Socio-emotional Competence and Psychological Resilience among Conflict-Induced Displaced Adolescents in Debre Berhan Camps

Dereje Mekbib Worku
Debre Berhan University, Ethiopia
Email: derejemekbib25@gmail.com

Abstract

The study aimed to examine the predictive relationships between socio-emotional competence and psychological resilience of conflict-induced displaced adolescents found in Debre Berhan camps. A cross-sectional quantitative research design was employed, and data were collected from 384 sampled adolescents selected using stratified random sampling techniques. A total of 378 valid questionnaires were analyzed using T-test, one-way analysis of variance (ANOVA), and multiple linear regression. The result of this study showed that there was a significant mean difference in the socio-emotional competence of conflict-induced displaced adolescents due to their gender and educational qualification, while no significant differences were found across early, middle, and late adolescence stages. Conversely, psychological resilience did not significantly differ by gender or developmental stage but varied across educational levels. Furthermore, the regression analysis found that all components of socio-emotional competence significantly and positively predicted the psychological resilience of conflict-induced displaced adolescents. Based on the findings, the researcher recommended that the organizations operating in the camps should revise the service provision and strategy to incorporate socio-emotional skill and psychological resilience training. Additionally, efforts should be made to enhance the educational level of adolescents, and mental health professionals should prioritize interventions aimed at strengthening the socio-emotional skills and resilience of adolescents.

Keywords: Conflict-Induced Displaced Adolescents, Psychological Resilience, Socio-emotional Competence

Introduction

Adolescence is a critical stage of development within the human lifespan, serving as a foundation for significant physical, affective, cognitive, and social changes (Davis & Qualter, 2020; Zheng et al., 2021). It is a period of transition from childhood to adulthood marked by rapid transformations that involve reorganization, activation, and shifts in societal expectations, including new responsibilities and complex developmental tasks (Cutuli & Herbers, 2018). Adolescents also exhibit heightened sensitivity to social stimuli and an increased need for peer interaction (Orben et al., 2020). However, the rate at which adolescents experience changes may differ across various cultures and societies; it depends on the process of socialization, training, and education (Kapur, 2015). Currently, the global population of adolescents is around 1.3 billion, representing a remarkable 16% of the world's population (United Nations Children's Fund [UNICEF], 2023). Similarly, more than one-third of the total population of Sub-Saharan African countries is between the ages of 10-24 (United Nations Population Fund [UNFPA], 2012). In Ethiopia, this age group constitutes approximately 33% of the total population (Ministry of Health [MOH], 2020). Specifically, in the Amhara region, the estimated number of adolescents aged 10–24 is around 8,366,324, with 800,060 residing in the Northern Shewa Zone (Amhara National Regional State Bureau of Plan and Development [ANRSBoPD], 2023).

The number of adolescents living in displacement worldwide continues to rise. As a result, displacement disrupts transitions to adulthood in multiple ways (Jones et al., 2021). One of the most prominent causes of displacement is conflict. There has been a growth in the frequency of conflict across the globe, and this conflict leads to extensive displacements (Maqbool & Turrey, 2019). So far, displacement caused by conflict remains a major concern, particularly in sub-Saharan Africa (Internal Displacement Monitoring Center [IDMC], 2023). Mainly, conflict-induced displacement related to ethnic and border-based disputes is higher in Ethiopia (Tesfaw, 2022; Yigzaw & Abitew, 2019). Adolescents who have been displaced are more susceptible to encountering psychosocial and physical problems than at other developmental stages (Jones et al., 2021; Thompson et al., 2023). In addition to this, displaced adolescents are confronted with less stable environments, taking on adult roles, high pregnancy rates, increasing geographic mobility of families, low family assets, poor housing, social exclusions, violence, lack of education, and unemployment (Jones et al., 2021; Kelsey & Simons, 2014; Lata & Devi, 2016). Moreover, individuals who have been displaced are exposed to mental health problems such as depression, anxiety, post-traumatic stress, lower levels of self-esteem, and

hopelessness (Kaplan & Bianchera, 2021). Conversely, healthy cognitive, physical, sexual, and socio-emotional development is guaranteed for all adolescents to successfully enter adulthood (Alderman et al., 2019).

To navigate the unique challenges of adolescence, especially in the context of displacement, young individuals require both socio-emotional competence and psychological resilience (Cerit & Şimşek, 2021). Those who have better socio-emotional competence and resilience effectively deal with the complex challenges of an unstable world (Boleková et al., 2022; Nwafor et al., 2023). Moreover, young individuals who possess a wide-ranging array of protective and promotive factors have the potential to experience more favorable outcomes (Center for the Study of Social Policy [CSSP], 2018).

