

## Resilience as a Determinant of the Psychosocial Wellbeing of Internally Displaced Adolescents in the Kumba 2 Subdivision in Cameroon

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**Abstract:** The study sought to investigate “Resilience as a determinant of the Psychosocial Wellbeing of Internally Displaced Adolescents in Secondary Schools in the Kumba II Subdivision in Cameroon”. The study was guided with the following indicators; adaptability, optimism, self-awareness and growth mindset. These indicators were transformed to research objectives. The research design that was used for this study was the sequential explanatory research design. The purposive research design was used. Six schools were selected for the study. Questionnaires and interview guide were the instruments used for the study. The sample size was made up of 148 adolescents, distributed in six secondary schools in the Kumba II Subdivision. Findings revealed that there is a moderate positive influence of adaptability on the psychosocial wellbeing of internally displaced adolescents in secondary schools in Kumba II Municipality ( $\chi^2=69.734$   $df=272$ ,  $P=0.000$ .), there is a strong positive influence of optimism on the psychosocial wellbeing of internally displaced adolescents in secondary schools in Kumba II Municipality ( $\chi^2=165.282$  with  $df=323$ ,  $P=0.000$ ), there is a strong positive influence of self-awareness on the psychosocial wellbeing of internally displaced adolescents in secondary schools in Kumba II Municipality ( $\chi^2=109.784$   $df=340$ ,  $P=0.000$ ) and that there is a strong positive influence of growth mindset on the psychosocial wellbeing of internally displaced adolescents in secondary schools in Kumba II Municipality ( $\chi^2=214.755$  with  $df=272$ ,  $P=0.000$ ). In summary, the strength of each factor's influence on psychosocial wellbeing was determined by examining the magnitude of the chi-square ( $\chi^2$ ) values and confirming statistical significance through the p-values (P). Based on the finding it was recommended that schools should integrate activities that promote adaptability, optimism, self-awareness, growth mindset that will empower in adolescent's resilience skills to build in them positive psychosocial wellbeing.

**Key points:** Resilience, Psychosocial Wellbeing, Adaptability, Optimism, Self-awareness, Growth Mindset, Internally Displaced Adolescents.

### Background

Resilience is defined as a person's capability in coping with life's stressors and adversities, which may see the individual returning to an earlier state of normalcy with no indications of negative effects (Masten, 2009). Resilience can be better explained as the opportunity and capacity of individuals to find psychological, social, cultural, and physical resources that will provide for their well-being, and their prospect and ability alone or with others, to benefit from these resources and in culturally meaningful ways (Ungar, 2008). Zautra, Hall, and Murray (2010) posit that resilience is the ability to adapt successfully to difficult and hostile situations. Psychosocial wellbeing can be seen as a multidimensional concept that encompass of psychological, social and emotional health which include some basic aspect of life, like, personal growth, purpose in life, self-acceptance, life satisfaction and social connections and it is a central focus of positive psychology. Well-being is a state of health and wellness, and the ability for people to judge life positively, and to achieve

balance between positive and negative effect. Psychosocial wellbeing goes further to look at positive evaluation of oneself and one's past life, a sense of continued growth and development as a person, the belief that one's life is purposeful and meaningful, the possessions of quality relations with others, the capacity to manage effectively one's life and surrounding world and a sense of self-determination or autonomy to accomplish life goals.

Moreover, although adaptability has long been considered as one of the most important capacities among human beings, the concept of adaptability is a recently developed construct. According to the tripartite framework (Martin et al., 2012, 2013), adaptability refers to individuals' ability to manage, adjust, and modify their thoughts (cognition), actions (behaviours) and emotions (affects) in response to changing, novel and uncertain circumstances, conditions and situations.

In addition, optimism refers to the general tendency to expect positive outcomes out of an individual which includes better mental as well as physical health, personal relationships, motivation and performance. Optimists show more tenacity and more approach-focused ways of overcoming with short- and long-term stressors. Even though the progress of an individual's state is slow and difficult, optimists show more resilience when confront a challenge as said by Synder and Lopez in 2002.

Furthermore, the belief that one has the capacity to grow is known as a growth mindset. Growth mindset, or attributes that are malleable, encourage healthy and adaptive ways of facing and tolerating anxiety, frustration, and disappointment, which promotes resilience (Schroder, 2020). Growth mindset may make individuals more resilient and persistent in the face of challenges or difficulties, as they are more likely to adopt effort-oriented strategies in their efforts to achieve their goals (Zhao et al., 2021a). People with a growth mindset may suffer fewer stress and self-reported symptoms of psychological disease. For instance, when adolescents experience family stress, growth mindset can relieve the stress and reduce the protective effects of externalizing behaviours (Walker & Jiang, 2022). On the other hand, fixed mind-set (entity theories of personality) has been shown to predict greater self-reported stress (Yeager et al., 2014) and anxiety following ostracism, as well as greater reports of psychosocial stress and psychopathology.

Additionally, growth mind-set refers to our core belief that our talents can be developed through practice, which may subsequently influence our thoughts and behaviours (Dweck, 2006). Mindset can affect one's motivation, which in turn can affect academic resilience and performance. Psychosocial well-being is a superordinate construct that includes emotional or psychological well-being, as well as social and collective well-being (Martikainen, 2002).

