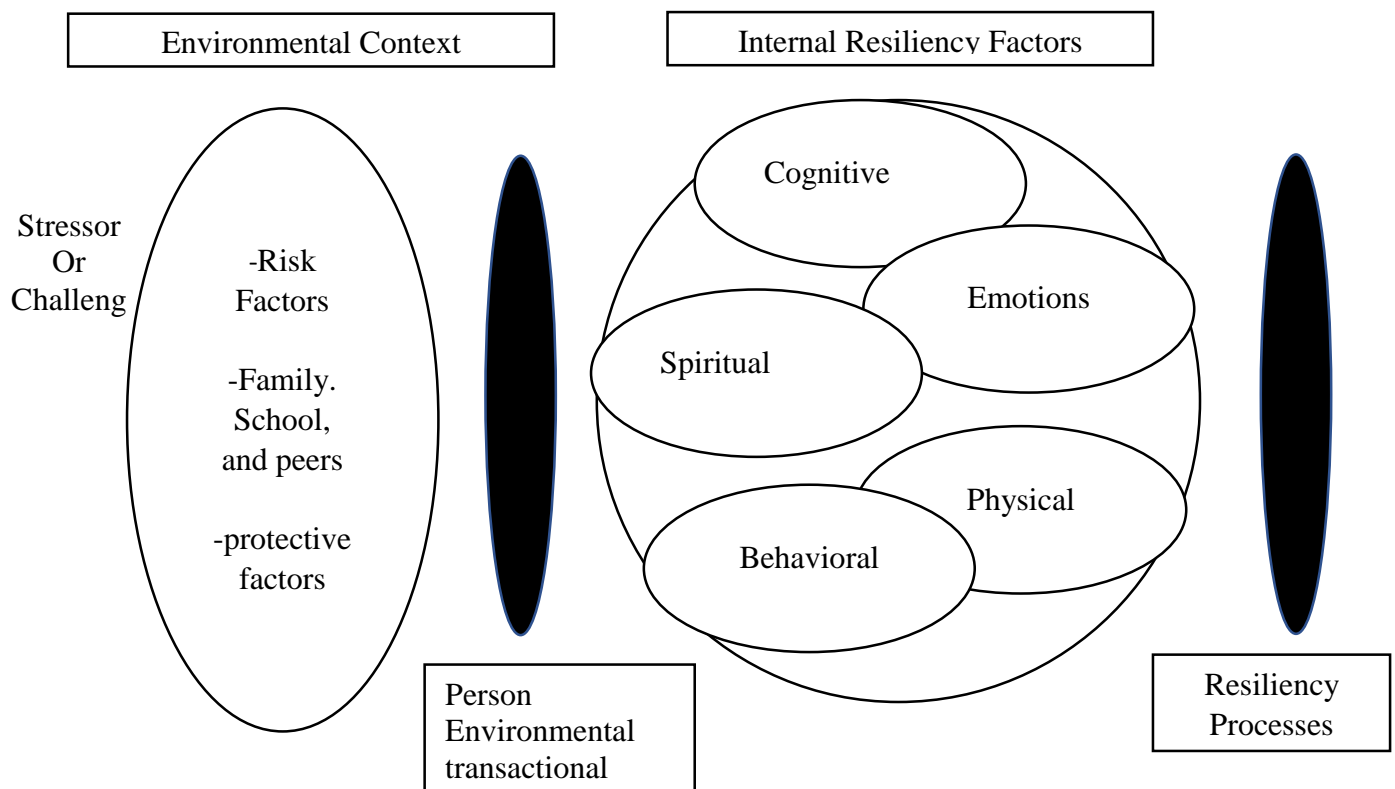
Source: Kumpfer (1999,p.185)

Stressors or challenges, commonly known as inputs, serve as stimuli that activate the resilience process and possess the capacity to alter the homeostasis of an individual, group, or community. The environmental context refers involves the fusion of risk and protective factors and mechanisms within an individual's sphere of influence, covering elements such as family, culture, and peers. The dynamic between an individual and their external surroundings encompasses both the environmental factors and the interactive processes of the individual. An individual's characteristics encompass all internal cognitive, behavioural, and affective attributes that are essential for achieving success in life. Lastly, it is worth noting that the achievement of a successful adaptation or favourable outcome in a particular developmental task has the potential to enhance the ability to adapt to a more challenging task in the future (Kumpfer, 1999).

1.2.10. Contributing factors to the development of resilience

The comprehensive understanding of the constituent elements that contribute to resilience holds greater significance than solely contemplating the abstract notion of resilience. Fergus and Zimmerman (2005) argue that the concept of resilience necessitates the coexistence of risk factors and protective variables. Risk factors are variables or conditions that increase the probability of a favourable result, whereas protective factors are variables or conditions that reduce or prevent an adverse outcome. Personal attributes such as self-efficacy and competence in an individual are examples of characteristics that contribute to the promotion of success. Furthermore, individuals have the ability to reduce risk by leveraging external resources that are not accessible to them individually.

External protective factors refer to resources that are present within an individual's social or external environment. Ferrus and Zimmerman (2005) posit that there exist various instances of organisations that foster the positive development of adolescents, such as those that provide parental support, adult mentoring, and local community engagement. The level of resilience in individuals is influenced by a combination of internal and environmental factors, each exerting a varying degree of impact. According to Hoge et al. (2007), initial research on resilience exhibited a proclivity towards examining young children who were identified as "at risk" for future adversities, primarily attributable to unfavourable circumstances such as poverty. According to Howard, Dryden, and Johnson (1999), the level of resilience exhibited by children during different

stages of their development is subject to significant variation, influenced by a multitude of diverse individual and environmental factors that interact and accumulate over time.

Based on the research conducted by der Kinderen and Greeff in (2003) it was determined that social support and family schemas are the primary constituents of resilience. The International Resilience Research Project involved the participation of a total of 3,398 individuals, comprising both adults and children, representing 22 different nations. Based on the research conducted by Grotberg (2001), it was revealed that approximately one-third of the survey participants exhibited resilience, irrespective of their geographical location or prevailing living conditions. Based on the research conducted by previous studies, it has been identified that there exist three distinct categories of human characteristics, namely individual dispositional attributes, familial cohesiveness, and external support networks. The accompanying diagram illustrates the three categories, and a comprehensive explanation will be presented subsequently.

Figure 2: Resilience Resources
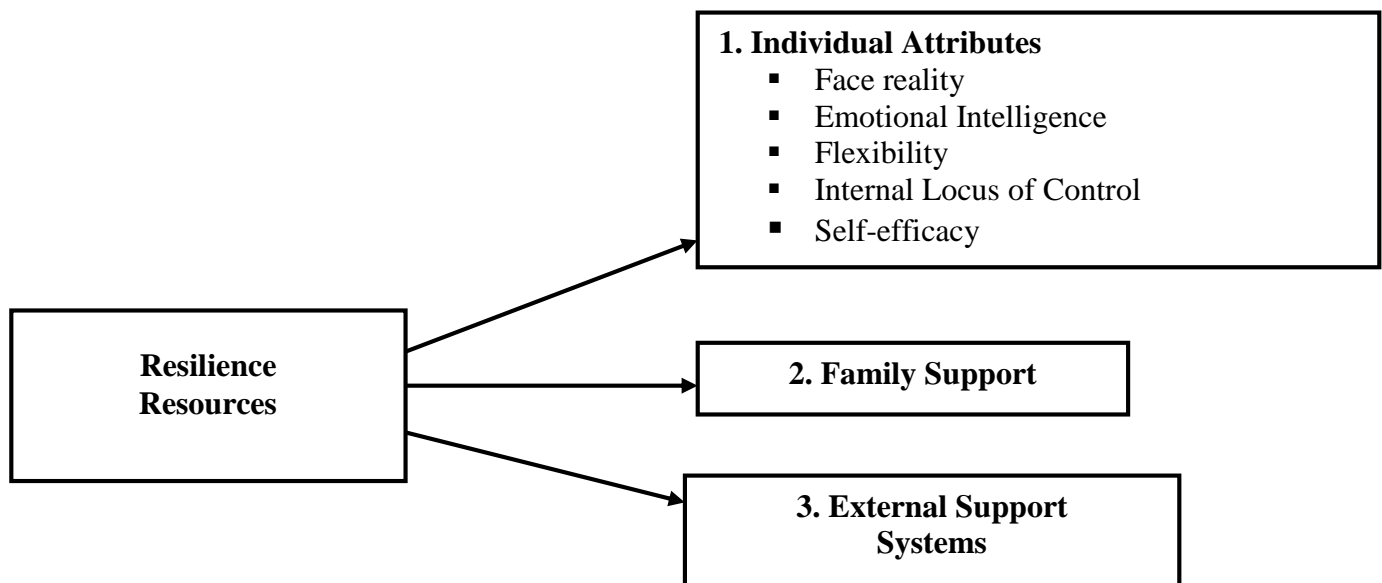
Source: (Richardson, 2002)

1.2.10.1 Individual dispositional attributes

Richardson (2002) posits that the capacities or advantages exhibited by individuals in challenging circumstances are derived from inherent qualities. According to Scott's (2007) research, individuals who demonstrate rapid resilience in the face of adversity share specific characteristics.

The study conducted by Campbell-Sills et al. (2006) revealed that specific dimensions of an individual's personality possess the ability to effectively forecast their degree of resilience. Brown (1996) asserts that resilience requires a balanced level of positive self-esteem and a persistent inclination towards ongoing learning. Coutu (2003) posits that individuals who possess resilience demonstrate the capacity to engage in improvisation, thereby enabling them to generate problem-solving strategies in situations where conventional approaches are lacking. As stated by Brown (1996), individuals who possess resilience demonstrate elevated levels of self-assurance, display a propensity for embracing risks, and exhibit a strong drive for personal growth. Bland et al. (1994) have identified additional characteristics commonly linked to resilience, such as maturity, propensity for risk-taking, self-awareness, commitment to one's profession, and academic achievement. According to Neill (2006), individuals who possess resilience not only demonstrate success in the presence of challenges, but also frequently encounter novel difficulties that contribute to their personal growth. Individuals who possess resilience demonstrate thriving and success in both of these environments**.**

1.2.10.2 Face reality

Individuals who possess resilience exhibit the capacity to confront the truth directly, acknowledging their shortcomings, setbacks, and unmet expectations without entertaining any illusions regarding the inherent characteristics of these encounters. According to Coutu (2003), individuals who possess resilience demonstrate the ability to recognise and effectively address the challenges and conditions they face. By adopting a pragmatic perspective towards the global environment, individuals can enhance their ability to effectively navigate and overcome challenging circumstances, thereby increasing their resilience and capacity for survival. (Coutu & 2003).

1.2.10.3 Emotional intelligence

The concept of emotional intelligence was introduced by Salovey and Mayer in 1990. In contemporary times, there has been a growing acknowledgment among psychologists and employees regarding the significance of attitudes, feelings, and emotions within the organisational context. The concept of emotional intelligence was initially introduced by Salovey and Mayer in the year 1990. The concept of "emotional intelligence," as coined by Edwards (1998a) pertains to an individual's ability to effectively navigate diverse life circumstances through psychological

dexterity. In order to be deemed emotionally intelligent, individuals must possess the capacity to regulate their own emotions, exhibit self-awareness regarding their own emotional states as well as the emotional states of others (referred to as empathy), and comprehend the intricate interplay between different emotions (Singh, 2006). Emotional intelligence can be conceptualised as the capacity to comprehend and regulate one's own emotional states. Griffith (2003) posits that individuals with a high emotional quotient demonstrate the capacity to effectively regulate their emotions and impulses. According to the American Psychological Association, individuals who possess resilience demonstrate the capacity to effectively manage their compulsive behaviours and intense emotional states. According to Singh (2006), employees are more inclined to enhance their affective attachment to their organisation through experiencing enthusiasm towards their work. This phenomenon can be attributed to the fact that when employees' emotions are effectively managed, they exhibit enhanced emotional regulation capabilities. According to Scott (2007), individuals who possess resilience demonstrate a comprehensive comprehension of their emotions and the factors that motivate them.

1.2.10.4 Flexibility

Based on the findings of numerous studies, there exists a strong correlation between flexibility and resilience. According to Brown (1996), individuals who exhibit resilience are characterised by possessing a positive mindset, adaptability, and unwavering determination. Furthermore, the notion of "rebounding" is a recurring theme in the extensive body of research conducted on resilience. The term in question pertains to a proactive and purposeful course of action. According to Earvolino-Ramirez (2007), resilience refers to the capacity to endure and overcome difficult circumstances and ultimately achieving success.

1.2.10.5. Internal locus of control

The phenomenon of an individual's perceived sense of control arises as a means to account for their achievements, setbacks, and other occurrences in situations where the contextual factors fail to offer a suitable rationale for such outcomes. The classification of "locus of control" can be delineated into two distinct concepts: "internal locus of control" and "external locus of control." Individuals who possess an internal locus of control are characterised by their belief that their actions and reactions in response to daily events exert influence over the outcomes and consequences that arise from their choices. According to Edwards (1998), individuals with an

external locus of control argue that their circumstances are primarily influenced by luck or chance. According to the findings of O'Rourke (2004), a crucial factor in fostering resilience lies in the individual's belief in their ability to assume control over their own life and enact beneficial transformations, irrespective of the challenges they encounter. The possibility of observing significant associations between internal locus of control and resilience is supported by the fact that several traits associated with internal locus of control are also linked to resilience. Individuals, who possess an internal locus of control exhibit enhanced ego functioning, engage in the proactive acquisition of relevant information for their goals, demonstrate cooperative behaviour with others, employ effective coping strategies, and display resilience against peer influence. As previously stated, individuals who demonstrate a considerable degree of resilience also manifest the aforementioned characteristics (Edwards, 1998). The characteristic of resilience, as identified in studies conducted by Bland et al. (1994), Brown (1996), and Scott (2007), is an internal locus of control.

1.2.10.6 Self-efficacy

According to Bandura (1991, 1994), a prominent scholar who has extensively studied the impact of self-efficacy on personal adjustment, the presence of self-efficacy is crucial in enhancing an individual's capacity to effectively manage and overcome challenging circumstances. Extensive research has been undertaken to investigate the relationship between self-efficacy and resilience, revealing a strong association between self-efficacy and various dimensions, manifestations, and degrees of resilience (Earvolino-Ramirez, 2007). According to Edwards (1998), self-efficacy refers to an individual's belief in their capability to successfully navigate and overcome the various challenges encountered in life. Individuals with a heightened sense of self-efficacy not only experience reduced levels of fear when faced with challenging situations, but they also possess the necessary capabilities to effectively navigate and manage such circumstances. According to Schultz and Schultz (1994), self-efficacy refers to an individual's belief in their ability to successfully accomplish a given task. This belief encompasses a sense of personal adequacy, efficiency, and competence in effectively navigating the challenges and barriers encountered in various aspects of life. The concept of self-efficacy holds significance for employees as it empowers them to effectively navigate and surmount job-related obstacles, thereby fostering

increased resilience. It has been found by researchers that, apart from personality traits, there exist additional familial factors that exhibit a buffering effect (Rak & Patterson, 1996).

1.2.10.7 Family support

In order for individuals to cultivate resilience, it is imperative that they possess a robust support system. Griffith (2007) posits that individuals who demonstrate optimal resilience in the face of adversity possess a robust network of familial and social relationships that serve as a source of inspiration and motivation. Based on the findings of Howard et al. (1999), it is widely acknowledged that the support and care offered by one's family plays a crucial role in predicting an individual's resilience. Mandleco & Peery (2000) conducted a study which found a positive correlation between the robustness and diversity of familial connections and an individual's resilience. It is imperative to consider that an individual's resilience can be impacted by a range of factors, encompassing early life experiences, events occurring during the formative stages of childhood and adolescence, as well as events occurring in adulthood (Al-Naser & Sandman, 2000). The healthy development of children and adolescents is influenced by the presence of a nurturing adult in their lives across different environments, effective communication within the family, and the establishment of positive connections. Schoon & Bynner (2003) conducted a study to ascertain the factors that contribute to an individual's resilience. The findings of this study indicate a significant correlation between positive adjustment and households characterised by a sense of security and affection, as well as parental involvement in their children's academic achievements. Furthermore, Schoon & Bynner (2003) have indicated that parental involvement in activities such as reading aloud to their children, attending their children's schools and engaging with teachers, and participating in shared activities with their children can contribute to the building of resilience in their offspring.

Werner and Smith (1988), as cited by Howard et al. (1999), identified several noteworthy protective characteristics within the family context. One of the variables under consideration is the quantity of children residing in a household with an age difference exceeding two years. The availability of alternative carers is important in situations where the primary caregiver, such as the mother or guardians, are obligated to work extended hours or are frequently absent (Howard et al., 1999; Rak & Patterson, 1996). The presence of structure and norms plays a pivotal role in the adolescent phase of a child's development (Howard et al., 1999; Rak & Patterson, 1996), even in

the face of potential household challenges and stress. Based on the findings of Howard et al.'s study conducted in (1999), protective factors encompass the existence of a multigenerational, loosely structured social support system comprising family and friends, alongside the non-occurrence of various adverse events during the developmental stages of childhood and adolescence. According to a study conducted by The Search Institute (Leffert et al., 1998), the presence of parental affection and support is essential for the development of resilience. Walsh (2003) asserts that the presence of a robust sense of cohesion within a family is of utmost importance. This is due to the fact that the ability to collaborate, display dedication, and provide support among family members during difficult circumstances serves to bolster resilience. Mandeco and Peery (2000) posit that familial relationships possess the capacity to foster connections with individuals who are not biologically related.

1.2.10.8 External support systems

Children who live in communities with lower socioeconomic status are frequently seen as being more vulnerable to various risks. Nevertheless, it is evident that certain components within the community operate as safeguards (Howard et al., 1999). The Search Institute provides a comprehensive list of examples that illustrate various factors contributing to positive youth development. These examples include the presence of a nurturing local community, the availability of support from at least three non-parental adults, the prioritisation of children's well-being within the community, and the provision of safe environments in both the school and neighbourhood settings (Leffert et al., 1998).

Mandleco and Peery (2000) assert that the formation of resilience is impacted by two prominent factors that extend beyond the confines of the family structure. These factors encompass the available resources within the community and the characteristics and calibre of relationships with particular individuals. According to Rak and Patterson (1996), it has been observed that children who possess resilience tend to derive advantages from the presence of multiple mentors who are not directly related to them. Ong and Bergeman (2004) provide a definition of social support as the reciprocal provision of practical assistance, such as medical aid, and emotional guidance, such as advice, among individuals.

1.2.10.9 I   Relationships beyond the scope of the family unit

The research conducted by Werner and Smith (1988, 1990) investigated a cohort of young individuals who were identified as being susceptible to a range of personal, familial, or environmental factors that could potentially have negative effects on their future development (Howard et al., 1999). In 1955, a longitudinal study was conducted in Kauai, Hawaii. After the identification of a cohort consisting of 660 children, it was determined that more than 200 of them were classified as being at risk (Rak & Patterson, 1996). Following this, the aforementioned children underwent consistent surveillance from the moment of their birth until they reached the age of 32. Based on the research conducted by Howard et al. (1999), it was observed that positive interactions had a greater impact on an individual's life trajectory when compared to specific risk factors. Walsh (2003) asserts that the research carried out by Werner and Smith (1988, 1990) highlights the importance of building robust interpersonal relationships with both family members and colleagues as a means to promote resilience. To successfully navigate and surmount workplace challenges, it is crucial to possess access to social support, as emphasised by Lew (2001).

1.2.10.10. Relationships outside of the family

The study conducted by Werner and Smith (1988, 1990) focused on the assessment of children who were identified as being at-risk due to various personal, familial, or environmental factors that had the potential to adversely impact their future outcomes (Howard et al., 1999). A longitudinal research study was conducted in 1955 on the Hawaiian island of Kauai. According to Rak and Patterson's (1996), a total of 660 children were included in the cohort, with over 200 of them identified as being at risk from birth until the age of 32. According to the findings of Howard et al. (1999), the influence of positive connections on individuals' life trajectories was found to be more significant than that of specific risk factors. According to Walsh (2003), the research conducted by Werner and Smith (1988, 1990) underscores the importance of strong familial and social bonds in fostering resilience, as they offer support and encouragement. The presence of social support is an essential factor in fostering resilience when confronted with professional challenges (Lew, 2001).

1.2.11. The Broaden-and-Build Theory

The Broaden-and-Build theory (Fredrickson, 1998, 2001) describes a process by which utilizing positive emotions, such as joy, love and contentment broadens a person's mindset and in turn builds an individual's physical, intellectual, social and psychological resources with enhanced resilience as an outcome. The growth of resilience, which involves the increase of individual resources, contributes to the improvement of overall well-being. Consequently, this process generates prospects for additional positive encounters, leading to the establishment of an upward spiral effect. According to Fredrickson (2004), alternative theories of emotions propose that individuals who encounter negative emotions, such as fear, anger, or disgust, tend to exhibit a narrowed mindset or cognitive perspective. This implies that their range of available behavioural choices becomes limited and specific. For example, an individual who is undergoing fear exhibits a concurrent inclination to seek an avenue to escape, coupled with a physiological reaction that activates the body's mechanisms for engaging in such rapid response. The proposed hypothesis suggests that this narrowed behaviour may have evolved as an adaptive mechanism, enabling rapid responses to potentially life-threatening circumstances.

The Broaden and Build theory, proposed by Fredrickson in 1998 and 2001, was formulated with the aim of investigating and elucidating the significance of positive emotions. Additionally, it sought to rectify the prevailing theoretical inclination towards negative emotions, as acknowledged by Fredrickson and Levenson in 1998. The Broaden and Build theory places significant emphasis on the influence of positive emotions, specifically in terms of broadening the range of potential behavioural reactions and bolstering resilience. However, it is worth noting that the theory may benefit from further refinement and specificity. In contrast, Fredrickson (2004) postulates that positive emotions have the potential to broaden an individual's range of behaviours. According to Fredrickson (1998), there is a contention that positive emotions are linked to particular action tendencies which are excessively broad in nature. These positive emotions, facilitate a behavioural approach, enabling individuals to engage with their surroundings and actively partake in them, thereby fulfilling a crucial role on both personal and societal levels.

Fredrickson (2004) holds that joys for example create the urge to play and foster creativity. These inclinations are not limited to social and physical conduct, but also extend to intellectual and artistic expression. Likewise, engaging in play can foster the development of physical stamina, enhance cognitive abilities through imaginative thinking, and other related outcomes. The

broadened perspective offers enduring adaptive benefits in the development of an individual's resources that surpass the duration of the emotional encounter. According to Fredrickson, Mancuso, Branigan, and Tugade (2000), there is a suggested relationship between the experience of positive emotion and the exploration of positive meaning. They propose that positive emotions have the capacity to expand an individual's perspective, consequently enhancing the likelihood of uncovering personal significance. Consequently, this process leads to the accumulation and enhancement of psychological resilience.

The central hypothesis of the broaden-and-build theory posits the existence of the broaden effect. Positive emotions have been observed to elicit cognitive changes that are not specific and have a broadening effect. These cognitive changes may play a role in influencing behavioural changes, as opposed to directly stimulating specific physical actions (Frederickson, 1998). Positive emotions have been found to elicit significant alterations in cognitive and behavioural changes. Positive emotions have been found to have an impact on cognitive change by facilitating the expansion and broadening of attentional focus. In line with this study, internally displaced secondary school students even in the midst of crises which turn to focus on positive emotions which in turn broaden their awareness and generate new thoughts and actions. This will help them to build skills and mobilized resources, explore new possibilities to overcome challenges and adversities.

1.2.11.1 Attention

Within this expanded sphere of focus, individuals are exposed to and actively direct their attention towards a wider array of elements within their surrounding environment, which may have otherwise been overlooked or neglected. The phenomenon of broadening described in this context is in direct contrast to the well-established phenomenon of narrowing that negative emotions have on attention. There is a substantial body of research that has extensively documented the phenomenon whereby individuals, when confronted with negative emotions and perceiving threats, demonstrate an inclination towards heightened levels of narrowed and focused attention. Additionally, individuals exhibit a proclivity to selectively allocate their attention towards negative stimuli. According to a study conducted by Derryberry and Tucker (1994), it has been observed that fear and anxiety can lead to a decrease in an individual's ability to maintain attention. Likewise, there has been a significant emphasis on the assessment of perceived threat among individuals

with anxiety in contrast to those without. Individuals who manifest symptoms of anxiety demonstrate enhanced attentional processing and automatic engagement with stimuli that are associated with potential threats, as opposed to stimuli that are considered neutral. Furthermore, they exhibit a reduced speed of disengagement from these stimuli associated with threats. According to the research conducted by Fox, Russo, Bowles, and Dutton (2001), the results indicate that anxiety has an impact on multiple phases of information processing. Just like negative emotions, positive emotions also exert influence on our attention and cognitive processes. Just like negative emotions, positive emotions also exert an influence on our attention and cognitive processes. In contrast to negative emotions, positive emotions are characterised by their capacity to broaden cognitive processes rather than restrict them. Negative emotions are frequently encountered in situations that are perceived as threatening, resulting in a narrowing of attention to facilitate swift responses. Conversely, positive emotions tend to emerge in safe environments, fostering expanded attention and augmenting receptivity and willingness to engage with diverse experiences.

1.2.11.2. Cognition

Positive emotions can also be observed as enhanced cognitive abilities, including increased cognitive flexibility and creativity. In a manner akin to the concept of attention expansion, positive emotions possess the capability to broaden an individual's cognitive processes, thereby facilitating the individuals in manifesting heightened levels of flexibility, creativity, and the capacity to generate innovative solutions to problems. Fredrickson (1998) posits that positive emotions play a crucial role in motivating individuals to partake in innovative, imaginative, and spontaneous cognitive processes and behavioural patterns. Furthermore, Isen (1987) posits that the presence of positive emotions plays a significant role in the building up of an individual's cognitive framework. The study conducted by Isen et al. (1987) provides substantial empirical evidence to support the notion that positive emotions have a significant influence on cognitive flexibility and the ability to think innovatively. According to the research conducted by Ashby, Isen, and Turken (1999), individuals who are in a state of positive affect exhibit a proclivity to generate unconventional associations to neutral words, employ more comprehensive categorization techniques, and utilise innovative problem-solving strategies.

In a specific research investigation, participants were subjected to intentional manipulation aimed at inducing either positive or neutral emotional states before their participation in the Mednicks' Remote Associates Test. The present examination involves the production of a term that is linked to three additional specified terms (Isen, Daubman, & Nowicki, 1987). The current study examined the relationship between induced positive emotions and accuracy of responses, and the findings show that individuals who experienced positive emotions demonstrated a greater number of accurate responses in comparison to those who experienced neutral emotions. The aforementioned discovery indicates an improvement in cognitive flexibility. Research has indicated that positive emotions have the capacity to enhance cognitive processes, as evidenced by individuals' aptitude to generate inventive and non-traditional uses for common objects. Research conducted by Isen et al. (1987) revealed a notable disparity in problem-solving aptitude between individuals who experienced positive emotions and those who were subjected to neutral or negative emotional states. In the positive emotional condition, a significant majority of individuals, specifically 75%, successfully generated a solution. In contrast, participants in the neutral condition had a success rate of only 20%, and those in the negative condition had an even lower success rate of merely 13%. Ziv (1976) also conducted a study in which participants were directed to generate novel applications for ordinary items within controlled experimental conditions. The findings revealed that the existence of positive emotions had a beneficial impact on cognitive functions, as it facilitated problem-solving capabilities. The influence of positive emotions on individuals' inclinations towards specific actions is very important.

According to the research conducted by Fredrickson and Branigan (2005), it was found that individuals who were instructed to experience positive emotions demonstrated a higher tendency to generate a comprehensive and diverse list of desired actions, as compared to those who were in neutral or negative emotional states. The present study provides noteworthy findings regarding the influence of positive emotions on cognitive expansion, desired behaviour, and potential implications for thought-action repertoires.

1.2.11.3 Social cognition

The notion of increased impact on social cognition refers to the widening of our awareness of self-perception in connection with others. Similar to the effects of attention and cognition, positive emotions play a role in enhancing the ability to employ adaptable and inventive approaches in the

processing of social information. Furthermore, they expand our interpersonal perspectives. One of the areas being examined relates to an individual's self-perception and the broader implications associated with self-expansion. Self-expansion is a cognitive and behavioural phenomenon characterised by the assimilation and integration of elements of another individual's personality into one's own (Aron, Aron, & Smollen, 1992). This concept pertains to the degree to which individuals perceive resemblances, intersections, or associations between themselves and others. The findings indicate that positive emotions have a significant impact on the modification of social cognition and the facilitation of the cultivation of more comprehensive viewpoints in interpersonal interactions. In a study conducted by Waugh and Fredrickson (2006), it was found that individuals who experience positive emotions on a regular basis are more likely to perceive a significant level of similarity with others.

This phenomenon has been supported by reports that analyse the dynamics of interpersonal relationships among first-year university students in the first week of the academic term, followed by an evaluation conducted one month later. The results also indicate that positive emotions play a role in enhancing individuals' understanding of their own identity and how they perceive and categorise others based on race. According to a study conducted by Johnson and Fredrickson (2005), individuals who were exposed to positive emotions demonstrated a notable improvement in their ability to recognise faces when compared to those who experienced neutral or negative emotional states. The discovery resulted in the reduction of the commonly observed "own-race bias" in face recognition tasks. The presence of positive emotions has been noted to alleviate the significant "own-race bias" in facial recognition by expanding individuals' self-perception and their perception of others. As a result, there was a rise in the recognition of commonalities among social categories, coupled with a decline in the recognition of distinctions between social groups. In the short term, positive emotions predominantly result in heightened levels of concentration and cognitive functioning. The expansion and augmentation of human capacity for attention, cognitive processes, problem-solving approaches, and self-perception in relation to others are evident. The build effect, which constitutes the secondary effect of the broaden-and-build theory, is ultimately an outcome derived from the expanded effects. The expanded impacts, consequently, function as incentives for decision-making and potentially subsequent behaviours.

1.2.11.4. Evidence for the build effect

According to Frederickson (1998), the broaden-and-build theory suggests that positive emotions have the ability to bring about cognitive changes, resulting in modifications in decision-making preferences and behaviours that exhibit a dedication to personal, social, and intellectual aspects. The development of long-lasting psychological, physical, and social resources can be attributed to the expression of significant cognitive processes and behavioural tendencies (Fredrickson, 1998, 2001, 2004). Over the course of time, the aggregation of these factors has the potential to result in quantitative modifications across various stages of development, potentially leading to elevated levels of overall well-being. Moreover, it is worth noting that qualitative transformations may take place, exemplified by the development of abstract thinking abilities in young individuals. Piaget's (1962) contributions to the field of developmental psychology are highly esteemed, as he effectively explained how children's play and interaction with their environment contribute to the development of new cognitive stages and the acquisition of new knowledge. The existing body of research on anticipatory beaming, shared attention, secure attachment, and cognition has yielded empirical evidence that supports the proposition that positive emotions have a beneficial impact on cognitive resources.

An area of scholarly inquiry has examined the association between positive emotions observed in infants and joint attention, a cognitive phenomenon characterised by the synchronised allocation of attention among oneself, others, and an external object. Nichols, Martin, and Fox (2005) have observed a significant association between heightened levels of positive affect in infants and an increased inclination to participate in joint attention. This phenomenon can be ascribed to the intrinsic satisfaction obtained from dedicating one's complete focus to another person. In a comparable manner, infants at the age of 9 months who demonstrated a heightened frequency of smiling during a joint attention evaluation also displayed a heightened occurrence of anticipatory smiling, which is defined as initially smiling at an object and subsequently at an adult. Moreover, at the age of 30 months, these infants demonstrated heightened social proficiency. A significant association was found between heightened levels of joint attention at 12 months and the subsequent advancement of expressive language, cognitive aptitude, and social proficiency at 24 and 30 months, correspondingly.

1.2.11.5. Well-being

The broaden-and-build hypothesis posits that positive emotions play a crucial role in individuals' development and overall state of well-being (Fredrickson, 1998). Emerging studies have started to suggest that positive emotions may play a pivotal role in attaining a state of happiness and satisfaction in life. In a study conducted to directly assess the impact of a particular construct, adult participants were randomly assigned to either a group that received a skills-based intervention or a control group that was placed on a wait list. The primary objective of the seven-week skills-based intervention was to instruct participants in the practice of loving-kindness meditation (LKM) with the aim of fostering the development of their personal capacity for happiness. The practice of Loving-Kindness Meditation (LKM) entails the utilisation of mental imagery to cultivate feelings of warmth and tenderness towards a specific individual, such as a close loved one. These positive emotions are subsequently extended to oneself and gradually expanded to encompass a widening circle of individuals.

The individuals who acquired the practice of Loving-Kindness Meditation (LKM) during the duration of the 7-week intervention exhibited a greater inclination towards positive emotions in comparison to the individuals in the wait-list control group. As per the findings of Fredrickson et al. (2008), a positive correlation was observed between the aforementioned factors and the intervention under study. These factors include self-acceptance, physical well-being, competence, improved interpersonal connections, and a heightened sense of life purpose. The observed augmentation of these resources among LKM participants was found to be correlated with a reduction in depressive symptoms and an elevation in life satisfaction. The field study provides strong evidence for the build effect, specifically emphasising the significance of consistently encountering positive emotions in the pursuit of enhancing overall well-being. Positive emotional responses, when occurring frequently, have the potential to facilitate flourishing or optimal mental health. Flourishing, as delineated by Fredrickson and Losada (2005) and Keyes (2007), is distinguished by an optimistic perspective towards life, the absence of psychological disorders, and significantly improved levels of performance. Keyes (2007) found that there exists a correlation between higher levels of education and various positive outcomes, including enhanced physical well-being, as well as a prevalence of positive emotions over negative ones.

1.2.11.6. Resilience and positive emotions

Resilience, as defined by Masten (2001), pertains to the capacity to adeptly manage and overcome substantial instances of loss, hardship, or adversity. The emergence of positive emotions is widely regarded as a significant outcome. Resilience, as supported by empirical research, encompasses a combination of state and trait characteristics. After experiencing adversity, individuals with low resilience demonstrate decreased ability to return to their previous levels of daily functioning. This is because they are more prone to frustration, which hinders their efficacy. On the other hand, individuals who exhibit a considerable degree of resilience exhibit the ability to effectively adjust their course when confronted with both minor and major obstacles. As a result, individuals acquire the ability to proficiently handle and navigate the diverse obstacles and disturbances encountered in their lives. Tugade and Fredrickson (2004) conducted a study to investigate the variations in resilience by comparing the cardiovascular recovery patterns after experiencing distressing emotional arousal among individuals with different levels of resilience. The participants were given explicit instructions to create a speech that held personal significance to them, with the knowledge that it would be captured on video and later evaluated. The objective of this task was to systematically and comprehensively elicit subjective experiences related to anxiety in a manner that is both efficient and impactful. The involvement in the task of preparing the speech led to increased levels of anxiety as reported by all participants, while also triggering a physiological response in their cardiovascular systems. Two significant variations in trait resilience were identified. At the outset, individuals who reported experiencing both anxiety and positive emotions, such as curiosity, demonstrated a higher probability of having heightened levels of resilience in comparison to those who reported a lower frequency of these emotions.

The ability to undergo physiological recovery from stress was further demonstrated by the observation that individuals with heightened levels of resilience experienced a restoration of their arousal levels upon receiving information that they would not be required to engage in rapid speech. The findings of the research conducted by Tugade and Fredrickson (2004) indicate that individuals exhibiting elevated levels of resilience demonstrated a prompt restoration of their cardiovascular function subsequent to the experience of negative emotional arousal. The investigators have identified joyful emotions as a mediator within this process. Based on the research conducted by Tugade and Fredrickson (2004) as well as Tugade, Fredrickson, and Barrett

(2004), it has been observed that individuals with a considerable level of resilience demonstrate the ability to effectively utilise positive emotions as a coping mechanism in response to stress.

According to the research conducted by Fredrickson et al. (2003), individuals who exhibit the characteristic of resilience can benefit from their ability to foster positive emotions in response to a major national disaster, such as the September 11 attacks on the United States. Individuals characterised by elevated levels of resilience demonstrated two distinct patterns of development subsequent to a crisis, in contrast to individuals characterised by lower levels of resilience. Initially, the participants exhibited diminished levels of depressive symptoms, suggesting a decrease in adverse emotional experiences. Furthermore, individuals observed notable advancements in multiple dimensions of their existence, including heightened levels of optimism, enhanced life satisfaction, and increased serenity. It is intriguing to note that the connections between trait resilience and the outcomes mentioned earlier, namely decreased despondency and enhanced post-crisis growth, were found to be less pronounced in instances where individuals experienced a higher frequency of positive emotions during periods of tragedy. In the study conducted by Tugade et al. (2004), it was found that positive emotions are a significant factor in influencing the adaptive responses of resilient individuals to risk and adversity.

Based on the findings of Bonanno's (2004) extensive research, individuals who encounter difficult circumstances, such as assuming the role of carer for a chronically ill family member, personal illness, exposure to violence, or the lost resulting from a major disaster, may derive advantages from incorporating positive emotions into their coping mechanisms. There is a growing body of empirical evidence indicating that the presence of positive emotions may yield specific advantages within the context of the grieving process. Bonanno and Keltner (1997) conducted a seminal study that yielded a noteworthy discovery concerning the correlation between behavioural expressions of positive emotions, such as smiling and laughing, and subsequent long-term adaptation and social integration. In particular, their study uncovered that individuals who displayed these behavioural indicators while discussing the recent loss of a loved one exhibited enhanced adaptation over a period of time and formed stronger social connections. Research has shown that positive emotional experiences can have a beneficial impact on an individual's capacity to manage chronic stressors, thus indicating their potential as a protective factor. The significance of this discovery carries substantial implications for both future scholarly investigations and practical implementations in

the field of clinical practice. Recent research has uncovered that individuals who possess higher levels of resilience experience benefits from the practice of fostering positive emotions as a strategy for effectively coping with stress and adversity. This observation is consistent with findings from laboratory studies that have consistently demonstrated the capacity of positive emotions to rapidly alleviate or reverse negative emotional experiences. In a study conducted by Fredrickson, Mancuso, Branigan, and Tugade (2000), individuals diagnosed with anxiety were assigned randomly to watch a film that elicited either contentment or mild joy, a negative emotion, or a neutral state. The results showed that those who experienced one of the positive emotions demonstrated significantly faster recovery of their cardiovascular system when exposed to negative emotional stimuli. The aforementioned exercise for preparing speeches was utilised to induce anxiety among the participants. Positive emotions possess the capacity to replenish ego resources that become depleted during the course of self-regulation. The restorative effect is hypothesised to arise from the mitigating impact of positive emotions on the physiological arousal commonly linked to negative emotions. According to the theory of ego depletion, the capacity for self-control is limited and can be depleted when individuals engage in tasks that require its exertion (Muraven, Tice, & Baumeister, 1998). This may present challenges in terms of self-regulation in future occurrences.

In a study conducted by Tice, Baumeister, Shmeuli, and Muraven (2007), a series of four experiments were carried out to examine the impact of ego depletion on self-regulation. The researchers found that individuals experiencing ego depletion demonstrated enhanced self-regulation, manifested through increased task persistence and physical endurance, when exposed to positive emotions compared to neutral or negative emotions. In summary, a substantial body of research supports the notion that positive emotions have a favourable influence on diverse short-term attentional and cognitive processes. Similarly, the development of positive emotions promotes the acquisition of long-lasting assets, such as resilience and cognitive focus, in individuals ranging from early childhood to adulthood. As a result of numerous empirical studies, our understanding of the mechanisms that underlined positive emotions has made significant progress. To develop a more comprehensive comprehension of the broaden effect and the build effect, it is essential to investigate numerous inquiries, specifically those pertaining to the underlying mechanisms involved.

1.2.12 Resilience is a Process

The incorporation of resilience models derived from both the natural and human sciences presents a range of ontological and epistemological complexities. Resilience is typically conceptualised by psychologists as a dynamic process, while ecologists often describe it as a state within a system that has attained equilibrium (Folke et al., 2010). The concept of resilience, as defined by ecological system researchers, pertains to the ability of a system to maintain homeostasis in the face of challenging circumstances (Gunderson & Holling, 2002). Over the past fifty years, psychologists have acquired a thorough comprehension of resilience as a collection of protective mechanisms that promote favourable developmental results (Rutter, 1987). Currently, scholars are proposing that the observed difference can be clarified by the concept that resilience operates as a mechanism that enhances a system's capacity to withstand or adapt to a present or potential threat. A resilient system is distinguished by its capacity to effectively enhance its ability to endure and withstand diverse forms of stress. The expression of activities that enhance resilience can exhibit substantial variation contingent upon the particular context in which they are situated. Resilience has been associated with a minimum of five distinct processes, namely persistence, resistance, recovery, adaptation, and transformation.

1.2.12.1 Persistence

The durability of a system, which is defined by its consistently reliable performance, depends on the existence of coexisting systems that offer sufficient safeguards against external risks, thereby allowing the primary system to remain unharmed. From an ecological standpoint, the implementation of a designated conservation area, coupled with the presence of armed personnel, fosters an environment that promotes the survival of endangered mammalian species, such as rhinoceroses, while minimising disruptions to their natural behaviours, despite the inherent dangers they encounter. Within the realm of psychology, there is a subset of children commonly known as "orchids" who exhibit a hereditary tendency towards vulnerability to stress. Nevertheless, these individuals exhibit a tendency to flourish when situated in social settings that afford them with a sense of security. For example, an anxious child with artistic abilities may thrive in an alternative educational environment, as it provides them with the opportunity to evade instances of bullying. The resilience of a system is contingent upon the presence of interconnected

systems that can shield the focal system from external pressures, thereby mitigating the need for immediate adaptation

1.2.12.2 Resistance

Although resistance and persistence may appear to be similar concepts, the central system effectively sustains its behavioural pattern by actively safeguarding itself against external threats. For example, the activation of the immune system serves to inhibit the occurrence of infection within the host organism, thereby ensuring the preservation of the host's overall state of health. Before engaging in the process of healing, adjustment, or change, it is common for most systems to exhibit a noticeable pattern of resistance. Communities that encounter significant job losses may seek governmental assistance in order to sustain an industry that is undergoing a decline. During every instance, the central system possesses the ability to actively involve subordinate and superior systems with the intention of obstructing or discouraging change.

1.2.12.3 Recovery

The notion of recovery refers to the recognition that a system's defensive mechanisms, regardless of whether they are intrinsic or extrinsic, proved insufficient in withstanding disruption, leading to a temporary interference with the system's capacity to adapt. The term "recovery" pertains to the procedural course through which a system returns to a previous state of functioning. Nevertheless, it is crucial to recognise that systems undergo alterations due to both the execution of an offence and subsequent rehabilitation. According to Hutchison and Sterbenz (2018), the process of recovering a computer system involves more than just returning it to its previous state. However, this frequently results in an improvement in the field of engineering as the system gains knowledge to mitigate the occurrence of comparable failures. Similarly, the supplementation of soil nutrients such as potassium, calcium, and magnesium holds promise in bolstering the process of forest regeneration following a fire incident. In each instance, the system that has undergone restoration may manifest resemblances in both its visual characteristics and operational capabilities to its previous condition. However, it is likely that the entity will exhibit supplementary functionalities as a result of its ability to endure and withstand a disruption.

1.2.12.4 Adaptation

The term "adaptation" refers to the process by which a system undergoes modifications to effectively respond to external pressures. The introduction of an invasive species has the potential to induce ecological adaptation, which may result in a decrease in species diversity within the ecosystem. The decrease in species diversity can be attributed to the occupation of ecological niches by the invader, resulting in the displacement of native species. In contrast, the ecosystem has the potential to exhibit compensatory mechanisms in order to alleviate the effects caused by the invader. In the given scenario, it is possible that individuals with weaker genetic traits may face mortality, leading to the survival of individuals with genetically robust characteristics. The examination of resilience often revolves around the notion of adaptability within the human population. Based on the research conducted by O'Brien and Hope (2010), it has been observed that older individuals residing in solitary environments or substandard nursing facilities exhibit heightened susceptibility to centralised energy systems. These systems have a tendency to experience malfunctions when exposed to severe weather conditions. Research has indicated that older individuals who experience social isolation are more susceptible to heat stroke or carbon monoxide poisoning in situations where their air conditioner or heater malfunctions. One potential adaptation strategy could involve providing individuals with more specialised energy alternatives, such as solar power systems, that demonstrate greater resilience in the face of severe weather conditions. While this alteration in energy policy does not fundamentally alter the underlying factors that contribute to health issues among the elderly, it does enable the adaptation of energy systems to more effectively address the needs of this susceptible demographic.

1.2.12.5 Transformation

In order to effectively withstand and adapt to stress, a system must engage in a transformative process that involves the recognition and adoption of a new behavioural regime. The implementation of this novel regime enables the system to maintain its existing functions and potentially undertake additional functions by efficiently employing recently acquired strategies and resources. All systems exhibit this capacity, whether it relates to the advancements in energy storage technology that have enabled the revolution of the energy industry through the adoption of renewable energy sources, or the personal transformation undergone by a heart attack survivor who makes substantial lifestyle changes following their release from the healthcare facility. In

each instance, diverse systems, encompassing those of human, artificial, or natural provenance, experience fundamental alterations due to the imposition of stress. These modifications induce the systems to adopt unique behavioural patterns that are better suited to the internal and external challenges they face.

The five operations mentioned above exhibit a lack of agency. The selection of an adaptation strategy is not actively performed by systems. The optimisation of their operation is accomplished by employing co-occurring systems for resource exploitation, which assesses the viability of different strategies. The act of modifying the current resources and their corresponding significance within a given system, as well as their inherent value, will inevitably result in changes to the approach utilised by the system to improve its ability to withstand and recover from disturbances. The selection of the methodology utilised by a system is dependent on both the state of the system's surroundings and the system's internal capabilities to handle heightened levels of strain.

1.2.13. Hope theory

Snyder et al. (1991) have proposed an entirely new cognitive and motivational theory known as hope theory. Hope theory is a construct rooted in the positive psychology field, characterised by a focus on strengths and assets (Snyder & Lopez, 2002). Based on the principles of hope theory, hope can be understood as the subjective evaluation of an individual's belief in their ability to (1) effectively define and understand their goals, (2) devise and implement the necessary strategies to achieve those goals (referred to as pathways thinking), and (3) maintain the motivation and determination required to utilise those strategies (referred to as agency thinking). Both the pathways and agency components are essential for successful goal pursuit, but neither component alone is adequate to ensure sustainability. Therefore, it can be observed that pathways and agency thoughts exhibit an additive, reciprocal, and positive relationship; however, it is important to note that they are not interchangeable terms in contrast to other constructs in positive psychology, such as goal theory (Covington, 2000), optimism (Scheier & Carver, 1985), self-efficacy (Bandura, 1982), and problem solving (Heppner & Petersen, 1982), which place varying degrees of importance on the goal itself or on future-oriented agency or pathways-related processes. Snyder (1994) posits that hope theory places equal emphasis on all components of goal pursuit.

Based on the principles of hope theory, hope encompasses a diverse array of aspirations and desires that individuals strive to pursue, accomplish, or embody. As a result, a goal can encompass a significant and long-lasting endeavour, such as the formulation of a comprehensive theory on human motivation, or it can relate to a mundane and temporary objective for educational purposes. Furthermore, the perceived probabilities of achieving a goal can exhibit substantial variation, ranging from extremely low to extremely high. It is crucial to recognise that individuals exhibiting elevated levels of optimism tend to exhibit a preference for "stretch goals" that possess a slightly higher level of difficulty compared to the objectives they have previously accomplished. Based on the findings of Snyder et al. (1991) and Snyder et al. (1996), it can be inferred that individuals with elevated levels of hope tend to exhibit a greater propensity for generating alternative pathways, particularly when faced with significant goals and obstacles. Snyder, Cheavens, and Michael (1999) argue that the efficacy of cognitive routing is dependent on the concurrent presence of agency-inducing cognitions, irrespective of its efficiency.

Individuals who possess elevated levels of hope exhibit positive self-talk, which can be observed through their use of phrases like "I can do this" or "I will not give up." This type of self-talk is indicative of their agency beliefs (Snyder, LaPointe, Crowson Jr., & Early, 1998). Individuals who possess a strong sense of hope exhibit a tendency to employ agency thinking as a means of sustaining their motivation in the face of difficult circumstances or obstacles, similar to the well-known adage "When the going gets tough, the tough get going" (Snyder, 1994, 1999). Consequently, individuals exhibiting a heightened level of hope demonstrate a greater propensity to self-motivate and engage in subsequent actions in comparison to individuals with lower levels of hope.

The hope paradigm serves as a demonstration of the ability to create strategies that lead to desired objectives and to foster self-motivation by employing cognitive processes focused on personal agency. According to Snyder (2002), there is a positive correlation between elevated levels of hope and enhanced performance across multiple domains, including academics, sports, physical health, psychological adjustment, and therapeutic interventions. Curry, Snyder, and their associates (1997) established a connection between hope and positive emotions, as well as a perception of control. The two components under consideration, namely the pathways component, which pertains to the self-perceptions that children can create pathways to desired goals (the agency

component), along with the motivation to utilise those goals (the agency component) although distinct, exhibit a reciprocal relationship, contribute to each other in an additive manner, and display a positive correlation. According to the suggested paradigm shift, resilience can be conceptualised as a dynamic phenomenon in which individuals demonstrate effective adaptation in order to successfully overcome adversity. Hence, this concept is predicated upon two core assumptions: the variability in individual responses to adversity and the encounter with a significant threat or profound adversity.

According to Luthar, Cicchetti, and Becker (2000), the interaction between internal and external factors plays a significant role in influencing how children respond to adversity. This is evident in their ability to anticipate positive changes, navigate various developmental paths despite significant challenges, and maintain a positive perspective on their overall well-being. The hope theory is closely link to this study since the internally displaced secondary school students in the midst of challenges will still demonstrate high sense of hope through their ability to develop goal oriented strategies and always expanding their motivation in achieving set goals. This in turn helps them to be resilient and see life positively.

1.2.13.1 Applications of theory

The correlational study by Snyder, Hoza, and colleagues (1997) found a connection between a children's high levels of optimism and the frequency of depression symptoms. Furthermore, it was discovered that optimistic thinking strongly positively correlated with both self-esteem and perceived competence. According to a study by Kwon (2000), lack of optimism has been associated with a higher risk of suffering depressive symptoms, regardless of assessments or other strategies for controlling these symptoms. More academic studies have revealed that evidence of mild self-referential illusions has been discovered in individuals of all ages, including young adults, babies, and adolescents (Snyder, Hoza et al., 1997). People who embrace optimism about the future are more likely to have higher levels of hope. When attempting to accomplish their objectives, people frequently favour success above failure. People frequently have a wide variety of life goals and a strong belief in their ability to triumph over any difficulties that may arise (Snyder, Hoza, et al., 1997). In addition, a recent study by Feldman and Snyder (in press) found a strong correlation between people's subjective assessments of their life's purpose and their level of hope.

1.2.13.2 In academic arenas

Low levels of optimism are associated with higher levels of anxiety, especially while taking competitive exams. It has been observed that people commonly fail to effectively utilise feedback on their failures in order to improve their future performance, according to Snyder (2000) and Snyder et al. (1996) studies. Reduced levels of hope are often accompanied by increased self-doubt and a propensity for negative reflection rather than the efficient use of feedback in a constructive way. As a result, people struggle to pay attention to the relevant cues required for both learning new information (i.e., studying) and effectively communicating information (Snyder, 1999). Students with high expectations, on the other hand, do not doubt their skills when they encounter what they perceive as failure, and they avoid letting these failures over time have a detrimental impact on their self-esteem. High-achieving students exhibit the cognitive ability to read feedback marked as "failure" as signifying either a lack of effort in a given situation or a lack of using good study or test-taking tactics. Even after taking into account perceived self-worth and aptitude, the analysis of techniques and effort attributions provides insightful knowledge about the persistent relationship between hope and academic success, as opposed to innate intellect (Snyder, McDermott, Cook, & Raphael, 2002).

According to Onwuegbuzie (1999), high levels of self-reported social and academic competence, creativity, and optimism are positively correlated. Additionally, a link between the aforementioned element and improved problem-solving abilities as well as concrete academic achievement has been found (Snyder, 1999, 2000; Snyder, Hoza et al., 1997). According to empirical data from Snyder, Hoza, et al. (1997), there is a link between enrolling in elementary schools with higher levels of hope and pupils performing better on achievement exams. Similar to this, Snyder et al. (1991) found a favourable relationship between hope levels and academic achievement in high school pupils as well as in new college students (Snyder et al., 2002). Additionally, it has been discovered that students who express more hope are less likely to leave school (Worrell & Hale, 2001). However, it is important to recognise that later research efforts have not supported the findings of Worrell and Hale (2001).

In the aforementioned studies, the prognostic effectiveness of hope persisted statistically significant even after controlling for a number of variables, including admission test scores (in studies involving first-year college students), prior academic achievement and self-esteem, and

intelligence (in studies involving children). A five-week classroom intervention was used in a study by Lopez et al. (2000) to help elementary, middle, and high school students clarify their goals and raise their optimism levels. The intervention used a mix of narrative and cognitive techniques. Regardless of the students' initial levels of optimism, the Making optimism Happen Programme comprises of three separate variations that have been meticulously created to offer advantages and match to the developmental needs of all children. The programme is still being used to assess the reliability of academic advancement and has shown positive instant outcomes in terms of metrics of student performance.

1.2.13.3. Enhancing hope in children

As was already indicated, other studies have demonstrated that babies and adolescents who score on average on one of our assessment measures demonstrate a notable degree of optimism. The findings indicate that, in line with our sample, youngsters in the United States typically exhibit a pervasive sense of optimism when thinking about their future. The possibility exists for a student's level of hope to be translated into an optimistic outlook, which can have positive effects on both their personal and academic lives, even when their level of hope is lower than the mean. Given the aforementioned circumstances, it is advised that educational psychologists adopt and improve approaches that are intended to develop a sense of optimism among children in different academic situations. Individuals with lower levels of hope typically reap more advantages from therapies that promote optimism. A research by Lopez, Bouwkamp, et al. (2000) found that a large majority of children significantly raise their levels of hope after taking part in school hope activities. As a result, we advocate using hope-promoting tactics, which can be applied both narrowly and broadly. School psychologists may work to create group-based therapies with the objective of enhancing the general optimism of all children, regardless of a student's individual trait level or level of optimism about school. For children that exhibit noticeably low levels of optimism, this fact is nevertheless true. In these circumstances, it could be essential to develop additional strategies for fostering an attitude of optimism and positive thinking in these students.

To determine each student's interests and talents, school psychologists commonly use a number of standardised assessment tools. It is advised that school psychologists include the Hope Scale for those under the age of 15 and the Hope Scale for people beyond the age of 15 to their current roster of standardised tests. Although research settings have been where these measures have been used

most frequently, their validity and reliability indicate that, with the right safeguards, they may be used to evaluate students' positive thinking in actual classroom settings. In this particular situation, it is advised to give the agency and path ratings careful thought. For instance, the student might exhibit a thorough low-hope pattern, which is marked by receiving poor marks in both agency and paths. A complete high-hope pattern, on the other hand, would involve them scoring highly in both agency and paths. The youngster may exhibit a dual profile that is either distinguished by a mix of high agency and low routes or by a combination of low agency and high pathways. The component of lowered optimism that is present in these hybrid patterns must be carefully considered. Our suggested solutions will be classed into three different dimensions: objectives, paths, and agency, to help with the integration of hope theory into the field of school psychology. The upcoming suggestions, which will be further discussed, can be put into practice both individually and in groups. (For more information on teaching students about goal setting, routes, and agency thinking, see Snyder, McDermott, et al., 2002.)

1.2.13.4. Facilitating Students' Pathway Development

It is generally agreed upon that the most effective strategy to foster pathways thinking is to assist pupils in breaking down important objectives into smaller, more manageable sub goals. A long-term goal is planned and sequentially staged according to the "stepping" principle. It has been discovered through empirical observations and academic investigations that pupils who have low levels of optimism have a very difficult time setting sub-goals. A common fallacy maintained by people is the false notion that goals must be achieved in their totality without any gradual progress. It is also possible that the guardians of these youngsters have not given them much guidance regarding the thorough planning procedure. Students can develop a sense of self-confidence in their abilities to create specific goals for their broad life aspirations by "stepping" in a certain way.

The possible weakness of a student might not be in their physical ability to walk, but rather in their capacity for analysis and decision-making when faced with alternative paths to a predetermined destination. The achievement of our desired goals throughout various spheres of living is frequently hampered by several obstacles. Students may experience feelings of discouragement when there are no practical alternatives to help them reach their goals. This can lead them to give up on their goals. This study may provide some support for earlier research findings that people with low levels of hope have higher rates of student turnover. Therefore, before pursuing said aims,

we advise teaching students the value of developing a variety of techniques to help them reach their intended goals. Similar to this, it is critical that pupils comprehend there are alternate strategies that can be investigated if one technique turns out to be useless. As this perspective is crucial for building future prospects and preserving individual agency, it is necessary for the student to learn how to avoid attributing challenges to a lack of innate talent. However, we contend that a more beneficial approach to hurdles is to see them as indicators of unsuccessful tactics, allowing for a more fruitful investigation of alternate routes that might provide favourable outcomes

1.2.13.5. Helping Students to Enhance their Agency

It would seem clear that students will select objectives that are meaningful to them personally and creating the pathway to achieve them. This phenomenon is influenced by the relationship between the goals that educators, parents, or peers establish for children and their eventual achievement. The chosen objectives may not exclusively belong to the student because they may have been decided by another else. As a result, the student shows a lack of drive to work towards the established goals. It can be inferred from Sheldon and Elliot's (1999) research that when people accomplish goals that are imposed externally, the transient character of happiness becomes clear. Students' innate drive and academic success are negatively impacted by the absence of personally rewarding goals.

Therefore, aspirations that are founded on intrinsic, personal standards are more intellectually stimulating than aspirations that are drawn from societal norms. Giving children advice on how to create "stretch" goals can be a stimulating intellectual activity. The stretch goals effectively satisfy the ownership requirement because they are founded on the prior successes of a young person. The establishment of a sense of challenge is crucial for improving student motivation, especially when students believe they are actively involved in choosing their own goals. The adoption of an educational strategy that encourages students to keep journals as a tool of recording their ongoing self-reflection may have certain advantages. An audio recording device or a portable notebook can be used to help with this.