Socio-emotional competence is a multidimensional construct that integrates both social and emotional competencies (Kalsoom, 2020). It is the ability to be aware and manage one's own emotions, recognize the emotions of others, establish positive relationships with others, and make responsible decisions (Zhou & Ee, 2012). It is also referred to as social and emotional intelligence; this phenomenon pertains to the behavioral patterns of individuals in social settings and their ability to process intrapersonal or interpersonal emotional information (Butvilas & Kovaitė, 2022; Humphrey et al., 2011). According to Goleman's (2006) model of social intelligence, social and emotional intelligence are intertwined, with minimal distinction between cognitive and social abilities.

Psychological resilience, on the other hand, refers to the ability of an individual or system to recover or adapt well in the face of trauma, survive and thrive despite there exists of significant adversity and stress (Mukherjee & Kumar, 2016). It plays a vital role in one's mental health, and a higher level of psychological resilience contributes to the overall well-being of a person (Bozdag, 2020).

Richardson's (2002) meta theory of resilience and resiliency posits that the concept of resiliency commences with any given moment in which an individual has successfully adjusted to their life circumstances. Furthermore, according to Bronfenbrenner's bio-ecological systems theory (1989, 2005, and 2006, cited in Hurd et al., 2013; Sanji, 2018), an individual's socio-emotional competence and resilience arise from various systems, such as the personal level, microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Therefore, Bronfenbrenner's bio-ecological systems theory provides a powerful framework for understanding how displacement (e.g., forced migration, homelessness, and individual characteristics such as age group,

gender category, level of education) disrupts a person's socio-emotional development by destabilizing multiple environmental systems.

Empirical studies have demonstrated that resilience has a positive relationship with socio-emotional skills (Nwafor et al., 2023). People with better socio-emotional competence have better resilience, and the development of socio-emotional skills contributes to the improvement of resilience (Ashori & Aghaziarati, 2022; Sarrionandia et al., 2018). Moreover, the link between socio-emotional competence and psychological resilience yields greater recovery from adversity and creates positive mental health (Grazzani et al., 2022; Habib et al., 2016). Conversely, adolescents with underdeveloped socio-emotional skills are at a higher risk of facing mental health challenges and struggling to build resilience (Martinsone et al., 2022; Naglieri et al., 2013).

While studies on socio-emotional competence and psychological resilience have been conducted in various countries, research on these constructs remains limited in Ethiopia (Feyisa et al., 2022; Kaur et al., 2021). Despite the recognition of socio-emotional competence and psychological resilience as critical factors for conflict-induced displaced adolescents' overall mental health and their day-to-day functions, these issues are not sufficiently researched in the internally displaced persons (IDP) camps of Ethiopia.

This study is essential because empirical evidence highlights that socio-emotional competence and psychological resilience function as protective factors, promoting both physical and psychological well-being. By addressing this research gap, the findings will contribute to a better understanding of how these constructs influence the mental health and daily functioning of conflict-induced displaced adolescents in Ethiopia.

Statement of the Problem

The phenomenon of conflict-induced displacement remains a pressing global crisis, with a staggering 62.5 million individuals residing in such conditions worldwide by the end of 2022 (IDMC, 2023). Among them, 28 million people were internally displaced due to conflict and violence across sub-Saharan African countries. In Ethiopia alone, nearly 3.9 million individuals were displaced due to conflict and violence by the end of 2022 (IDMC, 2023). Furthermore, the report of the United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA, 2023) reported a deteriorating humanitarian situation for more than 800,000 individuals who

have been displaced in Western Oromia as a result of continuous conflict. Addressing this complex situation requires a multi-sectoral response in conjunction with the ongoing enhancements in accessibility.

Adolescents who have encountered subsequent difficulties in their psychological functioning are overwhelmed by the adversity that they faced (Gooding et al., 2011; Harvey & Delfabbro, 2004; Milojevich et al., 2021). In the IDP camps of Debre Berhan, located in the North Shewa Zone of the Amhara region, more than 26,000 internally displaced persons (IDPs) from Western Oromia are currently residing (UNOCHA, 2023). However, despite the pressing mental health concerns within these communities, psychosocial support and mental health interventions have received limited attention (Makango et al., 2023). At the national level, research on socio-emotional competence and psychological resilience among displaced adolescents remains scarce, highlighting a critical gap in the literature.

This research mainly aims to address key gaps in previous research concerning methodological approach, population coverage, and inconsistent findings related to socio-emotional competence and resilience of adolescents.

Habib et al. (2016) conducted a correlational study on resilience, emotional competence, and self-esteem following the Kashmir flash floods. Their study, which employed a purposive sampling technique and a sample size of 289, has methodological limitations that warrant further exploration in different contexts.

The research carried out by Martinsone et al. (2022) on adolescent social-emotional skills, resilience, and behavioral problems focuses on population between the ages of 13-16 across three European countries. Similarly, a study carried out by Grazzani et al. (2022) to determine whether resilience mediated the relationship between social and emotional learning skills and mental health focused on adolescents aged between 11-16 years in Northern Italy. These studies do not account for the experiences of late adolescents in displacement settings.