### **Statement of the Problem**

It was observed that most internally displaced adolescents in the Kumba 2 Sub Division mental health got affected negatively because of the Anglophone crisis in the North West and South Regions of Cameroon, which made many adolescents to relocate to more safer areas because of the internal tension of socio-political crisis. Some were not mentally and socially balance and engaged in juvenile delinquency which affected their wellbeing. The researchers thought it wise to carry a study in this area, to see how resilience could help boost internally displaced adolescent's mental health as a coping strategy to bounce back when they go through life hurdles and unforeseen circumstances.

### **Research Objectives**

#### **General Research Objective**

To examine the effect of resilience on the psychosocial wellbeing of internally displaced adolescents in secondary schools in the Kumba II subdivision.

#### **Specific Research Objectives**

- 1) To find out the extent to which adaptability influences the psychosocial wellbeing of internally displaced adolescents in secondary schools in the Kumba II subdivision.

- 2) To investigate the extent to which optimism influences the psychosocial wellbeing of internally displaced adolescents in secondary schools in the Kumba II subdivision.
- 3) To assert the extent to which self-awareness influences the psychosocial wellbeing of internally displaced adolescents in secondary schools in the Kumba II subdivision.
- 4) Investigate the extent to which growth mind-set influences the psychosocial wellbeing of internally displaced adolescents in secondary schools in the

## **Literature**

### **Psychosocial Wellbeing**

Psychosocial well-being is a superordinate construct that includes emotional or psychological well-being, as well as social and collective well-being (Martikainen, 2002). Psychosocial well-being is a concept that applies to both individual and collective levels of evaluation. Psychosocial well-being is a superordinate construct that includes emotional or psychological well-being as well as social and collective well-being (Martikainen, 2002). According to Martikainen, concepts grouped under the term “psychosocial” usually refer to “meso” levels (in relation to the theory of ecological systems; Bronfenbrenner, 1979) such as support and social networks, perceived control over certain social situations, balance of effort and reward at work, security, autonomy, or family conflicts.

### **Resilience**

Resilience encompasses the ability or strength to survive in challenging situations (Zautra, 2009). Rutter (1990 as cited in Earvolino-Ramirez, 2007) adds that resilience is the capacity to recover or adapt effectively, amid challenging circumstances. According to Donald (2004), resilience is the ability to grow and develop in face of adversity. Resilience represents the personal characteristics that enable a person to thrive in the face of hardship. Resilience is defined as an individual's ability to adapt to stress and adversity. Stress and adversity can come in the shape of family or relationship problems, health problems, or workplace and financial worries, among others. Research has shown that emotional and physical resilience is to a degree, something you are born with. Some individuals are less upset by life changes, this can be observed in infancy and tends to be stable throughout one's lifetime.

Resilience is the ability to bounce back from stressful situations or hardship (Smith et al., 2008). Typically, there are three broad approaches as to the conceptualization of resilience: trait, state, and outcome. Trait approach assumes resilience as stable personal characteristics used to cope with stressors for better adjustment and development (Connor & Davidson, 2003; Tusaie & Dyer, 2004). Resilience refers to positive adaptation, or the ability to maintain or regain mental health, despite experiencing adversity (Wald et al., 2006). These adversities are encountered through a range of stressful events such as bereavement, loss, accidents, physical assault, natural disasters, disease processes that are life-changing or terminal and other such traumatic events, and resilience either surfaces or develops as an outcome of these adversities.

### **Adaptability**

According to Martin et al. (2013), adaptability refers to individual's ability to manage, adjust, and modify their thoughts (cognitions), actions (behaviours), and emotions (affect) in response to changing, novel, and uncertain circumstances, conditions, and situations. Adaptability also refers to the ability of individuals to adjust their behaviours, communication styles, and responses based on the dynamics of social situations. This skill is crucial for fostering effective relationships and navigating the complexities of social environments (Pulakos, et al., 2006).

### **Optimism**

Optimism is an inherent tendency to expect favourable future results and it is related to making positive evaluations of the circumstances, and taking the time to actively engage coping strategies in dealing with stress (Carver & Scheier, 2003). Also, it is an attitude of hope that good things can occur in one's life and it seems to be a personal difference variable that represents the degree of

people generalized positive expectations for their future (Carver & Connor-Smith, 2010). General life optimism is connected to positive moods, achievement, popularity, perseverance, effective problem solving, good health and confidence (Beard et al., 2010).

**Self-Awareness**

Self-awareness represents a complex multidimensional phenomenon that comprises various self-domains and corollaries. To illustrate, one can think about one’s past (autobiography) and future (prospaction). Similarly, one can focus on one’s emotions, thoughts, personality traits, preferences, goals, attitudes, perceptions, sensations, intentions, and so forth. Self-awareness is a popular management “buzzword” (Eurich, 2018), and is frequently a feature of leadership development programs (Lawrence et al., 2018). High self-awareness is claimed to lead to better decision making, is linked to team performance (Dierdorff & Rubin, 2015) and authentic leadership (Eriksen, 2009).