This would enable the instructor to assess the level of agency displayed in the student's internal monologues, distinguishing between those exhibiting a strong sense of agency, such as expressions

of determination and perseverance ("I am capable..." and "I will persevere..."), and those exhibiting a weak sense of agency, such as students who may occasionally be surprised by the existence of negative self-talk. Within the student community, individuals of various ages indicate a propensity for criticising their classmates while also displaying a propensity for self-evaluation. These students need to be reminded of the importance of replacing their continual self-criticism with viewpoints that are distinguished by realism, positivism, and beneficial consequences. It is essential to underline to pupils that the effectiveness of this method depends on repeated, diligent practice in order to combat the issue of unnecessary discouragement.

Children who are upbeat usually remember their own positive experiences, giving them the confidence to keep a positive attitude even in the face of challenging situations. This is achieved through practising the use of narratives that are self-affirming or by creating positive personal stories (Snyder, McDermott, et al., 2002). Comparatively to their peers who have larger expectations, children with lesser expectations could encounter fewer happy moments. It seems possible to encourage the development of narrative skills in children, especially throughout their basic education. By actively engaging with tales that highlight the accomplishments or successes of other children in trying situations, children who have a low degree of hope may be able to acquire a sense of agency.

The two prominent publications, specifically "The Psychology of Hope: You Can Get There from Here" (Snyder, 1994) and "Hope For the Journey: Helping Children through the Good Times and Bad Times" (Snyder, McDermott, et al., 2002), offer valuable suggestions for children's books that are organised based on different subjects related to hope, including adoption, alcohol, anger, arguing, attachment, communication, confidence, crying, death, and various others. Giving children the chance to participate in activities that require teamwork and cooperation is one method for encouraging optimism in kids. The results of earlier research by Robitschek (1996) showed a link between children's involvement in team-building exercises and a subsequent rise in their hope levels.

1.2.13.6. Ripples of hope in today schools

The transfer of hope from one person to another has the potential to have a substantial impact on the recipient's perspective of the world and goal-setting. School psychologists can use consultation

and direct interventions, as previously noted, to successfully increase the potential good effects of hope in students and instructors. By encouraging the spread of hope transmission that develop spontaneously via individual or group accomplishments, school psychologists, in collaboration with other professionals within the educational context, have the power to generate a sense of hope inside a school building or district. In this part, we discuss a variety of ideas related to the enhancement of positive thinking in learning contexts. For the spread of optimism within any educational community, various kinds of "obstacles" must be eliminated. School psychologists have the capacity to pinpoint the obstacles that may be obstructing students' academic performance and growth, such as learning challenges and behavioural problems. They can also come up with different plans to get around these challenges.

Additionally, school psychologists interact with children, teachers, coaches, and staff members to discover any prospective medical or psychological challenges they might be facing. A number of obstacles may prevent educational projects from being implemented successfully. Conflicts in schedules, difficulties with educational facilities' physical infrastructure, a lack of parental involvement, the availability of few resources, the effects of upsetting societal events (such as the tragic terrorist attack in New York City on September 11, 2001), and the occurrence of disease-related epidemics are all included in this list of barriers. Another skill that is regarded as being part of a school psychologist's professional knowledge is the capacity to assist with goal planning. By creating linkages between the objectives of various pupils, the development of hope can be enhanced. The aim of a student with behavioural issues who wants to learn how to play chess, for instance, may be linked with the goal of another student who is socially awkward but is skilled at the game and enjoys one-on-one encounters. School psychologists are advised to encourage interdependence among a variety of children, aligning with the ideas of independence and acknowledging their individual goals.

In this perspective, hope can be viewed as a concept that is inextricably linked to cooperation, and it is crucial to continuously work to build these links. School psychologists have the skills necessary to work with groups of kids or individuals as part of an IEP team to set common and doable goals. A collective entity may be effectively energised by efforts made in unison to achieve shared goals. It is frequently noted in this context that participating in team activities can intrinsically inspire hope among the persons involved. In a similar vein, participating in

cooperative team activities that promote a sense of belonging and commitment to the educational institution, when kept within normal bounds, can create optimism. School psychologists who are skilled at removing barriers and show a commitment to helping students and teachers achieve important goals serve as role models for a healthy pursuit of objectives. But frequently, the sizeable number of institutional obstacles may limit the time school psychologists devote to acting as good role models. When there is a common goal to reduce the frequency and intensity of barriers in educational environments, the facilitation of communal ambitions is improved. Due to their reputation as people who successfully overcome challenges and increase the possibility of reaching a variety of educational goals within our educational institutions, school psychologists play a significant role as facilitators in the educational process.

1.2.14. Psychosocial supports in crisis situation

Pollock and Whitelaw (2005) proposed a methodology in their study that tries to encourage children's ongoing involvement while taking into account their developmental needs while acting as a proactive measure to mitigate future obstacles. The general living conditions of people are significantly impacted by psychosocial interventions. UNESCO (2000) defines psychososcial support as facilitating the reconstruction of local social structures which may have been destroyed or weakened, so as to give much needed support to those affected. Humanitarian activities are on the rise today because of the increase number of crises plaguing the world in recent times with total increase in the number of conflicts, intensifying wars, acts of violence restricted to certain geographic areas, natural and man-made disasters, and climate-related occurrences that force entire communities to flee their homes all contribute to an increase in the frequency of humanitarian crises.

The welfare of children and adolescents has been profoundly impacted by a number of ongoing variables over an extended period of time. Forced migration has a considerable impact on a variety of aspects of people's daily lives, including but not limited to housing, health, sanitation, leisure time, and education. The total number of people classified as refugees, asylum seekers, or internally displaced people at the time this guidance note was published (UNHCR, 2016) exceeded 65 million, with nearly 50% of this population being under the age of 18. Adolescent refugees and people who have been forcibly relocated are prone to depressive symptoms and feelings of hopelessness. The complex nature of this phenomenon can be attributed to a number of things,

including the inherent ambiguity surrounding their unique situation, the lengthy duration of their forced relocation, the daily challenges they face, and the lack of workable, long-term solutions to improve their situation.

Humanitarian crises, which disproportionately affect children and teenagers, have the potential to influence family ties negatively, disrupt community cohesion, and cause the emergence of emotional conditions like social isolation, anxiety, anger, sadness, and depressive symptoms. Without adequate mitigation measures, prolonged exposure to a disaster or conflict can have negative effects on a person's physical and mental health. Emergency situations have a tremendous impact on how communities and families function, which has an effect on how children and adolescents develop.

Shonkoff, Boyce, and McEwen (2009) claim that unfavourable childhood experiences can have long-lasting impacts on a child's cognitive growth, behavioural patterns, and general physical and mental health. Children exposed to violence or natural catastrophes may experience extended and strong activation of their stress-response systems, which can be harmful. Children need to experience a certain amount of emotional stress in order to develop good coping mechanisms and problem-solving skills. However, the technique of forcibly moving children often places restrictions on their access to a top-notch education, thus affecting their capacity for learning. In conflict-affected areas, a sizeable share of the world's adolescent population is not actively engaged in educational pursuits. More specifically, 35% of teenagers in the primary school age range, 25% in the lower secondary school age range, and 18% in the higher secondary school age range belong to this particular category. UNICEF (2016) report emphasises the disproportionate number of kids and teenagers living in economically precarious situations in areas that are highly vulnerable to a variety of natural disasters, including flooding, drought, and severe storms. The consequences for the young people who are affected could include increased likelihood of future unemployment, decreased ability to earn money, social marginalisation, and a variety of socioeconomic issues (IASC Reference Group, 2010).

It is crucial to make sure that everyone has access to education as a fundamental right, particularly those affected by natural disasters or other environmental disruptions. The right to education is covered by numerous international legal accords that contain both legally binding and non-binding elements. Despite the heightened demand for protection during catastrophes, which is driven by

elements like education and psychosocial support, the perceived value of the right to education is frequently low. In view of the aforementioned situations, it is critical that the international community keep offering educational opportunities to kids and teenagers who have been displaced during disasters. Furthermore, educators must make sure that the instructional frameworks they use not only foster but also improve the psychological and social wellbeing of these children. By including suitable psychosocial support mechanisms and putting in place activities that emphasise social and emotional learning goals which are achievable. The likelihood that children and adolescents going through a crisis will exhibit greater learning capacities and increased involvement in educational opportunities is likely to increase if the educational system prioritises the promotion of students' psychological well-being.

People in the formative years of childhood and adolescence are exposed to a wide range of possible dangers and vulnerabilities during times of crisis. According to Alexander, Boothby, and Wessells (2010), the provision of carefully thought-out and pertinent psychosocial care can successfully reduce the vulnerabilities that children and adolescents experience. Due to the following reasons, education is a particularly suitable strategy for facilitating the transmission of this assistance. Educational institutions and informal learning environments are seen as being very beneficial for kids and teenagers during periods of unpredictability. The implementation of routines that are predictable, the provision of opportunities for friendship and play, the promotion of cooperative behaviour, the encouragement of self-expression, the fostering of hope, the reduction of stress, and the implementation of routines that are predictable have all been shown to be effective ways to protect children from the negative effects of disasters (Action for the Rights of Children, 2002; Alexander, Boothby, & Wessells, 2010; Masten, Gewirtz, & Sapienza, 2013).

 Deliberate investments in psychosocial assistance and the incorporation of social and emotional learning into educational frameworks can be attributed to the observed outcome. The pursuit of academic success and the maintenance of mental health are essential elements of the educational process because they have a significant impact on people's chances and society at large. The best results are obtained by integrating psychosocial assistance and social and emotional learning techniques into several spheres of young people's lives. Because they enable children to interact with their peers, parents, families, and communities, educational environments have the potential to create an environment that promotes greater psychological wellbeing. Collaboration across

school and community settings is the best way to guarantee that every child receives effective treatment and follow-up care. This includes the communication between teachers and parents, the use of counsellors as necessary, and other pertinent elements.

Figure 3: *Examples of Psychosocial Interventions in the Education Sector*

INTERVENTION PYRAMID

EXAMPLES

Mental healthcare by mental health specialists (psychiatric, psychologists, psychiatrists, etc.)

Basic mental healthcare by primary healthcare doctors, Basic emotional and practical support from community, workers

Active social networks Traditional communal supports Supportive age-friendly spaces

Advocacy for basic services that are safe, socially appropriate, and protect dignity

Specialized services

Focused non-specialized supports

Strong community
And family supports

Social considerations in
Basic services and society

Source: Adapted from IASC (2007).

The pyramid illustrates four levels of interventions that should be considered when addressing the psychosocial well-being of children and adolescents in times of crisis.

 1. Social considerations in basic services and security

2. Strong community and family supports

3. Focusd, non-specialized supports

4. Specialised services

The ability to assist and advance psychosocial support at various stages is based on the strength of educational activities. However, the specifics of these activities or treatments used will vary based

on the target group and the level of implementation. According to a person's socio emotional needs, the experience and the perception of emotional and psychosocial support may differ from one person to another. It is obvious that there cannot be a single, globally applicable criteria for assessing what level of emotional and psychosocial support is necessary given that each person is unique. This is especially true when vulnerable groups are taken into account, such as street children, whose different requirements show notable diversity. As a result, in order to provide the right help, it is crucial to have a thorough awareness of the unique needs of each particular child (Kowitt, 2013). The term "psychosocial support" refers to a variety of internal and external interventions that are intended to improve the general wellbeing of people, communities, or surroundings that have been adversely affected to help recover from an emergency. In order to help children engage with their environment in a way that is appropriate for their age, psychosocial support is centred on preserving or reintroducing typical developmental processes. By providing them with this support, we hope to help them develop into strong, dependable people who realise their full potential. Facilitating involvement entails working with neighbourhood community organisations and organisations that are able to organise and campaign for better access to community assistance, critical services, and the restoration of regular recreational, social, and occupational activities.

Ratele & Duncan (2004) stressed the value of psychological support, which is provided by those with whom one has a strong emotional bond, such as carers, family members, and friends. In order to meet a person's psychological and social needs, psychosocial help entails the provision of support and intervention. Changes in the environment have an impact on how an individual feels and behaves, which affects how their psychological or emotional state interacts with their social well-being. Interventions that work to improve an individual's social, emotional, and psychological well-being through the development of relationships typified by tolerance, respect, and love without conditions are included in the category of psychosocial care and support. A person's ability to successfully handle and navigate through difficult situations or times of upheaval must be improved as the main goal.

Communities or organisations must provide structured psychological care, support, or interventions when the biological family is unable or unwilling to do so (Richter, Foster, & Sherr, 2006). It is essential for outside organisations, in particular, to have knowledge of the

psychological traumas and mental diseases that might develop when main caretakers, such parents, are not present to provide care and support. Professionals caring for infants and adolescents must have a thorough understanding of human development in order to recognise mental health issues in these young patients. Adolescents and toddlers may not be thought of as abnormal when they exhibit behaviours that could be classified as pathological in adults.

A thorough understanding of the developmental processes in children and adolescents, as well as the behavioural variations that occur at different stages, is essential in separating pathological behaviour from developmental crises, which may have minimal or no long-term effects (Thompson Prout & Brown, 2007). Additionally, thorough clinical decision-making throughout the rehabilitation process will benefit from having a thorough awareness of the child's or adolescents developmental stage. In addition, by taking into consideration the child's unique developmental framework, it will make it easier to set goals that are appropriate for their age. The probability of an intervention failing is greatly increased when the goals are set so high that they exceed the child's specific developmental expectations. It is crucial to recognise that children's capacity to think critically and solve problems can vary from person to person and may not perfectly correspond to age. The youngsters may have experienced significant delays in their cognitive and language development as a result of living in urban areas. Given the recognised age-related developmental norms, professionals should be aware of the probable occurrence of developmental delays in children (Thompson Prout, H., & Fedewa, 2015).

Psychosocial well being

The Psychosocial Working Group (2005) proposed a framework for defining the psychosocial well-being of individuals and communities. This framework, as outlined by the IFRC Reference Centre for Psychosocial Support (2009a), consists of three fundamental domains:

 • **Human capacity**: This term covers both the physical and mental well-being of an individual, as well as their cognitive abilities, aptitude, and competencies.

• **Social ecology**: This involves the social connections and support, such as relationships, social networks, and support systems in the person and the community. For mental health and psychosocial well-being, it is important to have cohesive relationships that help maintain social balance.

• **Culture and values:** This involves the perception, interpretation, and reaction of individuals to their surroundings are influenced by the specific context and culture of their communities. The influence of culture and value systems on psychosocial well-being is of paramount importance as they shape both the individual and social dimensions of human functioning.

1.2.14.1. Psychosocial support programming and response

Psychosocial programming includes a vast array of responses, such as those illustrated below

Figure 4: *Intervention pyramid for mental health and psychosocial support in emergencies: programming*

Specialized services: Psychological or psychiatric supports for people with severe mental problems

Focused non-specialized supports:
- Psychological first aid
- Lay Counselling
- Violence prevention and peace education programs
- Programs for Survival of gender-based violence
- Programs for the social reintegration of former child soldiers

Community and family supports:
- Family tracing and reunification
- Supporting community structures and cultural activities/traditions
- Supporting community rituals, including grieving rituals
- Support groups (e.g., widows or widowers, teenagers, children, older people, women's groups)
- Peer networking programs for children, adolescents, youth and caregivers
- Positive Parenting Programs;
- Vocational Training Programs for adolescents;
- Formal and non-formal education including accelerated learning programs;
- SEL programs
- Psychoeducation Programs
- Parents/community meetings to address their own and their children's psychosocial well-being
- Psychosocial information material for parents and teachers
- Child-to-child or mentoring programs
- Livelihood activities and youth clubs
- Life Skills Programmes
- Early child development programs

Basic services and security:
- Recreational and expressional activities for children in safe spaces
- Collective community actions, such as clean-up activities where members of the community, both those affected and those who were not, get together to collect debris; for example, restoration of public institutions, painting schools, clinics, etc.; religious ceremonies; community kitchens, where members of the community get together and cook meals for those affected by the emergency
- Advocacy programs for basic services, protection and implementation of children's rights
- Distribution of psychosocial support relief items, like prayer mats, toys and games for children
- Child rights awareness programs

Pyramid labels (bottom to top): Basic services and security / Community and family supports / Focused, non-specialized supports / Specialized services

Sources: *This illustration is based on the intervention pyramid for mental health and psychosocial support in emergencies in the IASC Guidelines (2007); Arntson and Knudsen (2004); Emmons (2006); and IFRC Reference Centre for Psychosocial Support (2009a, b)*

Within the spectrum of psychosocial support programmes, training and support for psychosocial paraprofessionals, such as teachers, youth volunteers, and health workers, as well as training for staff on how to work with children and how to manage their own stress, are also provided. According to Emmons (2006), the goals of psychosocial support responses are as follows:

- Support children in expressive and recreational activities
- Provide children with access to services such as health care and education
- Restore the normal flow of children's growth and development
- Protect children from the accumulated effects of distressful and harmful events
- Facilitate strategies for children to develop meaningful peer attachments, friendships, and social ties
- Facilitate a sense of belonging, trust in others, and control of the environment
- Enhance families' ability to care for their children (e.g., make sure parents or caregivers have the skills needed to support a stressed child)
- Enable children to be active agents in rebuilding their families and communities and a hopeful future.

Based on research from Arntson and Knudsen (2004) and the International Committee of the Red Cross (2011), among the factors deemed essential to the success of psychosocial programmes are the following:

Children's participation: It is imperative to engage many children as possible in all aspects of these programmes. It is not uncommon for children to possess an awareness of their own challenges and possess the ability to identify optimal strategies to resolve them. Children who engage in participation activities develop a wide range of skills, including problem-solving abilities. Consequently, individuals develop increased self-assurance and enhance their communication skills. Finally, it serves as a manifestation of the recognition and appreciation of individuals' societal contributions, thereby acknowledging the significance of their ideas.

Involvement of parents and caregivers: Parents, caregivers, and other community members must participate in as many psychosocial activities as possible. Their participation provides children with access to external resources and increases the likelihood of adults assisting one another.

School-based approach: It is imperative to incorporate teachers into the educational programmes. The educational institution exerts a substantial influence on the surrounding milieu of a young

individual; however, it is imperative to acknowledge that it can also serve as a setting where acts of violence occur. The integration of a community-based strategy with a school-based approach holds significant promise as it enables a more holistic and equally the safeguarding of the child-friendly environment. In order to effectively provide psychosocial support, it is important to adopt a comprehensive approach that encompasses various dimensions of well-being, including education.

Contextualized responses: While it is true that there may exist variations among different emergency scenarios, it is crucial to bear in mind that each emergency situation possesses its own distinct characteristics, presenting specific obstacles and requiring tailored solutions. Furthermore, it is important to guarantee that all activities adhere to cultural appropriate norms.

Ensure children's safety and security: Timely marking of landmines is of utmost importance in order to effectively mitigate stress and preempt potential hazards. Additionally, it is important to impart knowledge about landmines and unexploded ordnance to children, while also soliciting their input on areas where they feel safe, thereby facilitating the organisation of activities in suitable locations. Establish child-friendly environments where children and adolescents can engage in recreational activities, relax, and initiate organised pursuits. It is imperative that all personnel receive comprehensive training in suitable approaches to interact with young individuals. Propose the implementation of a comprehensive system aimed at ensuring the safety and security of both children and adults in reporting potentially harmful incidents. Additionally, advocate for the provision of educational resources to security personnel regarding the fundamental rights and protections afforded to children and civilians.

Re-create "normal" routines: The implementation of regular schedules and active participation in various activities has the potential to augment the perception of security among both families and children. Given a new and unique situation and an ongoing state of anxiety, it might be imperative to modify previous actions. For instance, children who encounter challenges in achieving sufficient sleep during the night may require additional periods of rest during the day. Prior to the crisis, it was imperative for overseas personnel to possess a comprehensive understanding of the local daily life and culture. The act of prioritising activities such as education, familial traditions, and athletic competitions demonstrates a deliberate emphasis on the favourable elements that were present prior to the onset of the crisis. An effective approach involves

implementing educational initiatives, such as establishing structured and regular sessions for children to gather, participate in recreational activities, acquire knowledge, and engage in social interactions. As the environmental conditions exhibit a growing trend towards stability, there arises a possibility for the incorporation of supplementary activities, ultimately culminating in the establishment of a structured system of education. The analysis of historical challenges and crises encountered by individuals in various age cohorts, specifically children and adults, holds significant significance in promoting the development of efficacious coping mechanisms. Active participation in regular activities that promote a sense of routine and ownership is of paramount importance for the community.

Ensure that programs are designed to be inclusive: The most vulnerable individuals are boys and girls who typically do not engage in structured social activities. Females across various age groups, including adolescents (specifically individuals aged 15 to 24), unaccompanied minors (including those affected by AIDS and/or living with HIV/AIDS), minors with disabilities, and employed adolescents, may be considered for inclusion. Resource referrals can be described as the process of directing individuals to appropriate resources or services that can address their specific needs or concerns. While it is true that a significant proportion of individuals will successfully adapt to their new roles, a minority may experience substantial challenges and necessitate mental health counselling. Additionally, there may be individuals with psychological or psychiatric disorders whose treatment has been disrupted. Before initiating a programme, it is imperative to engage in discussions with medical and mental health care professionals regarding referral mechanisms. Additionally, it is crucial to provide training to staff members, enabling them to effectively identify the most perilous circumstances and understand the appropriate channels for reporting such incidents.

Internally Displaced Persons (IDPs)

According to Ladan (2012), an internally displaced person refers to individuals who are compelled to abandon their habitual places of residence due to the impact of violence, conflict, or severe natural disasters. The issue of displacement continues to pose a significant global humanitarian challenge. The phenomenon of displacement continues to pose a substantial humanitarian challenge on a global scale. On the basis of information provided by the United Nations High Commission for Refugees (UNHCR) in 2019, the global population of people who have been

forcibly displaced is estimated to be approximately 68.5 million. Within the examined population, it is estimated that approximately 40 million people can be classified as refugees and that approximately 44,400 people are compelled to leave their homes every day. In addition, it has been estimated that approximately 3 million individuals within this population qualify as asylum seekers. Notably, an estimated 85 percent of the world's displaced population is concentrated primarily in developing countries.

This occurrence can be attributed to a plethora of factors, including but not limited to armed conflict and the prevailing sense of persecution that permeates their surroundings. Internally displaced persons (IDPs) face formidable challenges on a global scale, as a substantial segment of this demographic confronts barriers in obtaining essential provisions, including shelter, sustenance, and apparel. The significant decline in their ability to maintain their standard of living, high rates of unemployment, and limited availability of the natural resources necessary for both individual and community well-being are all signs that displaced people are up against the formidable obstacle of economic insecurity.

Additionally, individuals in question encounter a dearth of opportunities to avail communal resources, are subjected to involuntary displacement, and face a dearth of support networks. The combined influence of these various factors serves as a hindrance to the preservation of a desirable level of material well-being, ultimately culminating in a condition characterized by extreme destitution (Oyefara & Alabi, 2016). The widely accepted and frequently cited definition of internally displaced persons (IDPs) is derived from the United Nations Guiding Principles on Internal Displacement (2004). Based on established principles, internally displaced persons (IDPs) can be defined as individuals or collectives who have been compelled or influenced to vacate their habitual residences or dwellings as a result of armed conflict, widespread violence, infringements upon human rights, or calamities of both natural and anthropogenic origins. It is imperative to recognize that the individuals under consideration have not crossed a border that is internationally recognized as the delineation of a sovereign state in their quest for safety and refuge.

A noteworthy observation revolves around the conspicuous absence of a universally applicable and legally binding instrument that explicitly tackles the myriad challenges faced by individuals who have been internally displaced. In 1998, the United Nations Commission on Human Rights

officially recognized the resolution that was adopted, thereby acknowledging the significance of the Guiding Principles on Internal Displacement. The Guiding Principles, although lacking legal enforceability, encompass a wide range of regulations that align with well-established frameworks of international human rights law and international humanitarian law. Moreover, it is crucial to emphasize that the Guiding Principles have garnered significant acknowledgment from the global community, as demonstrated by their incorporation into the domestic legal frameworks of numerous countries.

The Guiding Principles highlight the central concept that states bear a primary obligation to proactively implement measures aimed at preventing displacement, safeguarding the rights and well-being of internally displaced persons within their borders, and offering sustainable solutions to effectively address their situation. To ensure the successful fulfillment of this obligation, it is imperative for states to establish domestic normative and policy frameworks as well as the requisite implementing structures and processes. Through the implementation of this particular approach, researchers will possess the capacity to adequately and comprehensively address the distinct needs and vulnerabilities of individuals who have experienced internal displacement. At the regional level, it is of significance to highlight that the African Union accomplished a significant milestone in 2009 through the formal acceptance of the Kampala Convention. The aforementioned convention holds notable importance due to its specific emphasis on the matter of internally displaced persons within the African continent.

The Kampala Convention, which is widely recognized as the first legally binding regional instrument addressing the matter of internal displacement, draws its conceptual framework from the Guiding Principles. The significance of this phenomenon is rooted in its potential to effectively tackle the urgent issue of internal displacement within the African continent. Through the process of reiterating the well-established principles of international human rights law and international humanitarian law, the convention effectively reinforces the already existing safeguards and propels forward the ongoing advancements in safeguarding individuals who have experienced internal displacement.

The Kampala Convention, also known as the African Union Convention for the Protection and Assistance of Internally Displaced Persons (IDPs) in Africa, serves as a comprehensive framework

that enables African nations to address the intricate issue of internal displacement within their territories in an effective manner. The aforementioned convention is a comprehensive and informative document that gives valuable insights into the implementation of domestic normative, policy, and practical approaches that can help African countries deal with the many problems that come with internal displacement. Implementing the Kampala Convention's rules could make it easier for African states to protect and help internally displaced persons (IDPs), leading to a more effective and efficient response to this urgent problem. It is crucial to complete the Convention's ratification across the entire continent and put its provisions into practice in order to fully realize it's potential. In the context of this study, internally displaced persons refer to secondary school students who have abandoned their homes in search of schooling elsewhere as a result of the crises in the Northwest and South West regions.

Synthesis

This chapter sets to review the works and opinion expressed by some authors and researchers as related to the study. The literature is reviewed on the concepts of resilience as related aspects and psychosocial support. It also focuses on the theoretical framework of the study

Chapter 2:
Indicators of resilience used to overcome challenges and
Adversities by students

This chapter reviews the works and opinions expressed by some authors and researchers as related to the study. The literature is reviewed under personality traits, emotional regulation, locus of control, self- efficacy and social support. Empirical studies related to this different concepts and to work in general was equally reviewed in this chapter.

2.1. Nature and personality definitions

Individuals exhibit varying responses to different circumstances. Numerous differentiations, such as an individual's thoughts, emotions, and behaviours on a weekly and yearly basis, exhibit a lasting and enduring nature. According to Edwards (1998), personality is defined as a set of enduring characteristics. According to Nicholas (2003), it is proposed that a person's individual thumbprint can be compared to their personality as a means of enhancing understanding. Every individual possesses a unique configuration of elements that sets them apart in various aspects of their behaviour and communication. Although certain individuals may exhibit similar personality traits, it is important to recognise that each person possesses a distinct configuration of these traits. According to Cattell (1946), personality can be defined as the construct that possesses the ability to forecast behaviour within a given context. Morris and Maisto (2002) posit that personality encompasses a unique configuration of thoughts, feelings, and actions that exhibit durability across temporal boundaries and diverse environmental contexts. The aforementioned attributes serve to differentiate an individual from their peers. The enduring nature of personality across various contexts and over time suggests that personality exhibits a significant degree of consistency and resilience.

The concept of personality, as defined by Sadock and Sadock (2003), encompasses an individual's outwardly observable behaviours and subjectively experienced internal emotions. This comprehensive entirety of an individual is made up of both the personal and professional life of an individual. Nicholas (2003) argues that the lack of identical life experiences and upbringings among individuals is a comprehensible phenomenon. The concept of "personality" encompasses the distinct combination of preferences, attitudes, beliefs, emotions, and behaviours that serve to delineate an individual. While an individual's personality may exhibit stability, it is also subject to dynamism as it mirrors the distinct reactions of each person to specific surroundings (Nicholas, 2003).

According to O'Neil (2006), an individual's personality is composed of cognitive characteristics that differentiate them from others. This refers to the comprehensive range of cognitive and affective characteristics that motivate individuals to exhibit specific behavioural and communicative tendencies. Certain individuals may experience the development of a comprehensive disorder due to stressors that may be considered relatively insignificant. Hence, it is crucial to consider individual characteristics that may contribute to varying levels of susceptibility to stress. The variability in the effects of a stressful work environment on an individual's health has been demonstrated by the research conducted by Schultz and Schultz (1998). While it is possible for one employee to suffer irreversible harm to their health, another employee may not even perceive any adverse consequences. Martin (2006) posits that there exist inherent predispositions within certain individuals that contribute to the variability in their levels of stress tolerance.

According to Schultz and Schultz (1998), a range of personality traits such as hostility, wrath, time urgency, locus of control, self-esteem, and competitiveness, have an influence on an individual's ability to endure stress. According to Ghazinour et al. (2003) there is a significant impact of introversion, neuroticism, perfectionism, and low self-esteem on the development of occupational stress (Jaffe-Gill et al., 2007). Moreover, several psychologists have identified distinct personality traits that could potentially function as indicators of occupational fatigue. Professionals in the domain of industrial psychology recognise the importance of personality traits in effectively managing work environments that exhibit elevated levels of stress. Kim et al. (2000) present illustrations of personality traits, including extraversion and neuroticism. While there may be some similarities among certain personalities, it is crucial to acknowledge that each individual's personality is distinct and varied, and it remains consistent over time. Personality is a multidimensional construct that encompasses an individual's physical, psychological, and spiritual attributes. It enables individuals to anticipate and understand the behaviour of others in specific circumstances. The analysis of these factors will be followed by a discussion on the inherent and external factors that contribute to the uniqueness of an individual's personality.

According to Sadock and Sadock (2003), an individual's personality encompasses both their externally observable behaviour and their internally disclosed subjective experiences. As stated by Maslach (1986), the internal characteristics of individuals have a significant impact on how they react to external stressors, which in turn sheds light on the varying levels of exhaustion experienced by individuals in a specific work environment. The complete essence of an individual is comprised of both their public and private aspects. According to a research conducted by Storm and Rothmann (2003) there exists a notable association between specific personality traits, such as emotional stability, extroversion, openness to experience, and conscientiousness, and the utilisation of effective coping strategies. These coping strategies involve the capacity to effectively manage stress and adopt a positive perspective when faced with challenging situations. Richardson (2002) posits that individuals can leverage specific attributes as sources of strength or advantages when confronted with adversity.

According to Scott (2007), individuals who exhibit resilience frequently display distinct characteristics. Additionally, the research conducted by Campbell-Sills et al. (2006) demonstrated that certain personality traits have the capacity to function as indicators for forecasting an individual's resilience. Resilience development necessitates the presence of respect and a dedication to lifelong learning, as posited by Brown (1996). According to Coutu (2003), individuals who exhibit resilience exhibit the capacity to effectively navigate and surmount obstacles by employing creative problem-solving strategies that diverge from traditional approaches. Moreover, the individuals under consideration exhibit heightened levels of self-confidence, a tendency to partake in calculated risk-taking, and a firm dedication to attaining personal excellence (Brown, 1996). Resilience is frequently linked to a range of factors, including but not limited to task commitment, academic achievement, verbal aptitude, intelligence, cognitive capacity, intrinsic motivation to learn, psychological maturity, propensity for risk-taking, and self-awareness (Bland et al., 1994).

According to Neill (2006), individuals who demonstrate resilience are able to effectively manage various sources of stress and pressure, while also encountering numerous opportunities for personal growth and learning. The significance of emotion in everyday life lies in its capacity to offer valuable insights into an individual's interpersonal interactions and their ability to adapt to their immediate surroundings. Emotion regulation pertains to the cognitive and behavioural

mechanisms implicated in the modification of external stimuli and the adjustment of internal responses. For instance, the exhibition of facial expressions that signify emotions such as sadness, anger, discontent, embarrassment, fear, or extreme fear can aid individuals in perceiving suitable reactions. The correlation between emotions and physiological responses is consistent with the fundamental tenets of interpersonal communication. There is a documented correlation between emotional responses and physiological changes, including those within the neurological system (Strongman, 2003). Also, Passer and Smith (2008) hold that physiological manifestations of emotion include observable symptoms such as heightened heart rate and facial flushing. Specifically, this indicated that the sensation of emotional response possesses the capability to elicit heightened physiological reactions, including elevated blood pressure, increased heart rate, and heightened muscle tension.

2.1.1. Factors that affect personality

According to O'Neil (2006), a variety of potential factors may contribute to the formation of an individual's personality. Although there is a prevailing belief that new born infants lack a conventional personality, it is reasonable to contend that each baby demonstrates unique traits. As stated by Donaldson (1973), personality is a dynamic phenomenon that experiences ongoing development. The factors outlined in this context have an impact on one's personality.

2.1.2 Genetic and hereditary elements

According to O'Neil (2006), there has been a substantial body of psychological research conducted in recent decades that consistently emphasises the importance of genetic factors, specifically in regard to fundamental personality traits such as emotional disposition. According to Plomin, Chipuer, and Loehlin (1990), there exists a significant influence of genetic factors on the variations in personality observed among individuals. In the 1860s, scientists postulated the capacity to provide empirical support for the hereditary transmission of intelligence. In 1969, Sir Francis Galton, a renowned British scientist, conducted an empirical investigation on several British families, which led him to postulate that intelligence exhibits hereditary characteristics. Galton's analysis lacked consideration for contextual variables, including the socioeconomic status of families and their varying levels of educational opportunities (Edwards, 1998). Psychologists with specialised genetic training engage in research endeavours aimed at investigating the potential influence of inherent hereditary or genetic elements on human behaviour. In general, each human

cell is characterised by a total of 46 chromosomes, except for reproductive cells, which contain only 23 chromosomes. Genes are located on chromosomes. The chromosomes under consideration exhibit inheritable characteristics. According to scholarly sources, chromosomes play a crucial role in carrying and transmitting hereditary information, which enables the passage of physical traits from one generation to the next. Avis, Pauw, and van der Spuy (1999) posit that experts hold the belief that behavioural traits can be inherited across generation and been reflected in their physical traits.

According to Plomin et al. (1990), there is empirical evidence suggesting a significant and statistically meaningful genetic influence on personality traits. To examine the heritability of personality traits, researchers have developed rodent models that demonstrate diverse emotional capacities. Following this, the researchers proceeded to swap the maternal carers of rat offspring that displayed emotional and apathetic behaviours. In the context of adult rodents, their behaviour demonstrated a stronger resemblance to that of their biological parents as opposed to their surrogate parents. Cattell's empirical findings suggest that adopted children demonstrate a stronger resemblance to their biological parents in relation to diverse personality traits, in contrast to their adoptive parents. There is a substantial body of evidence that lends support to the proposition that genetic factors have an influence on the five fundamental personality traits (Edwards, 1998). According to the theories put forth by Carl Jung, it is proposed that individuals inherit not only their inherent predispositions, but also the collective experiences of their ancestors (Hall & Lindzey, 1967).

2.1.3. Sociocultural determinants

Based on the scholarly investigation conducted by Henry Murray, as referenced in the publication by Hall and Lindzey in 1967, it is evident that individuals are subject to the influence of their social and cultural surroundings, which significantly contribute to their personal growth and distinctive attributes. Donelson (1973) posits that the family assumes a pivotal function in furnishing a social safety net that fosters the growth and maturation of an individual. Peer groups provide a similar social environment in which individuals can receive assistance in developing their genuine identities and fostering a sense of self-identity. According to O'Neil (2006), the development of values, beliefs, and expectations is shaped by the processes of socialisation and individual experiences during early childhood. The impact of peer and familial influences can hinder an

individual's personal growth, cultivate a fixation on superficial matters, and impede their capacity to express their genuine identity.

Donelon (1973) holds that the development of an individual's sense of identity, which includes their personality, can be shaped by their social and cultural associations. O'Neil (2006) posits that there are multiple external factors that possess the capacity to exert influence on an individual's behaviour. The significance of infant rearing practices is of utmost importance. In the cultural milieu of North America, it is customary for children to be raised in ways that foster independence and self-reliance. Within the cultural framework of Chinese society, it is a prevalent tradition for children to be provided with guidance and education regarding the adoption of familial behaviours and cognitive patterns. Simultaneously, they are encouraged to prioritise the collective interests of the family over their individual desires. The presence of dysfunctional family dynamics can be inferred from the discouragement of independence and self-reliance in children.

2.1.4. Unconscious mechanisms

Hall and Lindzey (1967) describe the mind as an iceberg in which the smallest part is above the surface and represents the region of consciousness. The larger section is below the water and represents the unconsciousness level. In this domain one finds human urges, passions, ideas and feelings. These unconscious processes operate out of awareness. These processes include socially forbidden desires, particular anger and sexual desire. These processes can also include emotionally painful memories of experiences such as abuse, abandonment or the seeing of violence (Edwards, 1998). According to Freud, some parts of the personality are conscious and other parts are unconscious. The unconscious area is a deep, inaccessible section that contains various urges and drives. Between the conscious and unconscious levels, one will find the preconscious, which Freud saw as the 12 location of memories that can be brought into the conscious with effort. The drives and urges in the unconscious are active forces that seek expression and are major determinants of an individual's behaviour and personality (Bernstein & Nash, 2005).

2.1.5. Cognitive processes

Cognitive processes refer to the mental activities involved in acquiring, processing, storing, and using information. These processes play a crucial role in the life of every individuals Cognitive processes place significant importance on factors such as an individual's expectations associated

with their behaviours, their goals or desired outcomes, and their environmental beliefs (Bernstein & Nash, 2005). Alfred Adler, a prominent psychodynamic theorist, placed significant emphasis on cognitive factors within his theoretical framework. According to Edwards (1998), Adler posited that an individual's cognition has a significant impact on their behaviour. According to Adler, as individual's age, they undergo the development of a "apperceptive schema."

According to Edwards (1998), individuals who have experienced traumatic emotional events during their childhood may develop a defensive and maladaptive apperceptive schema. This schema may lead them to hold beliefs such as "I possess inadequate abilities" and "life is characterised by difficulties." Moreover, they may exhibit symptoms of emotional isolation and apathy. The aforementioned concepts exert an influence on individuals' perception of the world, subsequently shaping their self-perception. The key element of self-efficacy, as proposed by Albert Bandura, is also acknowledged by Edwards (1998). The notion that an individual possesses the capacity to effectively manage demanding circumstances exerts a significant influence on their emotional states and behavioural responses. This concept is commonly referred to as self-efficacy. Individuals who exhibit high levels of self-efficacy are more likely to experience increased levels of happiness and demonstrate a reduced susceptibility to stress and worry.

2.2. Personality theories

According to Laher (2007), the field of psychology has conducted extensive empirical research on personality over the course of the last century, resulting in the formulation of numerous hypotheses pertaining to this subject matter. Maddi (1976) posits that an effective personality theory should encompass a comprehensive set of hypotheses pertaining to human behaviour, alongside the necessary empirical definitions. Additionally, it is imperative for the theory to exhibit a high level of comprehensiveness. The subsequent section will provide explanations for various personality theories.

2.2.1 Depth psychological approach

According to the New World Encyclopaedia (2008), depth psychology is a psychological approach that centres on exploring the concealed or underlying aspects of the human experience. The contributions of Pierre Janet and Carl Jung, along with the supplementary insights of Sigmund Freud, Alfred Adler, Otto Rank, and various other scholars (New World Encyclopaedia, 2008),

exerted a significant influence on this particular methodology. In the context of therapy and research, depth psychology encompasses psychoanalytic approaches that take into account the influence of the unconscious mind. Depth psychologists hold the belief that an individual's behavior is shaped by various factors that often operate beneath their conscious awareness, originating from within their own psyche.

It is interesting to observe the varying perspectives among depth theorists regarding the intricate nature of the factors influencing human consciousness and the extent to which individuals can exert control over it. The early proponents of depth psychology held the belief that unconscious factors have a biological essence, whereas contemporary theorists tend to emphasize their social nature (Meyer, Moore & Viljoen, 1989). The concept of "depth" pertains to the underlying aspects of psychic manifestations, such as behaviors, relationships, family dynamics, dreams, and even social and political events. Depth psychology acknowledges the significance of myth as a repository of recurring situations.

2.2.2. Learning theory approach

Numerous scholars have posited that behaviour is influenced by learning processes and environmental factors. According to certain theorists, individuals develop a tendency to replicate behaviours in different situations where their biological needs have been satisfied (Meyer et al., 1989). Bernstein and Nash (2005) propose that the social-learning approach posits that personality is constituted by a collection of behaviours that individuals acquire and subsequently exhibit in particular contexts. Halonen and Santrock (1997) posit that proponents of the social learning theory contend that individuals do not lack agency, but rather possess volition and cognitive capacities such as thinking, imagination, evaluation, and comparison. Hall and Lindzey (1967) assert that the primary focus of learning theory lies in examining the circumstances that lead to the formation of an association between a response and a cue stimulus. Within the realm of learning, a robust correlation is observed between the response and stimulus, whereby the mere presence of the stimulus evokes the response. The association between a cue and a response can be enhanced exclusively under specific conditions, such as the implementation of incentives or positive reinforcement. A relationship may come to an end due to a range of factors, including the implementation of penalties or the utilisation of adverse reinforcement. A comprehensive corpus of learning theory concepts has surfaced, which can be utilised to explicate both individual

personality traits and human behaviour. The scholarly work conducted by Walter Mischel and Albert Bandura during the 1970s offered substantial validation for the progression of the social learning theory (Halonen & Santrock, 1997).

Bandura's decision to integrate the concept of "learning" into his theoretical framework was driven by his critical evaluation of the behaviourist perspective. The individual expressed a critical perspective towards the behaviourist approach, which places significant emphasis on the impact of the environment on human behaviour, deeming it excessively reductionistic. One of the noteworthy research endeavours undertaken by Bandura pertains to the investigation involving the Bobo puppet. A documented occurrence involving the aggression directed towards a bobo puppet by one of Bandura's offspring was recorded. Bandura granted permission for the kindergarten students to participate in outdoor recreational activities following their viewing of the aforementioned film. The playroom was filled with onlookers, a newly obtained bobo doll, and a few small hammers. The bobo doll was subjected to repetitive acts of hitting and kicking, as witnessed by observers.

In a contrasting manner, the individuals sought to imitate the central character of the motion picture. Bandura (1977) introduced the concept of "observational learning" or "modelling" to characterise this phenomenon, whereas Boeree (2007) denoted it as the "social learning theory." Bandura subsequently engaged in research efforts aimed at delineating the constituent stages that constitute the framework of social learning theory. These factors encompass the act of attentiveness, as any element that hinders the process of acquiring knowledge, especially observational learning, can hinder progress. Retention is a consequential phase within the cognitive process, as it necessitates individuals to possess the capacity to recall the information upon which they have focused their attention. The concluding stage, referred to as reproduction, enables individuals to transform verbal or visual representations into tangible behavioural manifestations. In order to engage in repetitive actions, individuals necessitate inspiration and motivation (Boeree, 2007a). The cognitive social learning theory, proposed by Halonen and Santrock (1997), places significant emphasis on the interplay between cognition, behaviour, and environment in the progression of personality development.

2.2.3. Humanist approach

According to Glassman (2000), the emergence and subsequent development of the humanistic approach can be attributed to therapists' concerns about the perceived limitations of psychodynamic theories. According to Halonen and Santrock (1997), the humanist method is widely acknowledged as the primary phenomenological approach to the study of personality. Morris and Maisto (2002) argue that humanistic personality theories propose the existence of an inherent moral nature within individuals, which drives them to actively seek higher levels of functioning. According to Glassman (2000), the humanistic approach places considerable emphasis on subjective meaning and exhibits a sincere concern for progress, rather than exclusively focusing on pathology.

Halonen and Santrock (1997) assert that humanistic theorists assign considerable importance to the innate capacity for personal development and self-actualization that is present in each person. The aforementioned statement emphasises the inherent liberty that individuals possess in determining their personal life paths and effectively managing the obstacles they face. The works of Edwards (1998) and Halonen & Sankey (1997) establish the widespread recognition of Carl Rogers and Abraham Maslow as prominent figures within the domain of humanistic theory. According to these scholars, adverse circumstances impede the attainment of optimal development. According to the thesis proposed by Carl Rogers, the development of meaningful and healthy interpersonal relationships is considered essential for fostering a comprehensive and stable personality. An instance of hindrance to a child's development of independence can occur when a mother persistently seeks constant companionship with her child or endeavours to enforce her own preferences (Edwards, 1998). The contributions of Maslow to the humanistic paradigm in the field of psychology were substantial. Maslow formulated a hierarchical framework of needs with the intention of elucidating his theory that individuals are compelled to fulfil a sequence of fundamental desires. Halonen and Santrock (1997) proposed a hierarchical model that delineates the arrangement of human needs in a specific order. This model comprises physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs.

2.2.4. Psychodynamics theories

The psychodynamic approach is based on the psychoanalytic technique developed by Sigmund Freud (Edwards, 1998). This technique draws inspiration from the physical principle that the

collision of two opposing forces gives rise to a third force that acts in the opposite direction. According to Avis et al. (1999) the psychodynamic approach places emphasis on the dynamic and fluid internal realm of the individual, wherein the individual strives to reconcile conflicting emotions, drives, and ideas, both at the conscious and unconscious levels. McLeod (2007) posits that the psychodynamic approach encompasses theories that conceptualise an individual's functioning as contingent upon the interplay between internal impulses and forces, with particular emphasis on the unconscious aspects of personality. The psychodynamic method, popularised by Freud's psychoanalysis, has gained widespread acceptance and now incorporates the theories of Jung (1964), Adler (1927), and Erikson (1950) (McLeod, 2007). The psychodynamic theory, as proposed by Hunt and West (2006), advocates for individuals to direct their attention towards thoughts and emotions that may be concealed from conscious awareness.

Nicholas (2003) provides support for the notion that personality and evolution are influenced by intrapsychic developmental experiences and conflicts within the framework of this particular approach to understanding personality. Hence, the conflict approach can be regarded as synonymous with the psychodynamic theory. According to McLeod (2007), the psychodynamic theory posits that the personality is comprised of three distinct components, namely the id, ego, and super ego. The id is responsible for converting an individual's desires into instinctual or compulsive motivators. The id operates under the principle of pleasure, which necessitates the immediate fulfilment of desires. In the initial year of a child's life, a segment of the id undergoes a transformation and evolves into the ego. The ego utilises its cognitive faculties to establish a connection between individuals and the external world, while also endeavouring to identify strategies that can fulfil the desires arising from the id in response to their developmental requirements. The concept of ego represents the essence of reality and, to a lesser degree, logical reasoning. In order to fulfil the psychological needs, the ego encounters various challenges. The ego periodically encounters objects that facilitate its pursuit of objectives, and it keeps a record of both the hindrances and the facilitators. It also store rewards and punishment. The superego, as described by Boeree (2007), encompasses a compilation of items to be avoided and precautionary measures.

2.2.5. Traits and factor theories

Laher (2007) asserts that the prevailing viewpoint within the realm of personality psychology is the predominance of the trait theory of personality. According to Darley, Glucksberg, and Kinchla (1999), the early theories of personality aimed to explain human behaviour by ascribing it to inherent traits or inclinations. These theories explicate the attributes that are marked by stability, dependability, and durability. In 1998, an individual by the name of Edwards emerged as a prominent figure. The objective of a trait theorist is to determine the most effective and pragmatic methods for classifying individuals according to their personality traits. According to Costa and Widder (1994), trait psychologists have proposed that there is a tendency for the distribution of individual differences in characteristics to remain stable over time.

Since the 1930s, a group of psychologists has made efforts to develop an all-encompassing compilation of characteristics that can be employed to delineate differences among individuals. Through the implementation of interviews with a significant sample size, valuable data was gathered pertaining to the participants' customary cognitive processes, affective encounters, and behavioural tendencies. The study successfully accomplished its objective through the utilisation of factor analysis. Despite a prolonged duration of more than six decades devoted to scholarly investigation, there persists a continuing divergence of opinions among trait theorists concerning the precise number and terminology of the personality traits that constitute the fundamental constituents of an individual's personality (Edwards, 1998). As stated by Nicholas (2003), the central responsibility of a trait theorist is to compile a comprehensive inventory that encompasses all the various manifestations that can be utilised to describe personality. According to Gordon Allport's trait theory, the regulation and influence of personality, cognition, and behaviour are attributed to an inherent mechanism. The trait theory provides numerous advantages in relation to categorization, evaluation, and selection of individuals for employment purposes. Cattell (1946) posited that traits can be delineated and differentiated based on observable manifestations or quantifiable attributes.

2.3. Allport's classification of traits

The conception of trait held by Gordon Allport was influenced by William Stern's type theory. In 1937, Allport provided a definition of a trait as a "complex neural disposition" that is expected to exert motivating, inhibiting, and selective influences on a specific pattern of behaviour (Cohler,

1993, p. 139). According to Cohler (1993) over the course of time, there has been a notable evolution in Allport's conceptualization of a trait. Allport recognised that specific traits exhibit a stronger association with an individual compared to others. The core constituents of personality are central traits. When characterising an individual, it is common to employ descriptors such as intelligent, unintelligent, untamed, cautious, astute, foolish, and irritable to denote these distinctive attributes. Additionally, there exist secondary characteristics that are comparatively less pronounced, widespread, or enduring. The exclusive secondary factors encompass preferences, dispositions, and situational factors.

According to Boeree (2007), two instances that illustrate strong emotional reactions are when an individual becomes highly agitated when subjected to tickling and when another person possesses unconventional sexual preferences. The foundational principles of factor analysis were formulated by Charles Spearman. Spearman posits the existence of two discrete categories of factors that exert an influence on performance across two interconnected measures of ability: a broad factor encompassing general cognitive abilities such as intelligence and verbal fluency, and a narrow factor encompassing specific cognitive abilities such as visual memory and spatial perception. Hall& Lindzey (1967). Raymond Cattell is a well-known proponent of the factor-trait approach.

2.3.1. Cattell's factor analysis model of personality

According to Hall and Lindzey (1967), Raymond Cattell's hypothesis encompasses a thorough endeavour to collect and organise the primary findings obtained from advanced factor analytic studies on personality. Cattell utilised the factor analysis model to elucidate diverse systematic configurations of phenomena. Cattell (1946) posited that factor analysis has been significantly advanced by the notable contributions of scholars such as Spearman, Burt, Thurstone, Holzinger, and other prominent figures in the field. Cattell (1946) made a significant finding in his influential study, wherein he determined that out of the numerous mathematical solutions available, only one particular solution possesses the capacity to generate factors in factor analysis that effectively correspond to the fundamental source characteristics. According to Cattell (1952), factor analysis does not permit the arbitrary determination of the significance of variables within a particular domain and also signifies a notable deviation from traditional experimental statistics. According to Cooper and Makin (1984), factor analysis is a sophisticated mathematical technique used to determine the degree to which scores aggregate or fail to aggregate. The development of

multivariate analysis and factor analysis, which are statistical methodologies used to examine the interrelationships among multiple variables and factors, particularly in the field of personality analysis, is attributed to Raymond Cattell. Cattell's delineation of the fundamental constituents of personality was facilitated by the objective assessment of individuals' life histories through the utilisation of interviews and questionnaires (Sadock & Sadock, 2003). Neill (2007) states that Cattell proposed the idea that language could be used as a valid method for evaluating an individual's personality. Cattell embarked on the endeavour of consolidating extensive lists containing more than 17,000 words into a more feasible compilation of 4,500 words. Subsequently, he further diminished this compilation to a mere 171 attribute names. Cattell conducted a factor analysis on the self-assessments of the aforementioned terms. Cattell utilised behavioural and observational data in his research endeavours. The questionnaire developed by Neill (2007) was designed to evaluate sixteen discrete personality factors.

2.3.2. Cattell's definition of personality

Cattell deliberately utilised a comprehensive definition of personality due to his conviction that it was incumbent upon theorists to establish a precise conceptualization of personality (Hall & Lindzey, 1967). According to Cattell (1946) personality can be defined as the construct that possesses the ability to forecast an individual's behaviour in a given situation. Cattell (1946) posited that personality encompasses the entirety of the interactions between an individual's behaviour and their surrounding environment. In the process of formulating the 16 Personality Factors model, Cattell extensively drew upon prior scholarly research conducted by other academics. This encompasses the research conducted by Allport and Odbert in 1936, as well as the German translation of a similar study by Baumgarten in 1933. Both studies primarily examined the linguistic dimensions of personality traits. Cattell's contribution to the field of personality psychology was characterised by a deliberate narrowing of focus, as he placed particular emphasis on the examination of psychological aspects related to personality. The primary aim of Fehriinger's (2004) research was to ascertain linguistic descriptors that are associated with distinct personality traits, as proposed by Cattell. The analysis of the Allport-Odbert list by Raymond Cattell in 1946 was conducted with the aid of emerging computer technology, as documented by John and Srivastava (1999) and John (1990). Cattell initially reduced the set of 4,500 characteristic terms to 35 variables. Cattell effectively eliminated more than 99 percent of the phrases in alternative terms.

Cattell employed factor analysis to establish a set of twelve factors, subsequently incorporating an additional four factors that he deemed to be pertinent. Cattell subsequently created the 16PF Personality Questionnaire.

Table 1: *The 16 primary factors included in the 16PF Personality Questionnaire are tabulated and defined in table .1.*

Descriptors of Low Range	Primary Factor	Descriptors of High Range
Reserve, impersonal, distant, cool, reserved, impersonal, detached, formal, aloof (Sizothymia)	Warmth	Warm, outgoing, attentive to others, kindly, easy going, participating, likes people (Affectothymia)
Concrete thinking, lower general mental capacity, less intelligent, unable to handle abstract problems (Lower Scholastic Mental Capacity)	Reasoning	Abstract-thinking, more intelligent, bright, higher general mental capacity, fast learner (Higher Scholastic Mental Capacity)
Reactive emotionally, changeable, affected by feelings, emotionally less stable, easily upset (Lower Ego Strength)	Emotional Stability	Emotionally stable, adaptive, mature, faces reality calm (Higher Ego Strength)
Deferential, cooperative, avoids conflict, submissive, humble, obedient, easily led, docile, accommodating (Submissiveness)	Dominance	Dominant, forceful, assertive, aggressive, competitive, stubborn, bossy (Dominance)
Self-Assured, unworried, complacent, secure, free of guilt, confident, self-satisfied (Untroubled)	Apprehension	Apprehensive, self-doubting, worried, guilt prone, insecure, worrying, self-blaming (Guilt Proneness)
Traditional, attached to familiar, conservative, respecting traditional ideas (Conservatism)	Openness to Change	Open to change, experimental, liberal, analytical, critical, free thinking, flexibility (Radicalism)
Group-oriented, affiliative, a joiner and follower dependent (Group Adherence)	Self-Reliance	Self-reliant, solitary, resourceful, individualistic, self-sufficient (Self-Sufficiency)

Tolerated disorder, unexacting, flexible, undisciplined, lax, self-conflict, impulsive, careless of social rues, uncontrolled (Low Integration)	Perfectionism	Perfectionistic, organized, compulsive, self-disciplined, socially precise, exacting will power, control, self –sentimental (High Self-Concept Control)
Relaxed, placid, tranquil, torpid, patient, composed low drive (Low Ergic Tension)	Tension	Tense, high energy, impatient, driven, frustrated, over wrought, time driven. (High Ergic Tension)
Serious, restrained, prudent, taciturn, introspective, silent (Desurgency)	Liveliness	Lively, animated, spontaneous, enthusiastic, happy go lucky, cheerful, expressive, impulsive (Surgency)
Expedient, nonconforming, disregards rules, self-indulgent (Low Super Ego Strength)	Rule-Consciousness	Rule-conscious, dutiful, conscientious, conforming, moralistic, staid, rule bound (High Super Ego Strength)
Shy, threat-sensitive, timid, hesitant, intimidated (Threctia)	Social Boldness	Socially bold, venturesome, thick skinned, uninhibited (Parmia)
Utilitarian, objective, unsentimental, tough minded, self-reliant, no-nonsense, rough (Harria)	Sensitivity	Sensitive, aesthetic, sentimental, tender minded, intuitive, refined (Premsia)
Trusting, unsuspecting, accepting, unconditional, easy (Alaxia)	Vigilance	Vigilant, suspicious, skeptical, distrustful, oppositional (Protension)
Grounded, practical, prosaic, solution orientated, steady, conventional (Praxernia)	Abstractedness	Abstract, imaginative, absent minded, impractical, absorbed in ideas (Autia)
Forthright, genuine, artless, open, guileless, naive, unpretentious, involved (Artlessness)	Privateness	Private, discreet, non-disclosing, shrewd, polished, worldly, astute, diplomatic (Shrewdness)

Source: Fehriinger (2004)

2.3.4. Classification of traits

The development of characters is influenced by both biological and environmental factors. Biological characteristics encompass factors such as sex, aggression, and parental care. Cultural concepts such as identity, occupation, and religion can be regarded as acquired characteristics

(Sadock & Sadock, 2003). In contrast to the ephemeral nature of emotions and moods, traits are characterised by their relatively enduring and stable tendencies (Costa & Widiger, 1994). As per the definition put forth by Halonen and Santrock (1997), a trait can be understood as an inherent and overarching inclination that gives rise to distinct and individualised reactions. Cattell (1957) posited that the definition of a trait cannot solely rely on behaviour, as it necessitates the specification of the particular aspect of behaviour that will be quantified.

According to Halonen and Santrock (1997), numerous contemporary trait psychologists argue that personality can be categorised into five fundamental characteristics. Each of the sixteen initial components can be perceived as representing a unique temperament. The aforementioned distinctions encompass characteristics such as lacklustre versus lively, diminished versus robust ego strength, dominance versus submissiveness, and confidence versus timidity (Maddi, 1976). The table provided in this study clearly presents the sixteen first-order characteristics. Cattell (1952) posited that the prevalence of second order factors is comparatively lower when compared to that of first order factors. Cattell (1952) and Maddi (1976) posit that the second-order factors serve as a means of categorising specific peripheral attributes. The two primary second-order components proposed by Cattell (Maddi, 1976) encompassed the dimensions of introversion versus extroversion and high versus mild anxiety. Cattell employed factor analysis as a methodological approach to derive a set of 12 factors from the remaining 35 variables, which were extracted from a pool of 4,500 trait terms listed in the Allport-Odbert compilations. However, further examination indicated that only five of Cattell's variables demonstrated reproducibility (Goldberg, 1995).