Furthermore, previous global and local studies reported inconsistent findings. While study conducted by Nelson (2012) on demographic differences in school-entrant adolescents' social and emotional competence indicated that female pupils display a commendable level of social and emotional competence compared to males. Oberle et al (2014) study on social-emotional competence and academic achievement of early adolescents indicated that it was a significant positive outcome in boys exclusively. On the other hand, the investigation carried out by Pan et al. (2023) concerning the

sex differences in psychological resilience of late adolescents has revealed that males are more resilient than females. Conversely, the study conducted by Feyisa and colleagues (2022) on the psychological resilience of Wallaga University undergraduate students indicated that the variables age and sex did not exhibit a significant correlation with the level of psychological resilience. This shows contradictory evidence, which needs further investigation.

Moreover, Kaplan and Bianchera's (2021) systematic review highlights research limitations regarding child and adolescent displacement, resilience, and social engagement. While previous studies have examined the risks and well-being of displaced adolescents, there remains a gap in understanding their socio-emotional competence and resilience within the context of prolonged displacement.

Given the increasing number of displaced adolescents and the limited research on their socio-emotional competence and psychological resilience this study aims to examine the predictive relationships between socio-emotional competence and psychological resilience of conflict-induced displaced adolescents found in Debre Berhan camps.

Research Question

The following basic research questions are set to meet the stated purpose of the study:

1. Are there significant differences in socio-emotional competence and psychological resilience based on gender, age, or education?
2. To what extent do the constructs of socio-emotional competence predict the psychological resilience of conflict-induced displaced adolescents?

Theoretical Framework

The meta-theoretical ground for this study was the bio-ecological systems theory, which was initially developed by Urie Bronfenbrenner (1989, 2005, and 2006, cited in Hurd et al., 2013; Sanji, 2018). Bronfenbrenner's bio-ecological systems theory emphasizes that adolescent's development is influenced by multiple interconnected environmental systems. These systems play a crucial role in shaping socio-emotional competence, the ability to understand, express, and regulate emotions while forming positive relationships.

According to Bronfenbrenner's bio-ecological model, the individual socio-emotional competence and resilience arise from various systems such as the personal level, microsystem, mesosystem, exosystem, macrosystem, and chronosystem. However, in

this study the main concern is some selected personal level. Therefore, Bronfenbrenner's personal-level focus aligns with my investigation of individual predictors like age group, gender and level of education. The researcher chose this model because it holds important factors that determine socio-emotional competence and psychological resilience among conflict-induced internally displaced adolescents in Debre Berhan camps. Moreover, Richardson view also emphasizes that resiliency is not a fixed trait but a process triggered by disruption.

Conceptual Framework

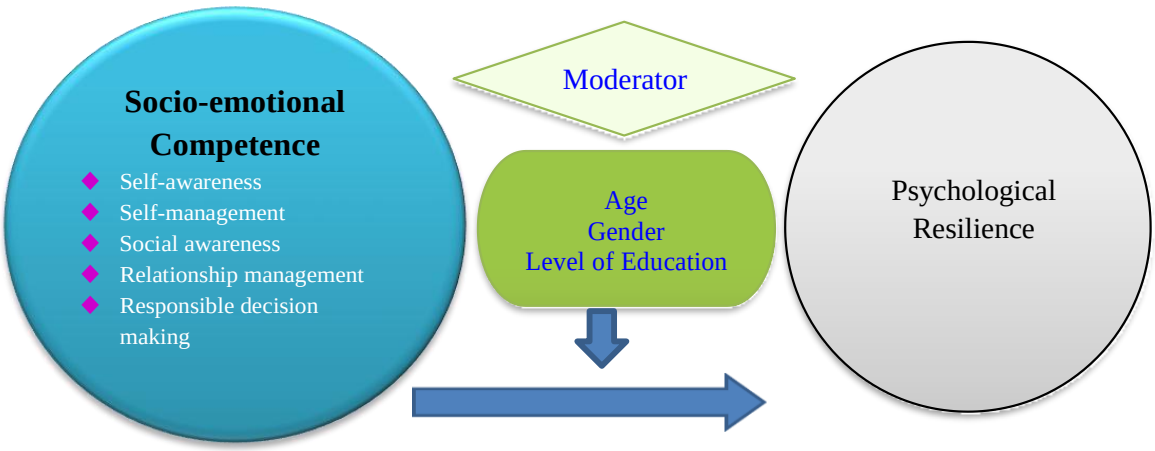

Figure 1: Conceptual Framework of the Study, which shows the Association of the Variable

Method

Research Design

The study employed a cross-sectional survey with quantitative approach to study the predictive relationship of socio-emotional competence and psychological resilience of adolescents who have experienced internal displacement. Cross-sectional survey studies are conducted at a single point in time or over a brief period, and it allows to gather information from large group of people at the same time as well as occasionally seeing the relationships between variables (Levin, 2006).