**Growth Mind-Set**

A growth mindset is defined as the assumption that a person's skills and abilities can develop through work, experimentation, and dedication (Dweck, 2006). With a growth mindset, individuals are convinced that personal qualities can grow and be cultivated through effort and training. This profoundly impacts future decisions and life paths. Individuals with a growth mindset believe that the limits of a person's capabilities are unknown. Further, it creates motivation and willingness for learning in general (Dweck, 2006). In combination with this, individual output, dyadic relationships, and organizational outcomes have all been studied to be positively impacted by a growth mindset (Han & Stieha, 2020).

**Method**

The research design that was employed for this study was the sequential explanatory research design. Mixed method was used. The area of the study was Kumba 2 Sub Division. The study made used of 148 displaced adolescents. The instruments for data collection were both questionnaires and interview guides. A purposive sampling was used in the study.

**Sample Size**

**Table 1. Sample Size.**

SN	School	Adolescents Population	Sample
1	GHS Fiango	64	40
2	GBHS Kosala	72	45
3	Classical Comprehensive Bilingual High School	15	9
4	Cameroon Collège of Commerce High School	17	11
5	St. Francis College	31	18
6	Apostolic Secondary School	41	25
	TOTAL	240	148

From the table above all the students who were accessible to the researcher are chosen as participants for the study

**Table 2. Distribution of Students According to Demographic Characteristics.**

Characteristics		N	%
Sex	Female	112	73.2
	Male	41	26.8
	Total	153	100.0
School	ASS Kumba	25	16.3
	CCCHS Kumba	11	07.2
	CLABICC	9	05.9
	GBHS Kosala	15	09.8

	GBHS Kosala2	33	21.6
	GHS Fiango	42	27.5
	St Francis	18	11.8
	Total	153	100.0
Age group/years	12-14	19	12.4
	15-18	89	58.2
	19-20	45	29.4
	Total	153	100.0
Neighbourhood	Ghetto	33	21.6
	Rural area	09	05.9
	Town	111	72.5
	Total	153	100.0
Socio-economic status	High	08	05.2
	Low	46	30.1
	Moderate	99	64.7
	Total	153	100.0
Parental level of education	A Level and below	80	52.3
	Bachelor's degree	48	31.4
	Master's Degree and above	25	16.3
	Total	153	100.0

From the table above the adolescents constituted majority (73.2%) females and some (26.8%) males. Also, most (27.5%) respondents were from GHS Fiango followed by some (21.6%) from GBHS Kosala 2, some (16.3%) from ASS Kumba, few (11.8%) from St. Francis College Fiango, very few (09.8%) from GBHS Kosala, very few (07.2%) CCCHS Kumba and very few (05.9%) from CLABICC. Similarly, with respect to age group majority (58.2%) respondents were between the ages of 15-18 years, some (29.4%) respondents were between the ages of 19-20 years and few (12.4%) were between the ages of 12-14 years.

Again, with respect to neighbourhood majority (72.5%) respondents were living in a township area, some (21.6%) from the Ghetto area and very few (05.9%) from rural areas. Likewise, with respect to socio-economic status majority (66.7%) respondents were from moderate socio-economic families, some (30.1%) from low-income families and very few (05.2%) from high income families. Furthermore, with respect to parental level of education majority (52.3%) of the parents had Advanced level and below, some (31.4%) had a Bachelor's degree while few (16.3%) parents had a Master's Degree and above.

**Table 3. Reliability Analysis for Pilot Study.**

Conceptual components	Cronbach's Alpha	Variance	N <sub>cases</sub>	N <sub>responses</sub>
Adaptability	0.712	0.002	10	05
Optimism	0.816	0.023	10	05
Self-awareness	0.653	0.011	10	05
Growth mind set	0.072	0.001	10	05
IVM	0.868	0.012	10	20

From the table above, the Cronbach Alpha reliability coefficient for adaptability was 0.812, for optimism it was 0.816, for self-awareness it was 0.653 and for growth mind-set is 0.72. The IVM was appreciated at 0.868. This showed that the questionnaire was reliable as the Cronbach alpha reliability coefficient was above the 0.5 threshold level.

## Findings

This section focuses on the presentation of findings. The findings are presented under various sections and systematically follow the various research question

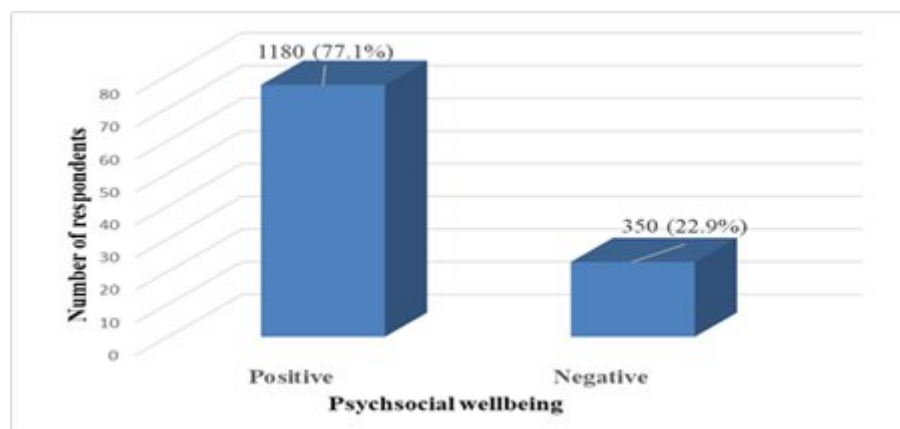
**Table 4. Characterization of Psychosocial Wellbeing of Adolescents.**