Big Five Model of Personality

Based on the research conducted by Foxcroft and Roodt (2005) it has been widely agreed upon by personality scholars that the realm of personality traits can be adequately represented by five core dimensions. The Big Five paradigm of personality, as delineated by Foxcroft and Roodt (2005), comprises five fundamental traits, namely extroversion, neuroticism, agreeableness, conscientiousness, and openness to experience. According to Costa and Widiger (1994), the Five Factor Model presents a hierarchical structure that facilitates the comprehension of the arrangement of personality traits. Goldberg (1995) posits that within each expansive domain, there exists a diverse array of characteristics that can be discerned. The primary objective of these five

characteristics is to establish a comprehensive and scientifically rigorous framework for classifying the vast range of individual variations that encompass the human population. The Big Five personality traits were originally derived from the analysis of lexical terms used to describe different characteristics in everyday language (Costa & Widder, 1994). The Big Five Personality Model: An Evolutionary Framework The theoretical and applied basis for the emergence of the Big Five personality traits can be traced back to the psycholexical examination of personality descriptors in the English language conducted by Allport and Odbert. This analysis has been extensively discussed by John and Robins (1993) as well as John (1990). In 1936, a study was conducted by Gordon Allport and H. S. Odbert, in which they compiled a corpus of 18,000 words that were utilised for the purpose of characterising personality traits. The aforementioned words were derived from two extensively comprehensive English dictionaries that were readily available during the period under consideration. In their study, John and Srivastava (1999) engage in the process of selecting 4500 terms that describe personality traits from an extensive inventory. The selection of these terms is predicated upon their perceived efficacy in conveying discernible and persistent attributes.

According to John and Srivastava (1999), Allport and Odbert were influenced by the lexical approach, a theoretical framework that posits the presence of a comprehensive range of socially significant and observable personality traits within natural language. As a result, the vocabulary associated with personality traits in a particular language demonstrates a broad yet limited range of characteristics that its speakers have considered notable and beneficial in their interpersonal interactions.

Raymond Cattell utilised emerging computer technology in 1946 to conduct an analysis of the 4,500 trait terms documented in the Allport-Odbert compilation. This information has been documented by John Srivastava (1999) and John (1990). Cattell utilised factor analysis as a methodological approach to investigate the correlation between the Allport-Odbert list, which encompassed 35 variables, and an extensive collection of 4,500 trait terms. Consequently, Cattell formulated twelve distinct components. However, upon further scrutiny, it was determined that only five variables put forth by Cattell were able to be reproduced, as noted by Goldberg (1995). The factor structures derived from self-ratings, peer ratings, and ratings by psychological staff demonstrated a significant level of resemblance and were consistent with the subsequent

identification of the Big Five traits (John & Srivastava, 1999). In his study, Fiske (1949) employed a set of 22 variables derived from Cattell's framework to produce significantly condensed descriptions. In the year 1963, Walter Mischel Norman conducted a replication of Cattell's study and argued that a collection of five factors demonstrated sufficient adequacy. In 1981, a conference convened in Honolulu where a cohort of esteemed researchers, including Lewis Goldberg, Naomi Takamoto-Chock, Andrew Comrey, and John M. Digman, undertook a thorough examination of the prevailing personality assessment tools. The researchers have arrived at the conclusion that a considerable proportion of tests exhibiting promise have demonstrated indications of evaluating a subset of five commonly observed factors, which is consistent with the findings of Norman's seminal study conducted in 1963.

The original designations assigned to the dimensions were as follows: The five major dimensions of personality are as follows: 1). Extraversion or Surgency, which includes traits such as talkativeness, assertiveness, and energy. 2). Agreeableness, characterised by qualities such as being good-natured, cooperative, and trustworthy. 3). Conscientiousness, involving attributes like being orderly, responsible, and reliable. 4). Emotional Stability versus Neuroticism, reflecting characteristics such as calmness, absence of neurotic tendencies, and resistance to being easily upset. 5). Culture, encompassing traits such as intellectualism, refinement, and independence. McCrae and Costa (1985, 1987) conducted subsequent research that led to the conceptualization of the Culture component as "Openness to Experience" (Tyler, 2004). Subsequently, the designation "Big Five" was attributed to these traits, aiming to emphasise the all-encompassing quality of each factor rather than their inherent grandeur. Therefore, it is important to acknowledge that the Big Five framework does not claim that personality traits can be completely reduced to only five traits. It is important to acknowledge that the five dimensions mentioned above are indicative of personality in its most abstract manifestation (John & Srivastava, 1999; John & Robins, 1993; John & Srivastava, 2000).

2.4.1. The big five traits

 The Big Five dimensions are delineated by a multitude of distinct traits, as outlined by Costa and Widiger (1994). A comprehensive breakdown of these traits can be observed in Table 2, which presents an organised summary of the facets associated with the Big Five traits as measured by the Revised NEO Personality Inventory. De Raad (2000) asserts that the Big Five Personality Model

has garnered significant significance. The five traits linked to the Big Five, namely extroversion, neuroticism, agreeableness, conscientiousness, and openness to experience, as presented in Table 2, will now be expounded upon in greater depth.

Table 2: *The Facets of the Big Five from the Revised NEO Personality Inventory*

Big Five Dimensions	Fact (and correlated trait adjective)
Extraversion vs. introversion	Gregariousness (sociable)
	Assertiveness (forceful)
	Activity (energetic)
	Excitement-seeking (adventurous)
	Positive emotions (enthusiastic)
	Warmth (outgoing)
Agreeableness vs. antagonism	Trust (forgiving)
	Straightforwardness (not demanding)
	Altruism (warm)
	Compliance (not stubborn)
	Modesty (not show-off)
	Tendermindedness (sympathetic)
Conscientiousness vs. lack of direction	Competence (efficient)
	Order (organized)
	Dutifulness (not careless)
	Achievement striving (thorough)
	Self-discipline (not lazy)
	Deliberation (not impulsive)
Neuroticism vs. emotional stability	Anxiety (tense)
	Angry hostility (irritable)

Depression (not contented)

Self-consciousness (shy)

Impulsiveness (moody)

Vulnerability (not self-confident)

Openness vs. closeness to experience	Ideas (curious)
	Fantasy (imaginative)
	Aesthetics (artistic)
	Actions (wide interests)
	Feelings (excitable)
	Values (unconventional)

Source: John & Srivastava (1999) p.60

2.4.2. Extroversion

According to De Raad (2000) extroversion involves directing one's psychic energy towards the outside world. A person with a high extroversion score, according to Edwards (1998), is outgoing, active, chatty, fun-loving, and optimistic. Low-scoring individuals are typically reserved and quiet, but not inherently unpleasant (Costa & Widiger, 1994; Edwards, 1998).

2.4.3. Agreeableness

Costa and Widiger (1994) posit that agreeableness is the personality trait primarily focused on interpersonal relationships (De Raad, 2000). According to Pawlik-Kienlen (2007), those with high agreeableness ratings are cheerful and easy to be around because they frequently accommodate the desires and needs of others and place a premium on their close relationships. On the contrary, individuals who possess a low level of agreeableness exhibit behaviours that are characterised by impoliteness, irritability, uncooperativeness, suspicion, and a tendency to prioritise their own personal needs

2.4.4. Conscientiousness

Conscientiousness is indicative of an individual's motivation and determination to successfully accomplish a given task. According to De Raad (2000), common characteristics include purposeful behaviour, robust self-regulation, and elevated cognitive a, disciplined, devotion, and loyal, particularly in the context of their professional endeavours. According to Edwards (1998), individuals who obtain lower scores are characterised by a lack of direction, carelessness, recklessness, and unreliability.

2.4.5 Neuroticism

According to Costa & Widiger (1994), neuroticism is an ongoing degree of emotional adjustment and instability. According to Costa and Widiger (1994), neuroticism also includes irrational beliefs and excessive craving. According to Pawlik-Kienlen (2007), those who score highly on the neuroticism trait frequently exhibit emotional instability, anxiety, moodiness, and irritability. According to Edwards (1998), they also have a propensity for worry, insecurity, and nervousness. A person with a low neuroticism score will likely be unemotional, at ease, peaceful, and secure.

2.5 Traits of personality and Lifespan Development

Considerable scholarly inquiry has been undertaken to examine the mechanisms and fundamental rationales that account for the evolutionary modifications observed in the Big Five personality traits over the course of individuals' lifetimes. The expressions and assessments of the youth iterations of the Big Five personality traits can be discerned and measured during the phase of middle childhood. Nevertheless, distinct characteristics become apparent throughout various stages of development and maturation. The influence of genetic and environmental factors on the Big Five personality traits has been established through research in the field of behavioural genetics.

Moreover, it has been noted that each of these characteristics is inherited to an equal extent from genetic origins. However, the absence of consistent success in precisely identifying the precise genetic and neurological foundations of the Big Five traits suggests that each trait has a complex biological basis. Prior research has investigated the durability and temporal fluctuations of the Big Five personality traits. In relation to rank-order stability, which pertains to the extent of

consistency in the hierarchical arrangement of individuals based on their relative positions over a specific duration, personality traits demonstrate a moderate level of stability during the phase of middle childhood. The principle of cumulative continuity suggests that there is a discernible increase in the level of rank-order stability as individuals' progress through the ageing process. This stability tends to reach a plateau during the late middle age stage.

However, it is important to acknowledge that the rank-order stability of the Big Five personality traits is not universally optimal across all age cohorts. This implies that certain individuals experience continuous development and transformation throughout their entire lives. The notion of mean-level change refers to the examination of whether there exists a positive or negative trajectory in the average score on a specific attribute as individual's progress in age. During the transitional phase of adolescence and early adulthood, there is a noticeable increase in the average trajectory of change in the Big Five personality traits. During the period of transition from middle childhood to adolescence, there is evidence of unfavourable trends in the development of personality, including decreases in extraversion, agreeableness, conscientiousness, and openness to new experiences. According to empirical studies in developmental psychology, there is evidence to suggest that girls exhibit relatively elevated levels of agreeableness, conscientiousness, and neuroticism in comparison to boys during the initial phases of their development. During mid-adolescence, the statement mentioned earlier continues to hold true in relation to conscientiousness. In contrast to the negative patterns observed during childhood and early adolescence, the Big Five personality traits exhibit primarily positive age trends from late adolescence to adulthood.

The phenomenon under discussion is commonly known as the maturation principle. There is a higher incidence of illnesses and mortality among older individuals who exhibit adverse personality changes. Nevertheless, it is important to highlight that older adults consistently exhibit favourable trends in relation to the average levels of agreeableness and emotional stability. The existing body of research pertaining to the correlates and causative factors of personality development suggests that the Big Five personality traits are subject to influence from both biological and environmental factors. Numerous studies have demonstrated that biological factors have the ability to impact an individual's personality traits. Nevertheless, it is important to acknowledge that personality variations have also been linked to environmental factors, such as

impactful life occurrences. Changes in the personality trait of Conscientiousness often become apparent either prior to or following significant social role experiences, such as marriage and employment. On the other hand, alterations in Neuroticism tend to emerge as a result of adverse life events. While there is typically consistency in the mean-level change patterns of the Big Five across various cultures, suggesting a possible evolutionary basis, it is worth noting that cultural differences in these patterns may emerge as a result of unique timing of social role experiences within each culture, indicating a potential cultural impact. Contemporary scholarly investigations aim to acquire a deeper comprehension of the factors that influence the stability and development of the Big Five personality traits.

The Influence of Personality Traits on Predicting Life Outcomes

The predictive validity of the Big Five personality traits has been established across a diverse array of important life outcomes. One illustrative instance is the discovery that the personality trait of extraversion has demonstrated consistent predictive validity in relation to social outcomes. In general, individuals who display extraverted characteristics tend to have a more extensive social network comprising both friends and romantic partners, and are frequently regarded by their peers as having a heightened social status. Individuals who possess an inclination towards social and entrepreneurial endeavours are more likely to demonstrate improved performance in these specific areas.

Furthermore, individuals in question exhibit a greater inclination towards assuming leadership roles within their respective communities. Individuals who demonstrate extraverted personality traits are more likely to encounter positive emotions with greater frequency and intensity in comparison to individuals who exhibit introverted personality traits. The trait of agreeableness has been found to be linked with a range of positive social behaviours and affiliative outcomes. In general, individuals who display a greater level of affability are more likely to have more satisfying and long-lasting interpersonal relationships, as well as exhibit improved compatibility with their peers. Individuals exhibit a propensity to participate in religious rituals, actively contribute to the betterment of their communities, and pursue occupations that prioritise social accountability. Furthermore, individuals who demonstrate a friendly and amiable demeanor are more likely to refrain from participating in unlawful behaviours.

Extensive research has consistently demonstrated the significant predictive capacity of conscientiousness in relation to both success and health outcomes. Individuals characterised by a higher degree of conscientiousness are inclined to demonstrate superior performance in various professional domains, encompassing both academic and occupational endeavours. Individuals who possess a high level of conscientiousness tend to demonstrate a tendency to engage in favourable behaviours, such as maintaining a regular exercise routine and adhering to a nutritious diet. Simultaneously, they actively avoid engaging in detrimental activities, such as smoking, substance abuse, and involvement in criminal behaviour.

As a result, this demographic is more susceptible to experiencing a prolonged duration of life. Furthermore, individuals within this demographic demonstrate a tendency to adopt conservative political ideologies and uphold traditional religious convictions. A negative correlation exists between neuroticism and both psychological and subjective well-being. For example, individuals exhibiting elevated levels of neuroticism commonly exhibit decreased levels of overall life satisfaction, as well as diminished satisfaction in specific domains such as job and relationship satisfaction. Furthermore, there is an elevated susceptibility among individuals to develop comorbid psychopathologies, including anxiety and mood disorders. A significant correlation has been observed between the propensity to embrace novel experiences and the acquisition of intellectual and artistic achievements. Individuals who demonstrate a greater level of openness tend to attain higher scores on intelligence quotient (IQ) and creativity evaluations, as well as exhibit a preference for pursuing careers in the humanities and sciences. Furthermore, the individuals in question demonstrate a heightened inclination towards adopting liberal political and social ideologies, alongside expressing a spiritual inclination, if not adhering to a particular religious affiliation.

According to prior scholarly inquiries and theoretical frameworks (Luthar, Chicchetti, and Becker, 2000; Ong, Bergeman, Bisconti, and Wallace, 2006), it has been suggested that personal resilience comprises both dynamic and stable components. Multiple studies have indicated that the level of resilience may exhibit variability in response to changing circumstances, suggesting that it is not an entirely stable characteristic of an individual's personality. According to several empirical studies (Pipe et al., 2012; Sood, Prasad, Schroeder, & Varkey, 2011; Robertson, Cooper, Sarkar, & Curran, 2015), there is evidence to suggest that participation in training and development

programmes can potentially improve an individual's resilience. Despite the information mentioned earlier, there is empirical evidence that suggests a positive correlation between enduring personality traits and individual resilience.

Trait-based research, as demonstrated by the study conducted by Campbell-Sills, Cohan, and Stein (2006), posits that both extraversion and neuroticism can have both positive and negative consequences for an individual's resilience. The stability and intrinsic characteristics of resilience as a personal attribute have a substantial impact on the recognition and assessment of individual resilience, as well as the potential efficacy of training and development initiatives. Personnel selection and assessment experts frequently utilise personality assessments as a means of determining an individual's capabilities and identifying potential areas for development. In the present context, it would be beneficial to obtain additional knowledge regarding the associations between personality traits and personal resilience.

The present study is grounded in the Five-Factor Model (FFM) of personality, a widely recognised and reliable theoretical framework employed for the categorization and examination of personality traits. Potential theoretical associations could be observed between the levels of individual resilience and each of the five distinct categories. The construct of extraversion comprises two fundamental components, namely sociability and positive emotionality. There exists a hypothesis suggesting that both of these components make a positive contribution to an individual's level of resilience. There is a likelihood that an individual's degree of sociability will augment their capacity to acquire social support. Neuroticism (N) pertains to an individual's inclination towards experiencing distress and perceiving themselves as susceptible to pressure and stress, which may potentially impede their ability to bounce back from adversity. Agreeableness (A) is distinguished by a tendency towards modesty in self-perception and the capacity to empathise with others. These traits possess the potential to exert a negative influence on resilience.

Campbell-Sills et al. (2006) conducted a study that investigated the linear relationships between personality traits and levels of resilience in a cohort of college students. The researchers conducted an assessment of the five fundamental personality traits, specifically neuroticism, extraversion, conscientiousness, openness, and agreeableness. Associations were found between neuroticism and extraversion, as well as resilience as measured by the Connor-Davidson Resilience Scale (Connor & Davidson, 2003). The study revealed a negative correlation between the constructs of

resilience and neuroticism. A positive correlation was observed between extraversion and positivity. Furnham, Crump, and Whelan (1997) conducted a study wherein they recruited a cohort of experts to evaluate a range of managerial attributes, including resilience, among a sample of 160 managers. Following this, the researchers proceeded to conduct an analysis of the linear relationships between these cognitive abilities and personality traits.

Furnham et al. (1997) conducted a study that investigated personality traits through a dual approach, encompassing both domain and aspect perspectives. Numerous direct correlations between specific personality traits and resilience have been discovered. While a global relationship at the domain level is absent, various studies have revealed distinct effects for components that are encompassed within the five domains. Fein and Klein (2011) conducted a study wherein they developed a composite personality factor in order to predict self-regulatory behaviour. The composite variable consisted of two constituents that were associated with neuroticism, one constituent that was associated with neuroticism, and no constituents that were associated with agreeableness. Furthermore, the model consisted of one facet representing extraversion, which included assertiveness and activity, along with four facets representing conscientiousness, specifically goal-seeking, deliberation, self-discipline, and obedience. Fein and Klein postulated that the efficacy of this composite material would exhibit a level of performance that is either equivalent to or superior to that of each individual constituent of the Five-Factor Model (FFM).

According to Paunonen (1998, p. 538), the act of consolidating personality traits into their basic constituents may result in a decrease in the accuracy of predictions. This is because this process involves the elimination of variance that is unique to individual traits but holds validity in relation to the criteria under evaluation. The current study proposes that specific broad domains may exhibit variations in their importance to the construct of resilience. The characteristic of impulsivity, which may or may not demonstrate a direct association with sensitivity to stress and anxiety, is regarded as a defining attribute of neuroticism. The importance of openness in fostering resilience may exhibit reduced significance in the context of aesthetics and values. Nevertheless, the interaction between emotional sensitivity and imaginative ability has the potential to augment an individual's aptitude for predicting emotional difficulties and hardships. Individuals exhibiting a higher score on this specific factor exhibit an enhanced capacity to promptly encounter positive emotions, a trait that could potentially have a significant impact on the development of personal

resilience. Enthusiasm, which refers to a positive emotional state, plays a vital role in the expression of extraversion.

However, it is possible to consider that the qualities of warmth and a tendency for exploration, which are commonly linked to extraversion, might have a comparatively reduced influence on resilience. Conscientiousness is a personality trait that encompasses the qualities of dependability and deliberation. These traits, while important, may have a relatively smaller influence on an individual's level of resilience. On the other hand, it is more probable that resourcefulness (competence) and self-discipline will have a significant impact on the development of resilience.

Identifying the specific features that account for an equal or greater amount of variance in the criteria, in comparison to the general domains, would facilitate the development of a more comprehensive understanding of the personality traits that influence personal resilience. The application of parsimony in the assessment of personality at the facet level offers numerous benefits. For example, if it can be empirically proven that certain attributes are crucial, performing assessments at the individual component level with a comparable or decreased number of items is expected to produce more effective and precise results in comparison to assessments conducted at the broader domain level. Our research builds upon previous studies by examining the nonlinear connections between resilience and personality traits. The majority of prior academic research, as previously mentioned, has primarily focused on investigating linear associations between resilience and personality traits.

Grant and Schwarz (2011) conducted a study which revealed that the relationships between personality traits and criteria do not consistently adhere to a linear pattern. According to Grant's (2013) findings, there exists a non-linear relationship between extraversion and sales performance. The study revealed that individuals who exhibit moderate levels of extraversion, commonly referred to as ambiverts, demonstrated superior sales performance compared to both highly extraverted individuals and introverts. The study conducted by Le, Oh, Robbins, Ilies, Holland, and Westrick (2011) aimed to ascertain the existence of curvilinear associations between neuroticism, conscientiousness, and several other personality traits in relation to occupational attainment. In addition, we have integrated the terminology utilised by Costa and McCrae to define this phenomenon.

The sections that come before and after this passage offer an explanation of the Robertson Cooper FFM Personality Questionnaire (Robertson Cooper Ltd., 2008). Earlier versions of the Five-Factor Model (FFM) questionnaires, such as the one devised by Costa and McCrae in 1992, integrated comparable statistical indicators for the diverse facets. Moreover, scholars have noted the presence of an asymmetrical correlation between personality traits and the efficacy of training programmes, as well as academic achievement. Researchers have yet to explore the nonlinear impacts of personality on resilience in previous studies. Nevertheless, it is crucial to analyse these connections within the framework of the aforementioned findings. Individuals characterised by a heightened degree of conscientiousness demonstrate attributes such as organisational proficiency, self-control, and a propensity for pursuing objectives. Individuals characterised by a heightened degree of conscientiousness may encounter an abundance of self-imposed pressure and demonstrate diminished levels of resilience when contrasted with individuals who embrace a more laid-back attitude towards accomplishment and self-control. Conversely, individuals exhibiting low levels of conscientiousness may encounter difficulties in sustaining attention towards work-related objectives, ineffective implementation of work structures, self-imposed stress, and a perceived deficiency in adaptability.

2.6 The correlation between personality traits and academic achievement

Prior studies examining academic achievement have yielded inconclusive findings regarding the associations between personality traits and academic performance. Tomsik (2018) discovered a positive correlation between exertion and scholastic achievement in his study. Nevertheless, it is important to note that this correlation merely accounted for a mere 2.7% of the variability observed in the grade point average. Conscientiousness, as identified in a parallel study, exhibits a positive correlation with the research conducted by Komarraju, Karau, and Schmeck in 2009. Furthermore, a study conducted by Farsides and Woodfield (2003) revealed a significant association between personality traits, specifically the inclination towards embracing new experiences, and academic achievements in higher education, as exemplified by grade point average.

In a study conducted by Ambreen and Jan (2015), a sample of 930 students from both public and private institutions in the district of Mianwali was examined. The findings revealed that there were positive associations between academic achievement and the personality traits of openness, conscientiousness, agreeableness, and neuroticism. In their study, Laidra, Pullman, and Allik

(2007) conducted an investigation involving a considerable number of primary and secondary school students in Estonia. The findings indicate a significant association between personality traits, specifically agreeableness, openness, and conscientiousness. On the other hand, the research presents inconsistent support for the association between the remaining four personality traits and academic performance. Chamorro-Premuzic and Furnham (2003) discovered an inverse relationship between neuroticism and academic performance, while Duff, Boyle, Dunleavy, and Ferguson (2004) did not identify any statistically significant correlation.

The study conducted by Rosander, Backstrom, and Stenberg (2011) revealed a significant inverse relationship between extraversion and grade point average, which aligns with the findings of O'Connor and Paunonen (2007). Furthermore, a significant positive correlation was observed between neuroticism and academic achievement. In their study, Alkş and Temizel (2018) conducted an investigation into the impact of students' motivation and disposition on their academic achievement within online and blended learning settings at universities in Turkey. The study employed Bayesian structural equation modelling to examine the data. In contrast to individual personality traits, the findings of the study revealed a significant association between conscientiousness and the utilisation of learning management systems (LMS). Furthermore, it was discovered that there was a significant correlation between effort and Learning Management System (LMS) utilisation with course grades in both educational settings.

Farsides and Woodfield (2003) argue that there exists a significant lack of consistency within the body of knowledge pertaining to various personality trait categories and their association with academic achievement. Considerable attention has been devoted to examining the correlation between personality traits of pupils and their intelligence. According to the researchers, several studies have assessed academic achievement through the examination of various indicators, including grade point average (GPA), examination outcomes, course programme ratings, and other relevant measures. Educators also assigned students grades based on their interactions, observations, behaviour, attitudes, and other significant assessments of their performance. Insufficient scholarly investigation exists regarding personality traits, particularly in relation to aspiring educators within specific regional settings. The primary objective of this research endeavour was to delve deeper into the potential influence of personal characteristics, specifically personality traits, on academic performance. The present study will establish the basis for assessing

the personality characteristics of potential college educators. Significantly, the results of this study can assist administrators and educators in discerning potential students' instructors who are likely to achieve success and those who may face challenges during the admissions procedure. This knowledge can facilitate increased involvement to guarantee academic achievement.

2.7 Emotional Regulation and Resilience

2.7.1 The Concept of Emotion

The concept of emotion was introduced into the field of psychology from its common usage in everyday life, and it lacks a clearly defined boundary. It is interesting to note that numerous phenomena can be encompassed within this particular concept. Emotions exhibit a wide spectrum of intensity, spanning from gentle and subdued to overpowering, resembling panic-like reactions. Additionally, emotions differ in their duration and the swiftness with which they emerge and subside. It is interesting to note that various emotions have different patterns of emergence and decline. For instance, sadness tends to gradually intensify and subside over time, while disgust, on the other hand, tends to rapidly reach its peak and then swiftly return to its baseline level (Davidson, 1998). The task of defining emotion in a comprehensive and all-encompassing manner has proven to be quite challenging. However, it is possible to make progress if we take into account the prototypical features that are typically shared among the majority of emotional experiences. In this context, we explore and analyze three specific features.

First, emotions manifest when an individual directs their attention towards a situation that they perceive as significant in relation to their personal objectives (Lazarus, 1991). The objectives one may have can vary greatly, ranging from long-lasting aspirations such as writing a novel to fleeting desires like indulging in another slice of pizza. These goals can stem from biological instincts, such as hunting for food, or be influenced by cultural norms, such as showing respect to one's elders. They can be of lesser importance, like finding the shortest grocery checkout lane, or hold significant value in shaping one's self-identity, such as striving to be a good father. Some goals are widely shared and accepted, like the desire to excel in one's profession, while others are more personal and unique, such as organizing beetle fights. The significance attributed to the desired outcome ultimately determines the emotional response in relation to the given circumstances. The observation is worth noting that the interpretation may arise from a cognitive or emotional

mechanism, or perhaps a fusion of the two. In the given scenario, the situation can be seen as a significant event for the individual, as it relates to their objective of securing employment. As a result, it evoked an emotional response, specifically fear.

Second, emotions can be conceptualized as multifaceted, embodied phenomena that involve loosely coupled changes in subjective experience, behavior, and peripheral physiology (Mauss, Evers, Wilhem, & Gross, 2006). The subjective experience component of emotion, commonly referred to as feeling, can be understood as an internal representation of the various changes brought about by the ongoing emotional process (Damasio, 1999). The behavioural aspect of emotion encompasses alterations in facial and bodily muscle activity, such as smiling when experiencing happiness or freezing when feeling fear. It also involves the verbal expressions one makes and more overarching shifts in fundamental motivational states, such as the inclination to approach or withdraw from stimuli in the surrounding environment (Frijda, 1986). The peripheral physiological aspect of emotion encompasses the autonomic and neuroendocrine reactions that facilitate the necessary metabolic assistance for both anticipated and actual behavioural responses (Levenson, 1999).

Third, it is not uncommon for emotions to be flexible and adaptable (emotions are malleable). Indeed, it is true that external stimuli have the potential to disrupt our ongoing activities and impose themselves upon our conscious attention (Frijda, 1986). However, it is important to acknowledge that when attempting to do so, individuals often find themselves in a constant struggle with competing cognitions and emotions that may have a stronger influence and demand attention. In the initial scenario, the interview setting elicited feelings of anxiety. However, these emotions were somewhat mitigated by a fresh interpretation or perspective. The concept of emotions being inherently malleable was initially highlighted by William James (1884), who perceived emotions as inclinations to respond that possess the potential for modulation through various means. Indeed, cognitive control plays a significant role in the modulation of emotions. It can be said that cognition holds a central position in the regulation of one's emotional experiences.

It is interesting to observe how individuals have the ability to consider various alternatives when faced with a particular circumstance (Campos et al., 2011). It is intriguing to consider how the interpretation of a particular behaviour can vary significantly based on the surrounding circumstances. For instance, the act of smiling can convey either a sense of joy or a subtle form of

mockery, depending on the context in which it occurs. The dynamics of this situation are contingent upon the interpersonal connections between the individuals in question. Individuals often approach social settings with preconceived goals, expectations, and patterns of behaviour already in place. The individual may continue to experience effects even after exiting a situation. Therefore, the regulation of emotions can be perceived as an ongoing and uninterrupted journey. Emotion regulation entails the delicate art of finding equilibrium between the pursuit of immediate gratification and the fulfilment of long-term aspirations. This delicate balance allows individuals to effectively navigate the complexities of their desires and objectives, ultimately serving both their immediate and future needs. It is not uncommon for a student to opt for an activity that is less enjoyable, such as studying, rather than engaging in a more pleasurable activity like relaxing. This decision is often driven by their desire to achieve a larger objective, such as successfully completing their education and obtaining a degree. The concept of "adaptive" emotion regulation is contingent upon the unique goals and aspirations of the individuals under examination. The effectiveness of different approaches is contingent upon the individual's desired outcomes (Campos et al., 2011).

2.7.1.1 The Modal Model of Emotion

The modal model of emotion consists of three fundamental characteristics: the genesis of emotion from meaningful situations, its experiential, behavioural, and physiological aspects, and its malleability at its core. This model underlies intuitive understandings of emotion (Feldman Barrett, Ochsner, & Gross, 2007; Gross 1998b) and represents several points of consensus among researchers and theorists of emotion. Based on this model, it can be understood that emotions manifest within the intricate interplay between an individual and their surrounding circumstances. These emotions demand attention, hold personal significance, and elicit a synchronised yet adaptable response across various systems, all within the ongoing interaction between the person and their environment. It is of utmost importance to acknowledge that situations have the potential to be observed and evaluated with a sense of conscious awareness. However, it is also worth noting that the steps involved in the process of attention and appraisal can sometimes take place on an unconscious level. The attention-appraisal process steps, which take place within the intricate workings of the brain, serve to establish a connection between the situation that generates emotions and the subsequent emotional response. For a deeper dive into the depths of the modal model, let

us envision a scenario where an individual experiences being abruptly interrupted while navigating through traffic (or, if you prefer, recollect a personal incident where such an interruption occurred). The assessment of a situation, whether it is external or internal, involves the focused attention and evaluation of various factors, including the familiarity and relevance of the situation. This process of directed attention and appraisal plays a significant role in how we perceive and understand our experiences (Ellsworth & Scherer, 2003).In the given scenario, it appears that an emotional reaction has occurred due to the individual's initial focus on the incident, followed by an evaluation that the traffic injustice was notably severe. The emotional response is a result of both the individual's focus on emotional aspects and their unique evaluation of the situation. It is worth mentioning that the emotional reactions that arise from our focus and evaluations are believed to encompass alterations in our personal experiences, behaviours, and physiological reactions. In this particular scenario, an individual might experience a strong surge of anger, accompanied by a potentially impolite gesture, and a subsequent activation of the amygdala, which is responsible for processing emotions. In the event that a response does manifest, it has the potential to alter the circumstances from which the response originated. Therefore, it seems that when faced with an angry gesture, the driver of the offending car may respond with an apologetic gesture. This subsequent action has the potential to evoke forgiveness rather than anger in the individual.

2.7.1.2 What Is Emotion Regulation?

The notion of emotion regulation, much like the complex nature of emotions themselves, covers a multitude of interpretations. This is primarily due to the fact that the concept of emotion regulation inherits all the intricacies and complexities associated with the very essence of emotions. However, let us once again move forward by hypothesising a comprehensive definition and by delineating the various aspects through which typical examples of emotion regulation manifest. The dimensions mentioned, along with their respective endpoints, provide a framework for understanding the boundary conditions that influence the occurrence of episodes related to emotion regulation. Let us commence by establishing a comprehensive and overarching definition. In general, emotion regulation refers to processes that influence which emotions we have, when we feel them, and how we experience or express them (Gross, 1998b). Emotion regulation is defined by the activation of a goal to modify the emotion-generating process and involves the motivated

recruitment of one or more processes to influence emotion generation (Gross, Sheppes, & Urry, in press)

The first dimension of variation throughout emotion regulation episodes revolves around the activation of the emotion-regulating goal within the individual undergoing (or anticipated to experience) an emotional episode, or within another individual. The former, which we commonly refer to as intrinsic regulation, pertains to the activation of a regulation goal within the individual experiencing the emotion. Intrinsic emotion regulation, as exemplified by previous observations, appears to have its foundation in cognition. Extrinsic regulation, also known as external regulation, pertains to the activation of a regulatory goal within an individual other than the one experiencing the specific emotion being discussed. Extrinsic regulation entails the involvement of social communication, which consequently incorporates cognitive aspects.

The second dimension of variation across emotion regulation episodes pertains to the underlying motivation driving individuals to engage in such regulation. This motivation can be categorised into two distinct types: short-term hedonic and instrumental. The short-term hedonic motivation revolves around the desire to experience less negative emotions or to enhance positive emotions in the immediate future. On the other hand, the instrumental motivation is centred around the aspiration to achieve one's long-term goals through emotion regulation. This distinction in motivation plays a significant role in shaping how individuals regulate their emotions during different episodes (Tamir, 2009). It is not uncommon for both forms of emotion regulation to stem from cognitive processes.

A third dimension of variation across emotion regulation episodes is whether the emotion-regulating goal is explicit or implicit (Bargh, Gollwitzer, Lee-Chai, Barndollar, & Trotschel, 2001). Implicit goals, interestingly enough, have a tendency to be   in the depths of one's psyche, beyond the realm of conscious awareness. It is quite intriguing how one might find themselves unknowingly drawn to a particular spot, perhaps standing ever so close to an exit sign, and experiencing a sense of calm in that very moment. The activation of explicit goals often occurs with a certain level of conscious awareness. For instance, an individual may become aware of their grumpy mood and consciously decide to make an effort to appear more cheerful. Implicit and explicit goals can both be influenced by cognitive processes

2.7.1.3. The Process Model of Emotion Regulation

One of the challenges in thinking about emotion regulation is finding a conceptual framework that can help to organize the numerous forms of emotion regulation. The modal model suggests one approach, in that it specifies a sequence of processes involved in emotion generation, each of which is a potential target for emotion regulation. The process model of emotion regulation, which highlights the five points in the modal model where individuals can regulate their emotions. These points correspond to five families of emotion regulation processes: situation selection, situation modification, attentional deployment, cognitive change, and response modulation. Below we elaborate on each of these families, particularly focusing on two regulation families that are most unambiguously cognitive in nature: attentional deployment and cognitive change. Situation selection refers to efforts an individual makes to influence the situation he or she will encounter, with a view to increasing (or decreasing) the likelihood that certain emotions will arise. Situation selection may best be captured in the classic conceptualization of choosing between approaching and avoiding a situation. For example, with regards to a job interview, you may choose to reduce their anxiety by deciding to go back home and eschewing the interview entirely. Avoidance functions as a very strong regulatory option that intersects the emotion generative process at the earliest point. Nevertheless, it can be clearly maladaptive if overused (Campbell-Sills & Barlow, 2007).

Situation modification consists of efforts to modify the situation directly so as to alter its emotional impact. For example, when one member of the family pay a visits, situation modification may consist of removing controversial politically themed artwork. Attentional deployment refers to the direction of attention in a way that alters the emotion response trajectory. This takes place after an emotional situation has been encountered. An important feature of attentional deployment is that, unlike situation selection and situation modification, the emotion regulation is primarily cognitive. There are several attention regulation options:

1). Distraction involves a shift in attention either away from the emotional aspects of the situation or away from the situation altogether. If one of our job candidates decided to think about something else instead of dwelling on the upcoming interview, he would be using distraction to lessen his fear. Distraction as a regulatory strategy involves loading working memory with independent neutral contents (Van Dillen & Koole, 2007). The strategy involves replacing current emotional

information with independent neutral information. Distraction also filters incoming emotional information, which competes with emotion-regulating processes at an early processing stage, before stimuli are represented in working memory for further semantic evaluative processing. That is, distraction prevents the affective meaning of a stimulus from being processed by blocking it via an early attentional filter. Studies have indicated that distraction is equally effective in attenuating negative affect under low and high levels of emotional intensity (Sheppes & Meiran, 2007).

 2). Rumination is an emotion regulation strategy that involves directing attention inward, focusing on negative aspects of the self in an abstract, passive, and repetitive way (Nolen-Hoeksema, Wisco, & Lyubomirsky, 2008; Watkins, 2008). Rumination could be viewed as asking big "why" questions (e.g., "Why am I sad?" "Why do these bad things happen to me?") about the causes of negative events, without a translation into a concrete way to deal with things.

In recent years, influential accounts from Eastern philosophy and Buddhism have introduced mindfulness as an additional form of attentional regulation. Mindfulness involves attending to emotional experiences by focusing on immediate here and-now aspects with an orientation of curiosity, openness, and acceptance (Bishop et al., 2004). Mindfulness has proven to be an adaptive way to regulate negative emotions and has been incorporated into cognitive treatments of anxiety and depression (Goldin, McRae, Ramel, & Gross, 2008). Cognitive change refers to changing one's appraisal(s) in a way that alters the situation's emotional significance, by changing how one thinks about the situation itself or about one's capacity to manage its demands. One form of cognitive change that has been extensively studied is reappraisal, which involves changing the situation's meaning in such a way that there is a change in the person's emotional response to that situation. For example a candidate for a job reappraised the interview's meaning from a situation in which he was being judged to one where he was doing the judging. Studies of reappraisal have provided evidence that it leads to decreased negative emotion experience and expressive behavior (Dandoy & Goldstein, 1990; Gross, 1998b), decreased startle responses (Dillon & LaBar, 2005; Jackson, Malmstadt, Larson, & Davidson, 2000), decreased neuroendocrine responses (Abelson, Liberzon, Young, & Khan, 2005), and decreased autonomic responses (Stemmler, 1997; but see Gross, 1998b). Comparable effects have been observed when research participants use reappraisal in the lab (Egloff, Schmukle, Burns, & Schwerdfeger, 2006) or in everyday life (Gross & John, 2003). Consistent with these behavioral and physiological findings, reappraisal is associated with

decreased activation in subcortical emotion-generating regions such as the insula and the amygdala. Response modulation refers to attempting to change one or more of the experiential, behavioral, or physiological components of an activated emotion response. In this final stage of the emotion-generating process; experiential, behavioral, and physiological emotional response tendencies have been launched. Regulation targets one of these response systems. For example, exercise can be used to decrease physiological and experiential effects of certain emotions. Another modulation strategy that targets the behavioral response tendency is expressive suppression, which involves inhibiting emotion-expressive facial behavior (Richards & Gross, 1999, 2000).

The internally displaced secondary school student uses these different emotional regulation strategies to manage their emotions in different situations they find themselves. For example; Distraction was being used by most of the internal displaced secondary school students by removing their thoughts from the bad experiencing they are facing and thinking of the positive and future of their life. These involves going to school and achieving their dreams. Current studies suggest that distraction generally helps individual to successfully regulate their emotions. (Sheppes & Meiran, 2007) since it rapidly blocks emotional information through early disengagement which is a process that requires minimal effort, as it does not involve the need for semantic processing of negative information (Levy-Gigi et al., 2015).

Also, one other scenario where an internally displaced secondary school student may employ reappraisal as a means to regulate negative emotions is when they go through a break-up from friends, family and love ones. Utilizing this reappraisal strategy helps to reassess the situation which may potentially offer solace in their present environment and emotional aspirations. This could involve acknowledging and understanding the negative aspects of the relationship while also reflecting on the positive aspects of the breakup, such as the potential for exploring different opportunities in different areas. Thus, the concept of emotion regulation refers to the capacity of individuals to effectively manage their emotions in response to different stressors in their environment (Gratz & Roemer, 2004). This entails minimizing the negative impact of emotional stress on one's overall well-being and functioning (Rottenberg & Gross, 2003; Williams et al., 2009). Consequently, the process of regulating emotions leads to an improved capacity to cope and sustain positive mental well-being (Aldao, 2013; Gross & Jazaieri, 2014).

2.7.1.4 Cognitive Consequences of Emotion Regulation

Hayes and colleagues (2010) conducted recent research on the brain mechanisms of memory formation during emotion control using functional imaging. Participants alternated between cognitive reappraisal, expressive suppression, and passive gaze when confronted with unfavourable images. They were instructed to return in two weeks for an unanticipated memory examination. According to behavioural findings, reappraisal of stimuli was superior to expressive suppression in terms of retention and reduction of negative affect. During reevaluation, imaging studies revealed a unique association between efficient encoding and increased coactivation of the left inferior frontal gyrus, amygdala, and hippocampus.

Based on existing literature, regulating techniques may result in a variety of cognitive effects. For instance, Richards and Gross (2000) contrasted the effects of memory suppression and reappraisal. Participants were shown a series of transparencies depicting negative emotions with either high or low intensity. Others were shown the transparencies with the detached curiosity of a medical expert (cognitive reappraisal). The third group (control) was instructed to merely view the PowerPoint. The purpose of the study was to determine how people use visual and biographical information when "forming impressions of people who have been injured," participants were told as they viewed slides. Participants were informed that they would view a series of slides depicting people who had sustained significant injuries either recently (high negative emotion) or in the remote past (low negative emotion) and that they would hear the person's name, occupation, and type of accident. On a test in which they were instructed to record information about each slide as it was repeated, suppression participants performed less well than the controls. Both slides with moderate intensity and slides with high intensity performed poorly. Reappraisal had no effect on an individual's memory test performance.

2.7.2. The concept of emotional resilience

Gross (2002) defines emotion regulation as "the processes by which we influence which emotions we have, when we have them, and how we experience and express them" It employs both conscious and unconscious methods to increase, maintain, or decrease one or more emotional response components (Bosse, Pontier, & Treur, 2010). According to Boss et al. (2010), the process consists of three components: the experience component, which is the subjective sensation associated with the emotion; the behavioural component, which is the behaviour response; and the

physiological component, which consists of things such as heart rate and respiration. Gross (2002) asserts that the number of techniques for emotion management is infinite. According to Boss et al. (2010) and Diefendorff, Richard, and Yang (2008) emotional regulation entails processes of modifying one's emotional response to a stimulus or how it is perceived in order to prevent an excessively high or low emotional response level. The term "response-focused regulation" refers to the modification of a stimulus-induced response. This refers to the conscious suppression of one's current affective feelings, whether they are overt, covert, or both (Diefendorff et al., 2008; Gross, 1988; Haver, Akerjordet, and Furunes, 2013). Changing the stimulus or how it is perceived before an emotion occurs is known as "antecedent-focused regulation" (Diefendorff et al., 2008). Four additional components of antecedent-focused regulation include situation selection, situation modification, attentional deployment, and cognitive transformation. Situational selection is the decision to approach or avoid specific stimuli, such as individuals or locations. Situational modification is the process of altering the current situation to accomplish the desired emotional effect, such as by asking a coworker to share the load to reduce customer complaints.

According to Gross (1988) and Diefendorff et al. (2008) attentional deployment is the process of shifting one's attention from something that makes them feel bad to something that makes them feel happy. This could involve, for instance, staring at a family photo to avoid an unhappy customer (Diefendorff et al., 2008). According to Diefendorff et al. (2008) cognitive change patterns involve reinterpreting experiences in order to alter their meaning and impact on the individual. Perspective-taking involves placing oneself "in the other person's shoes," cognitive re-framing involves considering how things could go worse, and reappraisal involves attempting to view or interpret the situation differently so as to reduce its emotional impact. This can be demonstrated by reframing challenging clients as children in need of assistance or viewing a negative experience as a teaching opportunity (Diefendorff et al., 2008; Gross, 2002).

According to Gross (2002) suppression is the act of preventing continued emotional expression. Gross (2002) argues that emotion regulation is neither intrinsically positive nor negative. This structure is created, maintained, and destroyed using both positive and negative emotions. This is often done consciously, such as when we change the subject of an awkward conversation, but it can also occur unconsciously, such as when we transfer our focus away from a distressing situation (Gross, 2002).

2.7.2.1. Interpersonal Emotion Regulation.

According to Zaki & Williams (2013) emotions frequently act as social magnets, drawing us towards others in search of assistance or with the desire to help. People engage in a variety of efforts to alter the positive or negative trajectories of their emotional experiences in order to accomplish a variety of objectives. Numerous individuals accomplish this with the aid of others, such as by contacting their companions for assistance and/or guidance. This type of interpersonal emotional control is crucial for reducing tension and enhancing positive outcomes. People frequently attempt to alleviate the hardships of others by demonstrating compassion, being helpful, and being prosocial which in times of adversity, is very essential (Zaki & Williams, 2013)

These experiences strengthen people's ability to control their emotions throughout their lives. Intrapersonal and interpersonal control exist on a continuum, making their differentiation challenging (Zaki & Williams, 2013). Considering others or interacting with them in person can both initiate the same process. Reappraisal is an intrapersonal regulation that can occur in both group and individual contexts. When confronted with challenging or dangerous circumstances, people frequently seek interaction because the mere presence of others aids in maintaining emotional control. Modulation of affect in social contexts is linked to interpersonal regulation and can occur even in the absence of specific objectives. People are most likely to disclose their emotions to those they believe can assist them. The act of sharing itself promotes self-regulation (Zaki & Williams, 2013), so sharing can be advantageous in certain situations even if no one responds (Zaki & Williams, 2013).

Extrinsic emotion regulation is when a person endeavours to control another person's emotions, such as by offering advice, whereas intrinsic emotion regulation is when a person seeks assistance from another individual (Zaki & Williams, 2013). Frequently, intrapersonal emotion regulation involves response dependence; the effect of disseminating good news is amplified only if it is received with enthusiasm (Zaki & Williams, 2013). Only when social sharing is embraced with assistance is it possible to mitigate its negative effects. Sharing one's experiences and viewpoints with others increases the likelihood of future long-term support and relationships between those involved (Zaki & Williams, 2013). Understanding and sharing another person's emotions is the definition of empathy. It is driven by a desire to exert emotional control over the target (Zaki & Williams, 2013). Different types of prosocial behaviour exist, including situation-specific

emotional support, consoling remarks, general support unrelated to a particular event, and practical support such as providing resources. Regardless of how the deed affects others, the person conducting the service typically experiences inner joy and fulfilment. Consequently, the desire to feel better oneself can influence the desire to assist a person in need (Zaki & Williams, 2013).

2.7.2.2.. Emotion Regulation and Emotional Intelligence

If a leader lacks emotional intelligence (EI), which is the capacity to understand, acquire, and modify behaviour in order to achieve an organisational goals, they will not be able to effectively regulate emotions (Haver et al., 2013). According to a study by Mayer et al. (2004) subordinates value superiors with high EI. A healthy work environment and increased employee loyalty to the leaders and the organisation are the results of effective leadership. A high EI also enables employees to perform their duties more effectively, which increases an organization's efficiency. Simstrom (2009); Salovey and Grewal (2005); Mayer, Salovey, and Caruso (2004).

Salovey and Grewal (2005). Liu (2010) discovered an association between emotional intelligence and inherent religious orientation. According to Liu (2010), managers who are aware of the religious affiliation of their employees may be able to select more emotionally competent personnel. Mayer et al. (2004) found that people with a high EI are typically affable, receptive, and conscientious. They probably favour charitable labour over entrepreneurial labour. Additionally, EI is required for direct client contact. Along with emotional intelligence, empathy is a crucial element of behaviour. Positive interpersonal relationships enhance life fulfilment and reduce stress. For example, a person's decision to embrace or reject advice is heavily influenced by the advice-giver's empathy. Empathy, according to Mayer et al. (2004), also motivates altruistic behaviour. In addition to empathy, self-awareness and self-control are essential components of emotional intelligence, according to Goleman (2014). For individuals to perform effectively, they must have a robust internal state. Positively disposed people are more creative, adept at problem-solving, adaptable, and effective decision-makers in general.

According to Goleman (2014), when people are in a poor mood, they are more skeptical and less likely to believe what others say, but they can still pay attention to mundane things. In addition, when they are in a bad mood, they ask more inquiries and draw their own conclusions. This could be beneficial, for instance, when signing a contract. In addition to generating energy, rage focuses

our attention on removing obstacles from our path to achieving our objectives. Negativity is obviously disagreeable for both the individual experiencing it and others. When one has a negative attitude, it is also easier to give up when things go wrong. Goleman (2014). A person's disposition can cloud their discernment and foster a pessimistic outlook on life.

Self-control is the capacity for initiative, adaptability, affective regulation, and goal oriented (Goleman, 2014). We have no control over their nature, duration, or intensity, as emotions are merely brain communications. Goleman (2014) holds that self-control is the capacity to regulate how we respond to and express a sensation. To him, some common causes of tension in the workplace include disrespect, unfair treatment, a sense of not being acknowledged, and unreasonable work schedules. Clinical indicators of chronic stress include anxiety, depression, and post-traumatic stress disorder (PTSD). It is essential, when under stress, to recognise the symptoms and signs of stress and then learn how to let go of them, such as by saying, "I'm overreacting." Meditation and empathic comprehension of the person who triggered the sensations are additional techniques for reducing stress (Goleman, 2014).

According to research by Theyer et al. (1994) on mood regulation, exercise appears to be the most mood-regulating behaviour, but a combination of relaxation, stress management, cognitive, and exercise strategies is the most effective way to enhance mood. Men and women use different techniques for reducing stress and altering negative emotions. Men are more likely to seek out pleasurable activities, diversions, or a second direct method of tension relief involving drug and alcohol consumption. Women, on the other hand, use passive mood management or social support, ventilation, and reward (speak to someone, engage in emotional activity, consume, and smoke) to increase energy and reduce tension (Thayer, Newman, & McClain, 1994).According to a recent Finnish study by Kettunen (2015), greater physical fitness is associated with lower stress levels and greater cognitive ability in healthy, employed individuals. Therefore, exercise interventions can be suggested to improve the psychological health and productivity of employees (Kettunen, 2015).

2.7.2.3. Emotion Regulation at the job activities and Consequences on Health.

Emotions are fundamental components of human biological functioning; therefore, learning to control them is a crucial developmental phase in maturation (DeSteno, Kubzansky, & Gross,

2013). Negative emotions and circumstances elicit more physiological, affective, cognitive, behavioural, and physiological processes as well as more cognitive analysis than neutral or positive impacts (Diefendorff et al., 2008). Due to neurobiological changes that result from emotional experiences, it appears that negative emotions, such as hostility, anxiety, and depression, frequently contribute directly to the onset and progression of disease. According to DeSteno et al. (2013), the strongest evidence is for cardiovascular disease. According to Haver et al. (2013), reappraisal and suppression have different effects. Both employ both conscious and subconscious emotion regulation. People who use reappraisal alter their emotions by modifying their perception of a situation. Consequently, their self-esteem and quality of life improve (Haver et al., 2013). Studies indicate that reappraisal is frequently more effective than suppression because it has no effect on memory while reducing emotional experience and behavioural expression.

Reevaluation may be challenging to implement because it requires a higher level of awareness and personal impact (Haver et al., 2013). Suppression is the act of suppressing a negative emotion in order to conceal one's true sentiments (Haver et al., 2013).As opposed to altering their actual emotions, suppressors modify their emotional behaviours. According to Haven et al. (2013, 2014), suppression is linked to negative outcomes including tension, a sense of inauthenticity, a decline in interpersonal functioning, and a decline in well-being. According to Gross (2002), suppression impairs memory while reducing behavioural expression but not emotion experience. Moreover, it enhances the physiological responses of the suppressors and their social partners (Gross, 2002).

In organisational contexts, reappraisal and suppression tactics are frequently described as deep acting and surface acting, respectively (Haver et al., 2013). Both strategies require facial and somatic expressions that are readily identifiable and observable. Conforming to societal standards, surface actors disguise or imitate desired emotions. This may have negative psychological effects, including increased tension, emotional exhaustion, and decreased job satisfaction. These ultimately have negative employment consequences. Deep acting is the process of manipulating one's inner emotions to convey the desired emotions. Authentic or genuine emotions are those that are spontaneously experienced. (2013) (Haver et al.) Both profound action and spontaneously occurring emotions contribute to a heightened sense of personal accomplishment and positive job outcomes.

Emotional Regulation and Emotional Resilience

The Cognitive Model of Resilience theory devised by Parson et al. (2016) provides a helpful framework for comprehending the connection between emotional resilience and emotion regulation. This concept posits that certain emotion regulation mechanisms are maladaptive, while others are adaptive. Adaptive emotion regulation has long been recognised as a potential indicator of emotional resilience. It is a strategy for modulating one's emotions. Particularly, it was believed that reappraisal was a more flexible strategy than distraction (Booth et al., 2020). This notion is supported by the meta-analysis of emotion control strategies by Webb, Miles, and Sheeran (2012). According to their research, the overall advantages of reappraisal were minimal to moderate, whereas distraction had no overall advantages. Behavioural and neuroscientific studies conducted in the laboratory lend support to the notion that increased use of reappraisal is advantageous for reducing psychological and physiological indicators of emotional reactivity (Grecucci et al., 2013).

Gross's (2002) non-experimental findings imply that frequent reappraisal is associated with feelings of contentment and pleasure. This assertion is consistent with a number of clinical observations that demonstrate a correlation between increased reappraisal use and psychopathology symptoms (Martin & Dahlen, 2005) and a correlation between increased reappraisal use and well-being (Aldao et al., 2010; Gross, 2002). According to Kalisch et al. (2017), such a pattern indicates that using reappraisal more frequently is essential for good mental health. Nevertheless, a substantial body of more recent research supports an alternative theoretical perspective that asserts emotional resilience requires a diversity of decision-making strategies (Kobylinska & Kusev, 2019). These "flexibility" models (Bonanno & Burton, 2014; Kashdan & Rottenberg, 2010; Koole et al., 2015) postulate that adaptive forms of emotion regulation involve the adaptive use of a variety of methods.

Therefore, individuals who possess a diversity of emotion control strategies are better equipped to implement adaptive strategies more rapidly in response to changing environmental conditions (Aldao & Nolen Hoeksema, 2012). Other research indicates that certain psychological dysfunctions, such as affective disorders or borderline personality disorder, may be characterised by an individual's inability to use diverse strategies flexibly due to a deficit in their available emotion regulation strategies (Bonanno & Burton, 2014). This provides support for these models of adaptability. According to previous research, those who execute their plans with greater

adaptability are more likely to reduce the negative emotional impact and increase the positive emotional impact (Aldao, 2013). This study supports the claim made by Bonanno and Burton (2014) that effective emotion regulation requires a variety of techniques that can accommodate diverse contextual demands and opportunities. This adaptability is deemed essential because there is evidence that, while reevaluation is not always an adaptive strategy, it is in the majority of instances. Prior neurobiological research suggests that reappraisal may be ineffective in emotionally intense situations due to a lack of cognitive processing capacity (Dolcos & McCarthy, 2006).

Consequently, neuroimaging studies reveal a decrease in the blood oxygenation level-dependent signal of the prefrontal cortex during emotionally induced states (Mayberg et al., 1999). It is generally accepted that the prefrontal cortex employs regulatory strategies. This idea is supported by a study conducted by Dolcos and McCarthy (2006), which found increased activity in regions of the brain typically involved in processing emotions (the amygdala and ventrolateral prefrontal cortex) and decreased activity in the prefrontal cortex. This indicates that when emotionally distracting stimuli are presented, working memory is impaired. (Dolcos & McCarthy, 2006) discovered that disruptions in working memory during intensely emotional events may render the reappraisal method ineffective for emotion regulation. Consequently, in emotionally intense situations, a variety of adaptive regulating strategies may be necessary. According to Colvin et al. (1995), the frequent use of positive reappraisal may make people less sensitive to genuine hazards, thereby increasing their likelihood of experiencing real negative consequences due to their false beliefs about the truth. This is supported by additional research. According to other research (Diener et al., 1991), positive reappraisal may contribute to disappointment in situations where receiving negative feedback is inevitable, resulting in inflated expectations that increase emotional vulnerability.

According to a growing body of research, these findings are consistent with the idea that different people have different patterns of coping mechanisms for managing their emotions, with some being more optimal than others depending on the context in which they are used (Sheppes et al., 2014). Aldao et al. (2015), Bonanno (2004), and Parsons et al. (2016) contend that the capacity to select an adaptive regulatory strategy from a repertoire of available strategies in the face of adversity is a crucial factor in explaining individual differences in emotional resilience. In

particular, the selection of suitable methodologies must be proportional to the level of stressor encountered (Sheppes et al., 2014). Recent research has demonstrated the significance of selecting the most suitable method for varying intensities. Specifically, a series of incremental studies on emotion regulation choice (an emerging field that seeks to understand individual choices of various regulatory strategies to adopt in a given situation) (Sheppes et al., 2011) demonstrated convincingly that healthy individuals could switch their regulatory preference from favouring distraction in high intensity situations to favouring reappraisal in low intensity situations.

The trials were evaluated using the emotion regulation choice paradigm, which involved the use of negative emotional imagery to elicit a spectrum of low and high intensity emotional states. Individuals who are predisposed to developing severe depression deviate from this pattern, which has been linked to a variety of psychopathologies (Sheppes et al., 2011). Due to the fact that these alternatives correspond to low- and high-intensity stressors, they may represent the optimal strategy pattern. Clearly, there are substantial individual disparities in both the preferred strategies and the efficacy with which they are employed to control emotions. Consequently, a number of theorists have hypothesised that individuals who are better at selecting the most effective strategy for the current stressor will have greater emotional resilience (Aldao et al., 2015; Parsons et al., 2016). This hypothesis has not, however, been tested.

2.8   Locus of Control and Resilience

2.8.1 The concept of Locus Control

The establishment of goals carries great psychological significance, as it grants individuals a profound sense of agency and influence over their own lives. It is interesting to note that this observation suggests that individuals who establish goals may possess the underlying belief that their actions have a significant impact on the outcomes they encounter in their lives. The notion of control locus encompasses a multitude of intricate psychological factors that exert a significant influence on the process of goal-setting. The establishment of the psychological concept known as locus of control can be attributed to Julian Rotter, a prominent American psychologist. The primary objective of this section is to gain a deeper understanding of the underlying factors that influence individuals' fundamental motivational preferences and their perceived level of control over their immediate surroundings. The concept of the locus of control holds considerable importance as a fundamental aspect of one's personality. Rotter's (1966) concept, as per his

research, emerged and took shape during the 1950s. The author suggests that the idea is based on how a person evaluates the significant underlying factors that contribute to their life experiences. Additionally, it is worth noting that he not only took the lead in categorising this concept but also made significant strides in making the framework of the social learning theory more accessible for practical application. Rotter's work encompasses the integration of cognitive and behavioural principles within the realm of psychology.