Sample and Sampling Technique

Stratified random sampling technique was employed to select the participants of the study. Conflict-induced displaced adolescents were disproportionately stratified based on gender, age and level of education. Disproportionately stratified sampling provides

a better representation of key subgroups, improving the reliability of statistical tests (e.g., t-tests, ANOVA), even if the groups are unequal in the population, and minimizes variance in estimates for those groups, leading to more accurate conclusions.

Data Collection Instruments

Social Emotional Competence Questionnaire (SECQ)

The Social-Emotional Competence Questionnaire (SECQ) consisted of 24 items. The SECQ comprises five constructs: self-awareness, self-management, social awareness, relationship management, and responsible decision-making. The items were rated using a five-point Likert scale ranging from 1 (Not at all true for me) to 5 (Very true for me). The instrument was adapted from Zhou and Ee (2012), who reported that the reliability of the original English version ranged from .62 to .72 across the five dimensions. The reliability coefficients of the scales in subsequent studies conducted in Singapore range from Cronbach's alpha coefficient of .71 to .92 (Nwafor et al., 2023). A pilot study confirmed the reliability of the SECQ, with an overall Cronbach's alpha of .891. The reliability coefficients for each construct were as follows: self-awareness (.836), self-management (.889), social awareness (.896), relationship management (.837), and responsible decision-making (.872).

Resilience Resource Scale (RRS)

The Resilience Resource Scale (RRS) consisted of 12 items rated on a five-point Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). This instrument was adapted from Julian et al. (2020), who reported a Cronbach's alpha coefficient of .90. The pilot study confirmed a high internal consistency for this scale, with a Cronbach's alpha of .905. To reduce language barriers, the original English instruments were translated and contextually adapted into Amharic before the pilot survey. While the face validity and content validity were assessed by experts in the field through written and oral feedback, the construct validity was examined using confirmatory factor analysis (CFA) based on the pilot study.

Methods of Data Analysis

Following data collection, responses were entered into SPSS version 21 for analysis. The overall response rate for the study was 98.43%. Inferential statistical analyses were conducted to examine the relationships among variables. Independent sample t-

tests and one-way analysis of variance (ANOVA) were used to analyze differences in socio-emotional competence and psychological resilience across gender, age, and educational level. Standard multiple linear regression analysis was used to explore the predictive ability of socio-emotional competence on psychological resilience. Tukey-Kramer post hoc tests were conducted when ANOVA results were statistically significant, allowing for group comparisons of unequal sample sizes. Effect sizes were evaluated using Cohen's d, partial eta squared, and Cohen's f^2 values, following Cohen's (1988) guidelines: Cohen's d: Small (≥ .2), Medium (≥ .5), Large (≥ .8); Partial eta squared: Small (≥ .01), Medium (≥ .06), Large (≥ .14); and Cohen's f^2: Small (≥ .02), Medium (≥ .15), Large (≥ .35).

Ethical Considerations

First, the researcher received the initial approval from Debre Berhan University, Department of Psychology, to ensure that the researcher conducted the study within Debre Berhan IDP camps. After obtaining permission from the stakeholders, participants are fully informed about the purpose of the study and fill out the consent forms. Indeed, participation in the research was voluntary. Measures should be taken to ensure the respect, dignity and freedom of each participant and to ensure confidentiality in the study. The consent form states that participants have the right to take part in the study and confirms that their rights are protected. The researcher tried to make the study participants comfortable and believed that no one would be harmed by their participation in the study. Respondents were also informed that they could refuse to participate in the study at any time if they chose to withdraw. Participants were informed that the information they provide will be kept confidential and will not be disclosed to anyone else in the camps.

Results

In this section, data analysis of socio-emotional competence and psychological resilience of conflict-induced displaced adolescents across gender, age, and educational level has been presented. Therefore, the participants' demographic characteristics are analyzed below.

Table 1: Demographic Profile of the Respondents

Characteristics	Total Sample (N= 378)	Percent (%)	Mean	SD	Skewness	Kurtosis
Gender						
Male	188	49.7	-	-	-.011	-2.011
Female	190	50.3	-	-		
Age						
10-14 (Early Adolescents)	124	32.81				
15-17(Middle	82	21.9				
Adolescents)	172	45.5	16.	4.2	.045	-1.307
18-24 (Late Adolescents)			98	11		
Educational Level						
No schooling	16	4.23				
1-8	224	59.26	-	-	.455	.155
9-12	125	33.07				
Diploma and above	13	3.44				

Based on Table 1, 188 (49.7%) of respondents are male, while 199 (50.3%) of participants are female, with a skewness of -.011 and a kurtosis of -2.011. Regarding the developmental age of the respondents age range of 10-24 was considered as part of the study. The majority of the respondents, 172 (45.5%), are late adolescents, followed by early adolescents, 124 (32.81%), and middle adolescents, 82 (21.9%), with a mean age of 16.98 years (SD = 4.211), with a skewness of .045 and a kurtosis of -1.307.