Perceived psychosocial wellbeing	Agreed		Disagreed	
	N	%	n	%
I feel happy with my life	126	82.4	27	17.6
I have strong relationships with my family	121	79.0	32	21.0
I can cope with stress in a healthy way.	68	44.5	85	55.5
I feel comfortable expressing my emotions.	88	57.5	65	42.5
I believe I have a purpose in life.	145	94.8	08	05.2
I engage in activities that I enjoy	140	91.5	13	08.5
I feel confident in my ability to handle challenges.	132	86.2	21	13.8
I feel optimistic about my future.	135	88.2	18	11.8
I have a positive self-image	131	85.6	22	14.4
I feel I can express my thoughts without fear of judgment.	94	61.5	59	38.5
MRS	1180	77.1	350	22.9

From the findings above, majority (82.4%) respondents agreed that they feel happy with their lives while very few (17.6%) disagreed. Also, majority (79%) respondents agreed that they have strong relationships with their families while some (21%) disagreed. Similarly, some (44.5%) respondents agreed that they can cope with stress in a health way while majority (55.5%) disagreed. Again, majority (57.5%) respondents agreed that they feel comfortable expressing their emotions while some (42.5%) respondents disagreed. Additionally, almost all (94.8%) respondents agreed that they believe they have a purpose in life while very few (05.2%) respondents disagreed. Moreso, majority (91.5%) respondents agreed that they engage in activities that they enjoy while very few (08.5%) respondents disagreed.

Likewise, majority (86.2%) respondents agreed that they feel confident in their ability to handle challenges while few (13.8%) respondents agreed. Correspondingly, majority (88.2%) respondents agreed they feel optimistic about their future while few (11.8%) respondents disagreed. Equally, majority (85.6%) respondents agreed that they have a positive self-image while few (14.4%) respondents disagreed. In the same way majority (61.5%) respondents agreed they feel they can express their thoughts without fear of judgment while some (38.5%) respondents disagreed. In addition, findings from the multiple responses set revealed that majority (77.1%) respondents agreed that they have a positive psychosocial wellbeing while some (22.9%) respondents have a negative psychosocial wellbeing.

**Figure 1. Psychosocial Wellbeing of Internally Displaced Adolescents.**



Research Question One: To What Extent Does Adaptability Influence the Psychosocial Wellbeing of Internally Displaced Adolescents in Secondary Schools in the Kumba II Subdivision?

The findings here reveal the influence of adaptability on the psychosocial wellbeing of internally displaced adolescents in secondary schools in the Kumba II subdivision.

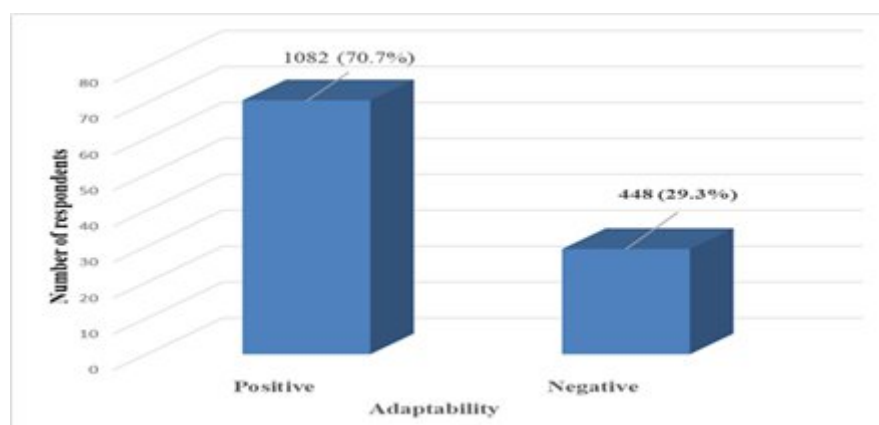
**Table 5. Adaptability.**

Adaptability	Agreed		Disagreed	
	n	%	N	%
I find it easy to adjust to changes in my school environment	88	57.5	65	42.5
When faced with new challenges, I do not give up	137	89.5	16	10.5
I often feel disturbed by changes happening around me	125	81.7	28	18.3
I am able to maintain positive relationships during times of change	107	70.0	46	30.0
I have easily adapted to situations	92	60.2	61	39.8
I feel anxious when I encounter unexpected situations	124	81.0	29	19.0
My ability to adapt positively influences my emotions	128	83.6	25	16.3
I feel comfortable expressing my feelings during challenging times	112	73.2	41	26.8
I am able to focus on my studies even when faced with changes.	100	65.4	53	34.7
I believe that I can deal with peer pressure effectively	69	45.1	84	54.9
MRS	1082	70.7	448	29.3

Majority, 57.5%) respondents agreed that they find it easy to adjust to changes in their school environment while some (42.5%) respondents disagreed. Also, majority (89.5%) respondents agreed that when faced with new challenges, they do not give up while very few (10.5%) respondents disagreed. Likewise, majority (81.7%) respondents agreed that they often feel disturbed by changes happening around them while few (18.3%) disagreed. Again, majority (70%) respondents agreed that they are able to maintain positive relationships during times of change while some (30%) disagreed. Still, majority (60.2%) respondents agreed that they easily adapt to situations while some (39.8%) respondents disagreed.