According to Rotter's theoretical framework, the concept of "reinforcements" encompassing both rewards and punishments played a crucial role in shaping human behaviour. These reinforcements, in the form of encouragements and sanctions, were identified as influential factors. Additionally, Rotter proposed that different conditions, such as encouragement and punishment, facilitated individuals in comprehending the underlying motivations driving their behaviour. These perspectives posit that humans inherently adopt specific attitudes and behaviours. Julian Rotter's research suggests that an individual's locus of control plays a crucial role in shaping their perception of control and their underlying motivational orientation. Consequently, it is comprehended that there exists a correlation between an external-to-internal scales. In his work, Rotter (1966) employs the notion of internal and external orientations to differentiate individuals who hold a submissive perspective, perceiving significant events as predominantly independent of human agency, from those who perceive such events as predominantly within their control. It is assumed that the internal and external locus of control of these individuals are equivalent. As a result of familial engagement, there is development of internal and external in the locus of control during early childhood.

Individuals who exhibit external locus of control traits are inclined to adjust their behaviour in response to external factors that are beyond their control, such as random events, destiny, societal limitations, influential individuals, or institutional influences (Stone & Jackson, 1975). These individuals possess an understanding that although their actions played a role in the collaboration, they are not exclusively responsible. Rotter (1966, p. 227) posits that the fundamental notion underpinning all other beliefs is the recognition that our lives are often subject to the influence of fate and chance, which lie beyond the immediate control of other beliefs. At times, this policy can prove advantageous when faced with instances of failure or tragedy.

However, it is important to acknowledge that this situation has the potential to evoke feelings of helplessness and a reduced sense of control, which could lead to unfavourable outcomes. The external locus of control, as described by Myers (1999), pertains to an individual's perception of having limited control over their daily activities. Moreover, this observation implies that an individual's life circumstances are primarily influenced by elements such as fate, advantageous conditions, and other significant external influences rather than their own choices and inherent characteristics. The author has classified different levels that describe how an individual perceives the fundamental connection between their actions and the attainment of their goals. The author suggests that individuals who have internal beliefs tend to have a greater level of control over the reinforcing events that occur in their lives. Moreover, individuals who exhibit a higher degree of control often exhibit attitudes that grant them a greater sense of control over these reinforcing occurrences. According to Stone and Jackson (1975), it is suggested that individuals have a perception of themselves as capable agents who have the ability to control the timing of reinforcing stimuli. This perception influences their behaviour and cognition, leading them to believe that they have a sense of control over their own perspective.

The range of reactions exhibited by indigenous individuals in response to threats and intimidation has been oversimplified, resulting in a limited number of overarching generalisations. There is a prevailing belief that individuals who possess resilience tend to exhibit a greater degree of internal locus of control, which in turn leads them to confront challenges directly and proactively in order to surmount them. Individuals with a slower cognitive processing speed tend to exhibit a greater inclination towards an external locus of control. Furthermore, they are more prone to experiencing feelings of discouragement and are more likely to disengage from tasks when faced with even minor challenges. This can manifest in reduced levels of activity and a diminished ability to effectively communicate (Lefcourt, 2000).

The concepts of "locus of control" and "external locus of control" are utilised to describe how an individual perceives the anticipation of outcomes, which can be predominantly influenced by their own actions and traits (internal locus of control), or primarily shaped by external factors such as chance, fate, or influential individuals (external locus of control). The challenges encountered within the realm of psychotherapy have acted as a catalyst for the exploration of locus of control, as emphasised by Lefcourt in 1982. After conducting meticulous observations of patient progress

and engaging in extensive research, it has been concluded that the notion of locus of control plays a crucial role in understanding human behaviour. Exploring the utilisation of the source and correlation between fluctuations in the level of consciousness (LOC) in order to optimise patient outcomes.

The exploration of this specific characteristic was initiated through the observation of individuals engaging in psychotherapeutic sessions, as mentioned by Rotter in 1966. Based on a comprehensive clinical analysis of the patients, it has been noted that there is a tendency among individuals to disregard new experiences by attributing them to chance or external factors, rather than recognising the role of their own behaviour or personal characteristics. Put simply, irrespective of an individual's personal experiences, they are unable to undermine the manner in which they carry themselves and, consequently, their perception of the world and their actions. The primary goal of specialised psychologists is to shift the locus of control of individuals who are prone to change from external factors to internal factors. The underlying principle of all psychotherapies is the belief in the capacity of individuals to undergo personal transformation. The individual possesses the ability to make progress. According to Singer (1965), psychotherapists are required to possess a fundamental belief in humanity's ultimate capacity to discover their own unique journey. Bruch (1974) posits that the primary objective of task therapy is to facilitate the cultivation of self-direction, self-advocacy, autonomy, and accomplishment in patients, specifically in relation to their individual life objectives. When there is a modification in an individual's control, it is possible to observe the effects of treatment. Psychoanalysis exerts a significant impact on the development of an individual's internal locus of control.

According to a study carried out by Gills & Jessors (1970) empirical evidence indicates that even short-term psychotherapy has the capacity to modify an individual's locus of control. The aforementioned changes in locus of control manifest intrinsically within the individual. The absence of typological characteristics in the concept of locus of control, as noted by London and Exner (1978), does not necessarily indicate any internal or external prohibitions on the part of natives. In numerous aspects, it exhibits similarities to an assemblage that potentially encompasses artefacts of indigenous origin. No individual has achieved full internalisation or externalisation of their self. The application of discernment does not possess an inherent trait or category; rather, the requirements act as coercive shortcuts (Lefocurt, 1982).

Considering the fact that the level of cognitive functioning of locus of control tends to differ across different age groups, it is plausible to categorise it as a condition that is influenced by age. According to Penk (1969), there is a notable shift in the psychological orientation of individuals as they progress through different stages of life. In particular, young individuals tend to exhibit a greater inclination towards external influences and desires, whereas older individuals tend to develop more robust internal convictions. Various life events can also lead to changes in level of consciousness in our locus of control. When an individual becomes aware of a crisis, it is possible for their locus of control to shift from internal to external as a result of experiencing feelings of helplessness. Smith (1970) posited that in times of heightened crises, the locus of control has the potential to regain control and alter its trajectory from external to internal. According to the works of Gardner (1971) and Master (1970), it has been suggested that the experience of familial dissolution may potentially influence the development of an external locus of control in young individuals. It is interesting to note that Hetherington (1972) and Duke and Lancaster (1976) discovered a correlation between the absence of fathers and higher levels of extroversion in children. The attribute known as locus of control is a variable that has the ability to change in accordance with fluctuations in demand.

According to Reich (1998), the inclination to understand the world is not a trait commonly associated with being unresponsive, but rather a fervent desire. Often, the internal aspects of a system demonstrate behaviours that resemble those of the external environment, particularly in situations where the outcomes are straightforward and evident. Both individuals and organisations have the capacity to employ a range of strategies for the preservation of Loss of Control in that situation. The entity is granted the authority to possess an internal locus of control for its own procedures and an external locus of control for the procedures of others, provided that there is no conflict between the two systems. The locus of control perspective may have varying implications for individuals depending on whether it is actively employed or not, leading to differential effects on self-perception versus perception of others. In his study conducted by Phares (1968) observed that internal factors in decision-making tend to yield more precise outcomes compared to external factors, even when both sources possess identical information.

Furthermore, the study conducted by Rotter and Mulry (1965) revealed that individuals classified as internals tend to prioritise evaluations of issues related to abilities to a greater extent than those

classified as externals. Julian and Katz (1968) found that individuals who possess an internal locus of control tend to exhibit a prolonged decision-making process as the level of difficulty escalates. In situations where the task presented a higher level of difficulty, external observers exhibited a tendency to disregard any discernible differences between decisions that were relatively straightforward and those that were more intricate.

Reimanis (1971) also conducted a study to examine the impact of training on individuals' perceptions of individual causality by analysing success incentives and course supervision among students. These programmes involved students in competitive activities that allowed them to evaluate their levels of aspiration and perspectives on success. The administration of the Rotter scale took place prior to the commencement of the instructional sessions, with subsequent assessments conducted at intervals of 1 to 2 months and over a span of 7 months. Throughout the progression of the subsequent task, the student presented a significant amount of supplementary materials. Based on findings from psychosomatic research, individuals who possess a greater internal locus of control exhibit a heightened vulnerability to the development of cardiovascular disease. Individuals who identify as male tend to exhibit higher levels of success due to their inclination towards achievement and their preference for pursuing higher-paying professions.

However, determining the cause of loss of consciousness is of utmost importance in acquiring essential information. Empirical data support the idea that the environment has a limited impact on locus of control. To encourage shifts in locus of control a variety of psychosocial and educational interventions, including outdoor education programmes, have been used (Hans, 2000; Hattie, Marsh, Neill, & Richards, 1997).

A study has been conducted to illustrate the correlation between the "person as agent" concept and the internal locus of control. This suggests that an individual's beliefs play a crucial role in shaping their behaviour. By recognising the executive function of thinking, one can effectively modify their beliefs, motivations, and educational encounters. Individuals have the ability to consciously or unconsciously utilise various cognitive processes and familiar structures in order to facilitate the achievement of personal objectives, intentions, and choices. Maccomps posits that an individual's inclination towards self-influence is contingent upon their capacity to discern the origin of a particular behaviour and subsequently exercise authority over it. In alternative circumstances, individuals may choose to adopt the mindset of prioritising the articulation of their

viewpoints and channelling their efforts towards achieving success. I would prefer that my personal insecurities and endeavours towards incompetence do not elicit admiration.

2.8.2 Rotter's social learning theory

The foundational ideas behind the concept of locus of control were formed by Julian Rotter's social learning theory, which was first developed in his key work "Social Learning and Clinical Psychology" published in 1954. Rotter's choice of a pseudonym reflected his professional focus as a psychotherapist rather than his theoretical pursuits. Even though the construct is frequently separated from social learning theory, it is crucial to analyse its theoretical underpinnings and the progressive dominance of one specific element, analogous to the eventual eradication of other aspects. The behavioural theories put out by Hull and Spence, Skinner's viewpoints on reinforcement, and Tolman's idea of expectation all had a considerable impact on the research done by Rotter in the early 1940s. Lewin's field theories and Adler's teachings had a tremendous impact on the person (Mosher, 1968). He was persuaded by the aforementioned thinkers that it is preferable to show behaviour from the perspective of the subject whose activity is being examined rather than from that of the observer. Additionally, they underlined the significance of considering both intrapersonal and perceived social context as influencing factors in deciding behaviour. The goal of Rotter's theory is to bring together the field theories of cognitive psychology with the reinforcement techniques used by behaviourists (Rotter, Chance, & Phares, 1972). At Ohio State University, Rotter began his professional career as a clinical psychology student. In 1963, he transferred to the University of Connecticut. Rotter worked closely with respected professionals George Kelly and Carl Rogers during this time. His retirement took place in 1985. According to Rotter's premise, social interaction is the main method of learning. According to Rotter's premise, interpersonal interactions facilitate the main way of learning. Because it places a strong emphasis on the development of fundamental behaviour patterns within social situations, the theory under review can be categorised as a social learning theory. According to this view, these activities are intimately linked to the satisfaction of particular wants, which calls for the participation of other people as mediators (Rotter, 1954).

Rotter uses a lot of learning theory, especially the idea of reinforcement, but he insists that cognitive factors shouldn't be ignored. Humans do not respond passively to reward; instead, they actively engage in processes of interpretation, anticipation, and evaluation while also self-

monitoring their performance. Researchers that research human nature generally concur that the role of reinforcement, incentives, and satisfaction in the acquisition of abilities and information is crucial. However, the way that different people interpret rewards or reinforcements can have a substantial impact on the meanings and effects that each person experiences. The degree to which the person believes the reward to be dependent on their own characteristics or actions, as opposed to believing the reward to be influenced by outside forces beyond their control and potentially occurring regardless of their actions, is a factor influencing this reaction. The existence of a causal link between an individual's activity and the ensuing reward, according to Rotter (1966), depends on the subject's subjective perception. The effectiveness of reinforcement with respect to a particular action is ultimately determined by this view.

2.8.3 The basic concepts of Rotter's social learning theory.

The four main variables in Rotter's theory are behaviour potential, expectation, reinforcement value, and psychological situation. Each of these will be addressed individually.

a) Behaviour Potential

In order to accomplish a specific objective, Rotter proposes that people engage in a process of decision-making in which they choose the best course of action from a variety of options. In order to establish a favourable initial perception, a child may opt to rise from their seat upon the teacher's entrance into the classroom, greet the teacher, promptly retrieve their educational materials, and commence their academic tasks, among other charming actions. Based on Rotter's hypothesis, it is posited that various actions possess the capacity to manifest within a specific set of circumstances. Furthermore, the probability of a particular behaviour transpiring in relation to an individual is directly proportional to the likelihood of its occurrence. In order to ascertain the likelihood of a specific behaviour manifesting in a given scenario, it is imperative to take into account all conceivable alternatives. Rotter utilises an expansive conceptualization of behaviour that encompasses both explicit actions and implicit or cognitive behaviour, the latter of which necessitates inference from the presence of other behaviours and may not always be directly observable.

Expectancy

An individual's expectation, according to Rotter (1954), is the possibility that a particular reward will come about as a result of a specific behaviour displayed by the individual within a particular environment or set of circumstances. The idea of anticipation introduces the cognitive aspect of Rotter's hypothesis. Expectations include arbitrary assessments of likelihood and can significantly deviate from what observers consider to be "realistic" in a given circumstance. Like Kelly, Rotter contends that rather than being only influenced by other people's objective perceptions, a person's behaviour is also influenced by their own subjective vision of the world. The presence or absence of reinforcement determines how age-related expectations for behavior-reinforcement sequences change. A youngster learns to distinguish between events that show a causal relationship with earlier events and those that do not as they grow and gain experience (Rotter, 1966). Differentiating between specific expectations that are formed from prior experiences in related situations and generic expectations that result from numerous interrelated elements is the essence of the differentiation idea.

Based on a singular exceptional event, conjectures were formulated regarding several additional incidents that were perceived to be interconnected or analogous. The phenomenon of having a generalised expectation for a series of interconnected occurrences holds great importance in the realm of personality description, owing to its valuable characteristics. These overarching and specific expectations have a collective impact on the perceived value of potential reinforcements and subsequent decision-making (Rotter, 1966). Hence, when a young child perceives a consistent pattern of positive responses from a particular teacher upon entering the classroom, it is plausible for the child to infer a general expectation that all teachers will likely exhibit similar responses. Rotter's assertion underscores the notion that the relative importance of general and specific expectations is contingent upon the unique circumstances of the actor. When a performer demonstrates a lack of skill, the importance of generalised expectations becomes heightened. Nevertheless, as one becomes more acquainted with a given situation, the significance of particular expectations will escalate, whereas general expectations will diminish in relative importance. Consider a hypothetical scenario in which a law enforcement officer halts a young cyclist due to their lack of proper illumination on their bicycle. In the event that the child lacks prior experience interacting with the specific officer or law enforcement personnel in general, it is possible to draw

insights from the child's interactions with other authoritative figures, such as parents, teachers, and social workers, to predict the potential reinforcement value associated with different responses, such as fleeing or expressing remorse.

Rather than forming specific expectations solely from prior interactions with the officer, the adolescent is inclined to respond based on general expectations formed from a range of related events. If the child has subsequent encounters with this officer, their expectations will be progressively influenced by these interactions, while the overall impact of expectations will decrease. According to Rotter, the forecast becomes increasingly optimistic as the term "general expectation" is applied more rigorously. The phrase exhibits arbitrariness due to its capacity to be employed in a diverse array of circumstances. Furthermore, the categorization of anticipation into general and particular forms lacks a clear and objective basis. According to Rotter (1975), it is worth noting that:

> Generalised expectancies are interesting in their own right, since they may be thought of a) as important personality characteristics, b) as defining dimensions of generalisation, and c) as allowing broad predictions from limited data. They do, however, have their limitations, since they represent only one of many variables that enter into the prediction of behaviour, and their relative importance is a function of the novelty and/or ambiguity of the situation (p.59).

b) Reinforcement Value

In order to accurately predict a child's behaviour, such as whether they would apologise to a policeman or dismiss a dispute of an alleged offence, it is crucial to consider the potential value of reinforcement in each respective situation. The propensity to provoke a law enforcement officer may possess a significant reinforcing value for certain individuals. Nevertheless, given the frequent presence of multiple potential reinforcements, it becomes necessary to make a determination regarding their relative value. The adolescent individual may make a determination, for instance, that it is most advantageous to refrain from provoking the law enforcement officer, as both parties share the common objective of expeditiously returning to their respective residences in order to engage in television viewing.

The Psychological Situation

According to Rotter (1954), it is crucial for personality research to prioritise the relationship between the individual and their significant environment. The author argues that advocates of personality theories tend to place excessive emphasis on traits or predispositions, while simultaneously underestimating the impact of environmental contexts on behaviour. Rotter's use of the term "situation as perceived by the individual" in contrast to its objective attributes exemplifies his phenomenological perspective. Psychological factors exert an influence on an individual's behavioural capabilities, similar to the manner in which expectations and reinforcement values are established. When a child is encountered by a police officer in the presence of a group of defiant peers, as opposed to being alone, it is likely that their behaviour will be influenced by modified expectations and reinforcement values.

2.8.4 Locus of Control as a Personality Variable

It has been highlighted that Rotter's clinical experience had a significant influence on his work; as a result, he consistently worked to generate theoretical ideas that might be used in psychotherapy. The notion of locus of control was initially investigated and developed in reference to why some patients in psychotherapy:

> `.... appear to gain from new experiences or to change their behaviour as a result of new experiences, (while) others seem to discount new experiences by attributing them to chance or to others and not to their own behaviour or characteristics (Rotter 1966, p. 2).

This finding was motivated by Phares's (1976) thorough account of the Karl S. case. Phares treated the client in 1954, and Rotter oversaw the client's clinical care at the time. The majority of Karl's problems, according to his therapists, were caused by his essentially nonexistent social skills. Karl was seeking treatment for concerns relating to his social sexuality, education, and career. As a result, the truth took on an educational, instructive quality. Despite following his clinician's advice and very specific instructions and, as a result, becoming increasingly successful in his social and interpersonal interactions, Karl continued to be pessimistic about his future, failed to seek out pertinent information to help him cope more effectively, and repeatedly attributed his eventual

successes to pure luck. Phares became aware that his earlier theories did not fully account for this phenomenon:

> Therapeutic efforts were predicated on the assumption that as Karl tried out various behaviours and witnessed their reinforcement, this would increase both his expectancy that these and similar behaviours would be successful in the future and his willingness to repeat them. This seemed to be the path of a 'tried and true' psychological principle. (Phares, 1976, p. 2).

Karl's response to reinforcement demonstrated to Phares and Rotter the limitations of learning theory: "The view that behaviours followed by reward tend to be repeated while behaviours not rewarded tend to disappear is simply too simplistic" (Phares, 1976). With time, it became clear that Karl believed he had little control over reinforcement, that his behaviours had little bearing on whether he received rewards or not, and that achieving success needed minimal effort. The locus of control notion, a part of Rotter's previous social learning theory, emerged as a result of this understanding of Karl's phenomenological universe (Phares, 1976). In a 1966 article titled Generalised expectations for internal versus external control of reinforcement after several years of research, Rotter presented a thorough explanation of the locus of control concept. The following was Rotter's 'ideal' formulation for the internal-external variable:

> When a reinforcement is perceived by the subject as following some action of his own but not being entirely contingent upon his action then, in our culture, it is typically perceived as the result of luck, chance, fate, as under the control of powerful others, or as unpredictable because of the great complexity of the forces surrounding him. When the event is interpreted in this way by an individual, we have labelled this a belief in external control. If the person perceives that the event is contingent upon his own behavior or his own relatively permanent characteristics, we have termed this a belief in internal control (Rotter, 1966, p.1; emphasis as in original).

It is important to remember that the terms "internals" and "externals" are frequently used in the context of scholarly literature purely for the sake of semantic convenience. Rotter (1975) did not present a bimodal distribution or a typology. Instead, he suggested that when addressing internal-

external control, a normal curve may be utilised to define the populations of interest (Rotter, 1975, p.57).

Similar to other well-known psychologists like Skinner, Piaget, and Eysenck, some of Rotter's research has been taken by academics whose analyses and recommendations may not always represent a thorough understanding of the underlying theoretical framework. Controlled experimental research were used to undertake the early investigations into how control expectancies affect behaviour. James, 1957; James and Rotter, 1958; Phares, 1957, among others) altered the control expectancies in various experiments by exposing participants to circumstances that encouraged judgements of competence or chance. Participants in a visual discrimination test that challenged them to match the colours and lengths of lines were used in one of Phares' (1957) studies. The assignments were unclear, making it challenging for people to verify the validity of their responses. Information indicating that the exercise was so complicated that performance was mostly dependent on chance was given to 50% of the participants. The remaining individuals were informed that mastering a skill was crucial to finishing the given task successfully. Each participant received detailed feedback on how they should behave, and they were each given poker chips to wager as a sign of their likelihood of success on following trials.

The findings were consistent with the expected outcomes. While the chance condition exhibited a notable increase in expectancy changes, disregarding the outcomes of prior trials, the skill condition demonstrated a higher frequency and magnitude of expectancy changes. This series of studies illustrated that individuals were more likely to utilise their previous experiences as a foundation for assessing their likelihood of success or failure in the future when reinforcement was perceived as contingent upon their competence, thereby implying that it was within their control. Nevertheless, in situations where individuals perceive a lack of control over the timing of reinforcement, their ability to extrapolate from previous experiences and acquire knowledge becomes compromised. The sole reliance on rewards as a predictor or explanatory factor for behaviour is inadequate; it is imperative to also understand the interpretation of reinforcement. The ecological validity of the initial experiments raises concerns due to the artificial nature of the laboratory environment and the utilisation of rudimentary tasks. However, these studies were essential in inspiring enthusiasm for the idea of internal-external control and instilling in academics the conviction that these ideas may have a significant impact on behaviour in general. The research

resulted in the creation of evaluation scales utilising paper-and-pencil techniques, which in turn helped to significantly increase the locus of control studies.

2.8.5 Correlates Locus of Control

Locus of Control has historically been one of the individuality factors that has received the most research. The majority of studies on this group have been co-relational. Parenting style, creativity, achievement-related behaviour, nervousness, and many other factors have all been linked to locus of control. Below is a discussion of some correlations of the locus of control notion.

2.8.5.1 Locus of Control and Personality Orientations

In a dichotomy between internality and externality, according to Rotter (1975), people at either end of the spectrum have different propensities for attributing results. While externals believe that external conditions or events have an influence on outcomes, internals tend to credit results to elements that are within their control. When it comes to academic achievement, people with a strong internal locus of control are more likely to credit their own efforts, while those with a strong external LOC are more likely to blame fate, their professor's decisions, or the subjective nature of assessments. As a result, people with an external locus of control are less likely to think that their own efforts will be successful, which lowers their incentive to work hard. The idea was that people with high levels of internal motivation would demonstrate two key characteristics: a strong desire to accomplish ambitious goals and a diminished emphasis on outside causes. Rotter built the locus of control scale in 1966 with the belief that locus of control is a one-dimensional construct as its foundation. Levenson has argued against Rotter's one-dimensionality theory ever since 1970. According to Levenson, multiple types of locus of control should be distinguished, including probabilistic determinants, external control by powerful people, and personal agency.

2.8.5.2 Locus of Control and Cognitive Activity

The idea of locus of control has been connected to a number of cognitive functions, including the allocation of attention, the sense of compassion, and the learning of sequential knowledge. The first study to objectively investigate the phenomenon of sequence assimilation was carried out by Seeman and Evans (1962), with a focus on the evaluation of locus of control and cognitive movement. Researchers use a 12-item subjective assessment based on Rotter's Internal-External

Locus of Control scale to gauge one's comprehension of a certain situation. An observation was made that persons with internal tuberculosis had a more thorough understanding of the illness than those who showed a greater focus with the outside world. According to the evidence that is currently available, people who have an internal locus of control tend to advocate for themselves more often than people who have an external locus of control, even when doing so could have unfavourable effects on them.

In contrast to people with an external locus of control, those with an internal locus of control are more likely to look for knowledge about others in order to better predict and affect their behaviour, according to a study by Davis and Phares (1967). Within the context of studies on levels of consciousness the idea of attention has been looked at as a separate cognitive function. During the cognitive phase, people give all of their focus to examining cues and how they affect achieving goals. Lefcourt and Wine (1969) stated that it was further hypothesised that people with an internal locus of control would focus on cues that offered assurance in the presence of uncertainty. The locus of control and various cognitive capacities are correlated. Di Nardo and Raymond (1979) found that internals are better at suppressing distracting ideas during meditation than externals, with internals exhibiting higher levels of voice confidence. According to studies, those who are classed as externals are more assertive than internals and are more inclined to believe in astrological and mystical events (Sherman, Pelletier, & Ryckman, 1973; Randall & Desrosiers, 1980; Scheidt, 1973).

2.8.5.3 Locus of Control and Socioeconomic Status

Franklin (1963), Lefcourt & Ladwing (1965), and Strodbeck (1958) all highlighted that socioeconomic position has historically been linked to the categorisation of locus of control. In comparison to people from the middle and upper classes, those with lower socioeconomic position are less likely to succeed. There is no relationship between the degree of social standing and the amount of work done and the amount of pay received. According to the research conducted by Battle and Rotter (1963), it was found that middle class individuals, as measured on Bialer's locus of control scale, displayed lower levels of externality compared to families from lower socioeconomic backgrounds. According to the studies conducted by Franklin (1963) and Strobeck (1958), it was observed that children hailing from middle class households exhibited a higher

tendency to expand their individual viewpoints compared to their counterparts from lower socioeconomic backgrounds.

In a study conducted by Nelson and Frost (1971), a comparable subject matter was examined, revealing that rural adolescents who were less privileged exhibited higher levels of despondency and a diminished sense of optimism compared to their urban counterparts. According to Bartel's (1968) research, there was a disparity in intrinsic motivation levels between middle-class students and their lower-class counterparts in the fourth and sixth grades. Stephens and Delys (1973) conducted a study which revealed that children originating from impoverished households exhibited a lower prevalence of external characteristics compared to those from households situated below the poverty line. Furthermore, these children displayed a higher incidence of external traits when compared to their counterparts from middle-class households. In the study conducted by Awan (2000), the focus was on examining the progression of "Parenting Style and Locus of Control in Students of Different Ages" within the specific cultural framework of Pakistan. The students exhibit a diverse range of social and educational backgrounds. The researcher discovered that there was a higher level of reflectiveness among students hailing from high-income households in comparison to their counterparts from low-income backgrounds

2.8.5.4 Locus and Psychopathology

Numerous studies have shown a connection between psychopathology and locus of control. Significant research by Lipp, Kolsloe, James, and Randall in 1968 revealed that people with internal locus of control frequently have a propensity to avoid conflict and show high levels of mistrust. Numerous research have produced convincing evidence pointing to a considerable relationship between locus of control and sadness, demonstrating how closely external influences are related to sadness. Calhoun, Cheney, and Dawes (1974), Haley and Strickland (1977), Hirto (1974), Jaswal and Dewan (1997), Krampen (1982), Naditeh, Gargen, and Michael (1975), O'Leary, Donovan, Cysewski, and Chaney (1977), Young (1992), and Warehien and Foulds (1971) have all found a connection between externality and feelings of despair. Individuals from outside schools frequently report feeling hopeless, according to Abramowitz's (1969) research.

Warehime and Woodson (1971) found that those with an external locus of control are more inclined than those with an internal locus of control to embrace undesirable items, including

negative emotions. Additionally, a number of studies (Platt & Eisenman, 1968; Powell & Vega, 1972; Burnes, Brown, & Keating, 1971; Goss & Morosko, 1970; Morelli, Krotinger, & Moore, 1979; et al.) have found a link between external locus of control and increased levels of admissions anxiety, melancholy, and general dysphasia. Another symptom connected to schizophrenia is the notion of locus of control. According to Harrow and Ferranti (1969), people with schizophrenia frequently perform better on the external course than people without the aforementioned disease. Individuals with psychiatric illnesses frequently come with a higher degree of complexity than those with internal medical conditions, according to Shybut's (1968) research. In other words, there is a link between a person's locus of control and how severe their schizophrenia is. Nunn (1988) proposed a connection between an elevated sense of anxiety and an internal locus of control. Changes in family conditions, institutional contexts, and peer affiliations have a significant impact on an individual's locus of control, according to Nowicki and Duke (1983) and Nunn (1987). The compilation of theoretical and experimental data presented in this study supports the hypothesis that psychopathology and locus of control are related in the setting being studied.

2.8.5.5 Locus of control and Achievement Related Behaviour

The relationship between locus of control and achievement-related performance outcomes has been the subject of numerous studies. In performance-related circumstances, Crandall, Katkovsky, and Preston's fundamental study from 1962 found a strong association between locus of control and success. The researchers used a variety of personality tests, including the Stanford Binet Intelligence Test, the California Accomplishment Test, and extra measures, to predict achievement behaviours as they appeared in unregulated activities. At the onset, internal and external variables were assessed using the Academic Achievement Responsibility Questionnaire. It has been demonstrated that attribution accountability is crucial for identifying movements that celebrate masculine accomplishments. Graduate students' study has shown that adults are capable of achieving success.

It is asserted in Otten (1977) that... Otten found that people with an internal locus of control were more likely to finish their PhD within five years or to stop their studies, according to a five-year study he performed. However, it was discovered that people who came from outside sources were more likely to have already earned their terminal degrees or be actively pursuing them within a five-year period. Nord, Connelly, and Daignalt (1974) found that locus of control was a strong

predictor of academic success in graduate-level commerce courses in a different study including graduate students. In the context of Pakistani university students, Asghar (1999)'s study looked at the connection between locus of control and the need for achievement. The level of accomplishment of an individual and the internal locus of control were found to be positively correlated**.**

2.8.5.6 Locus of control and Coping Behaviour

People regularly use coping strategies to minimise the effects of pressures in daily life. A very notable association in the subject is the use of locus of control as a framework for explaining the effect of various stressors on various systems. In order to evaluate the emotional experiences of medical students in four different on-campus classes, Kilpatrick, Dublin, and Marcotte (1974) performed surveys. Based on their Rotter I-E ratings, the students were divided into two groups: internals and externals. People who were identified as externals in each of the four categories showed more negative feelings than people who were classified as internals. According to the results of Anderson's (1977) study, people who are classed as externals frequently use coping mechanisms that entail focused, emotional responses rather than problem-solving techniques. They are more likely to be seen by outsiders as ordinary people dealing with extraordinary difficulties. It has been stated, according to Novaco, Stokols, and Campbell (1979), that people with internal locus of control typically display higher performance in circumstances marked by high levels of stress. Numerous studies have looked at how a person's internal locus of control affects how they react to different stressors in everyday situations. By 1977, the cardiac units of Cromwell, Butterfield, Bayfield, and Curry had completed thorough evaluations of patients with cardiovascular disease. It was discovered that patients receiving care in intensive care units demonstrated better levels of happiness and collaboration than patients receiving care elsewhere. People with an internal locus of control had greater predictive scores than people with an external locus of control, it was found.

2.8.5.7 Locus of control and Child Rearing Practice

According to Katkovsky, Crandall, and Good (1967), a child's impression of internal control reinforcements is correlated with the level of protective, nurturing, approving, and non-rejecting behaviours displayed by their parents. College students were asked to recollect the behaviour

tendencies displayed by their parents in a 1969 study by Davis and Pharisee. Individuals with an internal locus of control tend to remember their relationships with their parents in a more positive light than those with an external locus of control, which are typified by lower levels of rejection, rigid control, punitive measures, and retreat. Parental ovulation susceptibility and restrictiveness were both significantly correlated with the external locus of control, according to Johnson and Kilmann's seminal study from 1975. In a research on students done by Shore (1967), it was discovered that those who believed their parents had a bigger emotional impact on them performed better in external courses than those who had opposite views of their parents. According to earlier studies (Chandler, Wolf, Cook, & Dugovice, 1980; Crandall, 1973; Loeb, 1975; Wichern & Nowicki, 1976), children who are given more autonomy and independence by their parents through the provision of choices tend to display a higher level of internal locus of control. The findings discussed above emphasise the importance of parental love, motivation, and support in helping children develop an internal locus of control. On the other hand, domineering, primal, and rejecting actions can facilitate an external locus of control (which is evidence of a possible link between parenting styles and locus of control.

2.8.5.8 Gender Based Differences in Locus of control

Researchers have looked into the relationship between locus of control and gender inequality. However, prior research (Dellas & Jernigan, 1987; Adam, Johnson, & Cole, 1989) has not discovered any appreciable differences between genders in terms of external locus of control. Studies imply that women have a larger level of external locus of control than men, according to Cairn et al. (1990). 22 trials were undertaken by Archer and Waterman (1988) to look into gender disparities and the idea of locus of control. Despite the fact that gender differences were not established in fifteen of the experiments, it was discovered that men showed higher degrees of internalisation in six of the trials, whereas only one woman did. The study, according to Archer and Waterman, is insufficiently empirical to support gender differences.

The purpose of Bhogle and Murthy's study from 1988 was to investigate the connection between psychological sex role orientation and locus of control. 540 students from India made up the sample; 240 of them were female and 300 were male. The sample's average age was between 20 and 25 years old. The internal-external Scale created by Valecha, Sridhar, and Nandagopal (1980) was used to gauge the participants' internal-external orientation. The intervention was modified to

fit the unique context of India using Rotter's internal-external Scale from 1966. Each point required the players to select one of two options. The study's conclusions showed that women tended to be more externally oriented than men did. Using Rotter's internal-external Scale, Brabomder and Boone (1990) conducted a study to look at gender differences in the aforementioned issue. 147 undergraduate students from State University of Antwerp made up the sample. There were 87 men and 60 women in the group. The researchers found that compared to men, women displayed a stronger exterior orientation. According to earlier studies (Helode & Barlinge, 1984; Hiers & Heckel, 1977; Lao, Chuang & Yang, 1977; McGinnis et al., 1974; Parsons & Schneider, 1974), men and women differ in their levels of introversion and extraversion. According to Schultz and Schultz (2005), the adult population of the United States does not exhibit significant inequalities in locus of control (LOC). For instance, supporters make the case that males may have a higher internal locus of control when it comes to matters involving academic performance. The authors did assert, however, that there might be gender-based differences in the clear categories of items used to measure locus of control.

2.5.2.9 Cross-Cultural Concerns in Locus Control

According to Downs (1975), culture is the collective coordination and way of life that a group of people embrace and pass along to succeeding generations. Every society has its own unique set of values, traditions, and standards. Just as different civilizations have unique languages, ethical frameworks, and religious beliefs. It might be difficult to tell one cultural group from another when trying to discern between them. The prevalent lifestyles of the vast majority of people frequently shape the cultural environment. Social psychologists have paid a lot of attention to the study of people with different locus of control orientations who come from different cultural backgrounds. According to Berry, Poortinga, Segall, and Daen's (1992) research findings, there aren't many differences in locus of control between European and American nations. But when compared to Americans, Japanese people show a stronger propensity for an external locus of control.

Even after accounting for economic reasons, Black Americans were more likely than white Americans to live outside of their family, according to Berry et al. (1992). Berry et al. focused on the level of locus of control metric while comparing various educational divisions in the United States for their study. The difficulties of separating studies on diverse cultural minorities in the US, like the Hispanic community, have been addressed by Berry et al. (1992). Shiraev and Levy's

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(2004) thorough analysis of Locus of Control's (LOC) cultural variances. This study highlights the importance of locus of control (LOC) as a key psychological discovery, particularly when examining cross-cultural phenomena. There are several different subcultures that make up Pakistani culture. Significant diversity and regional variances may be seen among the diverse civilizations in these areas, which span several provinces. Baluchistan has a distinct and distinct cultural identity, in contrast to Punjab, which displays a wide variety of various traditions and customs. Pakistan has a broad variety of subcultures, yet despite this, they all share a few crucial traits that set them apart from other civilizations. Our social structure is significantly strengthened by factors like religion and ethnicity. Moral principles and conduct with a religious basis are highly valued. One of the theological ideas under investigation is destiny. Despite the widespread conviction that fate is an unstoppable force in our society, our religious framework creates a harmonious balance between the importance of human endeavour and the effect of destiny. But according to the religious beliefs and traditions that are common in our culture, fate is seen as unchangeable and unaffected by human action. This apparent reliance on fate prioritises outside variables.

The level of distinctiveness is inversely connected with the fame of various civilizations. One of the essential components is said to be community identity. The idea of collectivism is often thought to have a severe negative impact on our society's principles of individualism. In our communalist culture, community is crucial to both our individual and social life. Many people agree that it's important to take other people's viewpoints into account. Individualism, on the other hand, has great importance in the context of Western civilisation. People are frequently rewarded and applauded for their accomplishments, and young people are taught that making an effort and paying attention to their work will make it easier to achieve their goals. When autonomy is prioritised, people feel that they have more control over their own lives. In today's society, collectivism is pervasive, and important interpersonal roles are reversed, which may give the impression that personal autonomy has been curtailed. The importance placed on the family system and its hierarchical arrangement is another aspect of Pakistani culture. In this system, it is expected that the younger generation will show respect for the knowledge held by their elders and will bow down to them. Our civilization, in general, can be described as upholding conventional standards and values. Young people are frequently forced by the influence of conventional family structures to adopt external value systems that rule their life. This situation can cause depression,

especially when elder generations' differing viewpoints are encountered. The Western Hemisphere was where the LOC idea initially emerged. The majority of studies looking at the relationship between it and other factors were carried out in Western environments. There is a dearth of studies looking at this issue through a Pakistan-specific cultural lens. Asghar (1999) and Awan (2000) stressed a few of these. Despite the lack of empirical evidence supporting this view, it is likely that a sizeable percentage of people choose to pursue external courses for their Letter of Credit (LOC) given the attribute-based character of Pakistani society. The purpose of the current study is to identify the attitudes towards the locus of control that the vast majority of individuals in the sample hold and to empirically test this assumption.

In a 1999 study, Batool explored the connection between locus of control and decision-making ideology. 55 managers from various companies with operations in Rawalpindi and Islamabad made up the sample. A correlation between these two characteristics was found by using Levenson's locus of control idea and extensively examining decision-making procedures. The three distinct components of the Levenson scale are likelihood, which analyses external locus of control (LOC), influence over others, and internality, which assesses internal locus of control. The adoption of a unified decision-making strategy is incongruent with an internal locus of control, according to the research's findings, it can be said. The amount of power and the distribution of control are closely related to intuitive decision-making. Without a doubt, the presence of influential people and stochastic components was connected to an avoidance-based approach to decision-making. It was also shown that the impulsive decision-making style showed a negative correlation with internal locus of control (LOC) and a favourable association with luck and outside influences.

2.9 Academic Locus of Control

According to Trice (1985), the concept of the academic locus of control includes a number of ideas, such as the structuring of attitudes towards academic achievement, the pursuit of academic achievement recognition, the investigation of people's control perspectives with regard to academic success, and the exploration of Rotter's (1966) attempts to understand the effects of reinforcements on performance. A common misconception among people who have an external locus of control (LOC) is that the sociocultural learning theory's key principles must be repeatedly practised in order to reap the benefits of an event. The aforementioned findings came from an evaluation that allowed for adjustments in the way reinforcement was delivered with the intention

of highlighting the importance of the subject matter. In 1998, Marks came to the conclusion that people who have an internal locus of control prefer to give reinforcing of value more weight. This is due to their belief that they can control or affect these reinforcements, enhancing or reducing their impact. People with an external locus of control have a lower propensity to change their behaviour; they prefer to alter their performance. Their failure to take into account the prospective effects of altering their behaviour to increase their chances of success can be linked to the cause of their underperformance. To further understand the effect of locus of control on students' academic experiences, the second study issue will be investigated utilising both qualitative and quantitative methodologies.

2.9.1 Locus Control Measurements

Following Rotter's (1954) creation of the social learning theory, the inquiry into the locus of control measure started in the 1960s. Understanding the fundamental idea is essential for creating a reliable locus of control measuring instrument. While questionnaires continue to be the most common way to gauge people's perceptions of locus of control, ethnographic observation techniques and interviews have not been widely used in a thorough analysis of the most recent locus of control research and measures (Chance, 1965; Katkovsky, Crandall, & Goodman, 1967). The expansion of academic literature and the differences in viewpoints among researchers regarding the dimensional elements of the locus of control construct led to the proliferation of locus of control measures. Different scales have been used to evaluate each person's locus of control. In the subject of locus of control research, the Rotter scale, created by I.-E. Rotter in 1966, is a commonly used measurement. The person developed his metric after taking into account a number of preliminary efforts made by his pupils (James, 1957; Phares, 1957) and his collaborative research with other academics (Rotter, Liverant, & Crowne, 1961).

According to Rotter (1966), Phares (1957) made a first attempt to examine individual differences in a general orientation. The researcher created a Likert-type scale with 13 questions assessing internal orientations and 13 questions assessing external orientations. For those who were under external control, the measure's analysis produced disappointing results (Phares, 1957). The scale was then expanded by James (1957) in his dissertation by including 26 extra queries and a few extra components. Rotter et al. (1961) did an analysis of the scale's validity and reliability after including 60 items by creating subscales across multiple categories.

Rotter (1966) decided to eliminate less important items from his research in order to improve the scale's validity and then went on to create a 29-item, multiple-choice test that had six filler questions. An external locus of control orientation is indicated by a higher score, whereas an internal locus of control orientation is indicated by a lower score. The combined scores of each of the 23 components are used to calculate the final grade. Additionally, changes were made to the test questions to better accommodate high school students and people who haven't attended college. The analysis's results showed that the scale's internal consistency ranged from 0.65 to 0.79. From 49 to 83, the scale's test-retest reliability remained constant. Scholarly interest in Rotter's locus of control measurement from 1966 is high. It has, however, also come under fire for its forced-choice structure, inclusion of irrelevant scale items, possibly conflicting linkages with other sorts of locus of control, and its challenging reading level (Duttweiler, 1984; Nowicki & Duke, 1974a). Thus, prior research supported the use of multidimensional measures and a wider range of locus of control measures (Marsh & Richards, 1987).

The main elements that make up the framework for comprehending interpersonal activity are the aspects of Levenson's Interpersonal Circumplex (IPC). An extra locus of control metric was created by Levenson in 1974, and it is frequently used to investigate the connection between a person's control preferences and their participation in social action. Levenson (1974) asserts that the notion of locus of control is complex and calls for the consideration of a number of factors, including people's expectations regarding their control over political events, their sense of personal mastery, and their beliefs regarding the influence of internal and external forces on social phenomena. According to Levenson (1974), the term "external control" was not properly defined by early scholars because of its vague connotation. The user divided any additional outside pressure into two distinct categories: "powerful others" and "chance." By developing a three-part subscale that included internal, powerful others, and chance (IPC) components, Levenson (1974) enhanced the bipolar dimension. Analysis of the acceptance of chance was done in addition to other important criteria.

Rotter's (1966) eight-item components were expanded upon by Levenson (1974) to create a 24-item, 6-point Likert scale. The scale was used by Levenson (1974) in two more experiments. The scale under research, which showed internal consistency between 0.64 and 0.78, was examined for the study. Additionally, the scale's ability to explain a sizable amount of the observed variance was

assessed by the researchers. The new scale's split-half and test-retest reliability ranged from 0.62 to 0.78. Researchers used an improved version of the locus of control scale developed by Levenson in 1974 to increase the scope of the construct's measurement. As shown by the works of Lefcourt (1991), Lumpkin (1988), Sapp and Harrod (1993), Shewchuk, Foelker, Camp, and Blanchard-Fields (1992), and Shewchuk, Foelker and Niederehe (1990), this improvement in measurement also affected the development of numerous associated measures. Levenson's multidimensional scale has been generalised in later studies, however it has drawn criticism for being ineffective from a number of academics.

For instance, Shewchuk et al. (1992) claimed that when used with different issue domains, the IPC scale showed insufficient construct validity. Furthermore, it was claimed that Levenson's (1974) measure had limited applicability because it was only administered to undergraduate participants, failing to appropriately take age-related differences in persons into consideration. The Nowicki-Strickland scale ranges from introversion (I) to extraversion (E) on a continuum. Nowicki and his colleagues created several scales tailored to each age group to measure the belief in locus of control across a range of age groups (Nowicki, 1976; Nowicki & Duke, 1974; Nowicki & Duke, 1982; Nowicki & Duke, 1983; Nowicki & Strickland, 1971; Nowicki & Strickland, 1973; Strickland, 1978).

Both Nowicki and Duke's (1974a) and Nowicki and Strickland's (1973) locus of control scales for children and adults, respectively, were highly respected and recognised as foundational tools in the area. Based on Rotter's locus of control theory, Nowicki and Strickland (1973) created a scale to assess locus of control in kids. Their objective was to include childhood in the examination of locus of control issues. Following item analysis, a total of 19 questions that were thought to be less important were eliminated. The result was a scale with 40 yes-or-no questions covering a range of reinforcing circumstances. Through the examination of the connections between locus of control, achievement, and age, construct validity was proven. The results of the scale evaluation that followed showed a small but reliable bi-serial item correlation. The lowest and greatest readings for the scale's internal consistency and test-retest reliability were 0.63 and 0.81, respectively. For those under the age of 18, Nowicki and Strickland (1973) created an updated version of their earlier scale. This revised scale was subsequently modified by Nowicki and Duke (1974a) for a future study to evaluate locus of control in both college students and non-students. The 40 pieces were

revised to bring them up to adult readers' average reading levels. A higher score suggests a preference for an external locus of control. In order to assess a person's beliefs about locus of control, responses that can only be answered "yes" or "no" are used. Based on the absence of association between the results and those of the social desirability and cognitive tests, the discriminative validity of the scale was judged to be adequate (Nowicki & Duke, 1974a). Strong positive correlations between the current scale and Rotter's scale (1966) provided evidence of construct validity. Split-half reliability values ranging from 0.74 to 0.86 and test-retest reliability coefficients ranging from 0.48 to 0.83 showed the scale's dependability.

Due to their increased simplicity and conformity with earlier evaluations, the age-specific measures created by Nowicki and colleagues have experienced significant growth in popularity (Nowicki & Duke, 1974b). Due to the lack of a fair and rigorous scientific methodology when choosing the item contents, the current version of the scale still displays the same fundamental issues as its predecessor (Nowicki & Duke, 1974b). The general consensus is that the creation of locus of control measures is mostly based on conceptualizations of locus of control. The idea of locus of control has been thoroughly studied in a variety of contexts and academic fields. The locus of control construct has thus been measured using a wide range of indicators.

The development of these metrics has also run into difficulties (Leone & Burns, 2000). For instance, according to Carton and Nowicki (1994), some scales have restricted applicability because they can only be used effectively in a limited number of situations and are not suitable to all academic subjects. This is because they are inherently domain-specific and have strict control assumptions. It is essential to use a rigorous validation strategy that is based on an explicit theoretical framework in order to create the locus of control measures (Carton & Nowicki, 1994). According to Wolf, Sklov, Hunter, and Berkson (1982), there may be value in determining the size or scope of a phenomenon under particular conditions.

2.10 Self-efficacy and resilience

2.10.1 The concept of Self-efficacy

Self-efficacy, or perceived ability, pertains to the level of confidence individuals possess in their capacity to achieve success in a particular undertaking (Bandura, 1997). If an individual possesses the necessary skills and capabilities, they will likely feel inclined to attempt the task at hand. The

avoidance of the task may occur if it is perceived as excessively challenging, as suggested by Bandura (1986, 1997). Individuals with low efficacy tend to exhibit a tendency to avoid challenging tasks, and when they do make an attempt, they often display a higher likelihood of giving up more easily compared to those with high efficacy. When individuals who are not achieving their desired outcomes experience failure, they often attribute their lack of success to a perceived deficiency in their abilities, which can lead to a decrease in their confidence and belief in their own capabilities. When individuals achieve success, they tend to attribute their accomplishments to external factors, as suggested by Bandura (1986, 1997). When students are able to successfully overcome a difficult task with minimal help, it can have a profound impact on their levels of self-efficacy (Bandura, 1986).

The concept of perceived self-efficacy involves the positive belief that individuals hold about their ability to successfully complete challenging or unfamiliar tasks and achieve their desired goals (Bandura, 1997). The cognition of "can do" reflects a deep-seated belief in one's ability to exert control over their surroundings and effectively manage difficult situations through their own actions. Therefore, it can be interpreted as an expression of one's belief in their own ability to effectively cope with various sources of stress in their life. According to Bandura's research in 1997, it is evident that self-efficacy plays a significant role in shaping individuals' emotions, thoughts, and behaviours. Individuals who possess a strong sense of perceived self-efficacy exhibit a profound belief in their own capabilities when confronted with challenging circumstances. They have a tendency to view problems as opportunities for growth rather than as overwhelming or uncontrollable obstacles. Moreover, they tend to experience less emotional distress when faced with demanding tasks, and their thought patterns are inclined towards self-improvement. These individuals possess the ability to motivate themselves and demonstrate remarkable resilience when confronted with difficult situations (Bandura, 1997).

 Individuals who possess a lower sense of perceived self-efficacy often find themselves grappling with feelings of self-doubt and anxiety when faced with various challenges in their surroundings. It seems that they have a tendency to view demanding tasks as intimidating, leading them to avoid challenging situations. Additionally, they may struggle to effectively manage stressors and often engage in self-defeating thoughts. Interestingly, they tend to attribute more responsibility to themselves for their failures compared to their successes. Furthermore, it is important to

acknowledge that individuals may experience heightened susceptibility to stress and depression (Bandura, 1997). It is possible that there exists a self-manifesting mechanism in play here. Individuals who possess a high level of self-efficacy often have a tendency to establish more challenging objectives for themselves and exhibit greater determination and perseverance when confronted with obstacles. As a result, they create more opportunities to achieve a sense of mastery and accomplishment (Bandura, 1995).

Mastery experience, in turn, enhances one's sense of self-efficacy beliefs. The interplay between self-efficacy and behaviour creates a mutually reinforcing dynamic, wherein individuals with high self-efficacy are more inclined to maintain or even enhance their self-efficacy beliefs. Individuals with low self-efficacy often find themselves facing frequent instances of failure. This is because they tend to exert less effort and are more prone to giving up when confronted with challenges. Individuals with low self-efficacy, when combined with a tendency to attribute negative outcomes to themselves, may experience a heightened impact from failures (Jerusalem & Schwarzer, 1992). According to Bandura (1995), there is a profound impact when individuals lack belief in their own capabilities. This lack of belief can manifest in behavioural patterns that serve to validate and reinforce this disbelief.

2.10.2 Self-Efficacy and Similar Constructs

Although self-efficacy is associated with a variety of learning and performance achievements, it is not the sole influence on a person's behavior. High self-efficacy will not automatically lead to a positive performance if a person has no knowledge or skill to perform the particular action in question. As Bandura (1997) pointed out, "People contribute to, rather than merely predict, their actions". People require some pre-knowledge or skill on which to base their self-judgment. A similar construct, *outcome expectations*, is a person's belief about possible outcomes for their actions. This is an important contributor to a person's actions because people will often not undertake an action that they believe will have poor results (Schunk & Pajares, 2002). *Self-esteem*, a person's judgment of their self-worth, may also have an effect on a person's actions, and "is sometimes, incorrectly, used interchangeably with self-efficacy" (Bandura, 1997). Also, a construct that is thought to be predictive of achievement that is sometimes incorrectly used interchangeably by researchers is *self-concept*, a person's perception of him or herself (Pajares & Schunk, 2001). A fourth construct that is closely tied to self-efficacy (because it can enable people

to improve their performance) is *self-regulation*, which is a person's self-prompted behavior change based on the belief that adjusted strategies will result in a better performance (Schunk, 1995; Zimmerman, 1989a).

2.10.3 Sources of self-efficacy

Bandura (1997) proposed that self-efficacy could potentially be influenced by four key factors, with prior performance or mastery experiences being the most influential factor. The act of observing others and experiencing things vicariously can be quite enlightening. It allows us to gather valuable information that can greatly contribute to the development of our self-efficacy beliefs. The beliefs you hold may be influenced by the persuasive power of individuals in positions of influence, as well as the various physical and emotional states you experience during specific activities or actions. The subsequent section provides further elaboration on the four sources of self-efficacy beliefs.

2.10.3.1. Enactive mastery experiences

According to Bandura (1997), enactive mastery experiences are considered the most influential source of efficacy as they offer the most genuine evidence of an individual's capabilities. Enhancement of self-efficacy is contingent upon the attainment of success, while failure, particularly in the absence of a solid foundation, has the potential to exert a detrimental impact on one's self-efficacy. There has been a suggestion that the act of persisting in the pursuit of personal goals can have a notable impact on an individual's perception of their own capability to enhance their self-efficacy. Individuals who have experienced previous failures but maintain a belief in their potential for future success are more inclined to exhibit perseverance in the face of challenges and persist in the pursuit of their goals (Bandura, 1997).

As per the tenets of this theoretical framework, individuals develop and enhance their self-efficacy by engaging in experiences that they successfully complete. Engagement in this activity is commonly attributed to individuals who have developed the necessary cognitive, behavioural, and self-regulatory abilities to effectively navigate complex circumstances. According to Bandura (1997), the acceleration of skill development can be achieved more efficiently when challenging skills are broken down into sub skills that are easier to master and can be organised in a hierarchical manner.

According to Stubb et al. (2011), it is anticipated that students can effectively address the emotional and intellectual difficulties encountered in educational environments by decomposing intricate activities into smaller, more feasible subtasks. This intervention is expected to enhance students' self-efficacy within the educational setting. Therefore, the level of challenge associated with the undertaking is a vital element of one's self-efficacy. Accordingly, the individual's subjective assessment of the level of difficulty associated with a particular task exerts a substantial influence on their subsequent self-efficacy levels (Bandura, 1997). Engaging in challenging tasks facilitates the acquisition of novel insights pertaining to both the individual's self-perception and the nature of the task at hand.

According to this theoretical framework, it appears that individuals who experience success with the assistance of external factors have a tendency to attribute their achievements more to these external factors rather than focusing on improving their self-efficacy. The observed phenomenon appears to have significant implications regarding the potential significance of social support. In a similar vein, it is often noted that when individuals do not meet expectations, they typically do not attribute it solely to their own failure. This is because the effect it has on their belief in their own abilities is usually quite small (Bandura, 1997). Bandura (1997) referenced the research conducted by Nicholls and Miller (1984) to explore the intricate connection between effort and self-efficacy. Their findings revealed that in many cases, adults who exerted high levels of effort often exhibited inadequate ability. This observation aligns with the theory that individuals who are effective in a task should not necessitate substantial effort. As a result of this phenomenon, individuals often possess preexisting beliefs that influence their assessment of their own performance, consequently impacting their self-assurance in their capabilities (Bandura, 1997). When examining the long-term influence of mastery experiences on self-efficacy, it is crucial to take into account the specific activities' pattern and rate (Bandura, 1997). This is because individuals need to gradually acquire competencies and learn relevant sub skills over time.

2.10.3.2. Vicarious experience

The concept of modelling is widely acknowledged as a powerful method for individuals to cultivate a sense of self-efficacy in relation to specific tasks. The process of modelling entails individuals engaging in a self-evaluation of their own competence and success, wherein they draw comparisons between their personal experiences and those of others who have undertaken similar

responsibilities. Social comparisons can be conducted either with specific individuals or by comparing oneself to the prevailing norms within a community. Through the process of visualisation or mental imagery, individuals have the ability to enhance their self-efficacy by envisioning the successful completion of a given task. According to Bandura (1997), the inclusion of relatable models in the learning process enables students to effectively acquire the necessary skills and enhances their self-assurance.

2.10.3.3. Verbal persuasion.

Social persuasion, a fascinating phenomenon indeed, involves the remarkable power of verbal influence exerted by others. It is worth noting that this intriguing factor has the potential to significantly enhance one's self-efficacy. The reception of criticism from external sources can have an impact on the amount of effort individuals put into completing a task. There is a hypothesis that proposes the idea that verbal persuasion may have an impact on an individual's perseverance in the face of adversity, their ability to overcome obstacles in difficult situations, and their efforts to address personal shortcomings. Bandura (1997) made reference to a study conducted by Schunk (2005) that delved into the effects of evaluative feedback on the self-perceived efficacy levels of college students.

2.10.3.4. Physiological and affective state.

During the early stages of human development, individuals acquire knowledge about appropriate emotional responses and levels of arousal in different situations through feedback provided by their parents or carers. Individuals acquire the ability to predict particular patterns of emotional stimulation in relation to specific outcomes and subsequently establish a connection between these patterns and their personal effectiveness through ongoing evaluation of their performance across diverse contexts. Consequently, the manner in which individuals justify these arousals can influence their perception of their own self-efficacy. According to Bandura (1997), one's perception of internal arousal sensations can potentially be seen as distressing, possibly suggesting a perceived deficiency in coping skills or overall competence. Furthermore, it is crucial to acknowledge that the existence of underlying self-efficacy beliefs can exacerbate unhelpful interpretations of uncomfortable physical sensations. Individuals who have lower levels of self-efficacy tend to interpret negative physical and emotional situations as evidence that their self-efficacy is diminished, which can make the situation worse (Bandura, 1997). The augmentation of

self-efficacy, as suggested by Schunk and Pajares (2009), is believed to have a positive influence on one's subsequent physiological states. The enhancement of self-efficacy is closely associated with improvements in both physical and emotional well-being, as well as a reduction in negative emotional states.

2.10.3.5. Self-Efficacy's historical and theoretical background

The concept of "self-efficacy" was first introduced by Albert Bandura in the year 1977. Bandura's Social Learning Theory has had a profound impact on the realms of psychology and the learning sciences, as it has brought forth fresh insights into human behaviour, most notably the notion of self-efficacy. It is interesting to note that within the realm of Speech and Language Therapy, there appears to be a lack of consistent challenge towards the validity of behaviourist perspectives on human behaviour. Moreover, it appears that there was a deliberate response to the methodologies utilised in studying human behaviour, which often overlooked the significance of cognitive involvement in the endeavour to alter behaviour (Bandura, 1984). The insufficiency of specificity in the depictions of human behaviour by behaviourists, as noted by Bandura (1986), was not attributed to their accuracy.

Bandura's (1986) groundbreaking research shed light on the profound role that cognitive functioning plays in shaping individuals' behavioural choices, alongside the powerful influence of the environment on behaviour. Bandura's (1973) profound assertion looks into the complex realm of human cognition, shedding light on the remarkable capacity that individuals possess for self-direction. Bandura (1971, 1977) posited that the notion of behaviour being modified exclusively through immediate consequences, without any cognitive involvement, contradicted the substantial influence cognition holds in the process of learning and regulating behaviour within the framework of the Social Learning Theory. The Social Learning Theory has been instrumental in our comprehension of how individuals develop and maintain new habits by integrating cognitive involvement with behaviour through various channels of information, including direct, indirect, and symbolic sources.