In addition to this, 16 (4.23%) of respondents are not educated, more than half 224 (59.26%) of participants completed grade 1-8, 125 (33.07%) of respondents had completed grade 9-12, the remaining 13 (3.44%) of participants had diploma and above holders with a skewness of .455 and a kurtosis of .155.

To check whether differences exist in socio-emotional competence between gender groups, an independent sample t-test was employed, and the results are presented in Table 2.

Table 2: Independent Sample t-test Results

Variable	Group	N	Mean	SD	T	df	95% CI	Sig
Self-Awareness	Male	188	3.3152	.86375	-4.588	376	-.58174 -- .23268	.000
	Female	190	3.7224	.86195				
Self-management	Male	188	3.3947	.74846	-2.458	376	-.35252-- .03917	.014
	Female	190	3.5905	.79955				
Social awareness	Male	188	3.3287	.69638	-4.786	376	-.47628-- .19890	.000
	Female	190	3.6663	.67489				
Relationship Management	Male	188	3.4447	.77205	-1.881	376	-.31768-.00704	.061
	Female	190	3.6000	.83190				
Responsible Decision Making	Male	188	3.3149	.74718	-6.532	376	-.61873-- .33253	.000
	Female	190	3.7905	.66580				

Note: p<.001, p<.05

The result indicated a statistically significant difference in self-awareness was found between male (M=3.3152, SD=.863) and female (M=3.7224, SD=.861) conflict-induced displaced adolescents, t (376) = -4.588, p < .05, Cohen's d = -0.459. Female adolescents exhibited higher self-awareness than their male counterparts.

Similarly, a significant difference was found between male and female conflict-induced displaced adolescents with respect to self-management (t (376) = -2.458, p < .05, Cohen's d = -0.251), social awareness (t(376) = -4.786, p < .05, Cohen's d = -0.478), and responsible decision-making (t(376)=-6.532, p<.05, Cohen's d= -0.638), with female adolescents scoring higher than males in each dimension. However, no statistically significant difference was observed between male and female conflict-induced displaced adolescents with regard to relationship management (t (376) = -1.881, p > .05, Cohen's d = -.200).

The effect size calculations indicated small effects for self-awareness, self-management, social awareness, and relationship management, while responsible decision-making demonstrated moderate effect size.

To check whether difference exists in socio-emotional competence between gender, age, and educational level groups, a One-way ANOVA was employed, and the results are presented in Table 3.

Table 3: One-Way ANOVA Results

Variable	N	Mean	Std. Error	95% CI	F	P-Value
Gender Male	188	3.316[a]	.070	3.179-3.454	4.678	.031
Female	190	3.652[a]	.071	3.513-3.791		
Age						
10-14 (Early Adolescents)	124	2.893[a]	.142	2.615-3.172	2.103	.124
15-17(Middle Adolescents)	82	3.526[a]	.102	3.326-3.727		
18-24 (Late Adolescents)	172	3.653	.050	3.555-3.751		
Educational Level						
No schooling	16	2.759[a]	.137	2.490-3.028	33.075	.000
1-8	224	3.358	.033	3.292-3.423		
9-12	125	4.126[a]	.097	3.935-4.318		
Diploma and above	13	4.307[a]	.119	4.073-4.542		

As the result indicated in Table 3, a statistically significant difference was found in socio-emotional competence due to gender (F (1, 361) = 4.678, $p < .05$, partial η^2 = .013). Female adolescents (M = 3.652, SE =.071) scored higher than males (M = 3.316, SE =.070). However, no significant differences were observed across developmental age groups (F (2, 361) = 2.103, $p > .05$, partial η^2 = .012). Conversely, a significant difference was found based on educational level (F (3, 361) = 33.075, $p < .05$, partial η^2 =.216). Adolescents with no formal schooling had significantly lower socio-emotional competence (M=2.759, SE=.137) compared to those who completed primary (M = 3.358, SE = .033), secondary (M = 4.126, SE = .097), and diploma or above (M = 4.307, SE =.119) education levels. The calculated effect size for gender and age was small, whereas for education level, it was large.

Difference in Psychological Resilience due to Key Demographic Variable

One of the objectives of this study is to see whether a statistically significant difference exists in the psychological resilience of conflict-induced displaced adolescents due to key demographic characteristics. To achieve this, one-way ANOVA was performed, and the result is presented in Table 4.