Similarly, majority (81%) respondents agreed that they feel anxious when they encounter unexpected situations while few (19%) respondents disagreed. Moreover, majority (83.6%) respondents agreed that their ability to adapt positively influences their emotions while few (16.3%) respondents disagreed. Correspondingly, majority (73.2%) respondents agreed that they feel comfortable expressing their feelings during challenging times while some (26.8%) respondents disagreed. Furthermore, majority (65.4%) respondents agreed they are able to focus on their studies even when faced with changes while some (34.7%) respondents disagreed. Moreover, some (45.1%) respondents agreed they believe that they can deal with peer pressure effectively while majority (54.9%) respondents disagreed. Additionally, findings from the multiple responses set revealed that majority (70.7%) respondents agreed that adaptability positively influence the psychosocial wellbeing of internally displaced adolescents in Kumba 2 Municipality while some (29.3%) respondents do not adapt positively.

**Figure 2. The Influence of Adaptability on Psychosocial Wellbeing of Internally Displaced Adolescents.**



Similarly, interviews further conducted with adolescents revealed that they adapt through employing coping strategies and they face challenges related to academic adjustment, emotional wellbeing, social integration and sense of identity and belonging.

Research Question Two: To What Extent Does Optimism Influence the Psychosocial Wellbeing of Internally Displaced Adolescents in Secondary Schools in the Kumba II Subdivision?

The findings here reveal the influence of optimism on the psychosocial wellbeing of internally displaced adolescents in secondary schools in the Kumba II subdivision.

**Table 6. Optimism.**

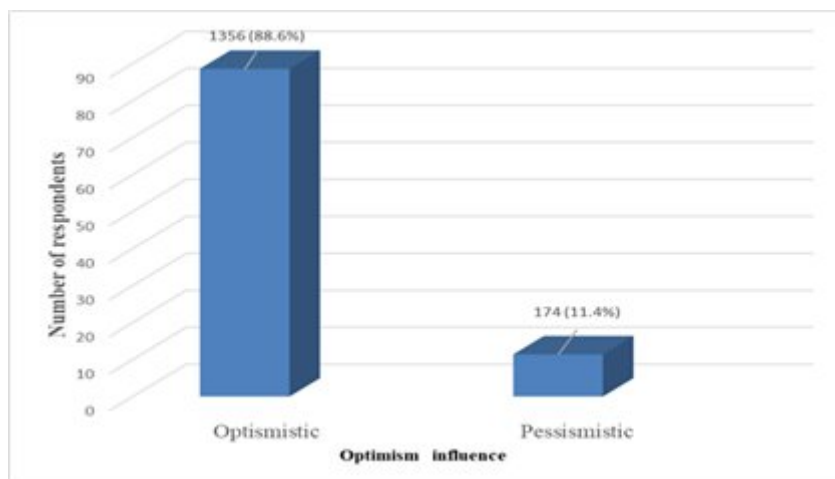
Optimism	Agreed		Disagreed	
	n	%	N	%
I believe that good things will happen to me in the future	151	98.7	02	01.3
I feel hopeful about my life	150	98.0	03	02.0
I often focus on the positive aspects of difficult situations	132	86.3	21	13.7
I believe that I can overcome challenges	142	92.8	11	07.2
I maintain a positive attitude even when things go wrong	111	72.5	42	27.5
I feel that my efforts can lead to positive outcomes	138	90.2	15	09.8
I believe that my current problems are temporary	128	83.6	25	16.3
I believe that my positive outlook influences my happiness	124	81.0	29	19.0
I feel that I can build better relationships	140	91.5	13	08.5
I feel that being optimistic has improved my quality of life	140	91.5	13	08.5
MRS	1356	88.6	174	11.4

Almost all (98.7%) respondents agreed that they believe that good things will happen to them in the future while a minute (01.3%) disagreed. Similarly, a bulk (98%) respondents agreed that they feel hopeful about their life while very few (2%). Again, majority (86.3%) respondents agreed that they often focus on the positive aspects of difficult situations while few (13.7%) respondents disagreed. Also, majority (92.8%) respondents agreed that they believe that they can overcome challenges while very few (7.2%) respondents disagreed. Likewise, majority (72.5%) respondents agreed that they maintain a positive attitude even when things go wrong while some (27.5%) respondents disagreed.

Moreso, majority (90.2%) respondents agreed that they feel that their efforts can lead to positive outcomes while very few (9.8%) respondents agreed. Equally, majority (83.6%) respondents agreed that they believe that their current problems are temporary while few (16.3%) respondents disagreed. Correspondingly, majority (81%) respondents agreed that they believe that their positive outlook influences their happiness while few (19%) respondents disagreed.