In contrast to preceding behaviourist psychological theories, the present theory posited that individuals possess the capacity to modify their behaviour and acquire knowledge from it, even in the absence of direct influence from the consequences of their actions. The process of acquiring knowledge in humans can be facilitated through the observation of others' behaviour, commonly

referred to as behavioural models. Humans have the ability to acquire novel behaviours through the process of observing others. Subsequently, they can apply these learned behaviours by enacting them in accordance with their cognitive representation of how to behave in a given situation. Following the completion of the action, self-correction strategies may be employed in accordance with the symbolic behaviour process, allowing for self-adjustment based on feedback received from both the initial and subsequent performances (Bandura, 1971; 1977).

Self-observation was regarded as a type of observational learning because an individual's behaviour would be gradually shaped by observing the consequences of their own actions, akin to observing the behaviours of others. According to Bandura (1977), the Social Learning Theory posits that an individual's behaviour is not solely determined by the immediate consequences they may face. Over the course of time, individuals started to employ feedback data, discerning patterns and assessing the level of effort necessary to attain a particular result. The efficacy of behaviour reinforcement was found to be comparatively lower when compared to the cognitive association established through feedback. Bandura (1977) posited that individuals' behaviour remains unchanged even when they possess foreknowledge that specific actions will not be rewarded in subsequent instances. The fundamental basis of Social Learning Theory, as posited by Pajares (2004), lies in the interplay between an individual's beliefs, behaviours, and surrounding environment.

As posited by Schunk (2012) in the framework of Social Learning Theory, behaviour is understood as the outcome of a dynamic interplay involving three key elements: the environment, the behaviour itself, and an individual's cognitive processes, beliefs, skills, and emotions. Previous research approaches considered internal factors and the environment as distinct determinants of behaviour. However, Social Learning Theory posits that both cognitive processes and the external context have the potential to impact behaviour. This could potentially be classified as a limitation or constraint. Based on Social Learning Theory, it is posited that these two variables operated in tandem with behaviour to generate an ongoing sequence of reciprocal associations. Although it should be noted that this does not necessarily indicate equal or simultaneous contributions, it is evident that they exerted a persistent influence on each other (Bandura, 1977).

Bandura (1986) proposed a modification in the terminology of the social learning theory, renaming it as Social Cognitive Theory, with the intention of aligning the nomenclature more precisely with his empirical observations. During that period, the process of learning was predominantly linked to the acquisition of knowledge through cognitive information processing, which focused on

internal information processing, as well as behaviourist techniques, specifically the conditioning model of response development. According to Bandura's social learning theory (1997), individuals possess the capacity to exert influence over their thoughts, emotions, and actions. According to Bandura (1997), Social Cognitive Theory posits that individuals possess a "self-system" which they utilise. In his seminal work published in 1986, titled "Social Foundations of Thought and Action," Bandura posited the notion that human beings transcend mere cognitive and behavioural capacities. Moreover, they have the capacity to function autonomously.

The self-system consists of cognitive and affective components, including the capacity to acquire knowledge through the observation of others' actions from an external standpoint, symbolic cognition, introspective thinking, anticipation, and self-regulation. The aforementioned variables may undergo modifications in response to changes in strategy as the scenario develops (Pajares, 1997). Bandura (1986) proposed the concept of reciprocal determinism, which posits that individual characteristics, behaviour, and environment mutually influence and interact with one another, forming a triadic reciprocal causation. This model, as depicted in Figure 4, illustrates the interconnectedness of these factors and their impact on the lives of nine individuals. Bandura (1986) proposed a social cognitive learning theory that presents a comprehensive framework for understanding human behaviour. According to this theory, individuals have the ability to assess the consequences of their own actions and subsequently adapt their environment and self-perceptions in order to shape their future behaviours. Human behaviour can be partially understood by analysing a set of reciprocal relationships that involve the environment, individual cognition, and behaviour (Bandura, 1986, 1997; Pajares, 2004; Schunk, 2012).

Figure 5: *Model of Reciprocal determinism (Bandura, 1977)*

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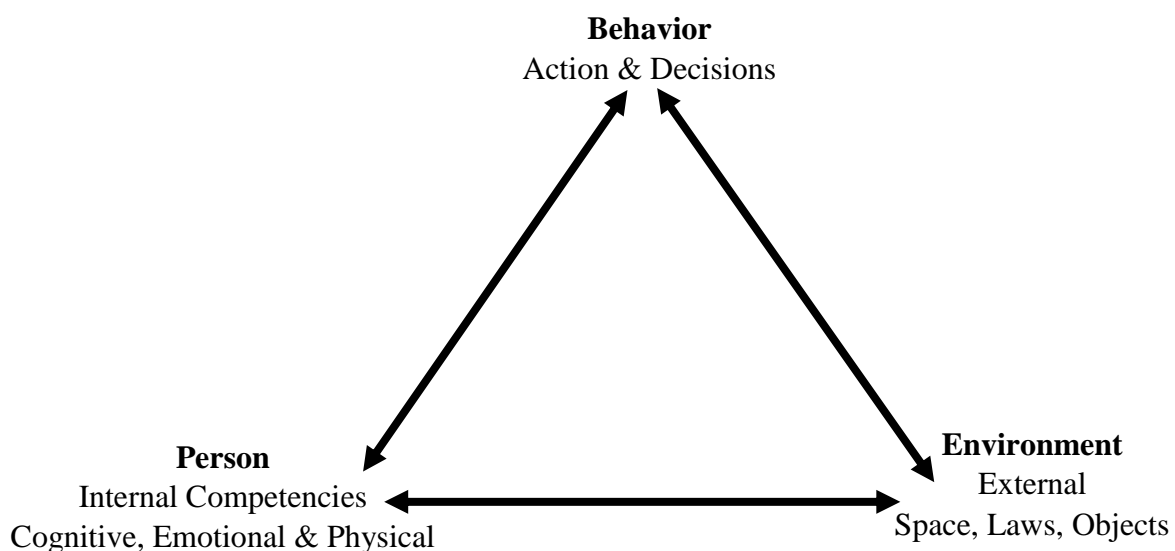
Triadic Reciprocal Determinism in Bandura's social cognitive theory. Adapted from *Self-efficacy: The exercise of control* (p. 6), by A. Bandura, 1997, New York, NY: W. H. Freeman and Company.

The reciprocal causation model suggests that there is a dynamic interplay between three key sources: behaviour, cognitive and personal factors, and environmental events. These sources are interconnected and influence one another in a complex manner. One way to represent this interconnectedness is through a diagrammatic representation, such as an equilateral triangle. In this triangle, each source - behaviour, cognitive and personal factors, and environmental events - acts as both an influencer and a recipient of influence from the others. This visual representation helps us understand how these factors interact and shape one another. The disposition of individuals is indeed defined within this triadic viewpoint. While observing the diagrammatic representation of this model, it is evident that the elements (person, behaviour, and situation) positioned at the vertices of the triangle may appear to be equidistant. However, it is important to note that this does not imply that they all exert an equal influence on one another. The perception of reality can often differ from person to person, and it is important to acknowledge that different elements hold varying degrees of influence in our lives. Reciprocal causation, in its essence, does not imply that the various sources of influence hold equal strength. The reciprocal influences do not occur simultaneously, do they? The activation of reciprocal influences and the exertion of influence by a causal factor often require a considerable amount of time to unfold, as noted by Bandura (1989).

Given that we are navigating through intricate processes that unfold gradually rather than following a linear cause-and-effect pattern, it is highly likely that reciprocal causation plays a significant role (Bandura, 1997a, 2001). In essence, to illustrate these connections, it is imperative to initially understand sequences of psychosocial experiences, rather than isolated incidents. This system of acknowledged information exchange utilises a distinct application tailored to each individual. It is fascinating to consider how each person possesses their own distinct thoughts, experiences, and beliefs. It seems that you are describing a situation where individuals are encountering different environments and behaviours, and these experiences are interacting with each other in unique ways.

Individuals possess the remarkable ability to exert influence over their own behaviour, thereby granting them a significant degree of control over their thoughts, emotions, and actions. The interplay between an individual's characteristics and external influences is a continuous and

dynamic process. Individuals possess the innate ability to establish their own unique framework of behavioural principles and sources of inspiration. They exhibit a diverse range of internal motivators that drive them towards engaging in specific actions. Subsequently, they engage in the process of assessing and contemplating their own conduct. Individuals often take into account the feedback, attitudes, and responses of others, particularly those who hold importance in their lives, when assessing their own behaviour. It can be quite advantageous to explore and delve into the intricate dynamics that exist within the pairings of the triangle.

In the early stages of research, Bandura (1984) directed attention towards individuals' inclination to anticipate positive outcomes rather than their evaluations of their own capabilities to take action. Bandura (1986) explored the concept of self-efficacy by examining the behavioural patterns of individuals with a wide range of concerns. Over time, it became evident through research that an individual's behaviour was found to be independent of their expectations surrounding the outcome of a particular activity. According to Bandura (1984; 1986) and Zimmerman (2000), it appears that an individual's self-perceived capacity to effectively employ acquired coping mechanisms is a more accurate indicator of their potential response to challenging situations.

In essence, it appears that the behaviour of an individual with a phobia may be driven by their fear of being bitten by a dog. However, it is important to note that their level of confidence in their own capability to effectively utilise coping strategies, which they may have acquired through observing others, plays a more significant role in motivating their actions. Self-efficacy, as a perception of one's own capability, holds significant influence over our behavioural patterns. Bandura (1984) eloquently expressed in his insightful commentary the profound impact of perceived self-efficacy on individuals' decision-making processes and perseverance. He astutely observed that people place great reliance on their own assessments of their efficacy when determining the most suitable path to follow and the duration for which they should persist in their chosen endeavours. This is because individuals perceive outcomes to be intricately linked to the adequacy of their performance and hold a deep concern for the attainment of these outcomes (Bandura, 1984).

2.10.3.6. Effects of self-efficacy

According to the theories of self-determination (Ryan & Deci, 2009) and social cognitive (Bandura, 1997), it is believed that individuals have an inherent desire to maintain a sense of control in their lives. This desire drives them to make choices that are in line with this perception

of control. Bandura (1989) suggests that individuals who possess a strong motivation to accomplish a task often engage in envisioning prospective future behaviours. By engaging in the practice of envisioning the potential consequences of their choices, individuals are able to bolster their confidence in their ability to attain triumph. Bandura's (1989) research suggests that individuals who exhibit elevated levels of self-efficacy tend to perceive themselves as having effectively accomplished their goals. Conversely, those with lower levels of self-efficacy may experience a reduced capacity to anticipate favourable outcomes arising from their efforts, leading them to view themselves as unsuccessful. It is interesting to note that an individual's perception of their own abilities plays a significant role in shaping their expectations of success or failure in a given task (Schunk & Pajares, 2009).

According to Schunk and Pajares (2005), it is suggested that in addition to external factors, an individual's internal beliefs about their own abilities can have a profound impact on their overall happiness, motivation, and success. Moreover, it is worth considering Bandura's proposition that an individual's self-efficacy plays a significant role in influencing their inclination to partake in a particular course of action. It is observed that individuals tend to be drawn towards career paths that they perceive themselves as capable and at ease in, while actively evading those that elicit discomfort, such as unfamiliar situations. Self-efficacy plays a crucial role in shaping the amount of effort and time an individual dedicates to a specific activity. People who have high levels of self-efficacy often appear to be better at increasing their efforts, controlling their emotions, and managing their behaviour (self-regulation) when faced with difficulties. It is interesting that you mention Schunk and Pajares (2009) and their findings on the relationship between self-efficacy and performance. It seems that higher levels of self-efficacy can have a positive influence on an individual's performance, which in turn can contribute to the development of even higher levels of self-efficacy in the future.

2.10.3.6.1 Effects of self-efficacy on psychological health.

The interplay between biological determinants and psychological factors, such as self-efficacy beliefs, holds the power to impact both the preservation of well-being and the manifestation of illness. According to Bandura's research conducted in 1997, it has been found that an individual's perception of control plays a crucial role in influencing their health outcomes. Furthermore, it is important to acknowledge that one's level of self-confidence not only impacts their motivation, but

also plays a significant role in determining their susceptibility to experiencing feelings of depression and tension when faced with challenging situations. Individuals who harbour the perception that their abilities are constrained and demonstrate a deficiency in their self-assurance to effectively achieve significant endeavours are susceptible to encountering elevated levels of stress and melancholy (Bandura, 1988, 1989).

2.10.3.6.2. Depression

Depression manifests itself through a variety of symptoms, such as experiencing sadness, a decrease in interest or pleasure, feelings of guilt or low self-worth, disturbances in sleep or appetite, fatigue, and challenges with concentration (World Health Organisation, 2017). It is within the realm of human experience for individuals to come face to face with the various manifestations commonly associated with melancholy. These manifestations often include feelings of deep sadness, a sense of inadequacy, and a perceived lack of significance in one's life (Bandura, 1997).

The experience of melancholy can be shaped by a complex interplay of both internal and external influences. It is interesting to note that there is empirical evidence suggesting a correlation between individuals who hold the belief that they lack the ability to successfully accomplish crucial tasks and the onset of depressive symptoms. The previously mentioned form of depression is often approached through interventions that focus on enhancing social and self-modification abilities. Additionally, it is worth noting that Bandura (1997) emphasised the importance of Beck's self-schema theory. This theory suggests that depression is a psychological state that arises from the misinterpretation of circumstances, the inclination to magnify minor setbacks, and the tendency to perceive them as overwhelming obstacles. According to the information provided, it can be inferred that Kavanagh (1992) suggested that individuals who possess low self-efficacy might encounter a direct influence on their emotional well-being. The individual appears to exhibit a pattern of displaying a deep emotional connection to their personal aspirations, while simultaneously harbouring a profound belief in their own inadequacy to achieve them. This combination of factors seems to have a negative impact on their overall emotional well-being.

Based on the research conducted by Kavanagh (1992), it appears that when individuals anticipate a negative outcome, it can have an impact on their emotional well-being. According to Bandura (1997), individuals may experience significant impacts on their actions and self-efficacy when they anticipate failure. Indeed, it is important to acknowledge the intricate interplay between self-

efficacy and emotional states. Adverse emotional states, such as sadness, possess the capacity to reduce an individual's belief in their own abilities and subsequently have a negative impact on their performance. It is interesting to note that current research supports the notion that self-efficacy, performance achievement, and emotional states are intricately linked, as depicted in Figure 2. It is important to acknowledge that the intensity of these connections can fluctuate based on specific variables, as evidenced by prior research conducted by Kavanagh (1992) and Usaf and Kavanagh (1990).

Figure 6: Theorized Relationships between Self-efficacy, Performance Accomplishments, and Depression.
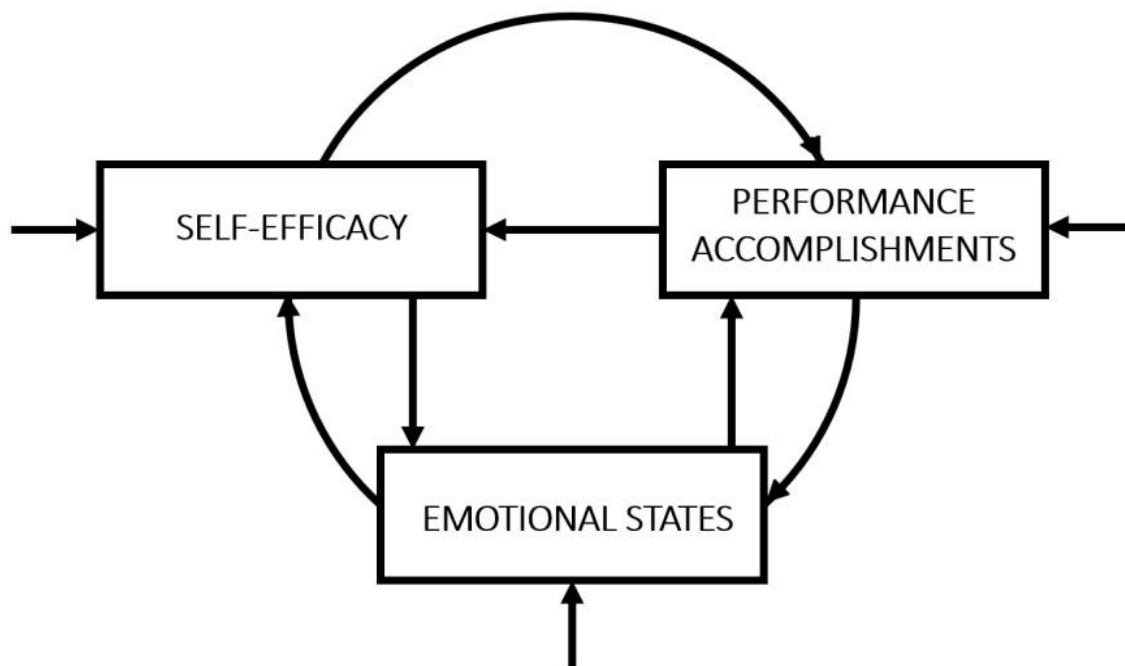
Reprinted from "Mechanisms of improvement in treatment for depression: Test of a self-efficacy and performance model" by S. O. Usaf and D. J. Kavanagh, 1990 *Journal of Cognitive Psychotherapy, 4(1), p. 52*

The exploration of the correlation between self-efficacy and depression in high school and undergraduate students has resulted in significant research interest in the past (Eisenbarth, 2012). However, it is worth noting that graduate students, who are often recognised for encountering elevated levels of stress and anxiety, have not received comparable attention in this area. The

exploration of the relationship between self-efficacy and depression within the framework of cognitive learning theory has received limited attention, relative to other theories (Maddux & Meier, 1995). The study conducted by Warnecke, Baum, Peer, and Goreczny (2014) revealed that there were no discernible differences in self-efficacy among the different domains. This conclusion was drawn after surveying a group of 113 graduate students who were enrolled in psychology, occupational therapy, or physical therapy programmes. It is interesting to note that individuals with higher levels of self-efficacy tend to experience lower levels of melancholy, stress, life satisfaction, and subjective happiness. Conversely, these individuals also exhibit a negative correlation with anxiety.

2.10.3.6.3. Stress and coping strategies

The concept of self-efficacy, which refers to an individual's belief in their ability to have an impact on the outcomes they experience, holds significant influence over their ability to navigate difficult situations and their vulnerability to stress. Hence, one could posit that self-efficacy serves as a coping mechanism, with the potential to influence an individual's ability to comprehend and find meaning in diverse circumstances. It is crucial to acknowledge that self-efficacy must be integrated with additional coping mechanisms to optimise its effectiveness.

Lazarus and Folkman (1984) posit that individuals partake in cognitive evaluations of stressful situations by means of both primary and secondary assessments. During the initial evaluation, individuals' cognitive interpretations of hazards, risks, and impediments play a significant role in shaping their overall assessment of the situation. The secondary assessment aims to evaluate an individual's coping strategies, considering not just the physical aspects but also the psychological and social aspects of a specific situation. The correlation between self-efficacy and psychological well-being was explored in a study conducted by Karademas and Kalantzi-Azizi (2004). The researchers examined this relationship among a sample of 291 undergraduate students. The findings of the study have unveiled that the utilisation of this cognitive assessment procedure holds the capacity to influence the psychological welfare and aptitude for problem-solving among students.

It is interesting to note that there seems to be a relationship between the difficulty of tasks and students' self-efficacy. Specifically, it appears that when students are given more challenging tasks, their self-efficacy tends to be higher. Therefore, it appears that the anxiety and dissatisfaction

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expressed by university students could potentially be indicative of underlying stress. Additionally, the decision to pursue a PhD programme may evoke emotions of uncertainty and doubt. According to the research conducted by Folkman (1984), it appears that when PhD candidates encounter ambiguity in their circumstances, it can potentially trigger increased levels of apprehension. This heightened apprehension may arise as a result of subsequent cognitive evaluations that take place within their minds. The research conducted by Chlová and Natovová (2013) involved the examination of a sample consisting of 387 undergraduate and graduate students. The study's findings shed light on the intricate role of self-efficacy, which appears to have a dual nature. On one hand, it acts as a powerful tool in alleviating stress, while on the other hand, it demonstrates a positive connection with a range of adaptive coping strategies such as minimization, denial of remorse, and diversion.

2.10.3.6.4. Impact of self-efficacy on behaviour

Zimmerman et al. (1992) suggest that there is a widely held belief that one's perceived self-efficacy can significantly influence both direct and indirect outcomes in terms of performance accomplishments. It appears that you are discussing the various factors that influence individuals' choices, goals, efforts, and perseverance, especially when faced with difficult situations, and how these factors ultimately impact their performance and acquisition of knowledge. The selection of activities is often influenced by an individual's level of self-efficacy, which can have a significant impact on their decision-making processes in different areas of life. According to Pajares (2002), it is suggested that individuals have a tendency to be drawn towards projects and activities that align with their perceived competence and confidence. Conversely, they may actively avoid engaging in endeavours that they perceive as lacking in these qualities.

2.10.3.6.4.1 Goals

Zimmerman et al. (1992) suggest that the development of personal efficacy plays a crucial role in how individuals perceive the level of difficulty associated with their goals. Bandura (1989) suggests that individuals who possess a strong sense of self-efficacy have the ability to effectively navigate their own learning journeys and attain their desired outcomes by setting ambitious goals for themselves. The impact of goals on individuals' cognitive and affective responses to their performance outcomes has been well-documented. Goals serve as valuable guidelines for individuals, offering them a clear path towards personal success (Bandura, 1986).

2.10.3.6.4.2 Effort and persistence

The exertion of effort by individuals is often influenced by their perception of their own self-efficacy, as noted by Zimmerman et al. (1992). It is interesting to observe how individuals who possess a greater feeling of efficacy often demonstrate elevated levels of effort, persistence, and resilience. People who have a strong sense of personal competence often view difficult tasks as chances to improve themselves rather than as situations to avoid (Pajares, 2002).

2.10.3.6.4.3 Quality of Individual Performance

It is interesting to note that Zimmerman et al. (1992) have found that there is a widely held belief that perceived self-efficacy can have both direct and indirect impacts on one's performance accomplishments. The development of a robust sense of self-efficacy plays a crucial role in fostering a state of inner calmness when individuals are faced with difficult tasks and participate in different activities. On the contrary, individuals with low self-efficacy often perceive tasks as more challenging than they truly are, resulting in increased levels of anxiety, stress, and depression. This limited perspective can hinder their ability to effectively employ problem-solving strategies. It is interesting to note that there is a notable correlation between one's self-efficacy beliefs and their level of achievement. This suggests that the beliefs we hold about our own abilities can greatly influence our ultimate success (Pajares, 2002).

2.11. The Role of Self-Efficacy in Promoting Resilience

The present investigation centres on the concept of self-efficacy, which holds potential as a noteworthy protective element that has received limited attention in the realm of scientific inquiry. Albert Bandura, a renowned figure in the field of self-efficacy research, suggests that self-efficacy pertains to an individual's deep-seated belief in their capacity to exert control over a particular situation by harnessing their motivation, cognitive abilities, and personal agency (Bandura, 1981, 1983, 1999). Bandura, Pastorelli, Barbaranelli, and Caprara (1999) suggest that at the core of human agency is the belief that individuals have the capacity to achieve specific outcomes or goals. It is fascinating to observe how self-efficacy beliefs have the power to shape our brain function and emotional well-being. These beliefs operate through various cognitive, motivational, affective, and selective processes, which ultimately influence our thoughts, feelings, and actions.

Individuals often find themselves confronted with various challenges in life. However, it has been observed that they tend to exhibit a greater sense of perseverance when they possess a steadfast belief in their capacity to exert control over their own thoughts and beliefs. It is interesting to note that individuals who possess a high level of self-efficacy often demonstrate a remarkable inclination to dismiss unfavourable perceptions of themselves or their abilities. This stands in contrast to individuals with low self-efficacy, who may be more prone to accepting and internalising such negative perceptions (Ozer & Bandura, 1990). It is often observed that individuals may struggle to maintain perseverance when confronted with challenges, unless they possess a deep-rooted belief that their efforts will ultimately lead to the desired outcome.

The presence of self-efficacy is likely to play a significant role in one's ability to develop proficiency in the face of difficult situations. Bandura et al. (2001) suggest that the way individuals perceive their own self-efficacy can have a significant impact on their goals, their ability to think critically, and their capacity to persevere even when faced with obstacles. Furthermore, it greatly affects their ability to adjust and successfully navigate challenging situations. Bandura et al. (1999) conducted a study that shed light on the significant impact of adolescents' self-perceptions of efficacy on their capacity to successfully navigate the numerous challenges and obstacles that arise during the transitional phase of adolescence.

Saarni (1999) suggests that during adolescence, individuals may develop a tendency to view themselves as competent in activities that hold personal significance. This inclination may be influenced by receiving positive evaluations from individuals who possess a profound understanding of their character and are highly esteemed by their peers. This phenomenon appears to have a positive impact on individuals' self-efficacy beliefs, which in turn greatly influence their motivation to pursue new endeavours, engage in future activities, and prioritise meaningful pursuits. The beliefs one holds about their own capabilities, also known as self-efficacy beliefs, are thought to have a significant impact on the development of one's self-esteem. This, in turn, can affect their ability to endure and overcome difficult situations, such as financial struggles, conflicts within the family, the loss of a loved one, or other hardships. The statement you have made appears to have significant relevance, especially in situations where there is a notable presence of pressure and tension. The observation of the potential influence of self-efficacy on resilience is quite

evident. However, it is worth noting that there is a dearth of research examining the specific impact of perceived self-efficacy beliefs on adolescents.

The influence of self-efficacy goes beyond its impact on individuals during challenging situations, as it also plays a role in nurturing ambition and aiding in the creation of ambitious life goals. The influence it exerts on personal and professional decisions throughout one's lifetime is a consequence of this. Resilience, on the other hand, manifests itself most effectively when one is able to respond appropriately to unfavourable circumstances. It appears that there is a notable connection between participating in high-speed racing and coming across challenges. Resilient individuals, as they embody the innate potential for human adaptation, demonstrate the remarkable capability to adapt to difficult circumstances without succumbing to lasting harm, thus showcasing their ability to swiftly recover from adversity (Masten, 2001). Self-esteem, optimism, coping skills, and strong social connections are all important elements that contribute to the multidimensional construct of resilience (Condly, 2006). Additionally, self-respect, optimism, and coping skills play significant roles in enhancing one's ability to bounce back from challenges and adversities.

According to the research conducted by Tedeschi and Calhoun (1995), resilience is often described as the capacity to endure and recover from challenging situations. Resilience can be understood as the capacity to efficiently regain a state of normal functioning following a distressing event. Therefore, it can be said that the development of resilience is intricately tied to the presence of a stressor. It is interesting to note that self-efficacy can manifest even in situations where the stressor has not yet materialised or is deemed improbable to occur (Berry & West, 1993). The concept of self-efficacy can become apparent when an individual actively engages in planning and foresees potential future situations without encountering significant obstacles. Therefore, one can deduce that even without specific factors that cause stress, having strong beliefs in one's own abilities can potentially lead to positive outcomes in terms of motivation. It is important to acknowledge that having a sense of self-efficacy can greatly assist in overcoming obstacles. The activation of emotional, drive-related, and action-oriented processes in difficult situations can potentially result in a boost in resilience by fostering a sense of personal competence and effectiveness. Self-efficacy has been occasionally considered as a component of resilience, according to the works of Rutter (1987) and Werner (1982).

Posttraumatic stress disorder (PTSD), which is marked by a diminished sense of self-efficacy, can be viewed as the antithesis of resilience. Cross-sectional studies have revealed intriguing findings that suggest there exists a noteworthy connection between one's self-efficacy and various emotional states, such as general distress, the severity of symptoms related to post-traumatic stress disorder (PTSD), as well as their frequency. The weighted correlation coefficients (r values) observed in these studies exhibit a range of -0.36 to -0.77. It is interesting to note that longitudinal studies have revealed significant impacts of self-efficacy on overall distress and the severity of symptoms associated with post-traumatic stress disorder (PTSD). The weighted r values, which indicate the strength of these associations, range from -0.55 to -0.62. Based on the research conducted by Hinz, Schumacher, Albani, Schmid, and Brahn (2006), it appears that there is a noteworthy connection, ranging from moderate to strong, between general self-efficacy and several other factors associated with resilience. It is interesting to note that there is a strong empirical correlation between self-efficacy and resilience. In the realm of conceptualization, it is important to acknowledge the differentiation between self-efficacy beliefs and the concept mentioned earlier. Self-efficacy beliefs play a crucial role in motivating individuals to actively pursue their goals and take charge of their lives, even when faced with challenging situations that may not necessarily involve external stressors (Diehl, Semegon, & Schwarzer, 2006).

2.12 Social Support and Resilience

2.12.1 Social Support

The act of offering assistance to others is a natural and common aspect of human interaction, expressed through various methods such as using persuasive techniques, engaging in educational efforts, and providing entertainment. The literature has extensively examined the frequent occurrences of supportive interactions among individuals (Burleson & MacGeorge, 2002). Additionally, it has been suggested that social support holds significant importance in nurturing emotions of fondness, care, and a deep sense of connection within individuals. It also helps in the development of a web of interpersonal interactions and mutual obligations (Cobb, 1976). The perspective you are referring to is based on the understanding that individuals are interconnected and rely on one another to meet their basic needs (Cutrona, 1996). The consensus among experts is that there are indeed various characteristics to consider in this context. However, it is important to acknowledge that there are numerous interpretations and definitions of social support.

According to Xu and Burleson (2001), the concept of "social support" refers to the provision of assistance by individuals to others in order to aid them in dealing with various life changes and situational demands. Difficult situations most often pose significant obstacles that impede individuals' ability to independently surmount these challenges. Individuals in need often seek assistance, which is commonly perceived as a form of social support.

According to Caplan (1974), social support can be understood as a collection of ongoing social connections that offer individuals the chance to receive feedback about themselves and to have their expectations of others affirmed. Social support is not solely contingent upon individuals assisting each other exclusively during challenging or demanding circumstances. Instead, it encompasses the notion that individuals possess the capacity to assist one another through ongoing interactions.

Rittenour and Martin (2008) presented an alternative perspective, suggesting that in the context of communication, social support covers a range of components including empathy, sympathy, concern, compassion, validation of emotions, and encouragement towards others. Social support can be perceived as a multifaceted phenomenon that encompasses a range of emotional expressions, which in turn serve as catalysts for individuals to extend help and support to others. In the realm of interpersonal dynamics, Kaplan, Cassel, and Gore (1977) propose an intriguing notion known as social support. This concept revolves around the notion of individuals having their fundamental needs met, such as seeking approval, esteem, and succor, from those who hold significant roles in their lives. The connection between providing social support and the feeling of fulfillment that individuals experience towards those they support has been established. Xu and Burleson (2001) posit that social support can be conceptualised as the facilitation of aid to individuals as they navigate through various challenges within ever-changing circumstances. It is interesting to note that alternative scholarly perspectives have brought attention to the significance of social support as a means of fostering positive social interaction within continuous situations. The notion of social support can be understood by classifying it into either transient or ongoing situations.

Cutrona (1996) offered a comprehensive elucidation of two discrete classifications of social support. The initial classification pertains to the continuous support and enhancement of an individual's holistic welfare, encompassing elements such as a feeling of safety and belief in one's

abilities. The second category revolves around the provision of immediate support to individuals who are faced with stressful or adverse life events, such as dealing with challenges related to a demanding instructor. Scholars have offered a wide range of perspectives on the concept of social support. Some aim to shed light on how social support functions in everyday situations, while others focus on its role during times of crisis. The notion of social support can be further divided into two distinct forms: support that is given and support that is received (Wethington & Kessler, 1986).

Perceived support refers to the deeply personal experience of an individual's subjective perception of receiving affection and admiration from their social network, which encompasses the important relationships they have with their family and friends. On the contrary, the concept of support can be understood as the concrete aid or direction offered by these individuals. The phenomenon of social support has captured the attention of scholars due to its extensive research. As a result, there have been different perspectives, definitions, and conceptualizations of this phenomenon (Goldsmith, 2004). It is interesting to note that despite the variations in these definitions, there are indeed commonalities that can be observed.

The intricate connection between social assistance and individuals' emotional and material conditions is undeniable. It is through these interpersonal connections that the delivery of such assistance takes place. The presence of various interpretations and understandings of social support can be traced back to its profound influence on individuals and the extensive body of research that has been carried out in this domain. The examination of social support has been the subject of extensive research in relation to health, particularly chronic illnesses (Kaplan & Toshima, 1990; Ptacek, Pierce, Dodge, & Ptacek, 1997), as well as mental health, with a specific focus on stress (Cobb, 1976; Cohen & McKay, 1984; Crnic, Greenberg, Ragozin, Robinson, & Bssham, 1983; Hobfoll & Stephens, 1990; MacGeorge, Samter, & Gillihan, 2005).

The studies mentioned above offer valuable insights into the profound effects of social support on stress reduction and the facilitation of healing for individuals grappling with illness. The presence of multiple studies has revealed a noteworthy connection between social support and interpersonal relationships (Goldsmith, McDermott, and Alexander, 2000; Gurung, Sarason, and Sarason, 1997; Sarason, Pierce, and Sarason, 1990). Furthermore, it is worth noting that there exists a substantial body of evidence that highlights a significant correlation between social support and various

personality traits, such as interpersonal competence (Buhrmeister, Furman, Wittenberg, and Reis, 1988; Cauce, 1986). Additionally, it has been observed that social support plays a crucial role in determining one's level of satisfaction with others (Cutrona, Hessling, and Shur, 1997).

The discovery of social support has been observed to amplify individuals' interpersonal competence and satisfaction through the facilitation of establishing and expanding their social networks. The studies you mentioned highlight the significant connection between supportive behaviour and communication and how they impact individuals' psychological and physical well-being. They demonstrate how these factors play a crucial role in fostering healthy social interactions and mitigating stress and illness.

2.12.2 Considerations of Social Support

The exploration of associations between social support and various issues has been the focus of numerous studies. As a result, several inquiries have emerged for investigation .In the seminal study conducted by Wilcox and Vernberg in (1985), on the matters at hand appear to be deeply intertwined with the concept of social support, which has been thoroughly explored from various perspectives. The comprehension of social support is influenced by various elements. First and foremost, it is crucial to determine the underlying nature of the challenge at hand. The effectiveness of social assistance is dependent upon the unique challenges or sources of distress that are currently being experienced. Stressors may manifest as a consequence of engaging in academic pursuits with the purpose of acquiring knowledge, as suggested by Kamarck, Manuck, and Jennings (1990).

On the contrary, according to Robbins and Delamater (1985), it is proposed that stressors may also originate from genuine real-life circumstances. It is interesting that you mention Solomon, Mikulincer, and Hobfoll (1986) and their support for this notion. The unique traits and qualities possessed by individuals can significantly influence the dynamics between stressors and sources of support within their relationships. Numerous research studies have been undertaken to explore the intricate phenomenon of social support, encompassing a wide range of genuine and simulated environments. Currently, scholars are actively involved in the exploration and creation of taxonomies related to social stressors, as demonstrated by the scholarly endeavours of Magnusson (1982). It seems that you are interested in exploring the potential impact of chronic and intense stressors on the benefits of social support. In instances where a marriage undergoes dissolution or

when a child is born with a disability, it is observed that the family's capacity to wholeheartedly accept and actively utilise social support is significantly diminished (Wilcox & Vernberg, 1985).

It seems that you are facing multiple challenges that are difficult to address all at once. It is not uncommon for family members to undergo an extended period of stress as a result of various circumstances, such as the dissolution of a marriage or the arrival of a child with unique needs. Due to the ongoing tensions, it seems that family members may be experiencing a certain level of discomfort in each other's company and facing challenges when it comes to providing helpful support in these situations. The findings of numerous studies indicate that the effectiveness of social support can differ based on the specific challenges or stressors one is facing. It is important to acknowledge that the effectiveness of social support may vary depending on the specific stressors one is facing. What is the source of the support, if I may ask? Social support can indeed be obtained from a multitude of sources, including significant others, romantic partners, parental figures, and close friends. It is important to acknowledge that each of these sources has its own unique impact and influence on an individual's well-being. It is interesting to note that research has shown that individuals tend to be more influenced by receiving informational support from experts, as opposed to receiving similar assistance from non-experts such as family and friends. This suggests that there may be a certain level of credibility and expertise associated with expert advice that holds a greater impact on individuals.

It is interesting to note that previous studies have suggested that when individuals face health issues, the support they receive from their spouse holds greater importance than support from other sources (Kerns & Turk, 1984; Manne & Zautra, 1989; Ptacek, Pierce, Dodge & Ptacek, 1997). Patients often report perceiving their wives as the individuals with whom they share the most intimate and meaningful connections. This perception is primarily influenced by the significant amount of time they spend together. It is interesting to note, as Gillies and Lucey (2006) and Korkiamaki (2011) have found, that younger individuals often experience more significant benefits when they receive social support from their friends rather than their family members. The reason behind this phenomenon can be traced back to the fact that engaging with peers helps individuals develop a strong sense of belonging and enhances their ability to navigate social situations effectively. It is interesting to note that while many people recognise the positive impact of receiving support from family members during difficult times, Antonucci's (1985) study

suggests that support from friends may actually be more beneficial, particularly when it comes to one's overall well-being. Many individuals tend to have different criteria for evaluating friends and family members as potential sources of support. Individuals frequently underestimate the significance of receiving support from their family members, often perceiving it as a natural duty that arises from their familial ties.

It is interesting to observe that individuals often prioritise the support they receive from their friends, as it greatly contributes to their overall sense of well-being. The impact of support received is contingent upon the source from which it originates. Tell me more about the qualities exhibited by the individual, particularly in the third occurrence. The exploration of the recipients' characteristics can be utilised to analyse the effects and effectiveness of social assistance. It is interesting to observe the diverse range of social assistance that is necessary in order to effectively address the unique requirements of various individuals who are in need. The exploration of diverse elements, including an individual's gender, age, ethnicity, personal history, psychological makeup, and interpersonal qualities, has been recognised as noteworthy (Samter, 2002). It is interesting to observe that even when individuals are provided with similar levels of social support, the outcomes can vary depending on the unique attributes of those individuals who are receiving the support. The studies mentioned, carried out by Burleson, MacGeorge, and Graves (2004), MacGeorge, Graves, Feng, Gillihan, and Burleson (2004), and Xu and Burleson (2001), have collectively discovered that the reaction of recipients to the assistance provided is influenced by their unique individual characteristics. According to the research conducted by Burda and Vaux (1987), it has been observed that individuals who possess feminine traits tend to actively engage in seeking and receiving social support from their interpersonal relationships. On the other hand, individuals who exhibit masculine traits tend to avoid seeking assistance, as they perceive it as a sign of vulnerability.

What kind of assistance is ultimately offered? Moreover, it is important to consider that the effectiveness of social support can be influenced by various factors, including the specific type of support offered, as well as the previously mentioned elements such as stressors, the origin of the support, and the characteristics of the individuals receiving it. The human experience encompasses a multitude of social support systems, each serving a unique purpose. These include the profound realm of emotional support, which provides solace and understanding. Additionally, there is

esteem support, which nurtures one's self-worth and confidence. Tangible support, on the other hand, manifests as practical assistance or material resources. Network support fosters a sense of belonging and social integration, while informational support offers valuable guidance and appraisal. Together, these various forms of social support contribute to the intricate tapestry of human connection and well-being. It is interesting to note that researchers and scholars have different classifications for social support. However, it is crucial to emphasise that the effectiveness of each type of social support can vary. Therefore, it is crucial to thoroughly analyse the subject matter, the source of the support, the characteristics of the recipient, and the various forms of aid provided when exploring social support. The study delves into the exploration of diverse stressors that manifest in everyday situations, focusing on the significance of receiving social support from various sources, including family, friends, and others. It aims to understand the impact of ongoing circumstances rather than fleeting ones. The study not only examines the recipient qualities associated with femininity and masculinity in the receiver, but also delves into the exploration of the five areas of social support that have been extensively studied. The current chapter delves into the intricate nuances surrounding the diverse array of social assistance that has been previously explored. The multifaceted nature of social support, as defined by Wilcox and Vernberg (1985), is an intriguing concept.

Previous research endeavours have been dedicated to establishing a holistic comprehension and shedding light upon the various forms of social support and the attributes that accompany them. The study conducted by Xu and Burleson (2001) aimed to explore and categorise different types of social support. They identified five distinct categories, which include emotional support, esteem support, network support, tangible support, and informational support. The different forms of support that individuals often seek are often categorised as "intangible support," which encompasse emotional, esteem, and network support. Intangible support pertains to the offering of non-physical assets, such as goods, services, or other resources. Emotional support encompasses the significant provision of affection, understanding, and care. Esteem support involves offering words and actions that demonstrate admiration, recognition, and belief in oneself, which can help improve individuals' self-image. Network support entails the cultivation of emotions related to social interconnectedness by employing verbal and non-verbal cues that strengthen an individual's perception of inclusion. The categorization of social support, as described by Shinar (2000), encompasses four distinct categories that play a significant role in our lives. These categories

include emotional support, which involves the provision of empathy and understanding during challenging times. Informational support, on the other hand, involves the sharing of knowledge and advice to help individuals navigate through various situations. Instrumental support refers to the tangible assistance provided to individuals, such as practical help or resources. Lastly, companionship support emphasises the importance of social connections and the presence of others in our lives. In examining the categorization put forth by Xu and Burleson (2001), one could posit that there is merit in considering instrumental support and companionship support as separate and distinct manifestations of social assistance. The form of support that requires immediate assistance is often referred to as instrumental support. The provision of assistance can take various forms, such as offering financial support, helping with childcare, facilitating transportation, and providing assistance with tasks. The provision of companionship support allows individuals to partake in social and recreational activities, such as outings and cultural events. It seems that Cohen, Mermelstein, Kamarck, and Hoberman (1985) have identified four different types of social support. These categories include belonging support, self-esteem support, tangible support, and assessment support. According to Cohen, Mermelstein, Kamarck, and Hoberman (1985), the notion of belonging support revolves around the existence of individuals with whom one can partake in activities, while appraisal support pertains to the presence of someone with whom one can openly converse about personal matters . The study delves into the definitions of different forms of social support, which interestingly correspond to the justifications put forth by previous researchers.

Cobb (1979) explored the multifaceted nature of social support, looking into different forms such as material, instrumental, active, emotional assistance, as well as network and esteem support.

Cobb (1979) proposed that material support refers to the act of providing food or services, whereas active support pertains to the nurturing actions performed by mothers towards their infants or nurses towards their patients. It is intriguing to observe the similarities in the characteristics of material support and active support. However, it is crucial to acknowledge that these two types possess distinct differences, as illustrated by the case of the overburdened executive. The act of equipping the executive with tools that enhance the efficiency of their work process can be classified as a form of material support. On the contrary, engaging in the active assistance of the executive in accomplishing a particular aspect of their work can be regarded as a form of active

support. It is interesting to note that besides the well-known classifications of social support, many scholars have also identified various additional typologies of social support. According to Cutrona and Russell (1990), House put forth a range of support options, which encompassed emotional aspects such as liking, affection, and empathy, as well as practical assistance in the form of goods or services. Additionally, House emphasised the importance of providing information and feedback that could aid individuals in their self-evaluation process.

In Cobb's influential study in 1979, he eloquently delineated between two distinct forms of social support: material support, which encompasses concrete resources like goods and services, and instrumental support, which pertains to intangible aid such as counselling. It is interesting to note that Kahn, as cited in Cutrona & Russell (1990), has provided a definition of social support that includes emotions, affirmations, and assistance. On the other hand, Weiss has categorised social support as encompassing attachment, social integration, reinforcement of self-worth, guidance, and opportunities for nurturing. These different perspectives highlight the multifaceted nature of social support and the various ways in which it can manifest in our lives. Academic scholars have embarked on the endeavour of distinguishing between various types of social assistance, assigning unique designations to these forms of support, and elucidating their corresponding impacts.

Cutrona and Russell (1990) made a noteworthy observation regarding the intimate connection between distinct dimensions and each form of social support, despite the overarching positive influence of all forms of social support on an individual's overall well-being and interpersonal connections. As a result, the current study focuses on exploring particular expressions of social support that are closely linked to the concept of resilience. The present study delves into the exploration of five unique manifestations of social support. Despite their different names, these forms all stem from a shared fundamental concept. The concept of instrumental support, also referred to as tangible support, has been explored and analysed in prior studies conducted by Cohen et al. (1985) and Jacobson (1987). Cohen and Wills (1985) introduced the concept of "self-esteem support," which can be understood as a form of emotional support commonly recognised in psychological literature. Additionally, it is important to acknowledge the presence of numerous variations of social support. It is worth noting that scholars in this particular field tend to reach a consensus on the existence of five fundamental components (Cutrona & Shur, 1994).

2.12.3. Five Types of Social Support

2.12.3.1 Emotional Support

The exploration of emotional support, with a focus on the realm of emotions, has attracted significant attention in the realm of research (Cutrona, 1996; Samter, 2002). According to a plethora of research (Dunkel-Schetter, 1984), it has been firmly established that emotional support holds the highest level of effectiveness among various forms of social support. In 2003, Burleson proposed an intriguing perspective on the interplay between emotional support and communicative behaviour. This perspective suggests that individuals have the capacity to provide assistance to others in navigating and alleviating emotional discomfort. In times of difficulty, it is crucial for individuals to receive emotional support to cultivate a feeling of security and steadiness. This support can contribute to a sense of being nurtured and valued, which is essential for overall well-being (Cutrona & Russell, 1990). Cutrona and Shur (1994) present a comprehensive understanding of "emotional support" by describing it as a collection of diverse manifestations of care. These include verbal declarations of affection such as "I love you," expressions of genuine concern about one's well-being like asking "Are you feeling better?", empathetic acknowledgments of emotional distress such as recognising "You must have been deeply hurt by his coldness," and offering sympathy by saying "I'm sorry you're sick." Can you please provide more context or information for me to understand what you would like me to rewrite? The literature primarily focuses on emotional support, although there are other forms of social support available. Numerous research endeavours have revealed compelling connections between the presence of emotional support and the subsequent manifestation of positive outcomes in the realms of psychology, physical well-being, and interpersonal relationships.

Bolton and Oatley (1987) made a fascinating discovery regarding the impact of emotional support on individuals' depressive symptoms. They found that when emotional support was provided, there was a noticeable reduction in these symptoms. The research conducted by Kessler and Essex (1982) and Krause (1987) revealed intriguing findings that suggest a potential correlation between the provision of emotional support and enhanced mental health outcomes. Strogatz and James suggest that the amelioration of symptoms related to hypertension may be linked to the provision of emotional and material support. Cutrona and Russell (1990) proposed that Cramer also argued that the experience of receiving emotional support can have a beneficial effect on the psychological

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well-being of those who receive it. The current body of research suggests that there is a noticeable connection between receiving emotional support and experiencing psychological challenges. The conclusion has been derived from a thorough analysis of the connection between emotional support and the improvement of psychological symptoms in different difficult situations.

Based on the research conducted by Wilcox and Vernberg (1985), it has been suggested by Henry and Stephens that the experience of receiving emotional support holds the capacity to alleviate psychological stress and influence the functioning of the neuroendocrine system. The nursing literature extensively recognises that esteem and emotional support have been discovered to be highly effective in alleviating burnout and its related symptoms, such as chronic stress, hopelessness, and exhaustion, when compared to other types of social support. Assisting individuals in nurturing their emotional well-being and cultivating a positive self-image can be an effective approach to alleviate the effects of burnout. Norbeck's (1985) study delved into the intricate dynamics between the amelioration of psychological symptoms and the availability of emotional support within the work environment. In their investigation involving college students, MacGeorge, Samter, and Gillihan (2005) found a noteworthy connection between a reduction in depressive symptoms and the provision of practical assistance and emotional support. It seems that there is a growing body of research suggesting that emotional support may have a significant influence on maintaining or improving one's physical health. However, it is important to acknowledge that there are still ongoing discussions and differing opinions regarding the precise effects of emotional support on physical ailments.

Auerbach and Kilmann (1977) emphasised the importance of offering emotional support to individuals who are experiencing illness, as research has shown that this can greatly improve their overall sense of well-being. The study conducted by MacGeorge, Samter, and Gillihan (2005) sought to explore the potential relationship between emotional support and indicators of physical illness. However, it is important to note that the results did not yield the desired outcome. According to Seeman (year), it is suggested that the presence of emotional support may have a significant impact on one's lifespan, as well as potentially reducing the occurrence of different diseases and disabilities. According to previous research (as mentioned in Burleson, 2003), it has been observed that the provision of emotional support can potentially alleviate the symptoms and signs associated with heart disease and breast cancer. The recognition within scholarly circles is

widespread that the act of offering emotional support yields a favourable influence on one's levels of motivation (Swann & Brown, 1990). Moreover, it is worth noting that emotional support also contributes to an individual's general sense of well-being, health, and overall satisfaction with life (Wan, Jaccard, & Ramey, 1996). Emotional support, especially in the context of close relationships like family and friendships, is vital for fostering the development of interpersonal skills and ultimately nurturing meaningful social connections.

Based on the insightful study conducted by Burleson, Kunkel, and Birch (1994), it is evident that the maintenance of friendships or romantic relationships greatly relies on how individuals perceive the emotional support they receive from one another. The provision of emotional support plays a vital role in the establishment and maintenance of both romantic and platonic relationships. The study conducted by Wethington and Kessler (1986) shed light on the fascinating connection between receiving emotional support from a spouse and the potential for improved emotional coping abilities. Additionally, it is important to recognise that emotional support plays a significant role in shaping our social interactions. Studies have been conducted by researchers to explore the importance of emotional support in different circumstances or settings. According to the findings of Coppotelli and Orleans' study conducted in 1985, it was observed that individuals who received support, which included both psychological and material aspects, demonstrated a higher likelihood of effectively quitting smoking. It appears that you are referencing a study conducted by Mermelstein et al. in 1986 to support the conclusion you have made. In addition, it is worth noting that the research conducted by Robbins and Delamater (1985) shed light on the importance of offering comprehensive support, both in terms of practical assistance and emotional guidance, to women who are going through the experience of having an abortion. The study conducted by Solomon, Mikulincer, and Hobfoll (1986) delved into the depths of human experience, exploring the intricate dynamics of social support among Israeli combatants who had been exposed to profound levels of stress. The results of this study have revealed that social support has proven to be quite advantageous in assisting these individuals. Through the provision of emotional support, the group effectively upheld their morale and mitigated any sensations of neglect they may have experienced. In the study conducted by Cutrona and Russell (1990), Tetzloff and Barrera made an intriguing discovery regarding the impact of emotional support on the adverse effects linked to social change.

2.12.3.2 Informational Support

Cutrona and Russell (1990) suggest that informational support involves a range of behaviours and forms of communication that are intended to offer guidance, knowledge, or instruction to help individuals address and overcome challenges. People possess the inherent ability to recognise and understand challenging circumstances by receiving helpful information, which in turn aids them in effectively coping with distressing events. The notion of informational support has been alternatively referred to as "advice," "appraisal support," and "cognitive guidance" (Cohen & Wills, 1985). Cutrona and Shur (1994) suggest that "Informational support" involves diverse forms of aid, including offering guidance (e.g., recommending that the person informs their supervisor), providing factual knowledge (e.g., emphasising the potential deterioration of an infection if not promptly treated), and giving feedback on behaviours (e.g., expressing disapproval for communicating in a blunt manner). This type of support can be valuable in assisting individuals in navigating various situations and making informed decisions. The exploration of informational support has been extensively analysed within the framework of social interaction and communication.

The study conducted in 2005 by MacGeorge, Samter, and Gillihan delved into the profound effects of both informational and emotional support on the overall well-being and academic stress levels experienced by college students. Based on this study, it appears that informative support plays a crucial role in providing different types of assistance, including advice, information, and training. The ultimate goal of such support is to alleviate the manifestations and symptoms that are commonly associated with physical illness. Furthermore, the insightful study carried out by Ullah, Banks, and Warr (as mentioned in Cutrona & Russell, 1990) has presented compelling findings indicating that the delivery of informational support has proven to be highly effective in alleviating psychological distress among a group of unemployed adolescents, specifically those aged 17. Based on the research conducted by Wilcox and Vernberg (1985), it has been observed that the provision of informational support can effectively enhance cognitive and behavioural coping mechanisms, resulting in a notable decrease in stress levels. Norbeck and Tilden (1983) suggest that individuals who find themselves grappling with emotional instability, marked by sensations of anxiety, despair, or diminished self-esteem, might discover a boost in their overall well-being by receiving both emotional and informational support. The exploration of informational support

has garnered significant attention in scholarly circles, serving as a valuable resource for offering guidance and aid. Numerous studies have shed light on the profound importance of informational support in diverse contexts and situations.

The development of self-esteem plays a crucial role in improving one's belief in their own abilities and understanding the importance of taking care of oneself. Based on Cobb's research in 1976, it has been observed that the act of providing esteem support, such as offering compliments or engaging in positive social comparisons with peers, can have a positive impact on an individual's self-esteem. In a more nuanced perspective, the act of offering esteem support or self-esteem support encompasses the act of offering motivation and reassurance to individuals, aiding them in cultivating higher levels of confidence, courage, or morale when faced with challenging or demanding circumstances. Ego-esteem support, as conceptualised by Cutrona and Russell (1990), pertains to the act of individuals offering assistance in enhancing another person's perception of their own abilities and self-worth. Instances of this particular form of support involve the act of acknowledging and appreciating an individual's skills and abilities, while also instilling a sense of confidence in their capacity to successfully navigate a challenging situation (p. 322).

Cohen and Wills (1985) suggest that individuals tend to be better equipped to effectively confront and manage their challenges, even when faced with obstacles or personal limitations, when they are treated with respect and have their self-esteem boosted through social interactions. The term "esteem support" is often used to describe this particular phenomenon. It is important for individuals to explore and develop a deeper understanding of their inherent value by seeking empowerment and support. According to the studies mentioned, it has been noted that offering encouragement and support for one's self-esteem can effectively alleviate negative emotional reactions associated with challenging situations, such as feelings of failure and being criticised. Cutrona and Shur (1994) have presented a comprehensive definition of esteem support after thoroughly analysing numerous instances. The individual's perception of this situation can be described as the act of providing verbal affirmations that showcase recognition for their skills and abilities (for example, "I believe in your capacity to excel") and/or their inherent value as a person (such as, "Losing your job does not diminish your worth as an individual"). I notice that you have mentioned page 116. Can you please provide more context or elaborate on what you would like to discuss or explore? It appears that there has been a scarcity of research conducted on the precise

concept of esteem support. Existing studies have delved into the exploration of diverse forms of social support and their effects on various outcomes, with a particular focus on the impact of esteem support on health-related aspects.

Cohen and Hoberman (1983) suggest that the provision of empowerment support has been observed to have a positive impact on symptom alleviation and stress reduction. According to the influential study conducted by Frankel and Turner in 1983, it was noted that individuals who received emotional and esteem support experienced a decrease in their levels of anxiety, depressive symptoms, and paranoia. According to Cohen and Wills' (1985) theory, it is suggested that individuals who encounter difficult circumstances possess the ability to find solace and alleviate stress. The occurrence of this phenomenon can be attributed to the fact that these forms of support possess the ability to boost individuals' self-esteem and provide them with valuable insights. The acquisition of reassuring information and the receipt of support during periods of stress are crucial, as these actions possess the potential to alleviate feelings of anxiety. Additionally, Cutrona and Russell (1990) propose that within the realm of social support, "esteem support" entails the process of augmenting an individual's perception of their own capabilities or self-value with the aid of others. Instances that exemplify this form of assistance include expressing admiration for an individual's skills or confidence in their capacity to navigate a challenging circumstance (p. 322).

Cohen and Wills (1985) suggest that people tend to be more open and responsive to their difficulties, even when faced with obstacles or personal limitations, when they feel respected and experience a boost in their self-esteem through social interactions. The term "esteem support" is often used to describe this particular phenomenon. It is important for individuals to focus on developing a deeper understanding of their inherent value by seeking empowerment support. According to the aforementioned studies, it has been noted that the act of providing encouragement and support for one's self-esteem can be quite effective in alleviating the negative emotional reactions often linked to challenging situations, such as feelings of failure and being held responsible. Cutrona and Shur (1994) propose that esteem support encompasses the act of providing verbal affirmations that acknowledge and validate an individual's skills and talents (e.g., "I believe in your capacity to excel") as well as acknowledging their intrinsic value as a person (e.g., "Losing your job does not diminish your worth as a human being"). On page 116, you seem to have come across something that has caught your attention. Can you please elaborate on what

you found? It appears that there is a scarcity of research specifically focused on esteem support. However, there is a wealth of extensive research that has delved into the effects of different types of social support on a wide range of outcomes, particularly those pertaining to one's well-being. Cohen and Hoberman (1983) suggest that the provision of empowerment support has been associated with a potential decrease in symptoms and stress. According to the influential study conducted by Frankel and Turner in 1983, it was noted that individuals who received emotional and esteem support experienced a decrease in their levels of anxiety, depressive symptoms, and paranoia. Based on the theoretical framework presented by Cohen and Wills (1985), it is posited that individuals who find themselves in challenging situations possess the inherent ability to engage in relaxation techniques as a means of mitigating and alleviating their stress levels. The presence of this phenomenon can be linked to the idea that these various forms of support possess the ability to bolster individuals' sense of self-worth and provide them with valuable insights. Seeking comforting knowledge and obtaining assistance during periods of tension is of paramount significance, as it possesses the capacity to alleviate levels of unease. Furthermore, within the framework of unemployment concerns, it has been found by Mallinckrodt and Fertz (as cited in Cutrona & Russell, 1990) that offering support to individuals promotes enhanced adjustment among those who receive it.

2.12.3.4. Tangible Support

Scholars often utilise different terms to classify different types of social support. One such category is tangible support, which is sometimes referred to as "instrument support" or "material support." The presence of various terminologies suggests an overlap in the underlying concepts and meanings they convey. According to Cutrona and Russell (1990), the notion of "tangible support" involves the provision of instrumental aid, which refers to the resources offered to assist individuals in problem-solving during difficult situations they encounter. Cohen and Wills (1985) delved deeper into the notion of tangible support by introducing the term "instrumental support," which encompasses the act of providing financial assistance, material resources, and necessary services.