Table 4: One-way ANOVA Results

Variable		N	Mean	Std. Error	95% CI	F	P-Value
Gender	Male	188	3.457[a]	.093	3.274-3.640	.177	.674
	Female	190	3.578[a]	.094	3.394-3.763		
Age							
10-14 (Early Adolescents)		124	3.103[a]	.188	2.733-3.473	.956	.385
15-17 (Middle Adolescents)		82	3.466[a]	.135	3.200-3.732		
18-24 (Late Adolescents)		172	3.704	.066	3.573-3.835		
Educational Level							
No schooling		16	3.053[a]	.182	2.696-3.410	9.949	.000
1-8		224	3.426	.044	3.340-3.513		
9-12		125	3.822[a]	.129	3.568-4.076		
Diploma and above		13	4.314[a]	.158	4.002-4.625		

The Table indicated that there was no significant mean difference in the psychological resilience of conflict-induced displaced adolescents based on gender (F (1,36) =.177, P >.05, partial η^2 = .000). In addition to this, there was no significant difference in psychological resilience due to developmental age (F (2,361) =.956, P>.05, partial η^2 = .005). Conversely, there was a statistically significant difference in psychological resilience of conflict-induced displaced adolescents based on their educational level (F (3,361) = 9.949, P<.05, partial η^2 =.076). Therefore, the mean difference for those who have no formal schooling (M = 3.053[a], SE =.182) lower than those who completed primary school (M= 3.426, SE =.044), those who completed high school (M = 3.822[a], SE =.129), and those who hold diploma and above (M = 4.314[a], SE =.158). However, the calculated effect size for gender and the developmental stage factor indicates a small amount of effect. But the calculated effect size for educational level is moderate. Tukey-Kramer post-hoc test also revealed that there was no significant difference in the psychological resilience of conflict-induced displaced adolescents among those who have no formal school and primary school. As opposed to this, respondents those who have no formal school have significant lower psychological resilience than those who completed secondary school and diploma and above level of education. Respondents who completed primary school have no significant difference in the psychological resilience of adolescents who have no formal schooling. While respondents who completed primary school have significantly lower psychological resilience than those who have completed secondary school and diploma and above level of education. Participants who have finished high school have higher psychological resilience than those who have no formal schooling and primary school

but respondents who completed high school have significantly lower psychological resilience than those who completed diploma and above level of education. Diploma and above level of education graduates have significantly greater psychological resilience compared with those who have no formal schooling, who completed primary school and secondary school.

Tukey-Kramer post hoc analysis revealed that those without formal schooling scored significantly lower in socio-emotional competence compared to all other education levels. Those who completed primary school also scored lower than secondary and diploma-holding individuals but higher than those with no formal education. Diploma and above holders had the highest socio-emotional competence scores.

The Predictive Power of the Dimensions of Socio-emotional Competence in the Psychological Resilience of Conflict-induced Displaced Adolescents

Another objective of the study was to explore the predictive ability of socio-emotional competence construct in the psychological resilience of conflict-induced displaced adolescents. In doing so, multiple linear regressions were carried out to determine the extent to which each predictor (self-awareness, self-management, social-awareness, relationship management, and responsible decision making) explains the dependent variable, or psychological resilience, and the result is presented in Table 5.

Table 5: Model Summary on the Predictive Ability of the dimensions of Socio-emotional Competence in the Psychological Resilience of Conflict-induced Displaced Adolescents

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.710[a]	.504	.497	.48724

a. Predictors: (Constant), Responsible Decision-making, Self-management, Relationship management, Social awareness, Self-awareness
b. Dependent Variable: Psychological Resilience

As shown in Table 5, the strength of the relationship between the predictor variable and the outcome variable is .710, which means that a strong or high association and positive correlation found between the dependent and predictor variable. The coefficient of determination or R-squared is .504, which shows the variance in the dependent variable (psychological resilience) is explained by the predictor (responsible decision-making, self-management, relationship management, social

awareness, and self-awareness). Therefore, all predictor variables explain 50.4% of the variation in the psychological resilience of conflict-induced displaced adolescents. The adjusted R-Square, which represents the unbiased estimate of R-Square, was .497. It is positive and measures the goodness of fit of linear regression. In the regression analysis, R^2 is used to calculate the effect size. Therefore, the effect size in the regression analysis is calculated as follows below.

Cohen $f^2 = \frac{R^2}{1-R^2} = \frac{0.504}{0.496} = 1.016$. Therefore, the effect size is large.

Table 6: Coefficients of the Predictive Power of Socio-emotional Dimensions on the Psychological Resilience of Adolescents

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.851	.144		5.902	.000
SA	.182	.040	.234	4.538	.000
SM	.089	.045	.101	1.994	.047
SOA	.155	.050	.159	3.116	.002
RM	.199	.042	.233	4.751	.000
RDM	.134	.050	.145	2.674	.008

a. Dependent Variable: Psychological Resilience

SA = Self-awareness, SM=Self-management, SOA= Social-awareness, RM= Relationship Management, RDM= Responsible Decision-making

As indicated in Table 6, self-awareness (t=4.538, P<.05), self-management (t=1.994, P< .05), social awareness (t=3.116, P < .05), relationship management (t=4.751, P< .05) and responsible decision-making (t=2.674, P< .05) significantly contributed to the prediction of psychological resilience, implies that all predictor variables were statistically significant at P< .05.