Still, a bulk (91.5%) respondents agreed that they feel that they can build better relationships while very few (8.5%) respondents disagreed. Congruently, a bulk (91.5%) respondents agreed that they feel that being optimistic has improved the quality of life while very few (8.5%) respondents disagreed. Additionally, findings from the multiple responses set reveal that majority (88.6%) respondents agreed that optimism influences the psychosocial wellbeing of internally displaced adolescents in Kumba II Municipality.

**Figure 3. Optimism Influence on the Psychosocial Wellbeing Internally Displaced Adolescents**



Similarly, interviews further conducted with adolescents revealed that optimism is built through future orientation, positive thinking strategies and resilience. Also, social influence promotes optimism and it impacts the mental wellbeing of the adolescent.

Research Question Three: To What Extent Does Self-Awareness Influence the Psychosocial Wellbeing of Internally Displaced Adolescents in Secondary Schools in the Kumba II Subdivision?

**Table 7. Self-awareness.**

Self-awareness	Agreed		Disagreed	
	n	%	N	%
I reflect on my experiences to learn from them	136	88.9	17	11.1
I am able to express my emotions appropriately	108	70.5	45	29.5
I am comfortable discussing my personal challenges	56	36.6	97	63.4
I set personal goals based on my self-reflection	132	86.2	21	13.8
I often think about my beliefs	144	94.1	09	05.9
I take time to evaluate my decisions before acting	130	84.9	23	15.1
I can identify when I need help	123	80.4	30	19.6
I regularly assess my mental well-being	110	71.9	43	28.1
I am aware of my emotions in different situations	110	71.9	43	28.1
I understand how my thoughts influence my behaviour	115	75.1	38	24.9
MRS	1164	76.0	366	24.0

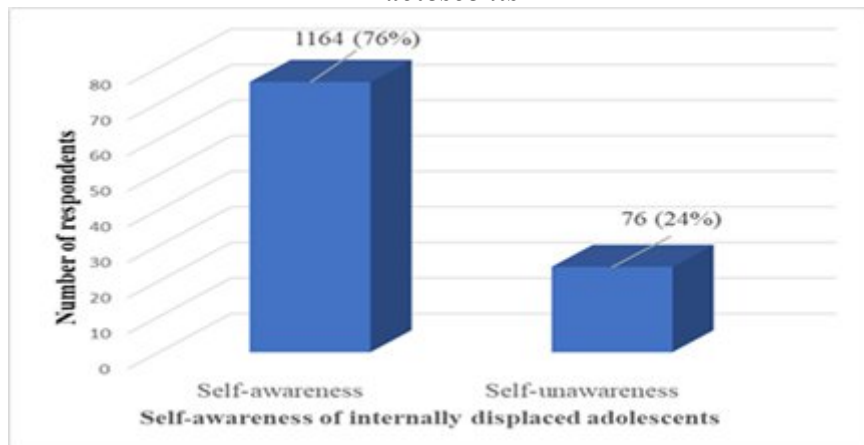
Majority, (88.9%) respondents agreed that they reflect on their experiences to learn from them while very few (11.1%) respondents disagreed. Again, majority (70.5%) respondents agreed that they are able to express their emotions appropriately while very (29.5%) respondents disagreed. Likewise, some (36.6%) respondents agreed that they are comfortable discussing personal challenges while majority (63.4%) respondents disagreed. Also, majority (86.2%) respondents agreed that they set personal goals based on their self-reflection while few (13.8%) respondents disagreed.

Furthermore, majority (94.1%) respondents agreed that they often think about their beliefs while very few (5.9%) respondents disagreed. Still, majority (84.9%) respondents agreed that they take time to evaluate their decisions before acting while few (15.1%) respondents disagreed. Correspondingly, majority (80.4%) respondents agreed that they can identify when they need help while few (19.6%) respondents disagreed. Congruently, majority (71.9%) respondents agreed that they regularly assess their mental wellbeing while some (28.1%) respondents disagreed.

Moreso, majority (71.9%) respondents agree that they are aware of their emotions in different situations while some (28.1%) respondents disagreed. Moreover, majority (75.1%) respondents agree that they understand how their thoughts influence their behaviour while some (24.9%)

respondents disagreed. Additionally, findings from the multiple responses set indicate that majority (76%) respondents are self-awareness while some (24%) respondents disagreed.

**Figure 4. Self-Awareness Influence on the Psychosocial Wellbeing of Internally Displaced Adolescents**



Similarly, findings from interviews revealed that through self-awareness they have developed emotional recognition, emotional regulation, self-reflection, identity and strength awareness and equally it has an impact on their psychosocial wellbeing.

Research Question Four: To What Extent Does Growth Mind-Set Influence the Psychosocial Wellbeing of Internally Displaced Adolescents in Secondary Schools in the Kumba II Subdivision?

The findings here reveal the influence of growth mindset on the psychosocial wellbeing of internally displaced adolescents in secondary schools in the Kumba II subdivision.