The utilisation of instrumental assistance possesses the inherent capacity to ameliorate the experience of stress by delving into the underlying origins of the matter at hand or by granting the individual an extended period for engaging in recreational or entertainment activities. The concept

of instrumental help, as mentioned, encompasses various terms such as assistance, physical support, and material support. According to Tardy (1992), it appears that instrumental assistance holds more significance than emotional support when it comes to effectively navigating stressful situations and enhancing one's capacity to overcome obstacles. The act of providing practical assistance encompasses various forms of tangible resources, including monetary aid, sustenance, and literature. Additionally, it involves offering support in areas such as childcare, transport, and clerical tasks (Cutrona & Shur, 1994). The individuals who received material aid shared that the act of receiving gifts, whether it be money, care, or other forms of support, symbolised the deep respect and affection that their benefactors held for them. The optimal utilisation of tactile support is expected to occur when individuals openly communicate their agreement with the particular type of physical assistance, while considering their own preferences and the appropriateness of the situation (Cohen & McKay, 1984). The previous inquiry provided substantiation concerning the influence of concrete support on both bodily and emotional afflictions. The exploration of academic research has revealed compelling evidence regarding the substantial health advantages that can be derived from tactile assistance in diverse situations. Wilcox and Vernberg (1985) suggest that the act of providing tangible support has the capacity to alleviate stressors or alter the nature of the stressor itself. The study conducted by Wethington and Kessler (1986) has shed light on the potential benefits that individuals with mental illnesses can derive from receiving tactile or instrumental support. In Arling's study conducted in 1987, it was noted that the impact of instrumental aid on specific psychosomatic symptoms in the elderly population appeared to be limited. It appears that emotional symptoms did not exhibit any notable effects. The study's findings revealed interesting insights about senior community members. It was observed that those who received tangible support experienced a decrease in somatic depressive symptoms. This suggests a potential correlation between receiving support and a reduction in physical manifestations of depression (Krause, 1986). In addition, it is worth noting that a study carried out by Norbeck (1985) shed light on the profound influence of tangible support in alleviating job-related stress and psychological symptoms experienced by individuals facing unemployment. Furthermore, Cutrona and Russell (1990) referenced a study conducted by Popiel and Susskind, which showcased the significant impact of tangible support in mitigating psychological distress experienced by individuals who have been victims of rape. Scholarly studies have extensively

explored the relationship between individuals' personal attributes, their well-being, and the tangible support they receive from their social networks.

According to Ullah, Banks, and Warr (1985), it has been suggested that individuals may experience benefits from receiving practical assistance. Family members have the ability to offer practical assistance in a remarkably efficient way. The research conducted by Giblin, Poland, and Sachs (1987) has revealed a noteworthy correlation between maternal support and heightened levels of self-esteem in adolescents. It is interesting to note that empirical evidence indicates a correlation between receiving support from partners and the development of improved emotional coping abilities in individuals who have been diagnosed with life-threatening illnesses (Wethington & Kessler, 1990). The study conducted by Solomon, Mikulincer, and Hobfoll (1986) aimed to explore the potential benefits that arise from the use of visual support within the context of Israeli soldiers. The researchers have made an interesting discovery regarding the intervention, which seems to have had a positive impact on individuals' sense of security and their perception of institutional power. Based on the research conducted by Cobb (1976), it seems that there is empirical evidence indicating that offering tangible support during periods of violence and natural disasters may have a calming influence. Additionally, it has been observed that the provision of tangible assistance has proven to be efficacious in mitigating the effects of tangible stressors, as evidenced by the research conducted by Tetzloff and Barrera (as cited in Cutrona & Russell, 1990).

2.12.3.5 Network Support

The study delves into the last category of social support, which focuses on network support. It appears that there have been only a few previous studies that have specifically examined the concept of network support. However, it is crucial to acknowledge that this particular form of support carries the same level of importance as the previously mentioned types of social support. It plays a crucial role in helping individuals navigate through stressful or difficult situations. Cutrona and Russell (1990) provide a definition of network support or social integration as the personal perception of individuals identifying themselves as part of a collective entity characterised by shared interests and concerns. Based on the insights provided by the author on page 322, it can be inferred that such relationships tend to reflect a more casual and relaxed form of friendship, enabling individuals to engage in various social and recreational activities. Network support, commonly known as "social companionship," "diffuse support," and "belongingness,"

serves as a valuable tool in alleviating stress by providing individuals with a sense of belonging and promoting social interaction.

The act of providing instrumental assistance holds great potential in alleviating stress by engaging in two primary mechanisms: directly addressing practical challenges or granting individuals with additional time for leisure or recreational activities. In addition, Tardy's (1992) findings revealed that the provision of practical assistance holds greater significance than emotional support when it comes to helping individuals navigate challenging situations and overcome obstacles. The act of providing crucial resources, such as financial aid, sustenance, and written materials, as well as offering services like childcare, transportation, and document preparation, can be seen as concrete forms of assistance. This demonstrates a practical approach to helping others in need (Cutrona & Shur, 1994). The perception of individuals who have received monetary donations, care, or other forms of support is that these acts are seen as a reflection of the deep regard or affection that the benefactors have for them. In order for tactile assistance to be maximally effective, it is crucial for recipients to acknowledge and embrace the notion that the manner in which physical support is administered is not only tailored to their unique needs, but also aligns harmoniously with the specific circumstances at hand. Previous research has shed light on the profound impact that practical assistance can have on individuals grappling with physical or psychological ailments. Recent studies have shed light on the profound impact that the provision of tactile support can have on an individual's overall well-being and health. According to the research conducted by Wilcox and Vernberg in 1985, it is suggested that intangible support possesses the potential to alleviate or even transform the impact of stressors on an individual's well-being. The research conducted by Wethington and Kessler (1986) has revealed that individuals who are experiencing mental illnesses can potentially benefit from receiving tactile or instrumental assistance. The study conducted by Arling (1987) shed light on the limited impact of instrumental assistance on specific psychosomatic symptoms experienced by older individuals. Interestingly, it was found that emotional symptoms did not show significant changes as a result of this assistance. The study conducted by Krause in 1986 revealed that older individuals who were provided with tangible assistance experienced a decrease in physical symptoms that are commonly associated with feelings of depression. In addition, we can explore the profound implications of a study conducted by Norbeck (1985) that delved into the intricate relationship between tangible support, job stress, and psychological symptoms experienced by individuals who find themselves in the challenging

circumstance of unemployment. The results suggest that the presence of tangible support appears to have a beneficial effect on reducing both job-related stress and psychological symptoms. In a similar vein, Cutrona and Russell (1990) referred to a study conducted by Popiel and Susskind, which delved into the profound impact of tactile support on the psychological distress experienced by individuals who have endured the trauma of rape. The findings of this study have unveiled that the provision of tactile support has proven to be of great importance in alleviating psychological distress. The exploration of the connections between an individual's personality traits, their overall well-being, and the tangible support they receive from their social networks has been given increased attention in subsequent investigations.

According to Ullah, Banks, and Warr (1985), it is suggested that individuals may experience benefits from receiving practical support. Family members, indeed, possess the inherent ability to readily provide valuable assistance. Previous research has shown that when parents provide support, it can have a positive effect on the self-esteem of adolescents (Giblin, Poland, & Sachs, 1987). Furthermore, it has been discovered that individuals who are confronted with life-threatening illnesses tend to undergo enhanced emotional adaptation when they are provided with tangible assistance from their significant others (Wethington & Kessler, 1990). In the study conducted by Solomon, Mikulincer, and Hobfoll (1986), they explored the impact of visual support on Israeli troops. The findings revealed that the presence of visual support had a significant influence on the troops' emotional state, specifically by cultivating a sense of safety and amplifying their perception of organisational authority. Cobb (1976) suggests that the act of providing material assistance can have a calming influence in circumstances marked by conflict and natural disasters. Moreover, it is worth noting that according to the research conducted by Tetzloff and Barrera (as cited in Cutrona & Russell, 1990), the act of providing tangible assistance has been found to alleviate the effects of physical stressors.

Part Two:

Methodology and Empirical Study

Chapter 3:

Research Methodology

The goal of this study is to examine the impact of resilience in the psychosocial support of internally displaced secondary school students. Research methodology is a theory that desc how an investigation should go forward and includes an analysis of the presumptions, gu principles, and investigative practices (Schwardt, 2007). The chapters that came before this one summarized the existing research and outlined significant gaps. This chapter's goal is to give a general summary of the research strategy and technique used in this study. Demographic and biographical information acquired were used to explore relationships between the two constructs and secondary school students with regards to emotional regulation, social support, locus of control and self- efficacy. The sections in this chapter present the research design, area of the study, population, sampling method and sample, data collection instruments and procedures, issues of validity, data analysis procedures and presentation as well as conclusion.

3.1. Research Design

A research design is an outline for a study that provides an overall structure for data collection Leedy (1997). According to Creswell and Clark (2017), there are two types of sequential mixed methods research designs. The first method is exploratory sequential design, and the second method is explanatory sequential design. This study employed an explanatory sequential design with a focus on the quantitative phase, followed by the qualitative phase. The purpose of the second qualitative phase is typically to explain the results discovered in the first quantitative phase and sometimes to explain some irregularities that are not entirely consistent with the collected data. As the analysis of qualitative data is used to explain the results of the quantitative phase, the term 'explanatory' is appropriate. Researchers who are quantitatively oriented and familiar with conducting research in this manner will frequently opt for this design.

According to Plano Clark (2011), an explanatory sequential design involves gathering quantitative data first, then qualitative data to explain or elaborate on the quantitative results. The rationale for this approach is that quantitative data and results provide a general picture of the research problem; additional analysis, specifically through qualitative data collection, is required to refine, extend, or explain the general picture. In general, researchers who choose this design do so because there is a need for an explanation of the quantitative findings from the study participants. Its benefits include simplicity and the ability to investigate quantitative results in greater depth. This design

can be especially helpful when a quantitative study produces unanticipated results (Morse, 1991). Also the survey research design was used since data were collected from a sample and the results were generalised to the entire population.

3.1.1. Quantitative and Qualitative methods

Newman and Benz (1998) posit that qualitative and quantitative methodologies should not be perceived as diametrically opposed or dichotomous constructs. Instead, they argue that these approaches exist on a continuum, with mixed methods research occupying an intermediate position due to the combination of qualitative and quantitative elements. One way in which qualitative and quantitative research methodologies are commonly differentiated is through the utilisation of qualitative descriptors as opposed to quantitative numerical values, or through the employment of closed-ended inquiries as opposed to open-ended questions in the context of quantitative hypotheses and qualitative interview questions, respectively. In quantitative research endeavours, a predominant portion of data is acquired through statistical means employing various instruments. Conversely, qualitative data is more inclined to emanate from the meticulous observation of individuals or the contextual environment under scrutiny.

3.1.2. Mixed Method

The present approach involves the systematic collection of both quantitative and qualitative data, followed by the integration of these distinct data types, and the application of specific research designs that may encompass underlying philosophical assumptions and theoretical frameworks. The fundamental principle that underlies this strategy asserts that the incorporation of both qualitative and quantitative methodologies leads to a more holistic comprehension of a research subject when compared to the utilisation of either approach independently (Creswell, 2013). In the study conducted by Johnson, Onwuegbuzie, and Turner (2007), a comprehensive analysis was undertaken to identify and examine a total of nineteen distinct definitions. These definitions, although displaying minor discrepancies, collectively reflected a shared viewpoint on the execution of a unified methodology for data collection and analysis. The mixed methods research methodology is characterised by its ability to effectively combine qualitative and quantitative research approaches. By integrating these two distinct methods, researchers are able to achieve a more comprehensive understanding of the subject matter under investigation. This approach allows for the exploration of both the breadth and depth of the research topic, while also facilitating

the corroboration of findings through the convergence of different data sources. The research process involves the integration of qualitative and quantitative perspectives, the utilisation of diverse methods for data collection, the application of various analysis techniques, and the derivation of conclusions based on the amalgamation of data (Johnson, Onwuegbuzie & Turner, 2007). The integration of qualitative and quantitative methodologies can yield significant benefits at various stages of the investigation in research studies that employ mixed methods. The interdependence of the two methods is reliant upon the selected approach of the research towards the subject matter. The primary objective of this study is to acquire a comprehensive understanding of the fundamental factors that drive individuals within a community to actively participate in Macmillan activities.

In the phase of data analysis, Sieber (1973) proposes that incorporating quantitative data can enhance the evaluation of the generalizability of qualitative data and offer supplementary perspectives on qualitative findings. On the contrary, it is important to acknowledge the substantial worth of qualitative data, as it provides valuable contextual insights, enhances our understanding of phenomena, and serves to validate quantitative results. The utilisation of quantitative data plays a crucial role in the acquisition of fundamental information during the data collection phase, thus addressing the concern of exclusively focusing on a specific demographic (Sieber, 1973). The topic under consideration pertains to a scientific field that is characterised by pluralism, as emphasised by Galliers (1992, p. 148), who emphasised the importance of utilising pluralistic models in order to fully understand and investigate it. According to Hirscheim (1991), the conceptualization of information systems can be viewed as complex social communication systems that are deeply embedded within a cultural context. Therefore, it is crucial to thoroughly examine various viewpoints and understandings when conducting research in this particular domain, thus requiring the implementation of a wide range of research methodologies.

3.2 Area of the study

The present study was conducted within the confines of three distinct regions in the Republic of Cameroon. The regions under consideration include the Centre region, the West region, and the Littoral region. The focus of this study was primarily directed towards the urban region of Yaoundé, with particular emphasis on the administrative subdivision referred to as Mfoundi. Yaoundé, the esteemed political capital of the Republic of Cameroon, is renowned for its

distinctive topographical attributes, predominantly consisting of picturesque hills and undulating terrain. Yaoundé, situated at an elevation of approximately 750 metres above sea level, presents an aesthetically pleasing vista of lush and vibrant landscapes that enshroud the urban area. Furthermore, it is worth noting that Yaoundé exhibits a consistently mild climate that remains unchanged throughout the entirety of the year. This climatic attribute serves to augment the overall pleasantness of the scenic encounter for individuals who visit this location. The urban area of Yaoundé experiences a consistently favourable climatic condition throughout the year, marked by an average temperature range of 66ºF (19ºC) for the lowest documented temperatures and 82ºF (28ºC) for the highest recorded temperatures. The Mfoundi division encompasses the urban area of Yaoundé, which functions as the administrative hub of the Centre Region and the political epicentre of the Republic of Cameroon. The geographical area under consideration encompasses a comprehensive land expanse of 297 square kilometres, showcasing a noteworthy population density of 11,869 individuals per square kilometre. Furthermore, it is worth noting that the mean elevation of the surveyed region is recorded at 726 metres. The division encompasses a substantial population of over three million inhabitants. Yaoundé, the administrative capital of the Mfoundi division, is situated in the Centre region of the country. The Mfoundi division is composed of seven sub-divisions, which are referred to as Yaoundé 1 (Etoudi), Yaoundé 2 (Tsinga), Yaoundé 3 (Efoulan), Yaoundé 4 (Kondengui), Yaoundé 5 (Essos), Yaoundé 6 (Biyem-Assi), and Yaoundé 7 (Nkolbisson) sub-divisions. Several secondary schools located within the Mfoundi division were selected as the focal points for the research study.

Figure 7: *Geographical Presentation of the Center Region*
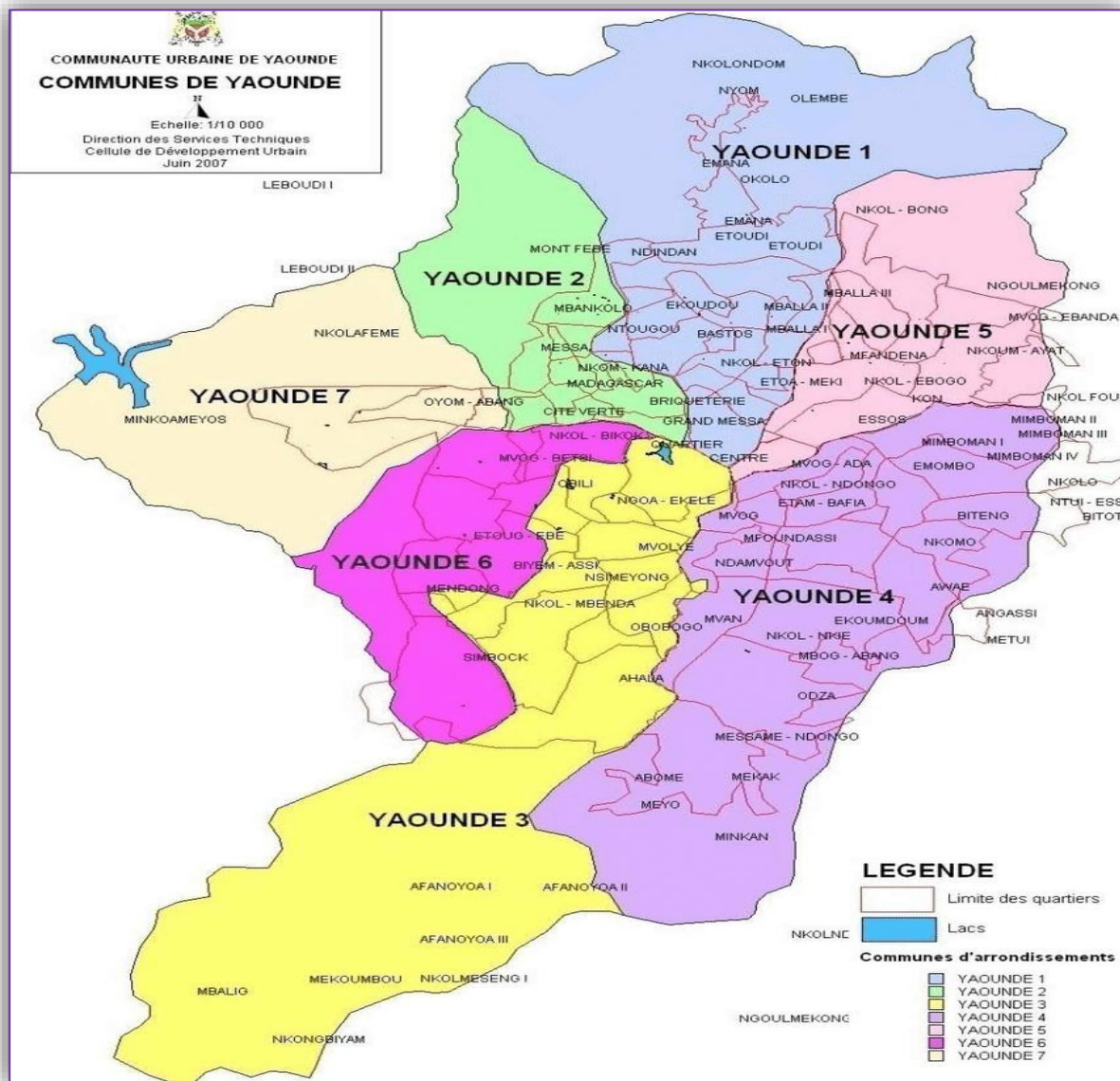
Source:*downloadfile/storage/emulated/o/download/yaounde-carte-administrative-et-presentation-des-quartiers.png*.

The choice of the study area was as a result of the high increase of internally displaced children and families from the North West and South West regions of the country as a result of the crisis affecting these regions. The secondary schools here include Form Four IDPs from Lycée Bilingue Mendong, Lycée Bilingue Mbalngong and Lycée Bilingue Etoug-Ebe.

The study was also conducted in Bafoussam, a city situated in the western region of Cameroon. The West Region, spanning approximately 14,000 square kilometres, is geographically located in the central-western region of the Republic of Cameroon. The geographical area under consideration exhibits closeness with the Northwest Region in the northwestern direction, the Adamawa Region in the northeastern direction, the Centre Region in the southeastern direction, the Littoral Region in the southwestern direction, and the Southwest Region in the western direction. The West Region of Cameroon exhibits a comparatively reduced geographical expanse in relation to the remaining nine regions. Nevertheless, it is worth noting that this particular region exhibits the most notable population density when compared to the aforementioned regions. The Western region of Cameroon holds considerable historical significance due to its association with the industrious Bamun and Bamileke kingdoms. In addition, it is worth noting that the aforementioned area exhibits a notable degree of economic prosperity, positioning it as one of the more advanced regions within the nation. The region's progressive development is influenced by the persistent existence of a strong traditional culture within the Bamileke and Bamum ethnic groups, which are the predominant populations in the area. The western region of Cameroon is located at a geologically significant intersection, which gives rise to a discernible diversity in soil composition within a relatively condensed land area. The geographical area that includes the Noun River and the Bamendjing Reservoir displays a composition that is distinguished by a comparatively moderate level of mineral exploitation. This can be attributed to the combination of various unprocessed materials present in the region. In stark contrast, the western sector of the region showcases a complex assemblage of diverse geological constituents, encompassing unprocessed minerals, granite formations, localised occurrences of ferrallitic red soil, and an assortment of other geological compositions. The soils observed within the designated region demonstrate remarkable levels of fertility and productivity, surpassing those observed in other regions of Cameroon.

Figure 8: *Geographical Presentation of the West Region*

Source: https://dispatchesfromcameroon.files.wordpress.com/2015/06/west-region-map.jpg

The choice of the study area was as a result of the high increase of internally displaced children and families from the North West and south west regions of the country as a result of the crises affecting these regions. The secondary schools here include Form Four IDPs from Lycée Bilingue de Bafoussam, Lycée Bilingue de Bafoussam Rural and Lycée Technique Bilingue Banengou

The study also was carried out in Douala, which is situated in the Littoral region of Cameroon, serving as the final research site for this study. The city under investigation is situated on the southeastern shoreline of the estuary formed by the Wouri River, which is positioned along the Atlantic Ocean coastline. The city is estimated to be approximately 130 miles (210 km) west of Yaoundé, the capital city of the region. During the period spanning from 1884 to 1902, the city of Douala served as the administrative centre of the German Kamerun protectorate.The city that holds the distinction of being Cameroon's largest and most economically significant urban centre is duly recognised as such. Furthermore, it serves as the administrative centre and seat of government for the Littoral Region. The Douala International Airport (DLA) is a crucial transportation hub that plays a pivotal role in facilitating commercial and economic activities within Cameroon and the wider CEMAC region. This region encompasses several countries, including Gabon, Congo, Chad, Equatorial Guinea, Central African Republic, and Cameroon. The region under consideration is of particular interest due to its possession of Central Africa's most prominent port and largest international airport. As a result, it is responsible for the supervision of a substantial portion of the nation's vital exports, which include timber, metals, fruits, cocoa, coffee, and oil. Based on the available data from 2015, it can be inferred that the population of the city and its surrounding areas was approximately 2,768,400 individuals. The urban area is characterised by a tropical climate and is located in close proximity to the Wouri River Estuary. The littoral region encompasses four departments, namely Moungo, Nkam, Sanaga-Maritime, and Wouri. The administrative centre of Moungo is located in Nkongsamba, while Nkam's capital is situated in Yabassi. The administrative centre of Sanaga-Maritime is found in Édéa, and Wouri is geographically close to the prominent urban centre of Douala.The study centred its attention on the subject of Wouri.

Figure 9: *Geographical Presentation of the littoral Region*
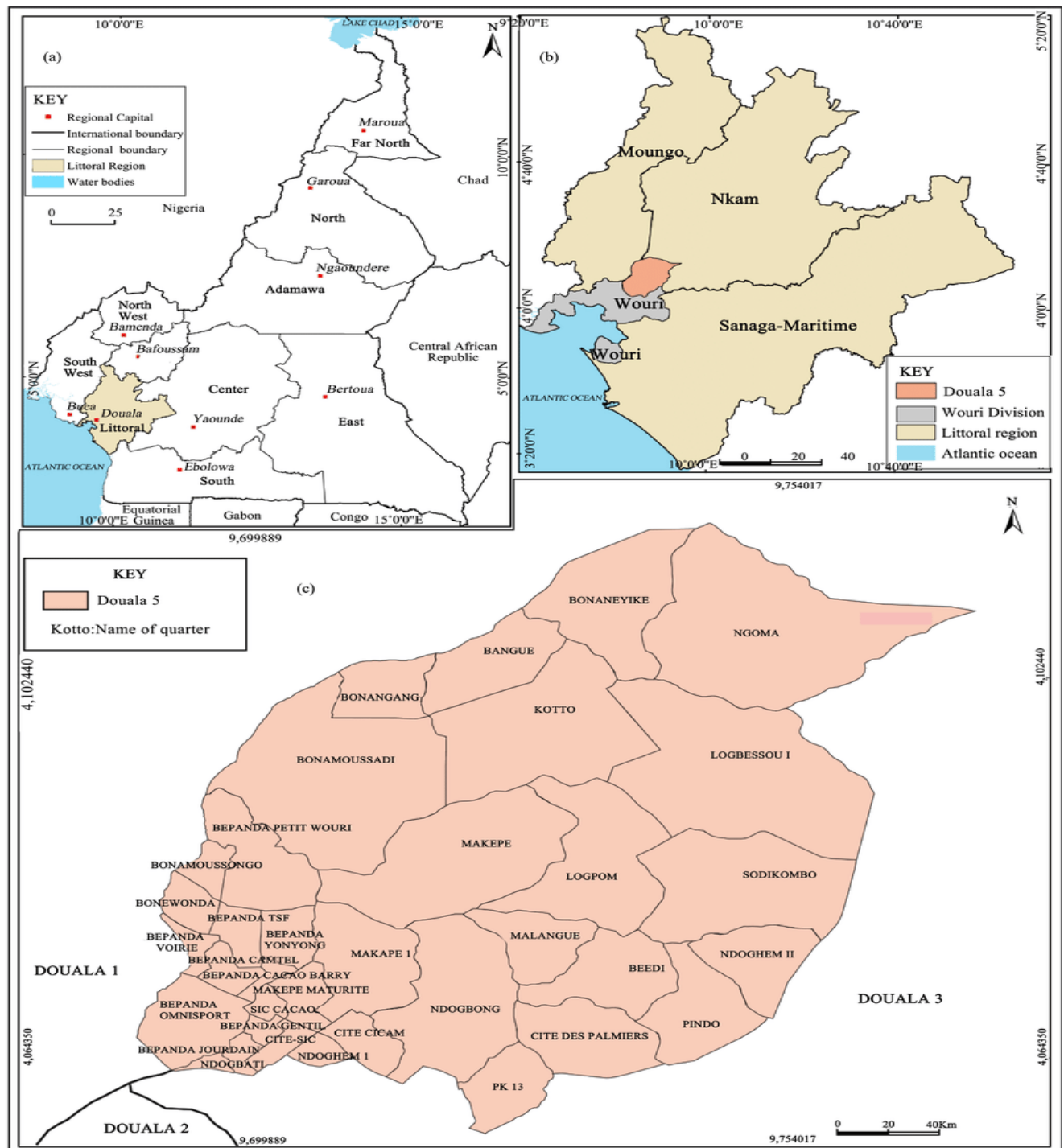
The choice of the study area was as a result of the high increase of internally displaced children and families from the North West and south west regions of the country as a result of the crises affecting these regions. The secondary schools here include form four IDPs from Lycée Bilingue Bonaberi, Lycée Technique Bilingue D'Akwa, and Lycée Bilingue Japoma.

3.3. Population of the Study

Polit & Hungler (199) defines population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. A complete set of elements (person or objects) that possess some common characteristics defined by sample criteria established by the researcher. All elements that fit certain requirements to be included in a study are considered to be part of the population (Burns & Grove 2003). The population, which consists of the target and accessible populations, is the larger group to whom one intends to apply the results (Frankel & Wallen, 2009). The relationship between the target population accessible and sample population is represented on the figure 9 below.

Figure 10: *Relationship between Sample, Accessible and Target Population*

Sample Population. (Group which results are obtained)

Accessible Population (Group to which results are generalised)

Target Population (Group with specific attributes)
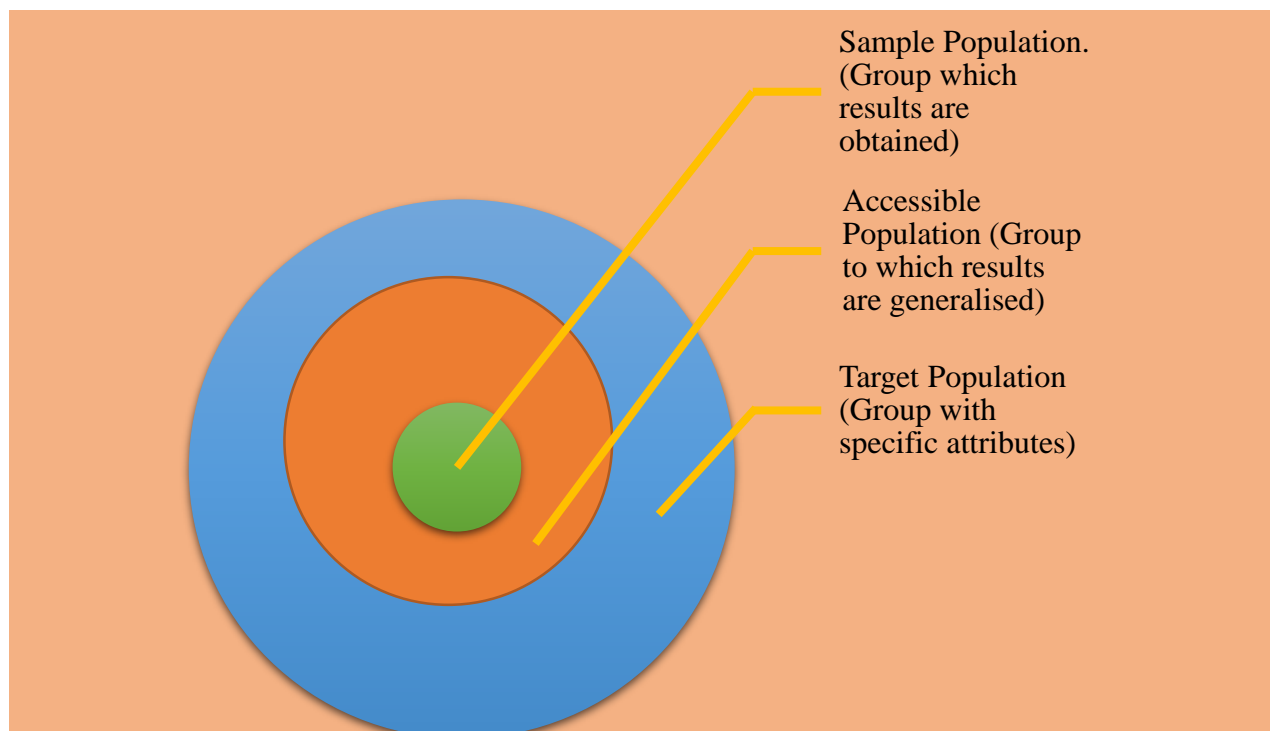
Source: (Amin, 2005, p.236)

3.3.1 Target population

Frankel & Wallen (2009, p. 91), define the target population as the actual population to which a researcher would really like to generalize is rarely available. Target population, is the group of individuals or participants with the specific attributes of interest and relevance (Bartlett et al., 2001; Creswell, 2003, Asiamah, et al 2017). The target population in this study was all the internally displaced secondary school students in the Center, West and Littoral regions of the Cameroon. The choice of this population is because of the presence of internally displaced children from the North West and South West regions of the county as a result of the ongoing crisis.

Table 3: Target population of some Internally Displaced Secondary school students in some selected Regions in Cameroon.

Region	Name of selected schools	Number of boys and girls		Total number of IDP
		Girl	Boy	
West region	Lycee classique de Bafoussam	158	87	245
	Lycee Bilingue de Bafoussam	132	100	232
	Lycee technique Bilingue Bafoussam Banengo	41	86	127
	College Polyvalent Bilingue Martin Luther king	131	91	222
	College Bilingue la Citadelle	118	125	243
	College Polyvalent Bilingue la Reunification	107	104	211
Littoral Region	Lycée Technique Bilingue d'Akwa	42	89	131
	Lycée Bilingue de Japoma	108	103	211
	Lycée Bilingue du Génie Militaire	101	81	182
	Lycée Technique Bilingue de Bonabéri	48	85	133
	Lycée Bilingue de Bonabéri	121	113	234
	Lycée Bilingue de Nyalla	109	92	201
Center region	Lycee Bilingue de Mendong	118	93	211
	Lycee de BiyemAssi	108	93	201
	Lycee de Etoug Ebe	139	117	256
	Lycée Technique Bilingue Nkolbisson	42	69	111
	Lycée Bilingue de Mimbomam	112	105	217
	Lycée Bilingue de Mbalgong	89	63	152
TOTAL		1824	1696	3520

Source: Field Survey (2022)

From table 3, the target population of internally displaced secondary school students in some selected secondary schools in the Center, Littoral and West regions is a total of 3520 IDPs.

3.3.2 The Accessible Population

Accessible population according to Frankel & Wallen (2009) is the population to which a researcher can generalize the result of the study. To Amin (2005), accessible population is the population from which the sample is drawn. The accessible population of this study is presented in the table below

Table 4: The Accessible Population of this Study

Center Region	Name of selected school	Total number of IDPs
	Lycee Bilingue de Mendong	211
	Lycée Bilingue Mbalngong	201
	Lycee de Etoug Ebe	256
	Lycée Bilingue de Bonabéri	234
Littoral	Lycée Technique Bilingue d'Akwa	131
Region	Lycée Bilingue de Japoma	211
West Region	Lycee Bilingue de Bafoussam	232
	Lycee Classique de Bafoussam	245
	Lycee Technique Bilingue Bafoussam Banengo	127
Total		1848

Source: Field Survey (2022)

From table 4, the accessible population of study was 1848 IDPs from six different Government secondary schools drawn from the three regions of the country which were purposively selected for the study.

3.4. Sample and sampling technique

Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for determining parameters or characteristics of the whole population. It also refers to the process of selecting these individuals and Bulmer (1979), believes sampling method refers to the way that observations are selected from a population to be in the sample for a study population. To Amin (2005), sampling is the process of selecting elements from the population in such a way that the sample elements selected represent the population. This also concerns extraction of a portion of the population from which generalization to the population can be made. The purposes of sampling in this study is to draw conclusions about populations from samples, which will use inferential statistics that enables the researcher to determine a population`s characteristics by directly observing only a portion (or sample) of the population.

3.4.1 Sample (participants)

The group from which data is gathered in a research study is referred to as a sample (Frankel & Wallen, 2009, p. 91). A sample is a portion of the population chosen for the study; it is a subset of the population chosen to take part in the study (Brink 1996, p. 133; Polit & Hungler 1999). A sample, according to Webster (1985), is a constrained portion of a statistical population whose characteristics are investigated in order to learn more about the total. The results from this subset of the population can also be applied to the complete population (Amin, 2005). The 317 participants were chosen from various bilingual schools in the coastal, central, and western regions. The research participants in this study are presented on the tables below:

Table 5: Sample population of the study

WEST REGION

S/N	NAME OF THE SCHOOL	CLASS	BOYS	GIRLS	TOTALS
1	Lycée Bilingue de Bafoussam	Four	16	25	41
2	Lycée Bilingue de Bafoussam Rural	Four	15	23	38
3	Lycée Technique Bilingue Banengo	Four	22	14	36
TOTAL			45	70	115

S/N	NAME OF THE SCHOOL	CENTER REGION CLASS	BOYS	GIRLS	TOTALS
1	Lycée Bilingue Mendong	Four	15	19	34
2	Lycée Bilingue Mbalngong	Four	13	21	34
3	Lycée Bilingue Etoug-Ebe	Four	14	20	34
TOTAL			42	60	102

S/N	LITTORAL REGION NAME OF THE SCHOOL	CLASS	BOYS	GIRLS	TOTALS
1	Lycée Bilingue Bonaberi	Four	17	22	39
2	Lycée Technique Bilingue D'Akwa	Four	17	13	30
3	Lycée Bilingue Japoma	Four	15	16	31
	TOTAL		45	55	100

Source: Field Survey (2022)

From table 5, the sample population of study was 317 IDPs from six different Government secondary schools drawn from three regions of the country which were purposively selected for the study.

3.4.2. Purposive sampling

According to Amin (2005), purposive sampling which is also known as judgmental, selective or subjective sampling is a form of sampling procedure where the researcher uses his/ her own judgement or common sense regarding the research participants from whom information will be collected. This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano

Clark, 2011). In addition to knowledge and experience, Bernard (2002) and Spradley (1979) note the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner. This sampling method requires researchers to have prior knowledge about the purpose of their studies so that they can properly choose approach eligible participants. Researchers use purposive sampling to access a sub set of people as all participants of a study are selected because they fit a profile. This sampling procedure was used because the researcher being an experienced teacher has observed the increased of internal displaced secondary schools students especially in the towns of Yaoundé, Douala and Bafoussam thriving in all the different domain in life despite the psychological, financial and social difficulties. Given that the areas of study were very large and the research was only concerned with IDPs from the Center, Littoral and the West regions respectively. A sample of 317 participants was drawn from three public schools in each of the selected regions since the researcher has good knowledge of the research participants and can identify the participant in their different schools.

3.5. Instruments for Data Collection

The Questionnaire

According to Amin (2005), a questionnaire is a carefully designed instrument for collecting data in accordance with the specification of the research questions and hypotheses. This consists of a set of questions to which the research participants respond in writing. A questionnaire is the main means of collecting quantitative primary data and it permits quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis (Roopa & Rani, 2012). The questionnaire was used in this study because it is less expensive and offers a greater assurance of anonymity. The questionnaire consists of different parts beginning from the demographic information were information on the student's age, origin, sex among other elements were taken into consideration. The other sections targeted the different indicators of resilience which were: personality traits, locus of control, self-efficacy, emotional regulation and social support. Each of these indicators was made up of fifteen statements which required participants to tick in the box provided the extent to which they agreed or disagreed with the statement. An interview guide was also constructed to allow participant to express their opinions on the topic under investigation.

3.6. Validity and Reliability of the Instrument

3.6.1 Validation of the Instruments

The instruments were validated in six phases. That is face validity, content validity; construct validity, internal validity, external validity and qualitative validity.

3.6.1.1 Face Validity

After constructing the questionnaire, and the interview guide, the instruments were presented to the supervisors of the thesis for scrutiny and cross checking. Adjustments were further made following the supervisors' remarks and corrections.

3.6.1.2 Content Validity

The questionnaire and the interview guide after construction were presented to the supervisor of the thesis to check the content validity of the items by evaluating them in terms of their relevance to the variables, research questions and the objectives of the study. Adjustments were further made following the supervisor's remarks and observations. Content validity of the questionnaire was further ensured through providing the questionnaire to four lecturers in the Faculty of Education of the University of Yaounde I who are experts in educational psychology to judge the content of the research instrument. Then the content validity index (CVI) was appreciated mathematically using the formula

$$CVI = \frac{Number \ of \ judges \ that \ declared \ item \ valid}{total \ number \ of \ judges}$$

The average content validity index calculated was at CVI = 0.96.

3.6.1.3 Construct Validity

Construct validity was concerned with whether data collection tools measured what they intend to measure. To strengthen construct validity for this study various instruments for data collection were used by the researcher to collect both quantitative and qualitative data such that an in-depth of the phenomenon under investigation should be obtained and well explained. Also, the items of the instruments were constructed based on the research questions. The supervisor checked and made observations and the items were corrected by the research student based on the corrections indicated by the supervisor.

3.6.1.4 Internal Validity

For this study, the selection threat to internal validity was reduced by selecting the participants using both purposive sampling and incidental sampling technique. This helped the researcher to obtain information only from respondents who had experience in the phenomenon under investigation as such providing concrete information necessary for the study.

3.6.1.5 External Validity

Since external validity focuses on the generalizability of the findings to a large population the localities chosen for this research was a representative sample of a typical society of internally displaced students from the North West and South West Regions residing in other Regions of Cameroon from both semi-urban and urban localities.

3.6.1.6 Qualitative Validity

Qualitative validity was concerned with whether the account given by the researcher and the responses given by the participants were accurate, trustworthy and credible. Qualitative validity was obtained by employing respondent triangulation member checks. Member checks implied that the researcher went back to crosscheck the responses the interviewees gave after two weeks to find out if the findings were truly what they experienced during the data collection process. There were no changes in the answers provided by the interviewees to the data presented to them during the member checks process and this indicated the findings were valid.

3.6.2 Reliability of Instruments

A pilot study was carried out on ten internally displaced students at Government Bilingual Practicing High School (LBA) Yaoundé in the Centre Region of Cameroon to check the reliability and suitability of the instruments used. After the pilot-study the reliability of the instruments was calculated using the Cronbach's alpha coefficient (α). A concern for reliability was important in this study because reliability is a necessary condition for validity and consequently without reliability there can be no valid results (McMillan & Schumacher 2001). To ensure that the research instruments measured consistently what they were designed to measure, the instruments were trial-tested using 10 internally displaced students in LBA Yaounde. The Alpha reliability coefficients ranged from 0.616 to 0.818 while this was value equally very satisfactory for the

integrated value mapping (IVM) of 0.705 as indicated on table 1 below. These values were all above the 0.5 threshold as recommended (Amin, 2005).

Table 6: *Reliability analysis for pilot study*

Conceptual components	Cronbach's Alpha	Variance	N_{cases}	$N_{responses}$
Personality traits	0.620	0.048	10	15
Emotion regulation	0.742	0.043	10	15
Locus of control	0.718	0.042	10	15
Self-efficacy	0.818	0.015	10	15
Social support	0.717	0.036	10	15
Psychosocial support	0.616	0.038	10	15
IVM	**0.705**	**0.037**	**10**	**90**

From table 6 above, the Cronbach Alpha reliability coefficient for personality was 0.620, for emotion regulation it was 0.742, for locus of control it was 0.718, for self-efficacy it was 0.818, for social support it was 0.717 and psychosocial support was 0.616. The IVM was appreciated at 0.705. This showed that the questionnaire was reliable as the reliability coefficient was above the 0.5 threshold level.

The Cronbach alpha reliability coefficient of the questionnaire for the whole study was further appreciated after the field work as presented on table 2 below. This was appreciated to determine if respondents understood the items on the questionnaire.

Table 7: *Reliability analysis for the study*

Components	Cronbach's Alpha	Variance	N_{cases}	N_{items}
Personality traits	0.823	0.000	317	15
Emotion regulation	0.842	0.003	317	15
Locus of control	0.845	0.002	317	15
Self-efficacy	0.833	0.003	317	15
Social support	0.843	0.000	317	15
Psychosocial support	0.823	0.000	317	15
IVM	**0.917**	**0.001**	**317**	**15**

The internal consistency assumption was not violated for all the conceptual components with Cronbach's Alpha reliability coefficients ranging from 0.823 to 0.917, far above the recommended threshold of 0.5. This very satisfactory internal consistency implies that participants understood the questions, responded objectively and that the process of data collection abides to the methodological technical requirements. The variances were almost 0, thus implying that the participants were more likely to be homogenous in their perceptions. We are then expecting highly skewed distributions of responses with viewpoints clustering more either toward positive or negative perceptions.

The researcher ensured the consistency of the qualitative data by prolonging the data collection period and the semi-structured interviews were conducted in the same schools of the internally displaced stuetns (natural setting). Interviews were audio recorded and transcribed verbatim on the same day. Audio recorders and transcripts were employed in this study because these are materials that are known to have significant implications for reliability and accuracy

3.7 Methods of Data Analysis

Two types of statistical methods were used in analysing collected data that is both descriptive and inferential statistics. Interview guides were analysed using the process of thematic content analysis whereby concepts or ideas were grouped under umbrella terms or key words. As for the quantitative data, a pre-designed EpiData Version 3.1 (EpiData Association, Odense Denmark, 2008) database which had in-built consistency and validation checks was used to enter the data. Further consistency, data range and validation checks were also performed in SPSS version 26.0 (IBM Inc., 2020) to identify invalid codes. Data were made essentially of categorical variables and they were analysed using frequency and proportions and Multiple Responses Analysis for the grounding of concepts that emerged from open-ended questions. Reliability test was performed to assess the internal consistency of responses using Cronbach Alpha reliability analysis coupled with inter-item correlation test. Data were presented using frequency table, charts, code-quotation grounding table. The conception of the analytical guide followed the specific objectives, the research questions and hypotheses of the study.

Data entry and clean up

Quantitative data was entered using EpiData Version 3.1 (EpiData Association, Odense Denmark, 2008) and analysed using the Statistical Package for Social Sciences (SPSS) Standard version 26.0 (IBM Inc. 2020). Data clean-up (content clean-up and exploratory statistics): Exploratory statistics is an integrated part of data clean-up. Variables were explored to identify questionable entries, inconsistency in responses and outliers and their validity discussed to make the necessary corrections (Nana, 2015). During this stage, the fate of missing data was defined. Some were set as missing and some recoded depending on the statistical requirements. Frequency analysis was used for categorical variables as to identify invalid entries and missing values. For instance, for a dichotomous variable whereby the code 1 and 2 are expected, any other entry as 3 will be considered as an invalid entry. At the end of this exercise, the proportion of valid cases in relation to what was initially expected was appreciated and data was then validated for analysis.

Chapter 4:

Presentation of Results

This chapter presents the results of data that were collected through questionnaire and interview guide constructed in relation to the study. The technique used in data presentation is the one where data are organised, presented and analysis are made to show their impact on the entire study. It uses tables and charts to give a descriptive representation of the results. This chapter focuses on the presentation of findings. The analysis is done under various sections and systematically follows the various research questions. It starts with the socio-demographic characteristics of the respondents followed by findings on the research questions..

4.1 Socio-demographic characteristics of respondents

The respondents for the study were all Form Four students schooling in public secondary schools of the English subsystem of education in the cities of Douala, Yaounde and Bafoussam as presented on table 1 below.

Table 8: Socio-demographic characteristics of the respondents

	Characteristics	N	%
Sex	Male	145	45.7
	Female	172	54.3
	Total	**317**	**100.0**
School	Lycee Bilingue Bafoussam Rural	38	12.0
	Lycee Bilingue Bafousam	41	12.9
	Lycee Bilingue Biyemassi	34	10.7
	Lycee Bilingue Bonaberi	39	12.3
	Lycee Bilingue Etougebe	34	10.7
	Lycee Bilingue Jopoma	31	09.8
	Lycee Bilingue Mendong	34	10.7
	Lycee Bilingue Technique D'Akwa	30	09.5
	Lycee Technique Banego	36	11.4
	Total	**317**	**100.0**
Age group	10-15	54	17.0
	16-20	223	70.3
	21 and above	40	12.6
	Total	**317**	**100.0**
Years of not schooling	1.00	63	19.9
	2.00	179	56.5
	3.00	75	23.7
	Total	**317**	**100.0**
Region of origin	North West Region	190	59.9
	South West Region'	127	40.1
	Total	**317**	**100.0**

From table 8 above majority (54.3%) respondents were females while some (45.7%) respondents were males. Furthermore the IDPs were selected from nine schools. These schools were Lycée Bilingue Bafoussam Rural (12%), Lycée Bilingue Bafoussam (12.9%), Lycee Bilingue Biyem-Assi (10.7%), Lycée Bilingue Bonaberi (12.3%), Lycée Bilingue Etougebe (10.7%), Lycée Bilingue Jopoma (09.8%), Lycée Bilingue Jopoma (10.7%), Lycee Bilingue Technique D'Akwa (09.5%), and Lycee Bilingue Technique Banego (11.4%).

Graphical Representation of Demographic Information

Figure 11:   Graph of Distribution of Respondents According to Sex
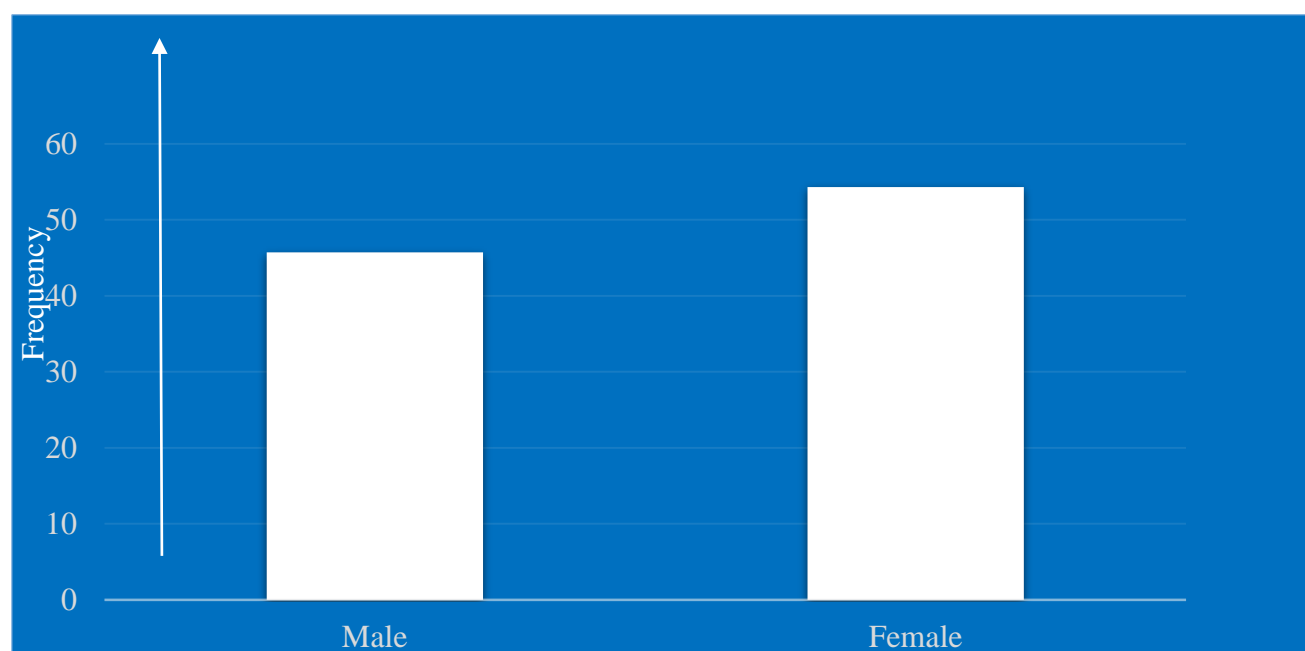
It can be observed from the figure above that majority (54.3%) respondents were females while some (45.7%) respondents were males. Furthermore, this IDPs were selected from nine secondary school.

Figure 12: Graph of Distribution of respondents According to age group
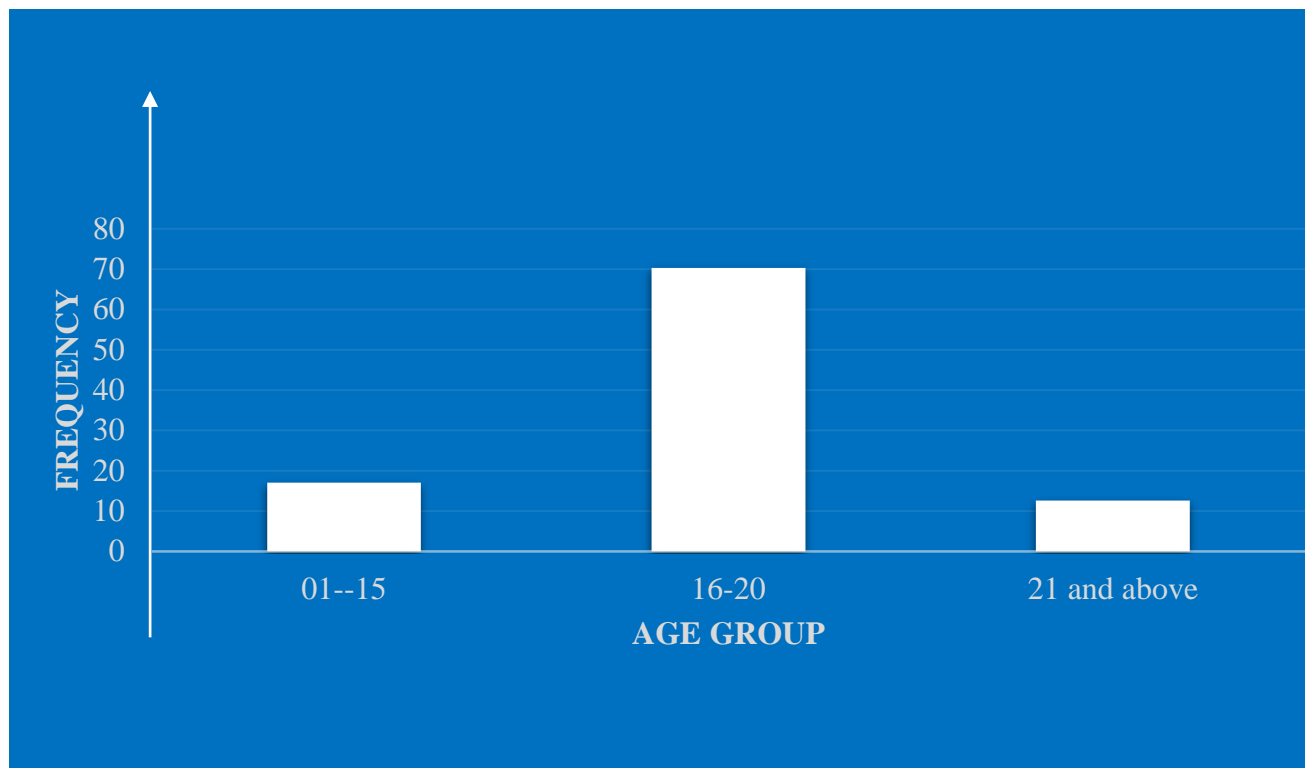
According to the distribution of respondents according to age group it can be observed that, majority (70.3%) respondents were between the ages of 16-20 years, few (17%) were between the ages of 10-15 years while few (12.6%) were 21 years and above.

Figure 13: Graph of Distribution of respondents According to Schools
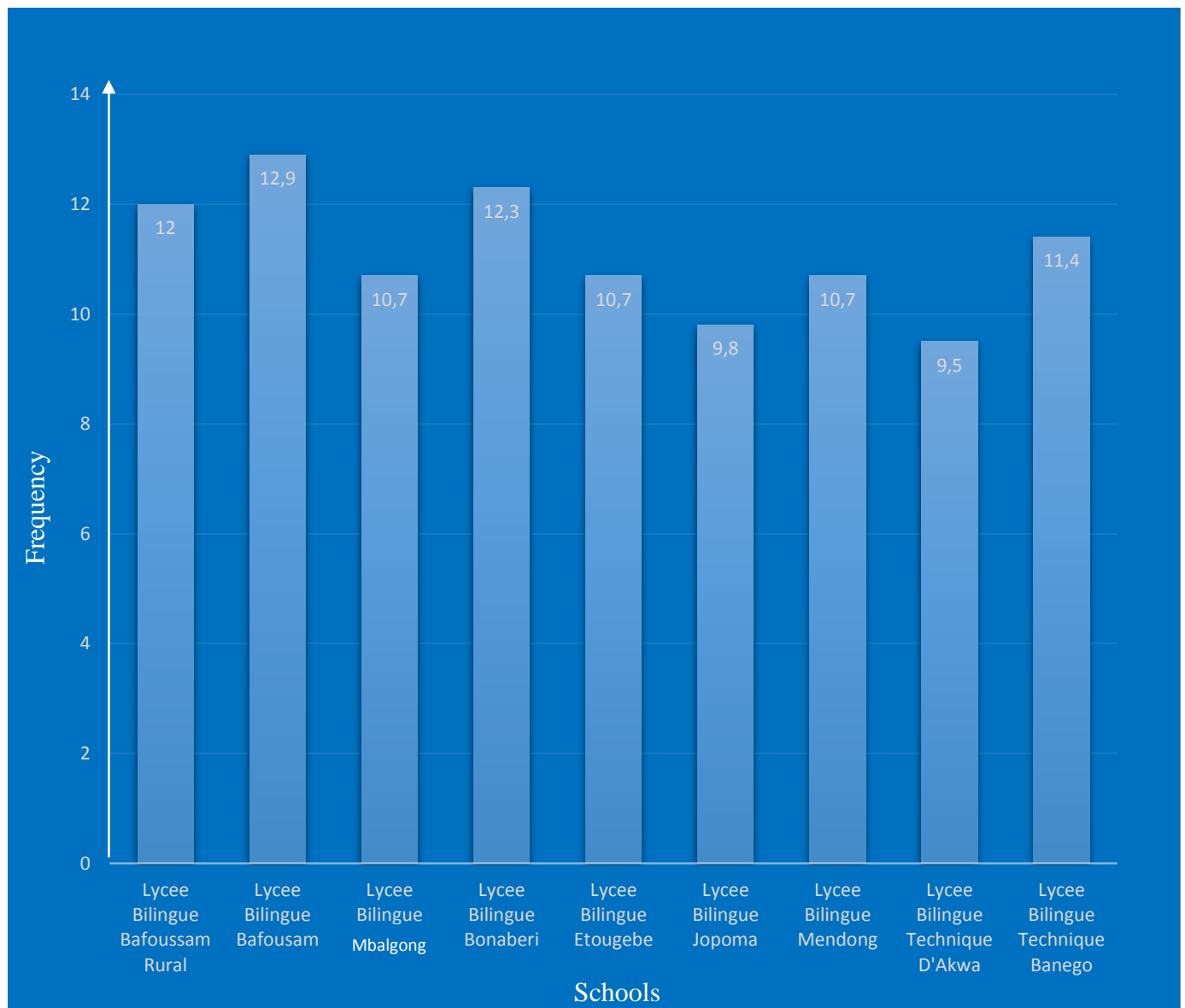
According to the distribution of respondents according to schools it can be observed that in Lycée Bilingue Bafoussam Rural 12% of the respondents constitute the sample while in Lycée Bilingue Bafoussam it was 12.9%, Lycee Bilingue Mbalgong 10.7%, Lycée Bilingue Bonaberi 12.3%, Lycée Bilingue Etougebe 10.7%, Lycée Bilingue Jopoma 09.8%, Lycée Bilingue Jopoma 10.7%, Lycee Bilingue Technique D'Akwa 09.5%, and Lycee Bilingue Technique Banego 11.4%.