Discussions

In this study, it was found that there was a statistically significant mean difference in socio-emotional competence of conflict-induced displaced adolescents due to gender (F (1, 361) = 4.678, P < .05). The current study's findings were found to be consistent with studies conducted by Nelson (2012) on 155 children with convenience sampling techniques. Similarly, the study conducted by Portela-Pino et al. (2021) on the socio-

emotional competence of 964 adolescents aged between 11 and 18 years old, during home confinement time of Coronavirus shows that there was a significant difference in socio-emotional competencies based on gender.

Regarding developmental age difference, there was no significant difference in the mean scores of socio-emotional competences across young, middle, and old adolescents. The result of the present study contradicts the study with Moreno-Manso et al. (2015) on perceived emotional intelligence and social competence of 66 neglected adolescents aged between 11 and 18 years old with the dimensions of emotional attention, clarity of feelings, and emotional repair. The reason for the disparity of the findings is the measures, the sample size, the sampling technique and the context of the study.

Regarding variation in educational level, there was a statistically significant mean difference in socio-emotional competence of conflict-induced displaced adolescents, those who have no formal schooling, primary school students, secondary school students, and those who completed diploma and above. The socio-emotional competence of conflict-induced displaced adolescents is enhanced when their educational level increases. In line with previous research from Oleksandr et al. (2018) asserted that socio-emotional competence is improved with increasing the educational level.

Moreover, the result of the current study revealed that there was no statistically significant mean difference in the psychological resilience of conflict-induced displaced adolescents due to gender. Likewise, a local study conducted by Feyisa et al. (2022) on undergraduate students at Wallaga University on psychological resilience in stressful situations found that there was no significant difference in gender. On the other hand, the study carried out by Pan et al. (2023) on the psychological resilience of 231 adolescents aged between 16 and 20 shows that males are more resilient than females. The reason for the contradiction was the disparity in context, measures, and sample size.

In this study, there was no significant mean difference in the psychological resilience of conflict-induced displaced adolescents across developmental stages. In addition to this, the study conducted by Singh et al. (2019) on 416 adolescent participants in socio-demographic factors associated with low resilience revealed that there was no statistically significant difference in age between 13 and 19 years.

Regarding educational level, there was a statistically significant mean difference in the psychological resilience of conflict-induced displaced adolescents. A Tukey-Kramer post-hoc test indicated that the psychological resilience of adolescents improves with an increase in educational level. The finding is consistent with the study carried out by Shaibu et al. (2022) on 581 participants with a mixed method, which shows that resilience differs based on educational qualification. In line with this, the study conducted by Aziz and Yıldırım (2020) on 244 internally displaced individuals' resilience with ages between 18 to 60 years indicates that there was a significant difference in their educational level. Gender, age, and educational level is a personal-level resilience multipliers for displaced adolescents, but its power depends on bio-ecological supports. For instance, schools alone aren't enough policies, cultural acceptance, and time-sensitive interventions must align to unlock potential.

In this study, all of the constructs of socio-emotional competence (i.e., self-awareness, self-management, social awareness, relationship management, and responsible decision-making) were found to be significant and positive predictors of psychological resilience. It is consistent with Martinsone et al. (2022) study. The finding of the current study is also in line with the meta-analysis of 12 different studies, which found that people who have higher levels of socio-emotional competence are more capable of dealing with negative experiences and coping with adversity (Collado-Soler et al., 2023). Those who have better socio-emotional competence can easily bounce back from difficulties and effectively cope with the challenges that they face. Moreover, the study done by Nwafor et al. (2023) on the relationship between socio-emotional skills and academic adjustment among 343 secondary school students revealed that an augmentation in socio-emotional abilities has a beneficial effect on the enhancement of resilience.

The main limitation of this study was that it was conducted in only one of the Northern Shewa Zone IDP camps. The results can therefore only be generalized for the population of this area. The use of a cross-sectional design limits the conclusion, meaning that it will be necessary to confirm the relationships that I found using a longitudinal study. A cross-sectional design cannot establish causal relationships. Moreover, qualitative methods of data collection may assist in developing a better understanding of the issues at hand and an in-depth investigation of socio-emotional competence and psychological resilience among displaced adolescents.

Conclusions

Based on the findings of the study discussed in the previous section, the following conclusions can be drawn:

There was a significant mean difference in the socio-emotional competence of conflict-induced displaced adolescents based on their gender and educational qualifications. However, there was no significant mean difference in their developmental age (early, middle, and late). Therefore, effective socio-emotional training for displaced adolescents, which takes gender and educational level into account, should focus on addressing trauma, rebuilding interpersonal skills, and fostering resilience while operating within the constraints of the camp environment.