**Table 8. Growth Mindset.**

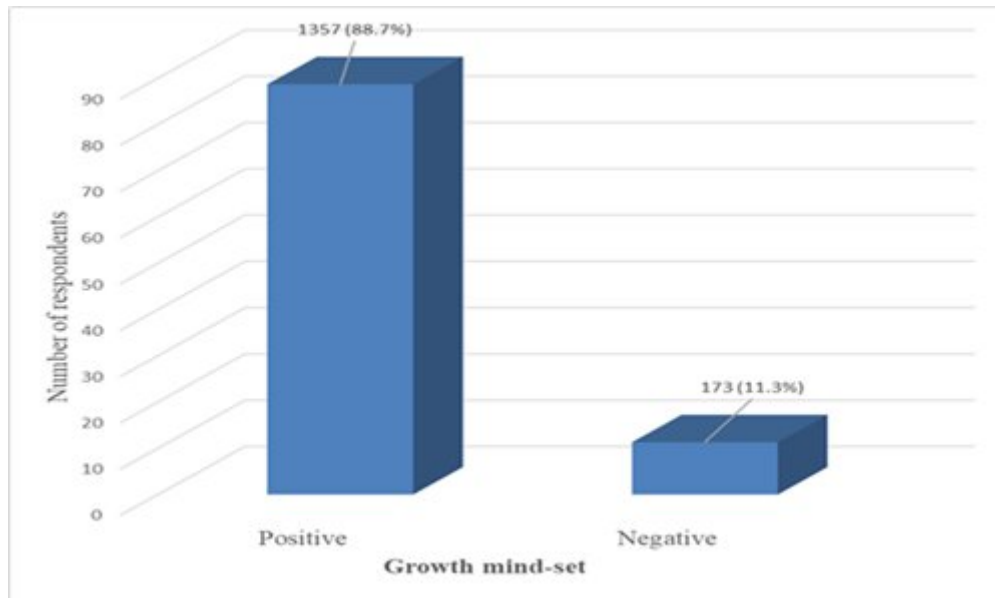
Growth mindset	Agreed		Disagreed	
	n	%	N	%
I believe that my abilities can improve with effort	149	97.3	04	02.6
I view challenges as opportunities to grow	140	91.6	13	08.5
I learn from the setbacks I encounter	143	93.5	10	06.5
I enjoy taking on difficult tasks that help me develop new skills	137	89.6	16	10.4
I believe that persistence is key to achieving my goals	147	96.1	06	03.9
I am not afraid to make mistakes	90	58.9	63	41.2
I feel motivated to work hard when faced with challenges	134	87.5	19	12.5
I embrace change as a chance for personal growth	138	90.2	15	09.8
I feel confident in my ability to overcome obstacles	137	89.5	16	10.5
I am willing to step out of my comfort zone to learn something new	142	92.8	11	07.2
MRS	1357	88.7	173	11.3

Almost all (97.3%) respondents agreed that they believe that their abilities can improve with effort while very few (2.6%) respondents disagreed. Also, majority (91.6%) respondents agreed they view challenges as opportunities to grow while very few (8.5%) respondents disagreed. Likewise, majority (93.5%) respondents agreed that they learn from the setbacks they encounter while very few (6.5%) respondents disagreed. Moreover, majority (96.1%) respondents agreed that they believe that persistence is key to achieving their goals while very few (3.9%) respondents disagreed.

Equally, majority (58.9%) respondents agreed that they are not afraid to make mistakes while some (41.2%) respondents disagreed. Similarly, majority (87.5%) respondents agreed that they feel motivated to work hard when faced with challenges while few (12.5%) respondents disagreed. Correspondingly, majority (90.2%) respondents agreed that they embrace change as a chance for personal growth while very few (9.8%) respondents disagreed.

Congruently, majority (89.5%) respondents agreed that they feel confident in their ability to overcome obstacles while few (10.5%) respondents disagreed. Moreover, majority (92.8%) respondents agreed that they are willing to step out of their comfort zone to learn something new while very few (7.2%) respondents disagreed. Additionally, findings from the multiple responses set reveal that majority (88.7%) respondents agreed that they have a growth mind-set while few (11.3%) respondents disagreed.

**Figure 5: Growth Mindset Influence on Psychosocial Wellbeing of Internally Displaced Adolescents**



Similarly, findings from interviews revealed that internally displaced adolescents have a growth mindset as they believe in self-improvement, they are persistent in adversity, have a positive self-concept, demonstrate social adjustment and peer relationship and demonstrate emotional resilience.

**Table 9. Summary of Findings.**

Research hypotheses	Statistical test used	Comment
H <sub>01</sub> : Adaptability has no significant influence on the psychosocial wellbeing of internally displaced adolescents in secondary schools in the Kumba II subdivision.	The variability explained by this model was significant (Omnibus Tests of Model Coefficient: $\chi^2=368.215$ and the likelihood ratio test $\chi^2=69.734$ df=272, P=0.000. The Explanatory Power (EP) / Predictive Power was moderate with a value of 36.8% (Nagelkerke R square =0.368).	There is a moderate positive influence of adaptability on the psychosocial wellbeing of internally displaced adolescents in secondary schools in Kumba II Municipality. This shows that the internally displaced adolescents have developed adaptation strategies. "At first, others called me 'bush girl,' but now I have friends"
H <sub>02</sub> : Optimism has no significant influence on the psychosocial wellbeing of internally displaced adolescents in secondary schools in the Kumba II subdivision.	The variability explained by this model was significant (Omnibus Tests of Model Coefficient: $\chi^2=432.086$ and the likelihood ratio test $\chi^2=165.282$ with df=323, P=0.000. The Explanatory Power (EP) / Predictive Power was moderate with a value of 66.3% (Nagelkerke R square =0.663).	The findings reveal that there is a strong positive influence of optimism on the psychosocial wellbeing of internally displaced adolescents in secondary schools in Kumba II Municipality. This shows that the internally displaced adolescents are optimistic about the future. "I tell myself every day that I am strong and I will pass my exams."