Figure 14: Graph of Distribution of respondents According to Regions of Origin.
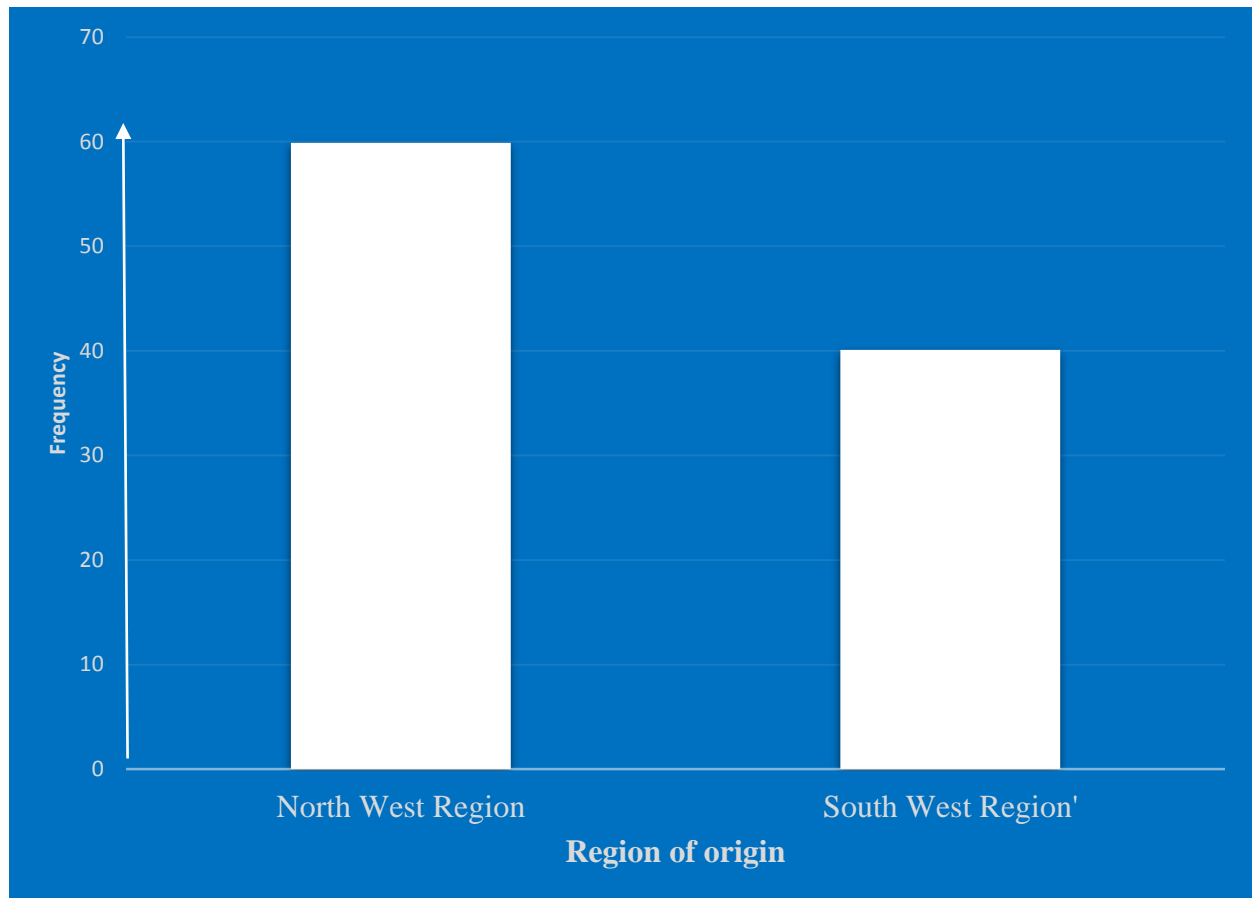
According to the distribution of respondents according to their regions of origin it can be observed that majority (59.9%) respondents stated their region of origin was the North West Region while some (40.1%) were from the South West Region.

Figure 15: Graph of Distribution of Respondents According to Years not Schooling.
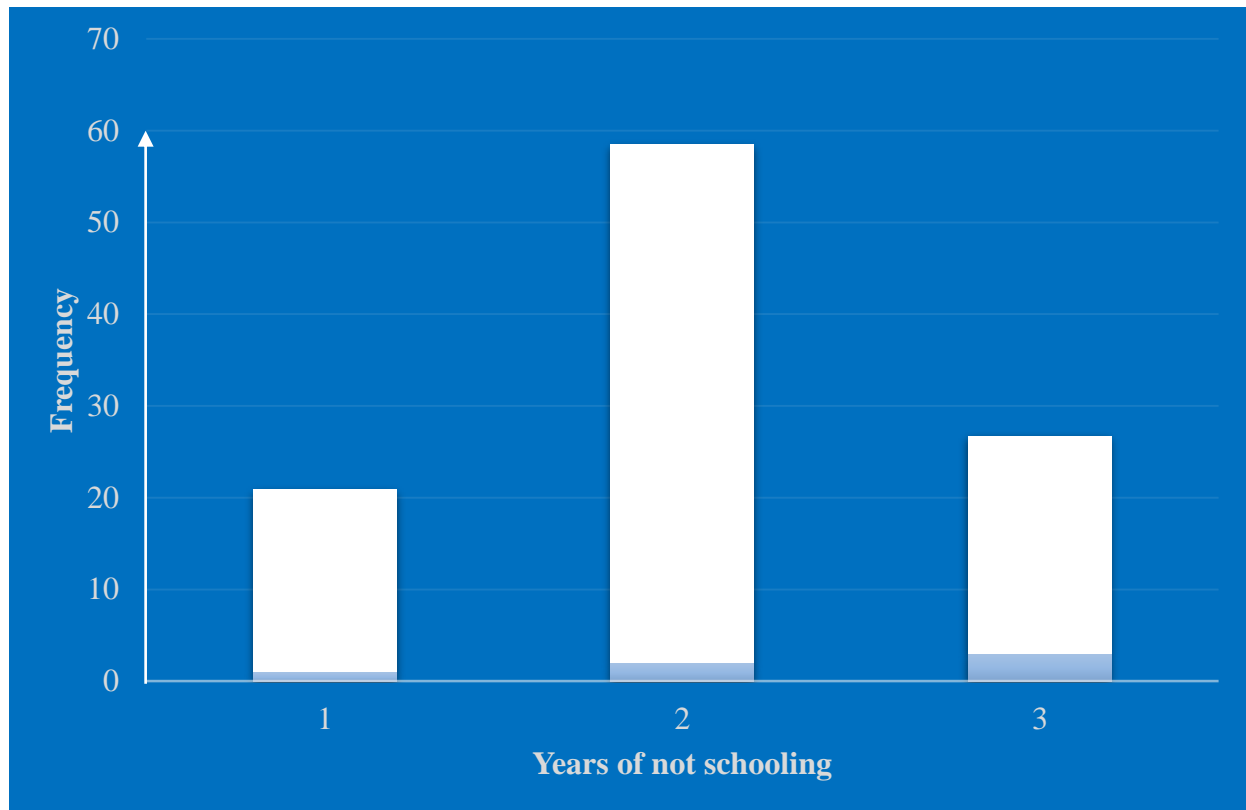
According to the distribution of respondents according to their regions of origin it can be observed majority (56.5%) respondents indicated they had not school for two years, some (23.7%) indicated that they had not school for three years while few (19.9%) respondents stated they had not schooled for one year.

4.2 Psychosocial Support Provided to Internally Displaced Students

The findings on the psychosocial support of internally displaced students from public secondary schools in the cities of Bafoussam, Douala and Yaounde are presented on the table below.

Table 9: Distribution of respondents according to psychosocial support

Perceived psychosocial support of IDP students	Stretched				Collapsed	
	Rarely	Sometimes	Often	Always	Sometimes	Always
All forms of support must be tailored to one's unique socio-emotional needs	00 (00%)	49 (15.5%)	156 (49.2%)	112 (35.3%)	49 (15.5%)	268 (84.5%)
Creation of a supportive learning environment improved the wellbeing of students in difficult circumstances	00 (00%)	53 (16.7%)	175 (55.2%)	89 (28.1%)	53 (16.7%)	264 (83.3%)
Strong community and family support are needed during intervention in crises situation	00 (00%)	52 (16.4%)	167 (52.7%)	98 (30.9%)	52 (16.4%)	265 (83.6%)
Non-specialized services still provide support in psychological and social issues	00 (00%)	51 (16.1%)	176 (55.5%)	90 (38.4%)	51 (16.1)	266 (83.9%)
Advocacy for basic services that are safe and socially appropriate guide students in times of crises	00 (00%)	31 (09.8%)	198 (62.5%)	88 (27.8%)	31 (09.8%)	286 (90.2%)
Proper social and psychological support should maintain the normal development processes in individuals	00 (00%)	40 (12.6%)	176 (55.5%)	101(31.9%)	40 (12.6%)	277 (87.4%)
Basic, recreational and vocation services all provide the necessary assistance in individual in difficult situation	00 (00%)	44 (13.9%)	178 (56.2%)	95 (30.0%)	44 (13.9%)	273 (86.1%)
Working with local community groups and organizations always mobilized the resources needed for any intervention	00 (00%)	33 (10.4%)	172 (54.3%)	112 (35.3%)	33 (10.4%)	284 (89.6%)
Building a strong mindset strengthen the capacity to deal with stressful event	00 (00%)	37 (11.7%)	186 (58.7%)	94 (29.6%)	37 (11.7%)	280 (88.3%)

External and internal agencies must work in synergy for proper intervention processes	00 (00%)	40 (12.6%)	173 (54.6%)	104 (32.8%)	40 (12.6%)	277 (87.4%)
Proper assessment of developmental stages are crucial components in rehabilitation process	00 (00%)	39 (12.3%)	191 (60.3%)	87 (27.4%)	39 (12.3%)	278 (87.7%)
The context and the culture of every communities are important in the social and psychological development	00 (00%)	35 (11.0%)	181 (57.1%)	101 (31.0%)	35 (11.0%)	282 (89.0%)
Collective and holistic approach to emergency response are always crucial in the rehabilitation process	00 (00%)	35 (11.0%)	177 (55.8%)	105 (33.1%)	35 (11.0%)	282 (89.0%)
Support from parents and care givers are fundamental in emergency respond process	00 (00%)	35 (11.0%)	177 (55.8%)	105 (33.1%)	35 (11.0%)	282 (89.0%)
Involving children with an array of skills helps increase their self confidence	00 (00%)	41 (12.9%)	179 (56.6%)	97 (30.6%)	41 (12.9%)	276 (87.1%)
Multiple responses set (MRS)	**00 (00%)**	**615 (12.9%)**	**2662(56.0%)**	**1478(31.1%)**	**615(12.9%)**	**4140 (87.1%)**

The findings on table 9 above reveal that the majority (84.5%) respondents stated that all forms of support must always be tailored to one's unique socio-emotional needs while few (15.5%) stated sometimes. Furthermore majority (83.3%) respondents stated that creation of a supportive learning environment always improved the wellbeing of students in difficult circumstances while few (16.7) stated it sometimes. Also, majority (83.6%) respondents stated that strong community and family support are always needed during intervention in crises situation while few (16.4%) stated sometimes. Again majority (83.9%) respondents stated that no-specialized services always provide support in psychological and social issues while few (16.1%) indicated that they sometimes do. Likewise, majority (90.2%) respondents stated that there is always advocacy for basic services that are safe and socially appropriate guide students in times of crises while very few (9.8%) indicated sometimes.

Correspondingly majority (87.4%) respondents stated that there is always proper social and psychological support should maintain the normal development processes in individuals while few

(12.6%) indicated sometimes. More so majority (86.1%) respondents indicated that there is always basic, recreational and vocation services all provide the necessary assistance in individual in difficult situation while few (13.9%) indicated sometimes. In the same way majority (89.6%) respondents stated that groups and organizations always mobilized the resources needed for any intervention while few (10.4%) stated sometimes. Equally, majority (88.3%) respondents indicated building a strong mindset always strengthens the capacity to deal with stressful event while few (11.7%) indicated sometimes.

Likewise, majority (87.4%) respondents indicated that external and internal agencies must always work in synergy for proper intervention processes while few (12.6%) indicated sometimes. Alike majority (87.7%) respondents indicated that proper assessment of developmental stages is always crucial component in rehabilitation process while few (12.3%) indicated sometimes. Again, majority (89%) respondents stated that the context and the culture of every community are always important in the social and psychological development while few (11%) indicated sometimes. Similarly, majority (89%) respondents indicated that collective and holistic approaches to emergency responses are always crucial in the rehabilitation process while few (11%) indicated sometimes.

Moreover, majority (89%) respondents stated that support from parents and care givers are always fundamental in emergency respond process while few (11%) indicated sometimes. Furthermore, majority (97.1%) respondents indicated that involving children with an array of skills always helps increase their self-confidence while few (12.9%) indicated sometimes. Additionally, the findings on the multiple responses set reveal that majority (87.1%) respondents indicated that there is IDP students always have psychosocial support while few (12.9%) indicated sometimes.

Interviews conducted revealed the different psychosocial support IDP students receive. The interviewees indicated that they are supported through social connectedness, emotional, informational, sense of safety and material support as presented in the table below.

Table 10: Thematic analysis on psychosocial support on IDP students

Question	Themes	Groundings	Quotations
Explain the different types of psychosocial support you have.	Social connectedness	08	"…I am connected with others students and I interact freely with them…this enables me to socialize freely with people.".
	Emotional	07	"…my parents, siblings, and friends support me emotionally when I am stressed and this enables me to be calm."
	Informational	08	"…I always have information from friends, teachers and my parents which enables me to be informed all the times."
	Sense of safety	07	"…I feel safe within the school environment, with my friends and also with my family members because they support and care for me."
	Material	08	"…I am provided with basic needs and other materials which enables me to function well and also be of good health from my family and friends."

The findings on the table above revealed the different types of psychosocial support IDP students benefit from. The interviewees indicated that they are psychosocially supported through social connectedness, emotional, informational, sense of safety and material support. Interviewees insisted they benefit through social connectedness. This is evident as a one of the IDP students pointed out that "…I am connected with others students and I interact freely with them…this enables me to socialize freely with people." Interviewees, further stated that they have emotional support from friends and family. This is clear as an interviewee stated that "…my parents, siblings, and friends support me emotionally when I am stressed and this enables me to be calm."

Equally, interviewees pointed out that they depend on friends, parents and other people for information purpose. This is clear as a student pointed out that "…I always have information from friends, teachers and my parents which enables me to be informed all the times." Also, the interviewees stated that they have a sense of safety as they feel safe in their environment. This is evident as an interviewee reiterated that "…I feel safe within the school environment, with my friends and also with my family members because they support and care for me." Similarly, interviewees stated that they are supported materially from parents and friends. This is evident as an interviewee insisted that "…I am provided with basic needs and other materials which enable me to function well and also be of good health from my family and friends."

To further assess the psychosocial support of internally displaced students a cross-tabulation to determine the association between background indicators of the IDP students and their psychosocial support was calculated as indicated on the table below

Table 11: Association between background indicators and psychosocial support

Background indicators	Categories	Sometimes	Always	N	Chi square test
Sex	Male	262 (12.0%)	1913 (88.0%)	2175	χ2=6.54
	Female	353 (13.7%)	2223 (86.3%)	2576	P=0.23
Age group	10-15	59 (07.3%)	751 (92.7%)	810	χ2=3.55
	16-20	475 (14.2%)	2869 (85.8%)	3344	P=0.14
	21 and above	81 (13.5%)	519 (86.5%)	600	
Years of not schooling	1	85 (09.0%)	860 (91.0%)	945	χ2=6.43
	2	398 (14.8%)	2286 (85.2%)	2684	P=0.221
	3	132 (11.7%)	993 (88.3%)	1125	
Region of origin	North West	376 (13.2%)	2474 (86.8%)	2850	χ2=0.02
	South West	300 (15.7%)	1605 (84.3%)	1905	P=0.896
	Lycee Bilingue Bafoussam Rural	85 (14.9%)	485 (85.1%)	570	
School	Lycee Bilingue Bafoussam	15 (02.4%)	600 (97.6%)	615	χ2=5.21 P=0.321
	Lycee Bilingue Biyemassi	81 (15.9%)	429 (84.1%)	510	
	Lycee Bilingue Bonaberi	57 (09.7%)	528 (90.3%)	585	

Lycee Bilingue Etougebe	62 (12.2%)	448 (85.3%)	510
Lycee Bilingue Japoma	87 (18.7%)	378 (81.3%)	465
Lycee Bilingue Mendong	68 (13.4%)	441 (86.6%)	509
Lycee Bilingue Technique D'Akwa	67 (14.9%)	383 (85.1%)	450
Lycee Technique Banego	93 (17.2%)	447 (82.8%)	540

The findings from table 11 above indicate that psychosocial support of IDP students does not depend on sex, age, years of not schooling, region of origin, and the school of students. The chi-squared tests for the various background indicators at P=0.05 were not significant showing there is no association between the different categories of the background indicators and psychosocial support provided to the IDP students. This is because there is uniformity in the responses given by the IDP students.

Research question one: How far do personality traits influence the psychosocial support of internally displaced secondary students?

This present the 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 as presented on the table below.

Table 12: Distribution of respondents according to personality traits

Perceived personality traits of IDP students	Stretched				Collapsed	
	SA	Disagree	Agreed	Strongly agreed	Disagreed	Agreed
My pattern of thoughts, feelings and behaviour seems to persist over time and during difficult circumstances.	00 (00%)	39 (12.3%)	171 (53.9%)	107 (33.8%)	39 (12.3%)	278 (87.7%)
I am able to withstand stress and adversity over a long period of time	00 (00%)	41 (12.9%)	205 (64.7%)	71 (22.4%)	41 (12.9%)	276 (87.1%)
My ability to tolerate stress is influenced by some distinct character that is within me.	00 (00%)	47 (14.8%)	188 (59.3%)	82 (25.9%)	47 (14.8%)	270 (85.2%)
My internal qualities determine how I handle external pressure	00 (00%)	58 (18.3%)	164(51.7%)	95 (30.0%)	58 (18.3%)	259 (81.7%)
Some of my friends behave in unique ways since they were born and this makes them strong	00 (00%)	43 (13.6%)	196 (61.8%)	78 (24.6%)	43 (13.6%)	274 (86.4%)
I am skilled in handling social interaction and adaptation in any challenging environment	00 (00%)	54 (17.0%)	172 (54.3%)	91(28.7%)	54 (17.0%)	263 (83.0%)
I have frequent mood swings but still feel comfortable around people in difficult times	00 (00%)	49 (15.5%)	187 (59.0%)	81 (25.6%)	49 (15.5%)	268 (84.5%)
I respect the opinions of my friends in all situation	00 (00%)	35 (11.0%)	188 (59.3%)	94 (29.7%)	35 (11.0%)	282 (89.0%)
I tend not to keep to myself after passing through an embarrassing experience	00 (00%)	45 (14.2%)	181 (57.1%)	91 (28.7%)	45 (14.2%)	272 (85.8%)
I mostly stay calm and thrive in difficult situations and challenges	00 (00%)	38 (12.0%)	183 (57.7%)	96(30.3%)	38 (12.0%)	279 (88.0%)
I have a way of behaving in my community and do not get nervous easily	00 (00%)	54 (17.0%)	175 (55.2%)	88 (27.8%)	54 (17.0%)	263 (83.0%)

I am greatly affected by the feelings of others but try to stay calm at all time	00 (00%)	31 (09.8%)	170 (53.6%)	116 (36.6%)	31 (09.8%)	286 (90.2%)
I was born with particular character traits that influences my behaviour	00 (00%)	49 (15.5%)	183 (57.7%)	85 26.8%	49 (15.5%)	268 (84.5%)
I really adapt to stressful events or challenges more than my friends in other places	00 (00%)	48(15.1%)	161 (50.8%)	108 (34.1%)	48(15.1%)	269 (84.9%)
I see challenges and adversity as part of life	00 (00%)	45 (14.2%)	162 (51.1%)	110 (34.7%)	45 (14.2%)	272 (85.8%)
Multiple responses set (MRS)	**00 (00%)**	**676 (14.2%)**	**2686(56.5%)**	**1393(29.3%)**	**676 (14.2%)**	**4076(85.8%)**

The findings on the table above 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, 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, majority (85.2%) respondents agreed that their ability to tolerate stress is influenced by some distinct character that is within them while few (14.8%) disagreed. Again, 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, majority (83%) respondents agreed that they are skilled in handling social interaction and adaptation in any challenging environment. Similarly, majority (84.5%) respondents agreed they have frequent mood swings but still feel comfortable around people in difficult times while few (15.5%). More so, majority (89%) respondents agreed that they respect the opinions of their friends in all situation while few (11%) disagreed. Alike majority (85.8%) respondents agreed that they tend not to keep to themselves after passing through embarrassing experiences while few (14.2%) disagreed. In the same way majority (88%) respondents agreed that they mostly stay calm and thrive in difficult situations and challenges while few (12%) disagreed. Correspondingly majority

(83%) respondents agreed that they have a way of behaving in their community and do not get nervous easily while few (17%) disagreed.

Harmoniously, majority (90.2%) 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 majority (84.5%) respondents agreed that they were born with particular character traits that influence their behaviour while few (15.5%) disagreed. Congruently majority (84.9%) respondents agreed they really adapted to stressful events or challenges more than their friends in other places while few (15.1%) disagreed. Additionally, majority (85.8%) 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 majority (85.8%) respondents agreed that the personality traits of IDP students influence their psychosocial support of IDP students.

Interviews conducted revealed that the personality of the IDP students was affected by the crisis in the North West and South West Regions. The interviewees indicated that they get scared when they get loud sounds, they equally pointed out that they are friendly, persistence, empathetic, sympathetic and motivated. These findings are presented in the table below.

Table 13: Thematic analysis on personality traits of IDP students

Question	Themes	Groundings	Quotations
How has your personality been affected by this crisis?	Scared	06	"…some of us are scared of any loud noise or any painful activities that remind us of what happened to us".
	Empathetic	06	"…I feel the pains of other children and I love helping those who have problems".
	Friendly	08	"…I am friendly towards other children."
	Persistence	06	"…I have learnt to be persistent on different task in order to be successful".
	Motivated	08	"…I am highly motivated to achieve success irrespective of where I am studying."

The findings on the table above revealed that the IDP students were left with painful memories of the situation happening which affected their personality. This is evident as a one of the IDP students pointed out that they are scared. An interviewee insisted that "…some of us are scared of any loud noise or any painful activities that remind us of what happened to us". Interviewees further stated that they were friendly towards other children. This is clear as an interviewee stated that "…I am friendly towards other children." Equally, the IDP students pointed out that they are persistent in their task. This is clear as a student pointed out that "…I have learnt to be persistent on different task in order to be successful". Furthermore, the interviewees indicated they were highly motivated. This is evident as an interviewee emphasised that "…I am highly motivated to achieve success irrespective of where I am studying." Also, interviewees emphasised that they were empathetic towards other children. This is clear as an interviewee insisted that "…I feel the pains of other children and I love helping those who have problems."

To further assess the personality traits of internally displaced students a cross-tabulation to determine the association between background indicators of the IDP students and their personality traits was calculated as indicated on the table below.

Table 14: Association between background indicators and personality traits

Background indicators	Categories	Disagreed	Agreed	N	Chi square test
Sex	Male	299 (13.7%)	1876 (86.3%)	1860	$\chi2=0.62$
	Female	377 (14.6%)	2203 (85.4%)	2580	P=0.432
Age group	10-15	83 (10.2%)	727 (89.8%)	810	$\chi2=0.17$
	16-20	500 (14.9%)	2845 (85.1%)	3345	P=0.682
	21 and above	93 (15.5%)	507 (84.5%)	600	
Years of not schooling	1	105 (11.1%)	840 (88.9%)	945	$\chi2=0.01$
	2	396 (14.7%)	2289 (85.3%)	2685	P=0.926
	3	175 (15.6%)	950 (84.4%)	1125	
Region of origin	North West	376 (13.2%)	2474 (86.8%)	2850	$\chi2=0.02$
	South West	300 (15.7%)	1605 (84.3%)	1905	P=0.896
School	Lycee Bilingue Bafoussam Rural	42 (07.4%)	528 (92.6%)	570	$\chi2=0.09$ P=0.891

Lycee Bilingue Bafousam	52 (08.5%)	563 (91.5%)	615
Lycee Bilingue Biyemassi	94 (18.4%)	416 (81.6%)	510
Lycee Bilingue Bonaberi	94 (16.1%)	491 (83.9%)	585
Lycee Bilingue Etougebe	75 (14.7%)	435 (85.3%)	510
Lycee Bilingue Japoma	53 (11.4%)	412 (88.6%)	465
Lycee Bilingue Mendong	86 (16.9%)	424 (83.1%)	510
Lycee Bilingue Technique D'Akwa	77 (17.1%)	373 (82.9%)	450
Lycee Technique Banego	103 (19.1%)	437 (80.9%)	540

The findings from table 14 above indicate that personality traits of IDP students does not depend on sex, age, years of not schooling, region of origin, and the school of students. The chi-squared tests for the various background indicators at P=0.05 were not significant showing there is no association between the different categories of the background indicators and personality traits of the IDP students. This is because there is uniformity in the responses given by IDP students. The effect of personality traits on the psychosocial support of IDP students was further appraised using the Logistic Regression model as indicated below.

Research hypothesis one: There is no significant effect of personality traits on the psychosocial support of internally displaced secondary school 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 15: 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
$\chi2=101.097$ df=304 P=0.000	0.275

*Dependent variable: Psychosocial support.

The variability explained by this model was significant (Omnibus Test of Model Coefficient: $\chi2=101.097$; 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.

Research question two: To what extent does emotional regulation influence the psychosocial support of internally displaced secondary school students?

This present the findings 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 as presented on the table below.

Table 16: **Distribution of respondents according to emotional regulation**

Perceived emotional regulation	Stretched				Collapsed	
	Rarely	**Sometimes**	**Often**	**Always**	**Sometimes**	**Always**
When I want to feel better, I try to think about something else.	00 (00%)	46 (14.5%)	166 (52.4%)	105 (33.1%)	46 (14.5%)	271 (85.5%)
In difficult situations, I increase the positive expression of what I am feeling.	00 (00%)	52 (16.4%)	187 (59.0%)	78 (24.6%)	52 (16.4%)	265 (83.6%)
I do not keep my feelings to myself.	00 (00%)	44 (13.9%)	159 (50.2%)	114 (36.0%)	44 (13.9%)	273 (86.1%)
When I am worried about something, I try to think about it in a way that makes me feel better.	00 (00%)	58 (18.3%)	165 (52.1%)	94 (29.7%)	58 (18.3%)	259 (81.7%)
I control my feelings by communicating them with my friends.	00 (00%)	56 (17.7%)	178 (56.2%)	83 (26.2%)	56 (17.7%)	261 (82.3%)
When I want to feel better about my challenges, I change the way when I am thinking about it	00 (00%)	50 (15.8%)	172 (54.3%)	95(30.0%)	50 (15.8%)	267 (84.2%)
I control my feelings about things by changing the way I think about things	00 (00%)	33 (10.4%)	190 (59.9%)	94 (29.7%)	33 (10.4%)	284 (89.6%)
When I am feeling bad (e.g. sad, angry, worried) I try not to show it	00 (00%)	48 (15.1%)	172 (54.3%)	97 (30.6%)	48 (15.1%)	269 (84.9%)
When I get stuck with my work, I try to work out what to do next	00 (00%)	55 (17.4%)	182 (57.4%)	80 (25.2%)	55 (17.4%)	262 (82.6%)
I like having fun in solving problems	00 (00%)	48 (15.1%)	197 (62.1%)	72 (22.7%)	48 (15.1%)	269 (84.9%)
I try to think carefully before doing my things	00 (00%)	44 (13.9%)	186 (58.7%)	87 (27.4%)	44 (13.9%)	273 (86.1%)
I try to make good decision and necessary changes in most situation I find my self	00 (00%)	36 (11.4%)	167 (52.7%)	114 (36.0%)	36 (11.4%)	281(88.6%)
I am able to implement some adaptive strategies and more flexibly in different situation	00 (00%)	33 (10.4%)	168 (53.0%)	116 (36.6%)	33 (10.4%)	284 (89.6%)
I give positive appraisal to my friends in challenging moments	00 (00%)	40 (12.6%)	165 (52.1%)	112 (35.3%)	40 (12.6%)	277 (87.4%)
I always promote realistic expectations despite the situation	00 (00%)	39 (12.3%)	185 (58.4%)	93 (29.3%)	39 (12.3%)	278 (87.7%)
Multiple responses set (MRS)	**00 (00%)**	**682 (14.3%)**	**2639(55.5%)**	**1434(30.2%)**	**682(14.3%)**	**4073(85.7%)**

The findings on the table above 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.

Interviews conducted revealed that the IDP students have learnt to regulate their emotions when they are faced with challenges. The interviewees indicated that they talk out issues, they are patient, stay calm, talk politely and respect people. These findings are presented in the table below.

Table 17: Thematic analysis on emotional regulation of IDP students

Question	Themes	Groundings	Quotations
How do you manage your emotions when faced with adversities	Talk out issues	07	"…I always try to talk out issues with someone when I have a disagreement with the person".
	Patient	06	"…I try to be patient with other people".
	Stay calm	08	"…I always stay calm when I am facing a difficult situation or when I am having problems with others."
	Talk politely	07	"…I talk politely to people when we are in disagreement and I try to always have a cold head".
	Respect people	08	"…I respect everyone I interact with and I always respect people's opinions."

The findings on the table above revealed that the IDP students employ different emotional regulation strategies. They stated they talk out issues with other people in order to resolve problems and equally regulate their emotions. This is evident as a one of the IDP students pointed out that "…I always try to talk out issues with someone when I have a disagreement with the person." Interviewees, further stated that they were patient towards other children. This is clear as an interviewee stated that "…I try to be patient with other people". Equally, the IDP students pointed out that they stay calm when they are having difficulties. This is clear as a student pointed out that "…I always stay calm when I am facing a difficult situation or when I am having problems with others."

Furthermore, the interviewees indicated they talk politely to other people even when they have problems. This is evident as an interviewee emphasised that "…I talk politely to people when we

are in disagreement and I try to always have a cold head". Also, interviewees emphasised that they respect people with whom they interact and talk to them in a respectful manner. This is clear as an interviewee insisted "…I respect everyone I interact with and I always respect people's opinions."

To further assess the effect of emotional regulation of internally displaced students a cross-tabulation to determine the association between background indicators of the IDP students and their emotional regulation was calculated as indicated on the table below.

Table 18: Association between background indicators and emotional regulation

Background indicators	Categories	Sometimes	Always	N	Chi square test
Sex	Male	287 (13.2%)	1888 (86.8%)	2175	χ2=3.24
	Female	395 (15.3%)	2185 (84.7%)	2580	P=0.253
Age group	10-15	68 (08.4%)	742 (91.6%)	810	χ2=3.71
	16-20	538 (16.1%)	1707 (83.9%)	3345	P=0.123
	21 and above	76 (12.7%)	524 (87.3%)	600	
Years of not schooling	1	132 (14.0%)	813 (86.0%)	945	χ2=2.23
	2	398 (14.8%)	2287 (85.2%)	2685	P=0.112
	3	152 (13.5%)	973 (86.5%)	1125	
Region of origin	North West	419 (14.7%)	2698 (85.3%)	2850	χ2=4.74
	South West	263 (13.8%)	1642 (86.2%)	1905	P=0.123
School	Lycee Bilingue Bafoussam Rural	100 (17.5%)	470 (82.5%)	570	
	Lycee Bilingue Bafousam	68 (11.1%)	547 (88.9%)	615	
	Lycee Bilingue Biyemassi	106 (20.8%)	404 (79.2%)	510	
	Lycee Bilingue Bonaberi	56 (09.6%)	529 (90.4%)	585	
	Lycee Bilingue Etougebe	58 (11.4%)	452 (88.6%)	510	χ2=4.32
	Lycee Bilingue Japoma	66 (14.2%)	399 (85.8%)	465	P=0.221
	Lycee Bilingue Mendong	59 (11.6%)	451 (88.4%)	510	
	Lycee Bilingue Technique D'Akwa	63 (14.0%)	387 (86.0%)	450	
	Lycee Technique Banego	106 (19.6%)	477 (80.4%)	540	

The findings from table 22 above indicate that emotional regulation of IDP students does not depend on sex, age, years of not schooling, region of origin, and the school of students. The chi-squared tests for the various background indicators at P=0.05 were not significant showing there

is no association between the different categories of the background indicators and p emotional regulation of the IDP students. This is because there is uniformity in the responses given by IDP students. The effect of emotional regulation on the psychosocial support of IDP students was further appraised using the Logistic Regression model as indicated below.

Research hypothesis two: There is no significant effect of emotional regulation on the psychosocial support of internally displaced secondary school 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 19: 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.

Research question three: To what extent does locus of control influence the psychosocial support of internally displaced secondary school students?

This present 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 as presented on the table below.

Table 20: Distribution of respondents according to locus of control

Perceived locus of control		Stretched			Collapsed	
	Not at all true	Hardly true	Moderately true	Exactly true	Hardly true	Exactly true
I usually convince others to do things my way even in difficult circumstances	00 (00%)	29 (09.1%)	196 (61.8%)	92 (29.0%)	29 (09.1%)	288 (90.9%)
I do not blamed others for things that are my fault despite the situation	00 (00%)	52 (16.4%)	168 (53.0%)	97 (30.6%)	52 (16.4%)	265 (83.6%)
I feel that most of the time it pays to try hard because things never turn out right anyway	00 (00%)	44 (13.9%)	185 (58.4%)	88 (27.8%)	44 (13.9%)	273 (86.1%)
The circumstances and the people around usually control my life	00 (00%)	51 (16.1%)	161(50.8%)	105 (33.1%)	51 (16.1%)	266 (83.9%)
When I do not succeed on a task, I tend not to give up.	00 (00%)	75 (23.7%)	153 (48.3%)	89 (28.1%)	75 (23.7%)	242 (76.3%)
I believe that most people are just born with unique qualities to withstand stress and adversity	00 (00%)	42 (13.2%)	172 (54.3%)	103(32.5%)	42 (13.2%)	275 (86.8%)
I feel that one of the best ways to handle most problems is not to think about them	00 (00%)	43 (13.6%)	180 (56.8%)	94 (29.7%)	43 (13.6%)	274 (86.4%)
I believe that whether or not people like you depends on how you act positively	00 (00%)	48 (15.1%)	153 (48.3%)	116 (36.6%)	48 (15.1%)	269 (84.9%)

I feel that you can change what might happen tomorrow by what you do today	00 (00%)	37 (11.7%)	175 (55.2%)	105 (33.1%)	37 (11.7%)	280 (88.3%)
I believe that our perception of any situation determine how we are going to solve that problem	00 (00%)	51(16.1%)	176 (55.5%)	90(28.4%)	51 (16.1%)	266(83.9%)
Sometimes, I feel that I have little influence over the things that happen to me.	00 (00%)	50 (15.8%)	179 (56.5%)	88 (27.8%)	50 (15.8%)	267 (84.2%)
I believe that our parents should allow you to make most of your decisions?	00 (00%)	39 (12.3%)	175 (55.2%)	103 (32.5%)	39 (12.3%)	278 (87.7%)
Persistence and hard work usually lead to success	00 (00%)	33 (10.4%)	171 (53.9%)	113 (35.6%)	33 (10.4%)	284 (89.6%)
I do not really believe in luck or chance.	00 (00%)	34(10.7%)	187 (59.0%)	96 (30.3%)	34(10.7%)	283 (89.3%)
I usually convince others to do things my way even in challenging circumstances.	00 (00%)	46 (14.5%)	181 (57.1%)	90 (28.4%)	46 (14.5%)	271 (85.5%)
Multiple responses set	00 (00%)	**674 (14.2%)**	2612(54.9%)	1469(30.9%)	**674 (14.2%)**	4081(85.8%)

The findings on the table above 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.

Interviews conducted revealed that the IDP students have both internal and external locus of control. The interviewees indicated that they belief in working hard, achieving goals and are consistent in what they engage into. Those that expressed external locus of control pointed out that they are operating on luck, assistance from others and that they do not bother much about the future as presented on the table below.

Table 21: Thematic analysis on locus of control of IDP students

Question	Category	Themes	Groundings	Quotations
Explain how you perceive yourself and events happening around you?	Internal locus of control	Hard working	8	"…I know that I can only succeed when I work hard to succeed in what I do".
		Achieve goals	07	"…I set goals and work to achieve my goals by employing different strategies".
		Focus driven	06	"…I am consistent in all my activities and I put enough efforts to complete my task as I am always focused"
	External locus of control	Operating on luck	04	"…I know that most things that happen to me is because I am lucky".
		Count on others assistance	02	"…I can only succeed in most activities if I am assisted by others and my parents".
		Bother less about the future	03	"…I do not bother much about the future because I cannot do anything to change the future."

The findings on the table above revealed that the IDP students have both internal and external locus of control. For those who expressed they have an internal locus of control they pointed out that they work hard, achieve goals and focus driven. Most of the interviewees stated that they work hard. This is evident as a one of the IDP students pointed out that "…I know that I can only succeed when I work hard to succeed in what I do". Interviewees further stated that they set goals and work

to achieve goals. This is clear as an interviewee stated that "…I set goals and work to achieve my goals by employing different strategies". Equally, the IDP students pointed out that they are focus driven in their daily life and activities. This is clear as a student pointed out that "…I am consistent in all my activities and I put enough efforts to complete my task as I am always focused."

Furthermore, for those who expressed they have an external locus of control, they pointed out that they depend on luck, they count on the assistance of others and they are bother less about the future. Some interviewees stated that they depend on luck to succeed in their activities and daily life. This is evident as an interviewee emphasised that "…I know that most things that happen to me is because I am lucky". Also, interviewees emphasised that they count on other people to succeed in tasks and activities. This is clear as an interviewee insisted "…I can only succeed in most activities if I am assisted by others and my parents". Similarly, interviewees stated that they bother less about the future since they have nothing much to change the future. This is clear as an interviewee reiterated that "…I do not bother much about the future because I cannot do anything to change the future."

To further assess the influence of locus of control of internally displaced students a cross-tabulation to determine the association between background indicators of the IDP students and their locus of control was calculated as indicated on the table below.

Table 22: Association between background indicators and locus of control

Background indicators	Categories	Hardly true	Exactly true	N	Chi square test
Sex	Male	338 (15.5%)	1837 (84.5%)	2175	χ2=4.31
	Female	336 (13.0%)	2244 (87.0%)	2580	P=0.112
Age group	10-15	78 (09.6%)	732 (90.4%)	810	χ2=3.71
	16-20	524 (15.7%)	2821 (84.3%)	3345	P=0.123
	21 and above	72 (12.0%)	528 (88.0%)	600	
Years of not schooling	1	111 (11.7%)	834 (88.3%)	945	χ2=3.14
	2	416 (15.5%)	2269 (84.5%)	2685	P=0.521
	3	147 (13.1%)	973 (86.5%)	1125	
Region of origin	North West	434 (15.2%)	2416 (84.8%)	2850	χ2=2.13
	South West	240 (12.6%)	1665 (87.4%)	1905	P=0.21
	Lycee Bilingue Bafoussam Rural	100 (17.5%)	470 (82.5%)	570	
	Lycee Bilingue Bafousam	84 (13.7%)	531 (86.3%)	615	
	Lycee Bilingue Biyemassi	57 (11.2%)	453 (88.8%)	510	
	Lycee Bilingue Bonaberi	68 (11.6%)	517 (88.4%)	585	
School	Lycee Bilingue Etougebe	76 (14.9%)	434 (85.1%)	510	χ2=5.41
	Lycee Bilingue Japoma	65 (14.0%)	400 (86.0%)	465	P=0.423
	Lycee Bilingue Mendong	69 (13.5%)	441 (86.5%)	510	
	Lycee Bilingue Technique D'Akwa	61 (13.6%)	389(86.4%)	450	
	Lycee Technique Banego	94 (17.4%)	446 (82.6%)	540	

The findings from table 22 above indicate that locus of control of IDP students does not depend on sex, age, years of not schooling, region of origin, and the school of students. The chi-squared tests for the various background indicators at P=0.05 were not significant showing there is no

association between the different categories of the background indicators and locus of control of the IDP students. This is because there is uniformity in the responses given by IDP students. The influence of locus of control on the psychosocial support of IDP students was further appraised using the Logistic Regression model as indicated below.

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

Table 23: 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
$\chi2=103.725$	
df=285	0.201
P=0.000	

*Dependent variable: Psychosocial support.

The variability explained by this model was significant (Omnibus Test of Model Coefficient: $\chi2=103.725$; 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.

Research question four: To what extent does self-efficacy influence the psychosocial support of internally displaced secondary school students?

This present 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 on the table below.

Table 24: Distribution of respondents according to self-efficacy

Perceived self-efficacy	Stretched				Collapsed	
	Strongly Disagree	Disagree	Agreed	Strongly agreed	Disagreed	Agreed
I always set challenging goals and make strong commitment in accomplishing them	00 (00%)	38 (12.0%)	165 (52.1%)	114 (36.0%)	38 (12.0%)	279 (88.0%)
In the face of difficulties, I always try to increase and sustain effort to be successful	00 (00%)	37 (11.7%)	173 (54.6%)	107 (33.8%)	37 (11.7%)	280 (88.3%)
I belief in my own ability to useful in a given task	00 (00%)	33 (10.4%)	167 (52.7%)	117(36.9%)	33 (10.4%)	284 (89.6%)
I can still accomplish most of my goals in life, despite many challenges.	00 (00%)	33 (10.4%)	181(57.1%)	103(32.5%)	33 (10.4%)	284 (89.6%)
I try to stay focus in complicated situation	00 (00%)	45 (14.2%)	171 (53.9%)	101 (31.9%)	45 (14.2%)	272 (85.8%)
I am confident that I can deal efficiently with unexpected events.	00 (00%)	30 (09.5%)	193 (60.9%)	94(29.7%)	30 (09.5%)	287 (90.5%)
I think I can achieve outcomes that are important to me difficult circumstances	00 (00%)	37 (11.7%)	187 (59.0%)	93 (29.3%)	37 (11.7%)	280 (88.3%)
I believe I can succeed in numerous tasks to which I set my mind	00 (00%)	47 (14.8%)	184(58.0%)	86 (27.1%)	47 (14.8%)	270 (85.2%)
When facing difficult tasks, I am certain I will succeed	00 (00%)	35 (11.0%)	177 (55.8%)	105 (33.1%)	35 (11.0%)	282 (89.0%)
I am confident that I can manage many different tasks.	00 (00%)	41 (12.9%)	179 (56.5%)	97 (30.6%)	41 (12.9%)	276 (87.1%)

Statement						
When I am confronted with a problem, I can usually find several solutions.	00 (00%)	29 (09.1%)	199 (62.8%)	89 (28.1%)	29 (09.1%)	288 (90.9%)
If I am in trouble, I can usually think of something to do	00 (00%)	40 (12.6%)	195 (61.5%)	82 (25.9%)	40 (12.6%)	277 (87.4%)
When I am confronted with a problem, I usually try to find out several solutions to that problem.	00 (00%)	35 (11.0%)	183 (57.7%)	99 (31.2%)	35 (11.0%)	282 (89.0%)
No matter what comes on my way, I am usually able to handle it.	00 (00%)	35 (11.0%)	166 (52.4%)	116 (36.6%)	35 (11.0%)	282 (89.0%)
It is easy for me to stick to my aims and accomplish my goals especially challenging times but try to remain focus. .	00 (00%)	37 (11.7%)	195 (61.5%)	85(26.8%)	37 (11.7%)	280 (88.3%)
Multiple responses set (MRS)	**00 (00%)**	**552 (11.6%)**	**2715 (57.1%)**	**1488 (31.3%)**	**552 (11.6%)**	**4203 (88.4%)**

The findings on the table above 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.

Interviews conducted revealed the self-efficacy of IDP students. The interviewees indicated that they are confident, motivated, task mastery, take control and engage in teamwork as presented in the table below.

Table 25: Thematic analysis on self-efficacy of IDP students

Question	Themes	Groundings	Quotations
Explain your beliefs about your capacity to engage in different activities	Confident	08	"…I have a high self-confident and I am confident in completing tasks and participating in different task".
	Motivated	07	"…I am highly motivated and have a lot of interest in studying as well as participating in activities."
	Task mastery	08	"…I always try to master a task and put a lot of effort in learning and mastering new tasks."
	Take control	07	"…I like to be in control of of my emotions, my activities and also taking charge of different activities."
	Team work	08	"…l like working with other people as I share ideas with them for us to complete the tasks at hand."

The findings on the table above revealed that the IDP students have different self-efficacy beliefs about themselves as they are confident, motivated, task mastery, take control and engage in teamwork. Interviewees stated that they are self-confident and they belief they can succeed in different tasks. This is evident as a one of the IDP students pointed out that "…I have a high self-confident and I am confident in completing tasks and participating in different task." Interviewees, further stated that they were highly motivated in life and they engage in different tasks and activities. This is clear as an interviewee stated that "…I am highly motivated and have a lot of interest in studying as well as participating in activities." Equally, the IDP students pointed out that they master tasks and learn to master different tasks. This is clear as a student pointed out that "…I always try to master a task and put a lot of effort in learning and mastering new tasks."

Furthermore, the interviewees indicated they take control of their lives and different activities they engage into. This is evident as an interviewee emphasised that "…I like to be in control of of my emotions, my activities and also taking charge of different activities." Also, interviewees emphasised that they engage in teamwork and enjoy working with other people to be successful. This is clear as an interviewee insisted "…l like working with other people as I share ideas with them for us to complete the tasks at hand."

To further assess the influence of self-efficacy of internally displaced students a cross-tabulation to determine the association between background indicators of the IDP students and their self-efficacy was calculated as indicated on the table below.

Table 26: Association between background indicators and self-efficacy

Background indicators	Categories	Disagreed	Agreed	N	Chi square test
Sex	Male	269 (12.4%)	1906 (87.5%)	2175	$\chi2=3.18$
	Female	283 (11.0%)	2297 (89.0%)	2580	P=0.313
Age group	10-15	64 (07.9%)	746 (92.1%)	810	$\chi2=6.05$
	16-20	434 (13.0%)	2911 (87.0%)	3345	P=0.136
	21 and above	54 (09.0%)	546 (91.0%)	600	
Years of not schooling	1	87 (09.2%)	858 (90.8%)	945	$\chi2=5.76$
	2	363 (13.5%)	2322 (86.5%)	2685	P=0.402
	3	102 (09.1%)	1023 (90.9%)	1125	
Region of origin	North West	365 (12.8%)	2485 (87.2%)	2850	$\chi2=4.33$
	South West	187 (09.8%)	1718 (90.2%)	1905	P=0.156
School	Lycee Bilingue Bafoussam Rural	66 (11.6%)	504(88.4%)	570	
	Lycee Bilingue Bafousam	32 (5.2%)	583 (94.8%)	615	
	Lycee Bilingue Biyemassi	71 (13.9%)	439 (86.1%)	510	
	Lycee Bilingue Bonaberi	66 (11.3%)	519 (88.7%)	585	
	Lycee Bilingue Etougebe	58 (11.4%)	434 (88.6%)	510	$\chi2=6.78$
	Lycee Bilingue Japoma	37 (08.0%)	428 (92.0%)	465	P=0.231
	Lycee Bilingue Mendong	74 (14.5%)	436 (85.5%)	510	
	Lycee Bilingue Technique D'Akwa	44 (09.8%)	406(90.2%)	450	
	Lycee Technique Banego	104 (19.3%)	436 (80.7%)	540	

The findings from table 26 above indicate that self-efficacy of IDP students does not depend on sex, age, years of not schooling, region of origin, and the school of students. The chi-squared tests for the various background indicators at P=0.05 were not significant showing there is no association between the different categories of the background indicators and self-efficacy of the IDP students. This is because there is uniformity in the responses given by IDP students. The influence of self-efficacy on the psychosocial support of IDP students was further appraised using the Logistic Regression model as indicated below.

Research hypothesis four: There is no significant effect of self-efficacy on the psychosocial support of internally displaced secondary school 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 27: 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.

Research question five: To what extent does social support influence the psychosocial support of internally displaced secondary school students?

This present the findings on the effect of social support on the psychosocial support of students who are internally displaced in public schools in the cities of Bafoussam, Douala and Yaounde as presented on the table below.

Table 28: Distribution of respondents according to social support

Perceived social support	Stretched				Collapsed	
	Strongly Disagree	Disagree	Agreed	Strongly agreed	Disagreed	Agreed
I always depend on other people to satisfy certain basic needs in some situation	00 (00%)	61 (19.2%)	170 (53.6%)	86 (27.1%)	61 (19.2%)	256 (80.8%)
I give assistance to other people when need be	00 (00%)	39 (12.3%)	171 (53.9%)	107 (33.8%)	39 (12.3%)	278 (87.7%)
There is someone I can turn to for advice about handling my problems	00 (00%)	63 (19.9%)	160 (50.5%)	94 (29.7%)	63 (19.9%)	254 (80.1%)
I am able to connect with people outside of my family easily	00 (00%)	42 (13.2%)	198 (62.5%)	77(24.3%)	42 (13.2%)	275 (86.8%)
Social interaction provides affection and love which support me when I am need it	00 (00%)	41 (12.9%)	166 (52.4%)	110 (34.7%)	41 (12.9%)	276 (87.1%)
Assistance from others help me to recover faster from illnesses and reduces stress levels	00 (00%)	46 (14.5%)	188 (59.3%)	83 (26.2%)	46 (14.5%)	271 (85.5%)
My psychological and physical well-being has helped me to maintain social relationships	00 (00%)	33 (10.4%)	190 (59.9%)	94 (29.7%)	33 (10.4%)	284 (89.6%)
I always control my feelings in the heart of problems and challenges	00 (00%)	48 (15.1%)	172 (54.3%)	97 (30.6%)	48 (15.1%)	269 (84.9%)
I am not carried away by my challenges	00 (00%)	55 (17.4%)	182 (57.4%)	80 (25.2%)	55 (17.4%)	262 (82.6%)

Having positive belief about myself has always influence me positively	00 (00%)	48 (15.1%)	197 (62.1%)	72 (22.7%)	48 (15.1%)	269 (84.9%)
Emotional support helped to maintain group morale and ameliorated feelings of neglect	00 (00%)	44 (13.9%)	186 (58.7%)	87 (27.4%)	44 (13.9%)	273 (86.1%)
My understanding of stressful circumstances helps them cope with problematic events	00 (00%)	36 (11.4%)	167 (52.7%)	114 (36.0%)	36 (11.4%)	281(88.6%)
Believing in myself has always been a way of handling my problems	00 (00%)	33 (10.4%)	168 (53.0%)	116 (36.6%)	33 (10.4%)	284 (89.6%)
Financial aids, material resources and other services are the key of reducing stress.	00 (00%)	40 (12.6%)	165 (52.1%)	112 (35.3%)	40 (12.6%)	277 (87.4%)
Engaging in various forms of social and recreational activities is one of the ways of handling stress.	00 (00%)	39 (12.3%)	185 (58.4%)	93 (29.3%)	39 (12.3%)	278 (87.7%)
Multiple responses set (MRS)	**00 (00%)**	**682 (14.3%)**	**2639(55.5%)**	**1434(30.2%)**	**682(14.3%)**	**4073(85.7%)**

The findings on the table above revealed that majority (80.8%) respondents agreed they always depend on other people to satisfy certain basic needs in some situation while few (19.2%) respondents disagreed. Again, majority (87.7%) respondents agreed that they give assistance to other people when need be while few (12.3%) respondents disagreed. Alike majority (80.1%) respondents agreed that there is someone they can turn to for advice about handling their problems while few (19.9%) disagreed. Again majority (86.8%) respondents agreed they are able to connect with people outside of my family easily while few (13.2%) respondents disagreed. Likewise, majority (87.1%) respondents agreed that social interaction provides affection and love which support them when they need it while few (12.9%) respondents disagreed.

Furthermore, majority (85.5%) respondents agreed that assistance from others help them to recover faster from illnesses and reduces stress levels while few (14.5%) respondents disagreed. In the

same way majority (89.6%) respondents agreed that their psychological and physical well-being has helped them to maintain social relationships while few (10.4%) respondents disagreed. Consistently, majority (84.9%) respondents agreed that they always control their feelings in the heart of problems and challenges while few (15.1%) respondents disagreed. Correspondingly majority (82.6%) respondents agreed that they are not carried away by their challenges while few (17.4%) respondents disagreed. More so majority (84.9%) respondents agreed that having positive belief about themselves has always influence them positively while few (15.1%) respondents disagreed. Still majority (86.1%) respondents agreed that emotional support helped to maintain group morale and ameliorated feelings of neglect while few (13.9%) respondents disagreed.

More over majority (88.6%) respondents agreed that their understanding of stressful circumstances help them cope with problematic events while few (11.4%) respondents disagreed. Congruently, majority (89.6%) respondents agreed that believing in themselves has always been a way of handling their problems while few (10.4%) respondents disagreed. Similarly, majority (87.4%) respondents agreed financial aids, material resources and other services are the key of reducing stress while few (12.6%) disagreed. Equally, majority (87.7%) respondents agreed that engaging in various forms of social and recreational activities is one of the ways of handling stress while few (12.3%) respondents disagreed. In addition, the findings from the multiple responses set revealed that majority (87.7%) respondents agreed that social support influence the psychosocial support of internally displaced secondary students while few (14.3%) respondents disagreed.

Interviews conducted revealed the influence of social support on the psychosocial support of IDP students. The interviewees indicated that they belong to a group, emotional support, informational support, self esteem and material support as presented in the table below.

Table 29: Thematic analysis on self-efficacy of IDP students

Question	Themes	Groundings	Quotations
Explain how social support influence your behaviour	Belong to group	08	"…I have a group of friends which I interact with them and we assist one another in different tasks and activities."
	Emotional support	07	"…when I am stressed up my friends make me feel happy when they comfort me and talk me out of the stressful situation…I equally depend on my parents to help me out to function well."
	Informational support	08	"…I depend on friends, parents and other people for information on what I do not know or important information."
	Self-esteem	07	"…My interaction with other people has made me to value myself so much and I belief I can succeed in anything I do."
	Material support	08	"…my parents, friends and other well wishes always support me with material things which I need for my wellbeing."

The findings on the table above revealed that different social supports influence the psychosocial support of IDP students. These included the fact that they belong to groups, have emotional support, informational support, self-esteem and material support Interviewees stated that they are belong to groups of friends which they socialize and interact freely. This is evident as a one of the IDP students pointed out that "…I have a group of friends which I interact with them and we assist one another in different tasks and activities." Interviewees, further stated that they have emotional

support from friends and family. This is clear as an interviewee stated that "…when I am stressed up my friends make me feel happy when they comfort me and talk me out of the stressful situation…I equally depend on my parents to help me out to function well."

Equally, interviewees pointed out that they depend on friends, parents and other people for information purpose. This is clear as a student pointed out that "…I depend on friends, parents and other people for information on what I do not know or important information." Also, the interviewees stated that they have a high self-esteem through their interaction with other people. This is evident as an interviewee reiterated that "…my interaction with other people has made me to value myself so much and I belief I can succeed in anything I do." Similarly, interviewees stated that they have material support from parents and friends. This is evident as an interviewee insisted that "…my parents, friends and other well wishes always support me with material things which I need for my wellbeing."

To further assess the influence of social support of internally displaced students a cross-tabulation to determine the association between background indicators of the IDP students and their social support was calculated as indicated on the table below.

Table 30: Association between background indicators and social support

Background indicators	Categories	Disagreed	Agreed	N	Chi square test
Sex	Male	314 (14.4%)	1861 (85.6%)	2175	χ2=5.76
	Female	400 (15.5%)	2180 (84.5%)	2580	P=0.222
Age group	10-15	69 (08.5%)	741 (91.5%)	810	χ2=6.87
	16-20	557 (16.7%)	2788 (83.3%)	3345	P=0.342
	21 and above	88 (14.7%)	512 (85.3%)	600	
Years of not schooling	1	93 (09.8%)	852 (90.2%)	945	χ2=5.78
	2	482 (18.0%)	2203 (82.0%)	2685	P=0.266
	3	139 (12.4%)	986 (87.6%)	1125	
Region of origin	North West	446 (15.6%)	2404 (84.4%)	2850	χ2=7.22
	South West	268 (14.1%)	1637 (85.9%)	1905	P=0.321
	Lycee Bilingue Bafoussam Rural	119 (20.9%)	451(79.1%)	570	
	Lycee Bilingue Bafousam	60 (09.8%)	555 (91.2%)	615	
	Lycee Bilingue Biyemassi	91 (17.8%)	419 (82.2%)	510	
	Lycee Bilingue Bonaberi	74 (12.6%)	511 (87.4%)	585	
School	Lycee Bilingue Etougebe	65 (12.7%)	445 (87.3%)	510	χ2=4.33
	Lycee Bilingue Japoma	83 (17.8%)	382 (82.2%)	465	P=0.403
	Lycee Bilingue Mendong	50 (09.8%)	460 (91.2%)	510	
	Lycee Bilingue Technique D'Akwa	82 (18.2%)	368 (81.8%)	450	
	Lycee Technique Banego	90 (16.7%)	450 (83.3%)	540	

The findings from table 30 above indicate that social support of IDP students does not depend on sex, age, years of not schooling, region of origin, and the school of students. The chi-squared tests for the various background indicators at P=0.05 were not significant showing there is no

association between the different categories of the background indicators and social support of the IDP students. This is because there is uniformity in the responses given by IDP students. The influence of social support on the psychosocial support of IDP students was further appraised using the Logistic Regression model as indicated below.

Research hypothesis five: There is no significant effect of social support on the psychosocial support of internally displaced secondary school students

The effect of social support 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 31: Model fitting information and predictive power for the predictive component social support 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
$\chi2=30.236$ df=380 P=0.000	0.132

*Dependent variable: Psychosocial support.