<p>H<sub>03</sub>: Self-awareness has no significant influence on the psychosocial wellbeing of internally displaced adolescents in secondary schools in the Kumba II subdivision.</p>	<p>The variability explained by this model was significant (Omnibus Tests of Model Coefficient: <math>\chi^2=316.837</math> and the likelihood ratio test <math>\chi^2=109.784</math> df=340, P=0.000. The Explanatory Power (EP) / Predictive Power was moderate with a value of 51.4% (Nagelkerke R square =0. 514).</p>	<p>The findings reveal that there is a strong positive influence of self-awareness on the psychosocial wellbeing of internally displaced adolescents in secondary schools in Kumba II Municipality. This shows that the internally displaced adolescents have a degree of self-awareness which enables them to adapt and adjust to their environment. "I now know when I'm getting stressed. My heart beats fast and I stop talking."</p>
<p>Ho2: Growth mind-set has no significant influence the psychosocial wellbeing of internally displaced adolescents in secondary schools in the Kumba II subdivision.</p>	<p>The variability explained by this model was significant (Omnibus Tests of Model Coefficient: <math>\chi^2=178.611</math> and the likelihood ratio test <math>\chi^2=214.755</math> with df=272, P=0.000. The Explanatory Power (EP) / Predictive Power was moderate with a value of 75.8% (Nagelkerke R square =0.758).</p>	<p>The findings reveal there is a strong positive influence of growth mindset on the psychosocial wellbeing of internally displaced adolescents in secondary schools in Kumba II Municipality. This shows that the internally displaced adolescents have a growth mindset and they engage in their activities such that they plan for their future and improve their lifestyle. "I used to fail in English, but I kept reading and now I'm better."</p>

**Discussions**

Research Question one: To what extent does adaptability influence the psychosocial wellbeing of internally displaced adolescents in secondary schools in the Kumba II subdivision?

Based on research question one, the findings revealed that there is a moderate positive influence of adaptability on the psychosocial wellbeing of internally displaced adolescents in secondary schools in Kumba II Municipality. This shows that the internally displaced adolescents have developed adaptation strategies. This is in line with Motti-Stefanidi, Asendorpf, and Masten (2012) who founded that parental school involvement moderated the effect of immigrant status for initial level and growth in achievement.

Research Question Three. To what extent does Self-awareness influence the psychosocial wellbeing of internally displaced adolescents in secondary schools in the Kumba II subdivision?

Based on research question three, the findings revealed that there is a strong positive influence of self-awareness on the psychosocial wellbeing of internally displaced adolescents in secondary schools in Kumba II Municipality. This shows that the internally displaced adolescents have a degree of self-awareness which enables them to adapt and adjust to their environment. This is in line with Tendolkar et al. (2021), who carried out a study on self-awareness as a Predictor of adolescent behaviour among nursing students: A school-based study revealed that as the self-awareness improves there are chances of improving the social behaviour of adolescents.

Research Question Four: To what extent does Growth mind-set influence the psychosocial wellbeing of internally displaced adolescents in secondary schools in the Kumba II subdivision

The findings revealed that there is a strong positive influence of growth mindset on the psychosocial wellbeing of internally displaced adolescents in secondary schools in Kumba II Municipality. This shows that the internally displaced adolescents have a growth mindset and they engage in their activities such that they plan for their future and improve their lifestyle. This finding

is in line with Schleider, et al. (2020), who carried out a study on randomized trial of a single-session growth mind-set intervention for rural adolescents' internalizing and externalizing problems and found that girls in the control group, girls receiving the GM-SSI reported modest but significantly greater reductions in depressive symptoms ( $d=.23$ ) and likelihood of reporting elevated depressive symptoms ( $d=.29$ ) from baseline to follow-up. GM-SSI effects were no significant for social anxiety symptoms, although a small effect size emerged in the hypothesized direction ( $d=.21$ ), and no significant for change in conduct problems ( $d=.01$ ). A free-of-charge, 45-minute GM-SSI may help reduce internalizing distress, especially depression but not conduct problems in rural adolescent girls.

## Conclusions

It can be concluded that, adaptability, self-awareness, optimism, growth-mindset all have a strong positive influence on the psychosocial wellbeing of adolescents in the Kumba 2 Sub Division in Cameroon. It can be concluded that, these variables help to build the resilience of adolescents that enable them build a very strong coping mechanism to cope in moments of adversities and life setbacks. The more adolescents adapt, the more they build up a strong positive psychosocial wellbeing. The more they are optimistic about their future, the more they build a healthy mind. The more they understand themselves, the more they thrive and the more they develop themselves, and they turn to have growth mindsets that heals their minds faster in order to help them flourish in turbulent moments.

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