The variability explained by this model was significant (Omnibus Test of Model Coefficient: $\chi2=30.236$; df=380; 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 13.2% (Nagelkerke R Square=0.132). Generally, if better social support 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 social support on the psychosocial support of internally displaced secondary students.
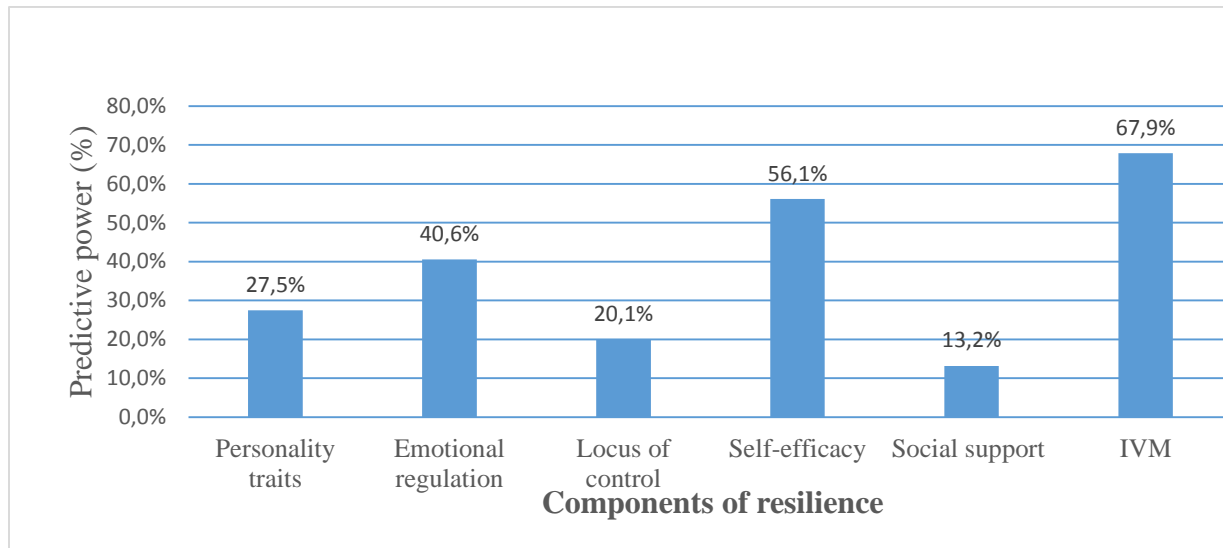
Summary of findings

Table 32: Summary of findings

Research hypotheses	Statistical test used	Comment
Research hypothesis one: There is no significant effect of personality traits on the psychosocial support of internally displaced secondary students	Binary Logistic Regression Model: - Model validation test (Ominbus Tests of Model Coefficient; P<0.05 - Overall Predictive or Explanatory Power (Nagelkerke R square)	The relationship between personality traits and psychosocial support of IDPs students was appraised using Logistic Regression Model. The variability explained by this model was significant (Omnibus Tests of Model Coefficient: χ2=101.097; df=304; P=0.000. The Explanatory Power (EP) / Predictive Power was moderate with a value of 27.5% (Nagelkerke R square =0.275). The findings revealed a significant effect of personality traits on the psychosocial support of IDP students.
Research hypothesis two: There is no significant effect of emotional regulation on the psychosocial support of internally displaced secondary students.	Binary Logistic Regression Model: - Model validation test (Ominbus Tests of Model Coefficient; P<0.05 - Overall Predictive or Explanatory Power (Nagelkerke R square)	The relationship between emotional regulation and psychosocial support of IDPs students was appraised using Logistic Regression Model. The variability explained by this model was significant (Omnibus Tests of Model Coefficient: χ2=163.854; df=323; P=0.000. The Explanatory Power (EP) / Predictive Power was moderate with a value of 40.6% (Nagelkerke R square =0.406. The findings revealed a significant effect of emotional regulation on the psychosocial support of IDP students..

Research hypothesis three: There is no significant effect of locus of control on the psychosocial support of internally displaced secondary students	Binary Logistic Regression Model: - Model validation test (Ominbus Tests of Model Coefficient; P<0.05 - Overall Predictive or Explanatory Power (Nagelkerke R square)	The relationship between locus of control and psychosocial support of IDPs students was appraised using Logistic Regression Model. The variability explained by this model was significant (Omnibus Tests of Model Coefficient: $\chi2$=103.725; df=285; P=0.000. The Explanatory Power (EP) / Predictive Power was moderate with a value of 20.1% (Nagelkerke R square =0.201. The findings revealed a low significant effect of locus of control on the psychosocial support of IDP students.
Research hypothesis four: There is no significant effect of self-efficacy on the psychosocial support of internally displaced secondary students.	Binary Logistic Regression Model: - Model validation test (Ominbus Tests of Model Coefficient; P<0.05 - Overall Predictive or Explanatory Power (Nagelkerke R square)	The relationship between self-efficacy and psychosocial support of IDPs students was appraised using Logistic Regression Model. The variability explained by this model was significant (Omnibus Tests of Model Coefficient: $\chi2$=256.435; df=304; P=0.000. The Explanatory Power (EP) / Predictive Power was moderate with a value of 56.1% (Nagelkerke R square =0.561. The findings revealed a significant effect of self-efficacy on the psychosocial support of IDP students
Research hypothesis five: There is no significant effect of social support on the psychosocial support of internally displaced secondary students	Binary Logistic Regression Model: - Model validation test (Ominbus Tests of Model Coefficient; P<0.05 - Overall Predictive or Explanatory Power (Nagelkerke R square)	The relationship between social support and psychosocial support of IDPs students was appraised using Logistic Regression Model. The variability explained by this model was significant (Omnibus Tests of Model Coefficient: $\chi2$=30.236; df=380; P=0.000. The Explanatory Power (EP) / Predictive Power was moderate with a value of 13.2% (Nagelkerke R square =0.132. The findings revealed a significant effect of social support on the psychosocial support of IDP students

Figure 16: Summary of predictive effects of components of resilience on the psychosocial support of IDP students in selected secondary schools in the Cities of Bafoussam, Doula and Yaounde..

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%), Locus of control (EP=20.1%) and social support (EP=13.2%). 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 five hypotheses were retained and their null rejected. This shows that resilience significantly predict psychosocial support of internally displaced students in secondary schools in Cameroon. Again findings from the interviews revealed the psychosocial support of internally displaced students was affected by the different aspects of resilience as the students they proposed.

Chapter 5:

Discussion and Recommendations

The aim of the study was to bridge a gap in the current literature by empirically determining the impact of resilience in the psychosocial support of internally displaced secondary school students in Cameroon. Five research hypotheses were formulated together with research questions to guide the investigations. An interview guide with a questionnaire scales were used as the main research instruments and the data collected were analysed. Given that the variables involved in the various hypothesis testing are essentially categorical, Logistic Regression model was employed to appraise the impact of resilience in the psychosocial support of internally displaced secondary students in Cameroon. After the verification of hypotheses, all our research hypotheses were all confirmed. This chapter begins with a summary of the study and a discussion of the findings concerning the research hypotheses. This will be followed by the implications of the study for researchers and educators and implication for intervention. The limitations and recommendations were also discussed. Finally, a closing statement about the study was provided.

5.1. Summary of the findings

The general objective of this study was to examine the impact of resilience in the psychosocial support of internally displaced secondary school students in Cameroon. The study was to examine the impact of different aspects of resilience such as self-efficacy, personality traits, locus of control, emotional regulation and social support and how they served as a support system to IDPs thus providing that necessary psychosocial support. The sequential explanatory research design together with descriptive survey research design were used for this study.

Based on previous empirical research, a main research hypothesis and five research hypotheses were coined. The general research hypothesis was formulated as follow: There is a significant relationship between resilience and psychosocial support of internally displaced secondary school students in Cameroon.

The operationalization of this main research hypothesis yielded the following specific objectives:

- To examine the influence of personality traits on the psychosocial support of internally displaced secondary school students.
- To assess the influence of emotional regulation on the psychosocial support of internally displaced secondary school students.

- To determine the influence of internal locus of control on the psychosocial support of internally displaced secondary school students.
- To ascertain the influence of self-efficacy on the psychosocial support of internally displaced secondary school students.
- To examine the influence of social support on the psychosocial support of internally displaced secondary school students.

Overall, from the results gotten and the verification of our research hypotheses, it can be deduced from the findings presented that, the alternate of the five hypotheses were retained and their null rejected. This shows that resilience significantly impacts the psychosocial support of internally displaced students in secondary schools in Cameroon. Again, findings from the interviews revealed that the psychosocial support of internally displaced students was affected by the different aspects of resilience as proposed by the students.   The finding also indicated that the impact of resilience in the psychosocial support of internally displaced secondary school 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%), Locus of control (EP=20.1%) and social support (EP=13.2%).

5.2. Discussion of findings

This section proposes a discussion to our findings related to each research hypothesis. An interpretation as well as a comparison will follow to see if our results are convergent with previous studies. If that is not the case, we will give some possible explanations. Our analysis will focus on our five research hypotheses and will end with a brief conclusion.

This study sought to examine the impact of resilience in the psychosocial support of internally displaced secondary school in Cameroon.

More specifically, it was hypothesized that personality traits significantly influence the psychosocial support of internally displaced secondary school students. Given that the relationship between personality traits and psychosocial support of IDPs students was appraised using Logistic Regression Model. The variability explained by this model was significant (Omnibus Tests of Model Coefficient: $\chi^2=101.097$; df=304; P=0.000. The Explanatory Power (EP) / Predictive Power was moderate with a value of 27.5% (Nagelkerke R square =0.275). The findings revealed a

significant effect of personality traits on the psychosocial support of IDP students. Based on the descriptive analyses, the finding indicate that majority (87.7%) Participants concurred that their cognitive, feeling, and behavior patterns appear to endure over time and under challenging conditions, while few (12.3%) disagreed. Also, 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, majority (85.2%) respondents agreed that their ability to tolerate stress is influenced by some distinct character that is within them while few (14.8%) disagreed. Again, 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. This aligns with the research on trait-oriented studies, which suggests that there is a positive correlation between extraversion and personal resilience, as well as a negative correlation between neuroticism and personal resilience (Campbell-Sills, Cohan, & Stein, 2006). The extent to which resilience is a consistent personality trait that is associated with underlying personality traits has important implications for the recognition and evaluation of personal resilience, as well as the potential efficacy of interventions aimed at cultivating resilience.

Equally, majority (83%) respondents agreed that they are skilled in handling social interaction and adaptation in any challenging environment. Similarly, majority (84.5%) respondents agreed they have frequent mood swings but still feel comfortable around people in difficult times while few (15.5%). More so, majority (89%) respondents agreed that they respect the opinions of their friends in all situations while few (11%) disagreed. Alike, majority (85.8%) respondents agreed that they tend not to keep to themselves after passing through embarrassing experiences while few (14.2%) disagreed. In the same way majority (88%) respondents agreed that they mostly stay calm and thrive in difficult situations and challenges while few (12%) disagreed. Correspondingly majority (83%) respondents agreed that they have a way of behaving in their community and do not get nervous easily while few (17%) disagreed. Harmoniously majority (90.2%) 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 majority (84.5%) respondents agreed that they were born with particular character traits that influence their behaviour while few (15.5%) disagreed. Congruently majority (84.9%) respondents agreed they really adapted to stressful events or challenges more

than their friends in other places while few (15.1%) disagreed. Additionally, majority (85.8%) 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 majority (85.8%) respondents agreed that the personality traits of IDP students influence their psychosocial support of IDP students. This finding aligns with the research conducted by Campbell-Sills et al. (2006), which posits that particular personality traits play a role in predicting resilience.

This finding is supported by a study conducted by Storm and Rothmann (2003), which demonstrated a positive association between emotional stability, extroversion, openness to experience, and conscientiousness, and the utilisation of constructive coping strategies, such as the favourable reinterpretation of stressful situations and the acceptance of stressors. Certain individuals possess specific characteristics that function as their strengths or advantages, allowing them to effectively navigate and surmount obstacles (Richardson, 2002). According to Maslach (1986), the internal attributes of individuals play a significant role in influencing their response to external stressors, thereby elucidating the differential experience of burnout across individuals within a specific occupational context. This finding provides additional evidence to substantiate the notion that personality traits play a significant role in shaping individuals' behaviour. Notwithstanding the various challenges experienced by these internally displaced persons (IDPs), encompassing emotional and social dimensions, their ability to effectively adjust and transform in response to adversity proved to be intriguing.

The present discovery provides empirical evidence that aligns with Coutu's (2003) argument regarding the capacity of resilient individuals to effectively address challenges through innovative problem-solving methods, without relying on conventional resources. Resilient individuals, as noted by Brown (1996), demonstrate not only elevated levels of self-confidence, propensity for risk-taking, and commitment to personal accomplishment, but also manifest the following characteristics. This view equally confirmed research by Schultz and Schultz (1998) who observed that a range of personality traits such as hostility, wrath, time urgency, locus of control, self-esteem, and competitiveness, have an influence on an individual's ability to endure stress. Since personal resilience comprises of both dynamic and stable components from within the individual (Bisconti, and Wallace, 2006).

Our second research hypothesis sought to assess the significant relationship between emotional regulation and psychosocial support of internally displaced secondary students. Based on the analyses of the study, the finding revealed that there was a relationship between emotional regulation and psychosocial support of IDPs. The relationship was appraised using Logistic Regression Model. The variability explained by this model was significant (Omnibus Tests of Model Coefficient: $\chi 2=163.854$; df=323; P=0.000. The Explanatory Power (EP) / Predictive Power was moderate with a value of 40.6% (Nagelkerke R square =0.406. Thus, reaffirming that there was a significant effect of emotional regulation on the psychosocial support of IDP students.

Based on the descriptive analyses, the findings indicate 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. Emotional and self-

regulation has been increasingly recognized as an important protective factor with regard to resilience (Buckner et al., 2003; Masten, 2001; Curtis & Cicchetti, 2003). Also, emotional regulation has been identified as processes by which emotional arousal is moderated or controlled in emotionally arousing situations to allow the individual to adapt in a functional manner (Curtis and Cicchetti, 2003). This enables the internally displaced students to be able to control and managed their emotion in different situation. Closely associated with emotional regulation is the slightly broader field of self-regulation as defined by "the ability to modify and control behaviour to conform to social norms" (Beer, Shiamura &Knight, 2004).

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.

This finding aligns with the research of Gross (1998b), which posit that emotion regulation has an impact on the emotions we encounter, their timing, and our manner of experiencing or expressing them. As per the research conducted by Gross, Sheppes, and Urry (in press), emotion regulation involves the utilisation of motivational strategies to influence the development of emotions, along with the initiation of a goal to modify the process that generates emotions. Nevertheless, as stated by Campos et al. (2011), the process of emotion regulation involves effectively managing the interplay between present enjoyment and future goal attainment, thereby facilitating the accomplishment of both immediate and long-term objectives. For example, a student may opt to partake in arduous endeavours (such as studying) instead of pleasurable pursuits (such as relaxation) with the intention of achieving a distant goal (such as graduation). The selection of a particular course of action may vary depending on the desired objectives. Individuals possess a

diverse array of choices when determining their response to a given circumstance, contingent upon the specific contextual factors at play (Campos et al., 2011).

This is in line with the thematic analysis on emotional regulation on IDPs students which revealed that the IDP students employ different emotional regulation strategies. They stated they talk out issues with other people in order to resolve problems and equally regulate their emotions. This is evident as a one of the IDP students pointed out that "…I always try to talk out issues with someone when I have a disagreement with the person." Interviewees, further stated that they were patient towards other children. This is clear as an interviewee stated that "…I try to be patient with other people". Equally, the IDP students pointed out that they stay calm when they are having difficulties. This is clear as a student pointed out that "…I always stay calm when I am facing a difficult situation or when I am having problems with others.

This further was further explained by Gooty et al., (2010) that emotions trigger a set of behavioral, experiential, and physiological response tendencies that together influence how we respond to situations. In some situations, the emotional responses might be unwanted, and this leads to the need of emotion regulation. It is important in both perceptions of failure and experiences of failure, and to buffer self-efficacy in order to recover faster from negative events. Furthermore, the interviewees indicated they talk politely to other people even when they have problems. This is evident as an interviewee emphasized that "…I talk politely to people when we are in disagreement and I try to always have a cold head". Also, interviewees emphasized that they respect people with whom they interact and talk to them in a respectful manner. This is clear as an interviewee insisted "…I respect everyone I interact with and I always respect people's opinions." Distraction was used as an emotional regulatory strategy among IDPs. Distraction as a regulatory strategy involves loading working memory with independent neutral contents (Van Dillen & Koole, 2007). The strategy involves replacing current emotional information with independent neutral information. Distraction also filters incoming emotional information, which competes with emotion-regulating processes at an early processing stage, before stimuli are represented in working memory for further semantic evaluative processing. That is, distraction prevents the affective meaning of a stimulus from being processed by blocking it via an early attentional filter. Studies have indicated that distraction is equally effective in attenuating negative affect under low and high levels of emotional intensity (Sheppes & Meiran, 2007)

Our third research hypothesis explores to assess the significant relationship between locus of control and psychosocial support of internally displaced secondary student. The analyses and findings based on the relationship between locus of control and psychosocial support of IDPs students was appraised using Logistic Regression Model. The variability explained by this model was significant (Omnibus Tests of Model Coefficient: χ2=103.725; df=285; P=0.000. The Explanatory Power (EP) / Predictive Power was moderate with a value of 20.1% (Nagelkerke R square =0.201. The findings revealed a low significant effect of locus of control on the psychosocial support of IDP students. Therefore, the null hypothesis was rejected and the alternative hypothesis retained. Based on the descriptive analyses 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. 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 (Stone & Jackson, 1975). 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). 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. This in in line with theoretical position in Rotter's theory is that most learning occurs in interpersonal situations. It stresses the fact that the major or basic modes of behaving are learned in social situations and are inextricably fused with needs requiring for their satisfaction the mediation of other persons" (Rotter, 1954, p.84)

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 influences the psychosocial support of students who are internally displaced while few (14.2%) respondents stated it is hardly true. This finding corresponds with the perspective put forth by Stone and Jackson (1975), which posits that individuals' internal beliefs exert significant influence over their primary life pursuits. The characteristics of entities exhibit variations in relation to both their inherent qualities and the actions they undertake. Individuals hold the belief and exhibit behaviour indicating their perception of being in control of their own perspective. Moreover, they perceive themselves as capable agents who exert influence over the pace of reinforcing operations.

Dimitrovsky and Beck (1994) observed that the concept of locus of control involves a comprehensive consideration of an individual's anticipated outcomes, which are predominantly shaped by their own behaviour and personality (internal locus of control), or predominantly influenced by external factors such as chance, luck, or powerful individuals (external locus of control). Differences in locus of control can also arise as a consequence of different life events. The identification of crises has the capacity to shift an individual's locus of control from internal to external, as the crisis situation may engender feelings of powerlessness. According to Smith (1970), when crises solidify, the locus of control may once again become influential and revert to the internal pathway. Gardner (1971; Master 1970) posits that the observation of relationship deterioration may prompt a young individual to augment their external locus of control. Research conducted by Hetherington (1972) and Duke and Lancaster (1976) suggests that children who do not have fathers present in their lives tend to exhibit more externalising behaviours compared to those who have fathers present.

Our fourth research hypothesis explores to determine the significant relationship between locus of control and psychosocial support of internally displaced secondary student. The finding revealed a significant effect of self-efficacy on the psychosocial support of IDP students. Given that the variability explained by this model was significant (Omnibus Test of Model Coefficient: $\chi2=256.435$; 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. Findings based on the descriptive analyses 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.

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,

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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.

Bandura (1977) posits that self-efficacy pertains to individuals' subjective assessments of their own competencies and capacities. The findings align with Bandura's (2001) theoretical framework, providing further support for the notion that self-efficacy beliefs play a role in determining individuals' level of effort, persistence in the face of obstacles, and resilience in challenging situations. To clarify, there exists a positive correlation between heightened self-efficacy and the presence of greater levels of exertion, persistence, and resilience. Therefore, individuals who possess self-assurance are more likely to effectively utilise their existing capabilities and potential. This is evident in the perspectives of the participants, where a significant majority (89.6%) of respondents expressed agreement with their belief in their own competence to be beneficial in a given task, while a small minority (10.4%) of respondents held a contrary viewpoint. Once more, the findings reveal that a significant majority of respondents (89.6%) expressed agreement with the notion that they possess the capacity to achieve the majority of their life goals, despite encountering numerous obstacles. Conversely, a minority of respondents (10.4%) expressed

disagreement with this perspective. Similarly, a significant majority of respondents (85.8%) expressed agreement with the notion of maintaining focus in complex situations, whereas a smaller proportion (14.2%) disagreed. However, the majority of respondents (90.5%) expressed confidence in their ability to effectively handle unforeseen circumstances, while a small minority (9.5%) disagreed.

Furthermore, the results align with the perspectives put forth by Pajares and Schunk (2001), who introduced the notion of competence within the discourse on the self-system. They underscored that self-efficacy serves as an indicator of an individual's perception of their own competence. Consequently, this viewpoint influences an individual's ability to set attainable objectives in order to successfully complete a task. Bandura's triadic model (1986) was employed to elucidate the process by which an individual's perceptions stimulate their self-system through the provision of information pertaining to their past experiences, achievements, and setbacks. Subsequently, the self-efficacy belief system utilises these experiences to formulate perceptions regarding an individual's own capacities, subsequently influencing their behaviour and the surrounding context.

Self-efficacy pertains to an individual's perception of their own confidence and its influence on their perception of their abilities and likelihood of achieving success in task performance. Individuals with high self-efficacy perceive themselves as possessing the ability to effectively execute tasks, whereas individuals with low self-efficacy hold the belief that their likelihood of achieving successful outcomes is unlikely. Bong (2013) asserts that self-efficacy beliefs are primarily focused on an individual's aspirations for future accomplishments based on their existing level of competence. Self-efficacy, self-esteem, and self-concept are significantly influenced by prior experiences.

Self-efficacy primarily pertains to an individual's perception of their competence in performing specific tasks, rather than their general self-assessment or overall self-evaluation. Bong and Skaalvik (2003) posit that self-efficacy can be conceptualised as a fundamental factor contributing to the development of an individual's self-concept. The differentiation between context specificity and collective judgement serves as the primary distinctions between self-efficacy and self-concept. According to Pajares and Miller (1994), self-efficacy beliefs possess greater predictive accuracy in determining behaviour compared to self-concept due to their specific nature.

Our fifth research hypothesis explores to evaluate the significant relationship between social support and psychosocial support of internally displaced secondary student. The finding revealed a significant effect of social support on the psychosocial support of IDP students. Given that the variability explained by this model was significant (Omnibus Test of Model Coefficient: $\chi 2$=30.236; df=380; 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 13.2% (Nagelkerke R Square=0.132). Generally, if better social support 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 low significant effect of social support on the psychosocial support of internally displaced secondary students.

Findings based on the descriptive analyses revealed that majority (80.8%) respondents agreed they always depend on other people to satisfy certain basic needs in some situation while few (19.2%) respondents disagreed. Again, majority (87.7%) respondents agreed that they give assistance to other people when need be while few (12.3%) respondents disagreed. Alike, majority (80.1%) respondents agreed that there is someone they can turn to for advice about handling their problems while few (19.9%) disagreed. Again majority (86.8%) respondents agreed they are able to connect with people outside of my family easily while few (13.2%) respondents disagreed. Likewise, majority (87.1%) respondents agreed that social interaction provides affection and love which support them when they need it while few (12.9%) respondents disagreed.

Furthermore, majority (85.5%) respondents agreed that assistance from others help them to recover faster from illnesses and reduces stress levels while few (14.5%) respondents disagreed. In the same way majority (89.6%) respondents agreed that their psychological and physical well-being has helped them to maintain social relationships while few (10.4%) respondents disagreed. Consistently, majority (84.9%) respondents agreed that they always control their feelings in the heart of problems and challenges while few (15.1%) respondents disagreed. Correspondingly majority (82.6%) respondents agreed that they are not carried away by their challenges while few (17.4%) respondents disagreed. More so majority (84.9%) respondents agreed that having positive belief about themselves has always influence them positively while few (15.1%) respondents

disagreed. Still majority (86.1%) respondents agreed that emotional support helped to maintain group morale and ameliorated feelings of neglect while few (13.9%) respondents disagreed.

Moreover majority (88.6%) respondents agreed that their understanding of stressful circumstances help them cope with problematic events while few (11.4%) respondents disagreed. Congruently, majority (89.6%) respondents agreed that believing in themselves has always been a way of handling their problems while few (10.4%) respondents disagreed. Similarly, majority (87.4%) respondents agreed financial aids, material resources and other services are the key of reducing stress while few (12.6%) disagreed. Equally, majority (87.7%) respondents agreed that engaging in various forms of social and recreational activities is one of the ways of handling stress while few (12.3%) respondents disagreed. In addition, the findings from the multiple responses set revealed that majority (87.7%) respondents agreed that social support influence the psychosocial support of internally displaced secondary students while few (14.3%) respondents disagreed. Interviews conducted revealed the influence of social support on the psychosocial support of IDP students. The interviewees indicated that they belong to a group, emotional support, informational support, self-esteem and material support as presented in the table below. Supporting others is a basic and representative form of human interaction and is expressed through diverse actions and behaviors, such as persuading, informing, or entertaining others. Supportive interactions are ubiquitous in human life (Burleson & MacGeorge, 2002).

Furthermore, given that social support is based on the premise that individuals are interdependent and must depend on each other to fulfill essential needs (Cutrona, 1996). It facilitates feelings of affection, concern, and belongingness, fostering a sense of being connected within a network of communication and reciprocal responsibilities (Cobb, 1976). There are multiple definitions of social support that have been proposed in the literature, although there has been a significant convergence of agreement among scholars regarding the aforementioned characteristics. This study is in line with the view of Xu and Burleson (2001) which holds that the provision of assistance by individuals to others in order to aid them in managing life transitions and situational pressures. Individuals often encounter challenges that are difficult to navigate independently when confronted with adversity. Individuals are in need of aid, and this aid can be considered as a form of social support. Caplan (1974) also support the assertion that social networks that provide individuals with opportunities for self-reflection and affirmation of their expectations regarding

interpersonal relationships. The foundation of social support does not solely rely on the notion that individuals provide assistance to each other exclusively during challenging or stressful situations. Instead, it is grounded in the belief that people can offer support to one another through interaction at any given time. The association between individuals' level of satisfaction with the social support they receive and the provision of social support has been established. Social support is provided through interpersonal connections, and it is closely associated with an individual's emotional or material conditions. Moreover, the finding s are not far- fetched from the view expressed by Cutrona, Hessling, & Shur (1997) the capacity to cultivate and expand social networks via social support leads to increased levels of social skills and interpersonal well-being. These view further provide additional evidence of the correlation between supportive behaviour and communication and individuals' psychological and physical well-being thus the maintenance of healthy social interactions helps in the reduction of disease and stress.

5.3 Implications of the Study

This study will aid teachers, school counselors, and educational researchers in their understanding of the value of resilience and its implications for learning. Given that there are numerous difficulties with regards to education for children and particularly those in Cameroon since it has an overall impact in the development of the young people. The research on resilience will guide teachers on how to help pupils by truly supporting them to acknowledge their feelings, and acting with kindness, compassion, and respect for one another especially in times of crises.

Teachers will be able to concentrate completely on each student's strengths and support those who have been singled out for bullying by their families, communities, or schools. They encourage young people who are struggling to take control of their lives and go from being victims to survivors. According to Seligman (1995), teachers should teach their pupils not to internalize the hardships they face, to view hardship as transient, and to view setbacks as manageable or temporary rather than as permanent obstacles. Additionally, Seligman argues that when teachers are student-centered and use their students' interests, aspirations, and dreams as the starting point for learning, they are able to engage their intrinsic motivation for learning.

With the help of this research, schools will be better able to foster peer relationships, prosocial behaviors like assisting others, sharing, and working together to solve problems, as well as

resilience. By putting more of an emphasis on learning than competitiveness, healthy peer connections are promoted. Cooperative learning projects that are well-planned and engaging and require all students to participate to the final output can complement this approach. Students who volunteer their time to help others become more resilient in trying situations.

The study will give students the skills they need to maintain self-control in every circumstance. Therefore, teachers must first establish and encourage good behavior before deciding on appropriate punishments for incorrect behavior. Teachers and administrators must properly communicate their expectations and establish clear performance standards. Secondary school administrators and instructors must agree on regulations so they are applied consistently across all settings; when individual teachers approve of activities that are against school policy, it can be perplexing and disruptive. Because something that is crucial to one person may not be as important to another, reaching such a consensus necessitates expert administrative abilities. It can be beneficial to involve students in these types of group work sessions since they are more likely to understand the significance of the rules and to cooperate with their implementation.

5.3.1 Implications for intervention

A thorough evaluation of each person's risk and protective factors is necessary for interventions that aim to improve resilience. This can entail figuring out ways to address skill and resource gaps in both people and their surroundings. (Velleman & Templeton, 2007) Intervention shouldn't hold off until a crisis has developed and the damage is obvious. Yates & Masten (2004) identified three general categories of interventionist techniques that foster resilience. Risk-focused approaches (such as raising awareness of drug abuse) seek to mitigate or eliminate dangers. Asset-focused strategies work to promote adaptive functioning to overcome adversity when risk cannot be eliminated and must be faced (for example, through skill-development initiatives). Process-focused methods seek to safeguard, activate, or reinstate the mechanisms that foster good growth (for instance, by fostering a climate of positivity and support).

Therapy should, according to Waters and Lawrence (1993), emphasise service users' competence. They provide a strategy that searches for constructive intentions in the development of problems, aims to envisage healthy functioning, encourages clients to act courageously in pursuit of

therapeutic objectives, and makes an effort to work in tandem with clients in a way that will support their development.

The development of more situation-appropriate coping skills can be facilitated by protecting young people by controlling their exposure to risk and giving them chances to exert agency (Newman, 2004). This will also help them feel more in control of their lives. Other programmes that could encourage young people's development of resilience include creating and sustaining healthy relationships with encouraging adults at home, school, and within social networks.

5.4. Limitations of the study

The investigation of this research work cannot be successful without some limitations due to some problems beyond the control of the researcher. The most important problem was that of finances because much money was needed for transportation to the various schools and meetings with teachers and students to collect data, type, print, and publish the research work.

There was also the problem of a limited sample size for the study; only 317 students' respondents were selected from three regions of the country, which was not reflective enough since we have IDPs in the other seven regions of the country. The data collected was considered limited in representativeness because of the regions selected.

Another problem was that the congested programme, as the researcher was a worker and a family man. He had to go to work, take care of the family, attend classes, and prepare for tutorials and examinations, which required much time and devotion.

There was also the problem of some students' unwillingness or reluctance to respond to the questionnaire, and the researchers had to convince and explain the importance of the research work to them as far as resilience and psychosocial support are concerned. Due to the above-mentioned problem, much time was taken to collect questionnaires from the respondents.

5.5 Recommendations

The research findings will help provide a holistic and inclusive approach to education that needs to be positively accepted and successfully implemented in regular and special schools in order to enhance the resilience of students. In light of this, the following recommendations can be made:

To teachers

Teachers must have the abilities to not only design inclusive classrooms that foster equality, safety and belonging but also to successfully manage students' behaviours and advance the academic progress of all of their students.

When teaching in any given setting, teachers must be aware that they will encounter students with varying levels of readiness, interests, and learning styles. They must ensure that the curriculum is accessible to all students by differentiating their learning materials and also taking into consideration different factors such as their instructional strategies, learning resources, and activities, as well as their level of assessments.

Instructors and students, parents, educational stakeholders, and teachers understand the need to collaborate in partnerships. There must be established cooperation between all of these groups. To achieve this, adequate training in effective communication and teamwork is necessary.

Teachers must be aware that each child will present unique obstacles. To accomplish this, they would need to adopt an inclusive strategy and provide each learner with individualised support. They must comprehend how culture affects identity, learning, and community development if they are to succeed in this. The growth and behaviour of students are greatly influenced by culture, which increases the diversity in the classroom. This will support teachers' decision-making, particularly with regard to controlling student behaviour.

Additionally, teachers who treat students with love, care, respect, and patience and foster a classroom culture characterised by belonging and built a sense of worth among students will make them to be able to encounter challenging situations and easily forge positive teacher-student relationships.

To the Ministry of Secondary Education and the Government

Representatives of both the schools and the Education Authorities should have frequent meetings to discuss the appropriate placement of learners, ensuring that they receive optimal teaching and support.

It is imperative that an appropriate curriculum suitable for the development of learners in crisis situations be developed with the teacher playing a leading role with other stakeholders, such as the school counsellor. Given the exposure of teachers in this situation, they should work in direct contact with officials from the Ministry of Secondary Education.

The Ministry of Secondary Education should create training initiatives and workshops to adequately equip teachers to handle learners from challenging backgrounds within a philosophy of lifelong learning. This is especially important for teachers in special schools, as they have to work with learners with intense support needs.

The government, through the Ministry of Secondary Education, should train teachers on differentiated teaching strategies, which may be the case not only for all special schools but for schools in general. Since it is the responsibility of teachers to differentiate their learning given the diverse context of the students.

To school counsellors

The following strategies should be offered to school counsellors and other school personnel as ways to foster educational resilience:

Making sure that collaborative initiatives like strength-based partnership programmes, which bring together families, schools, and communities, these partnerships that are built on strengths should concentrate on recognising, utilising, and improving the capabilities of IDPs, especially students, their families, and the communities where they live. In this regard, school counsellors can engage in the following activities to forge strong relationships: (a) evaluate the needs and assets of students, their families, and community members; (b) connect with potential partners, cultural

brokers, and persons of influence; (c) develop a shared vision and plan; (d) take action; and (e) evaluate and follow-up.

The guidance counsellors in schools also need to learn more about the students' lives off campus. School counsellors are in a great position to learn about their students' lives outside of the classroom through directive conversations, home visits during which students give tours of the neighbourhood, if possible, visits to local community centres to learn about the students' cultural activities and beliefs, or by using photo voice projects or community asset maps. These initiatives demonstrate a dedication to a student's achievement while assisting counsellors in finding nearby resources, "funds of knowledge" found in families and communities, and gaining an understanding of the issues faced by the students in order to suggest a more practical solution to those issues.

School counsellors should help IDPs learn and develop resilience. Also, assist IDPs in recognising and comprehending their human qualities and environmental assets that enhance their own resilience. By doing this, children can work with their school counsellor to determine how they might use the same protective elements to deal with issues that may arise in the future in their social, general, cognitive, or emotional growth.

To School Administrators

School administrators can help students, especially IDPs, develop resilience by motivating them to maintain good physical health. By making sure that good food is easily accessible in school, by providing food for IDPs during break and also ensuring that harmful food is comparatively hard to get, thereby urging students to eat well, at least while they are in school. Also, they can provide yoga and aerobics courses, intramural sports, and other non-competitive activities that will ensure the proper physical development of the students. Administrators can encourage frequent exercise because it not only enhances physical health but also lessens the stress, resentment, and despair that come with adversity and the new situation in which one finds oneself.

Through problem solving, schools administrators can help IDPs and students develop resilience. In these situations, they can work with teachers and students to evaluate the aspects of the school that promote or hinder resilience, as well as to describe and quantify any missing components and the circumstances that contribute to their absence. Doll, Zucker, and Brehm (2004) suggest

surveying students with a questionnaire that taps into feelings of academic efficacy, academic self-determination, behaviour self-control, teacher-student relationships, peer relationships, and home-school relationships in order to aid in the development of "class maps" for such a process. The outcomes are graphed and put to use to spark class discussions and create problem-solving techniques. Similar to this, secondary schools can analyse relationships, individual development and goal orientation, system maintenance, and change using the Classroom Environment Scale (Moos & Trickett, 1987). Following such an assessment, administrators, instructors, and students can jointly create and implement intervention techniques, set quantifiable improvement targets, gather and analyse post-intervention data, and adjust subsequent procedures.

General 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 school 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 individuals in times of crisis. The use of a mixed-method approach to understand 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 young people are able to navigate and negotiate resources for positive adaptation in crisis situations as a form of coping mechanism on their own. This study has five objectives to determine the impact of resilience in the psychosocial support of internally displaced secondary school students in Cameroon. The works of authors and researchers related to the study, the theoretical review, and indicators of resilience such as personality traits, emotional regulation, locus of control, self-efficacy, and social support are highlighted and discussed in this study. The sequential explanatory research design which is a type of mixed method involving the use of qualitative and quantitative data was used for the study. A sample population is made up of 317 internally displaced secondary school students chosen from three regions of the country, with questionnaire scales and an interview guide as the main instruments for data collection. The conception of the analytical guide followed the specific objectives, 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 effect (PE) / Explanatory Power (EP) of 56.1%, followed by Emotional regulation (EP=40.6%); personality traits (EP=27.5%), Locus of control (EP=20.1%) and then social support (EP=13.2%). The aggregated influence of all 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 alternates of the five hypotheses were retained and their nulls rejected. This shows that resilience significantly predicts the psychosocial support of internally displaced students in secondary schools in Cameroon. Again, findings from the interviews revealed that the psychosocial support of internally displaced students was affected by the same aspects of resilience as the students proposed.

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Appendices

Appendix 1: Questionnaire for Students

Dear Respondents,

I am a Doctorate (Ph.D.) student in the Faculty of Education, Department of Fundamental Studies in Education in the University of Yaoundé 1, carrying out a research on **"The impact of resilience in the psychosocial support of internally displaced secondary school students".** This study is strictly for academic purpose and your responses shall be used to fulfil the purpose intended. They shall be treated with confidentiality**.**

Instruction: Complete all the information below by either given the appropriate information required and marking an (X) in the box provided.

Section A: **Demographic information**

1) **Name of the school**_____

2) **Class**_____

3) **No of students in class**: _____

4) **Sex:** 1) Male ☐   Female ☐

5) **Age**: 10-15 ☐   15-21 ☐   21 an above ☐

6) **Type of school** 1) lay Private ☐ 2) Public ☐   3) denominational ☐

7) **Educational system**: (1) English sub system of education ☐

(2) French subsystem of education ☐

8) **What is the name of your region of origin?**

Northwest Region ☐   Southwest region ☐   Oher Regions ☐

9) How many years have your spent out of school_____

1) One year ☐   **2)** Two years ☐   **3)** Three year above ☐

1 a) 1 `years   2 **b)** 2years   3 c) above 3year

Instructions

Please rate the various aspects of resilience and psychosocial support in terms of the extent to which you agreed or disagreed with statements.

 I: Personality traits

Section A: Statements on personality trait.

Instruction: Please rate your own personality traits according to the scale. Select **one** for each statement by placing a bold tick(X) in the boxes in terms of the extent to which you agreed or disagreed with statements.

1) Strongly Disagree   2) Disagree   3) Agree   4) Strongly Agree

S/N	STATEMENTS	1	2	3	4
PA1	My pattern of thoughts, feelings and behaviour seems to persist over time and during difficult circumstances.				
PA2	I am able to withstand stress and adversity over a long period of time				
PA3	My ability to tolerate stress is influenced by some distinct character that is within me.				
PA4	My internal qualities determine how I handle external pressure				
PA5	Some of my friends behave in unique ways since they were born and this makes them strong				
PA6	I am skilled in handling social interaction and adaptation in any challenging environment				
PA7	I have frequent mood swings but still feel comfortable around people in difficult times				
PA8	I respect the opinions of my friends in all situation				
PA9	I tend not to keep to myself after passing through an embarrassing experience				
PA10	I mostly stay calm and thrive in difficult situations and challenges				
PA11	I have a way of behaving in my community and do not get nervous easily				
PA12	I am greatly affected by the feelings of others but try to stay calm at all time				
PA13	I was born with particular character traits that influences my behavior				
PA14	I really adapt to stressful events or challenges more than my friends in other places				
PA15	I see challenges and adversity as part of life				

II. Statements on locus of control.

Instruction: Please rate your own locus of control according to the scale. Select **one** of each statement by placing a bold tick(X) in the boxes below that best fit your own beliefs.

1 – Not at all true   2 - Hardly True   3 - Moderately True   4   - Exactly True

S/N	STATEMENTS	1	2	3	4
LC1	I usually convince others to do things my way even in difficult circumstances				
LC2	I do not blamed others for things that are my fault despite the situation				
LC3	I feel that most of the time it pays to try hard because things never turn out right anyway				
LC4	The circumstances and the people around usually control my life				
LC5	When I do not succeed on a task, I tend not to give up.				
LC6	I believe that most people are just born with unique qualities to withstand stress and adversity				
LC7	I feel that one of the best ways to handle most problems is not to think about them				
LC8	I believe that whether or not people like you depends on how you act positively				
LC9	I feel that you can change what might happen tomorrow by what you do today				
LC10	I believe that our perception of any situation determine how we are going to solve that problem				
LC11	Sometimes, I feel that I have little influence over the things that happen to me.				
LC12	I believe that our parents should allow you to make most of your decisions?				
LC13	Persistence and hard work usually lead to success				
LC14	I do not really believe in luck or chance.				
LC15	I usually convince others to do things my way even in challenging circumstances.				

III. Statements on self-efficacy.

Instruction: Please rate your own personality traits according to the scale. Select **one** for each question by placing a bold tick(X) in the boxes in terms of the extent to which you agreed or disagreed with statements.

1) Strongly Disagree   2) Disagree   3) Agree   4) Strongly Agree

S/N	STATEMENTS	1	2	3	4
SD 1	I always set challenging goals and make strong commitment in accomplishing them				
SD 2	In the face of difficulties, I always try to increase and sustain effort to be successful				
SD 3	I belief in my own ability to useful in a given task				
SD 4	I can still accomplish most of my goals in life, despite many challenges.				
SD 5	I try to stay focus in complicated situation				
SD 6	I am confident that I can deal efficiently with unexpected events.				
SD 7	I think I can achieve outcomes that are important to me difficult circumstances				
SD 8	I believe I can succeed in numerous tasks to which I set my mind				
SD 9	When facing difficult tasks, I am certain I will succeed				
SD10	I am confident that I can manage many different tasks.				
SD11	When I am confronted with a problem, I can usually find several solutions.				
SD12	If I am in trouble, I can usually think of something to do				
SD13	When I am confronted with a problem, I usually try to find out several solutions to that problem.				
SD14	No matter what comes on my way, I am usually able to handle it.				
SD15	It is easy for me to stick to my aims and accomplish my goals especially challenging times but try to remain focus. .				

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IV. Statements on Emotional regulation.

Instruction: Please rate the statement on emotional regulation according to the scale. Select **one** for each statement by placing a bold tick(X) in the boxes in terms of the extent to which you agreed or disagreed with statements.

1) Rarely   2) Sometimes   3) Often   4) Almost always

S/N	STATEMENTS	1	2	3	4
ERE 1	When I want to feel better, I try to think about something else.				
ERE 2	In difficult situations, I increase the positive expression of what I am feeling.				
ERE 3	I do not keep my feelings to myself.				
ERE 4	When I am worried about something, I try to think about it in a way that makes me feel better.				
ERE 5	I control my feelings by communicating them with my friends.				
ERE 6	When I want to feel better about my challenges, I change the way when I am thinking about it				
ERE 7	I control my feelings about things by changing the way I think about things				
ERE 8	When I am feeling bad (e.g. sad, angry, worried) I try not to show it				
ERE 9	When I get stuck with my work, I try to work out what to do next				
ERE10	I like having fun and solving problem				
ERE11	I try to think carefully before doing my things				
ERE 12	I try to make good decision and necessary changes in most situation I find my self				
ERE13	I am able to implement some adaptive strategies and more flexibly in different situation				
ERE 14	I give positive appraisal to my friends in challenging moments				
ERE 15	I always promote realistic expectations despite the situation				

V. Statement social support

Instruction: Please rate your own personality traits according to the scale. Select **one** for each question by placing a bold tick(X) in the boxes in terms of the extent to which you agreed or disagreed with statements.

1) Rarely   2) Sometimes   3) Often   4) Almost always

S/N	STATEMENTS	1	2	3	4
SSF 1	I always depend on other people to satisfy certain basic needs in some situation				
SSF 2	I give assistance to other people when need be				
SSF 3	There is someone I can turn to for advice about handling my problems				
SSF 4	I am able to connect with people outside of my family easily				
SSF 5	Social interaction provides affection and love which support me when I am need it				
SSF 6	Assistance from others help me to recover faster from illnesses and reduces stress levels				
SSF 7	My psychological and physical well-being has helped me to maintain social relationships				
SSF 8	I always control my feelings in the heart of problems and challenges				
SSF 9	I am not carried away by my challenges				
SSF 10	Having positive belief about myself has always influence me positively				
SSF 11	Emotional support helped to maintain group morale and ameliorated feelings of neglect				
SSF 12	My understanding of stressful circumstances helps them cope with problematic events				
SSF 13	Believing in my self as always been a way of handling my problems				
SSF 14	Financial aids, material resources and other services are the key of reducing stress.				
SSF15	Engaging in various forms of social and recreational activities is one of the ways of handling stress.				

`

V. Statement on psychosocial support

Instruction: Please rate your own on resilience according to the scale. Select **one** of the statements by placing a bold tick(X) in the boxes in terms of the extent to which you agreed or disagreed with statements.

1) Rarely   2) Sometimes   3) Often   4) Almost always

S/N	STATEMENTS	1	2	3	4
RF 1	All forms of support must be tailored to one's unique socio-emotional needs				
RF 2	Creation of a supportive learning environment improved the well being of students in difficult circumstances				
RF 3	Strong community and family support are needed during intervention in crises situation				
RF 4	Non specialized services still provide support in psychological and social issues				
RF 5	Advocacy for basic services that are safe and socially appropriate guide students in times of crises				
RF 6	Proper social and psychological support should maintain the normal development processes in individuals				
RF 7	Basic, recreational and vocation services all provide the necessary assistance in individual in difficult situation				
RF 8	Working with local community groups and organizations always mobilized the resources needed for any intervention				
RF 9	Building a strong social and psychological mindset always strengthen the person capacity to deal with stressful event				
RF 10	External and internal agencies must work in synergy for proper intervention processes				
RF 11	Proper assessment of developmental stages are crucial components in rehabilitation process				
RF 12	The context and the culture of every communities are important in the social and psychological development				
RF 13	Collective and holistic approach to emergency response are always crucial in the rehabilitation process				
RF 14	Support from parents and care givers are fundamental in emergency respond process				
RF15	Involving children with an array of skills helps increase their self confidence				

Appendix 2: Interview Guide for Students

Dear Respondents,

I am a Doctorate (Ph.D.) student in the Faculty of Education, Department of Fundamental studies in Education in the University of Yaoundé 1. I am carrying out a research on **"The impact of resilience in the psychosocial support of internally displaced secondary school students".** This study is strictly for academic purpose and your responses shall be used to fulfil the purpose intended. They shall be treated with confidentiality**.**

QUESTIONS

SECTION A: SELF EFFICACY

1) What makes you feel confident about your ability to handle difficult circumstances?
2) How are you affected by the crises in the North west and south west Region?
3) What makes you think that even in the most difficult situation you can strategize to deal with your problems

SECTION B. EMOTIONAL REGULATION

4) Do you think that you are traumatized considering everything that has happened so far?
5) Do you think you can survive in any situation and why?
6) How do you manage your feelings in the midst of all these challenges?

SECTION C. PERSONALITY TRAITS

7) Do you think you need any form of support to be able to strive through emotional problems and why?
8) Why do you think that most of your friends from these regions (Northwest and southwest) easily adapt to other challenging activities?
9) What are some of the unique qualities you have noticed in your friends that makes them strong in the face of these challenges

SECTION C. LOCUS OF CONTROL

10) What are the things in you that keep you going after going through this crisis?
11) Do you think you can survive in any situation and why?
12) How do you handle yourself in the midst of all these difficulties?

SECTION D. SOCIAL SUPPORT

13) Do you think you need any form of support to be able to strive through these emotional problems during this crisis and why?
14) Explain how material support from individuals and different donors has contributed in helping you to overcome these challenges

Appendix 3: Determining The Size Of A Random Sample (S) For A Given Population Size (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Source: Amin, M (2005), citing R.V. Krejcie and D.W. Morgan (1970), Determining sample size for research activities. Educational and psychological measurement, 30, 608, Saga Publication.

Appendix 4: Application For Beginning Of Year Report (Secondary Schools) Center Region.

REPUBLIQUE DU CAMEROUN
Paix - Travail - Patrie
****
REGION DU CENTRE
****
DELEGATION REGIONALE
DES ENSEIGNEMENTS SECONDAIRES
****
INSPECTION REGIONALE DE PEDAGOGIE CHARGEE DE
L'ORIENTATION ET VIE SCOLAIRES
BP 5281 Yaoundé-Nlongkak; Tél. / Fax.: 222 23 51 87
Email: drescentre@gmail.com

REPUBLIC OF CAMEROUN
Peace - Work - Fatherland
****
CENTRE REGION
****
REGIONAL DELEGATION
OF SECONDARY EDUCATION
****
REGIONAL INSPECTORATE OF PEDAGOGY IN CHARGE
OF GUIDANCE, COUNSELING AND SCHOOL LIFE

Yaounde __12 MAI 2022__

N° _____/22/AR/RC/DRES-CE/IPR-OVS
Réf : N° 152 (MF) of 04/05/2022
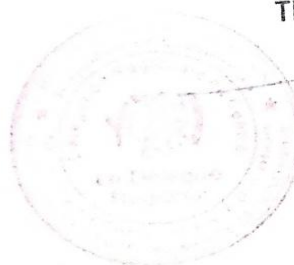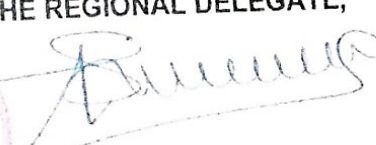
THE REGIONAL DELEGATE
TO
Mr. AKENJI Cliford FRU-NGONGBAN
Doctorate/Ph.D Student, Psychology of Education
University of Yaounde I
Tel: 670526498

Subject : An application for collection of the beginning of
year report (2021-2022) for secondary schools
in the center region of Cameroon

With reference to the aforementioned subject, it is with great interest that I received your application at my services. I wish to appreciate your seriousness in obtaining an authorization for such an activity. I am impressed with your research titled: **"the impact of resilience on students' academic achievement. A case study of internally displaced secondary school students in Cameroon".** This research might help improve the management of internally displace students as a whole and in secondary schools in particular, within in the Center Region.

I have the honour to authorize you to work with the summary of the said report, 2021-2022, since we cannot place at your disposal all reports from the different Secondary Schools in the Center Region. This research should be conducted in total confidentiality and strictly for research purposes, as you earlier suggested. At the end of this research a copy of the findings should be deposited at the Regional Delegation for Secondary Education for the Center.

THE REGIONAL DELEGATE,

Dr. NDEMBA Sidonie Thérèse
PLEG H.E.

Appendix 5: Application For Beginning Of Year Report (Secondary Schools) Littoral Region.

REPUBLIQUE DU CAMEROUN
Paix - Travail - Patrie

REGION DU LITTORAL

DELEGATION REGIONALE DES ENSEIGNEMENTS SECONDAIRES

B.P. : 3937 DOUALA   Tél. : 233 42 56 38
Email : dreslittoral@yahoo.com

REF.N° 3SA /2022/LJ/MINESEC/DRES/LTTS.

REPUBLIC OF CAMEROON
Peace - Work - Fatherland

LITOTRAL REGION

REGIONAL DELEGATION OF SECONDARY EDUCATION

P.O. Box: 3937 DOUALA   Phone: 233 42 56 38
Email : dreslittoral@yahoo.com

Douala le _____ 06 JUIN 2022

Le Délégué Régional

A

Monsieur AKENJI CLIFORD FRU-NGONGBAN

Université de Yaoundé I

- YAOUNDE -

OBJET : Accusé de réception.

J'accuse réception de votre correspondance du 15 mai 2022 faisant état de la collecte des rapports de rentrée scolaire 2021/2022 dans ma région.

Y faisant suite et compte tenu de l'intérêt que suscite le thème de votre recherche, je marque mon accord pour votre accès à ce document de pilotage.

Aussi ai-je l'honneur de vous recommander les établissements du Moungo et du Wouri comme meilleur échantillonnage nécessaire à vos travaux.

Je vous prie d'agréer, l'expression de ma sincère collaboration.

Le Délégué Régional

Edjang Njenji Guillaume E
PLEG Hors Echelle

348

Appendix 6: Research Authorisation

.

REPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie
****
UNIVERSITE DE YAOUNDE I
****
FACULTE DES SCIENCES DE
L'EDUCATION
****
DEPARTEMENT DES
ENSEIGNEMENTS
FONDAMENTAUX EN EUCATION

S

F E
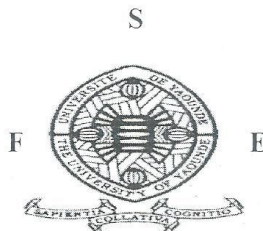
REPUBLIC OF CAMEROON
Peace-Work-Fatherland
****
UNIVERSITY OF YAOUNDE I
****
FACULTY OF EDUCATION
****
DEPARTEMENT OF
FUNDAMENTAL TEACHING IN
EDUCATION

Le Doyen
The Dean

N° _____/23/UY1/FSE-UYI/CD-EFE

RESEARCH AUTHORISATION

I the undersigned, **Professor BELA Cyrille Bienvenu**, Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **Akenji Cliford Fru-Ngongban,** matriculation N°**19B6733,** is a research student in Doctorat/Ph.D, in the Faculty of Education, Department : **Enseignements Fondamentaux en Éducation**, Discipline: **Psychologie de L'Éducation .**

He is carrying out a research work in view of preparing a Ph.D thesis, precisely in field of **Educational Psychology**. His work titled: *"The impact of resilience in the psychosocial support of internally displaced secondary school students in Cameroon"*, is under the supervision of Professor **TSALA TSALA Jacques Philippe**, University of Yaoundé I.

I would be grateful if you provide him with every information that can be helpful in the realization of her research work.

This Authorization is to serve the concerned for whatever purpose it is intended to.

Done in Yaoundé on. . . .**2 1 NOV 2023**

For the Dean, by order

Appendix 7: Application For The Collection Of Lists Of Secondary Schools (2021/2022) In The West Region Of Cameroon

MINESEC-DRES/OUEST
COURRIER ARRIVEE
DATE 12 MAI 2022
ENREGISTRE SIN° 1971

Akenji cliford Fru-Ngongban

University of Yaoundé1

Faculty of Education

Tel. 670526498

15th May 2022.

To the Regional Delegate

of Secondary Education

West-Region.

sir,

SUBJECT:AN APPLICATION FOR THE COLLECTION OF LISTS OF SECONDARY SCHOOLS (2021/2022) IN THE WEST REGION OF CAMEROON

I have the honour most respectful to apply for a copy of the lists of secondaryschools for the 2021/2022 academic year in the WestRegion of Cameroon. I am a Doctorate (PhD) student atthe University of Yaoundé 1,Faculty of Education, Department of Fundamental Teaching in Education. The title of my research is*"The impact of resilience on students' academic achievement. A case of internally displaced secondary students in Cameroon"*. The information obtained from this report shall be treated with confidentiality and shall be used strictly for research purposes.

I will be most grateful, if this application is given full consideration

Your sincerely,

Akenji Cliford Fru-Ngongban

Enclosures:

-Authorization for research

-Photocopy of the selection list for PhD students

-Photocopy of the Academic registration form

Appendix 8: Approval Note For Modification Of Phd Research Topic

LE RECTEUR

A
Monsieur le Coordonnateur du C...
S/C.
Monsieur le Doyen de la Faculté
des Sciences de l'Education

Objet : Demande de modification du sujet
de la thèse de Doctorat/PhD.

Monsieur le Coordonnateur,

Faisant suite à votre correspondance citée en référence et relative à l'objet repris en marge,

J'ai l'honneur de vous informer que je marque mon accord pour le changement du sujet de la thèse de Doctorat/PhD. de l'étudiant AKENJI Clifford FRU-NGONGBAN, Matricule 183 6733, de la Faculté des Sciences de l'Education, selon le tableau ci-après :

N°	Nom et Prénoms	Matricule	Département	Ancien sujet	Nouveau sujet
1	AKENJI Clifford FRU-NGONGBAN	1836733	Enseignements Fondamentaux en Education	« The impact of resilience on students' academic achievement. A case study of internally displaced secondary students in Cameroon »	« The impact of resilience in the pshychosocial support of internally displaced secondary school students in Cameroon »

Veuillez agréer, Monsieur le Coordonnateur, l'expression de ma parfaite considération.

Le Recteur de l'Université de Yaoundé I

Appendix 9: Anti Piagiarism Check Results

REPUBLIC OF CAMEROON
Peace- Work-Fatherland
******
E-GOVERNANCE GLOBAL INNOVATION SOLUTIONS
******

GOVERNANCE
GLOBAL INNOVATION SOLUTIONS

RÉPUBLIQUE DU CAMEROUN
Paix-Travail- Patrie
******
GOUVERNANCE NUMERIQUE SOLUTIONS GLOBALES D'INNOVATION
******

RC/YAO/2023/B/996

Slogan: e-Governance paves the way for good governance
Rue 1. 640, Nouvelle Route Bastos, Yaoundé-Cameroon
Tel: (+237) 672 510 768, 697 571 507 BP 23 Cameroon E-mail: egovgis@egovgis.org

ANTI-PLAGIARISM CHECK RAPPORT

Introduction:

This is to attest that the Thesis of **Mr. AKENJI CLIFORD FRU-NGONGBAN** admitted in Ph.D., Postgraduate School for the Social and Educational Sciences of the University of Yaoundé I, matricule 19B6733 on the topic entitled: **THE IMPACT OF RESILIENCE IN THE PSYCHOSOCIAL SUPPORT OF INTERNALLY DISPLACED SECONDARY STUDENTS IN CAMEROON.** The report provides an analysis of potential instances of plagiarism found within the document and offers recommendations for addressing and rectifying any identified issues.

Plagiarism Results:

The analysis revealed the following findings regarding potential instances of plagiarism in the Ph.D. thesis: **Plagiarism Percentage: 15%**

Recommendations:

In light of the plagiarism findings, the following recommendations are provided for addressing and rectifying the identified instances of plagiarism:

- Revise the plagiarized sections by rephrasing the content and ensuring proper citation and referencing.
- Consult with the thesis advisor or committee members for guidance on addressing plagiarism concerns.
- Follow the institutional guidelines and regulations to ensure academic integrity.

Notes:

The plagiarism report highlights the importance of upholding academic integrity and the ethical responsibility of producing original work. It is essential to address the identified instances of plagiarism in order to maintain the scholarly integrity of the Ph.D. thesis. The bibliography and preliminary pages sections were excluded from the plagiarism check.

Daniel Elambo Atonge
Chief Technology & Research Officer

Appendix 10:   Certificate of Publication

Appendix 11: Certificate of Publication

SINOMICS JOURNAL
International Journal of
Social Science Education, Communication and Economics

Certificate

126.2.2/SJ/V2-i2-6/2023

Presented to

Akenji Cliford Fru-Ngongban

Department of Educational Foundations, Faculty of Education, University of Yaoundé 1, Cameroon

As a writer on Sinomics Journal Volume 2 Issue 2 (2023) with the title:

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

Mataram, June 19, 2023
Editor in Chief

Usman Jayadi

Appendix 12: Ethical Review Of Social Science

THE GLOBAL HEALTH NETWORK

Enabling research by sharing knowledge

Hereby Certifies that

AKENJI CLIFORD FRU-NGONGBAN

has completed the e-learning course

RESEARCH IN GLOBAL HEALTH EMERGENCIES: ETHICAL ISSUES

with a score of

80%

on

31/07/2020

This e-learning course has been formally recognised for its quality and content by the following organisations and institutions

NUFFIELD COUNCIL ON BIOETHICS

THE GLOBAL HEALTH NETWORK
Enabling research by sharing knowledge

Global Health Training Centre
globalhealthtrainingcentre.org/elearning

Certificate Number ecd4e72e-4bea-4afb-97f5-c88446305d5b Version number 0