There was no significant mean difference in the psychological resilience of conflict-induced displaced adolescents across gender and developmental ages (early, middle, and late adolescents). As opposed to this, there is a significant mean difference in the psychological resilience of conflict-induced displaced adolescents due to their educational level.

Socio-emotional competence, which comprises self-awareness, self-management, social awareness, relationship management, and responsible decision-making was a significant positive predictor of psychological resilience. Strengthening socio-emotional competence can enhance psychological resilience.

Thus, educational interventions, gender-sensitive programs, and structured socio-emotional learning initiatives can help mitigate the negative impacts of conflict-induced displacement and foster resilience among affected youth.

Acknowledgements

The author would like to give gratitude to my advisor, Dr. Tedla Kutaye, and the research participants of the study.

References

Alderman, E. M., Breuner, C. C., Grubb, L. K., Powers, M. E., Upadhya, K., & Wallace, S. B. (2019). Unique needs of the adolescent. *Pediatrics*, 144(6). https://doi.org/10.1542/peds.2019-3150

Amhara National Regional State Plan and Development Bureau. (2023, April). *Amhara Region population projection data, Bahir Dar*.

Ashori, M., & Aghaziarati, A. (2022). The relationships among social-emotional assets and resilience, empathy, and behavioral problems in deaf and hard-of-hearing children. *Current Psychology*, 1-9. https://doi.org/10.1007/s12144-022-03152-5

Aziz, I. A., & Yıldırım, M. (2020). Investigating relationship between psychological trait resilience and forgiveness among internally displaced persons. *Psychology, Community & Health, 8(1), 263-274.*

Bayley, S., Meshesha, D. W., Ramchandani, P., Rose, P., Woldehanna, T., & Yorke, L. (2021). Socio-emotional and Academic Learning before and after COVID-19 School Closures: Evidence from Ethiopia. *RISE Working Paper 21/082*. https://doi.org/10.35489/BSG-RISE-WP_2021/082

Bhat, T., & Chahal, D. (2022). A study of socio-emotional competence among adolescents in relation to mental health. *Rabindra Bharati Journal of Philosophy*, 13 (6), 20-24.

Boleková, V., Rolková, H., Albertová, S. M., Szobiová, E., Radnoti, E., & Hennelová, K. (2022). Social-emotional health and resilience of teachers in Slovakia. *Human, Technologies and Quality of Education*, 418. https://www.researchgate.net/publication/366162678

Bozdag, B. (2020). Examination of psychological resilience levels of high school students. *World Journal of Education*, 10(3), 65-78. https://files.eric.ed.gov/fulltext/EJ1257470.pdf

Butvilas, T., Bubnys, R., Colomer, J., & Cañabate, D. (2022). Dependence of socio-emotional competence expression on gender and grade for K5–K12 students. *Education Sciences*, 12(5), 341. https://doi.org/10.3390/educsci12050341

Butvilas, T., & Kovaitė, K. (2022). The expression of socio-emotional competence among younger Lithuanian adolescents as the precondition for their creativity. *Creativity Studies*, 15(2), 497-510. https://doi.org/10.3846/cs.2022.16630

Center for the Study of Social Policy (2018). Cognitive and social-emotional competence in youth. Available at: https://cssp.org/wp-content/uploads/2018/08/HO-3.1c-YT_Cognitive-and-Social-Emotional-Competence-in-Youth.pdf (Accessed 24 July 2023).

Cerit, E., & Şimşek, N. (2021). A social skills development training programme to improve adolescents' psychological resilience and emotional intelligence level. *Archives of Psychiatric Nursing*, *35*(6), 610-616. https://doi.org/10.1016/j.apnu.2021.08.001

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). New York: Lawrence Erlbaum Associates.

Collado-Soler, R., Trigueros, R., Aguilar-Parra, J. M., & Navarro, N. (2023). Emotional intelligence and resilience outcomes in adolescent period, is knowledge really strength? *Psychology Research and Behavior Management*, 16, 1365–1378. https://doi.org/10.2147/PRBM.S383296

Cutuli, J. J., & Herbers, J. E. (2018). Resilience in the context of development: Introduction to the special issue. *The Journal of Early Adolescence*, 38(9), 1205–1214. https://doi.org/10.1177/0272431618757680

Davis, S. K., & Qualter, P. (2020). Emotional competence: Development of the self in adolescence, personality and emotion. In S. Hupp & J.D. Jewell (Eds.). *The Encyclopedia of Child and Adolescent Development* (pp. 1–12). New York: John Wiley & Sons. https://doi.org/10.1002/9781119171492.wecad475

Feyisa, B. A., Merdassa, A. B., & Biru, B. (2022). Psychological resilience and coping strategies among undergraduate students in Ethiopia: A cross-sectional study. *International Journal of Adolescence and Youth*, 27(1), 515-527, https://doi.org/10.1080/02673843.2022.2151370

Goleman, D. (2006). *Social Intelligence*. New York: Bantam Dell.

Gooding, P. A., Hurst, A., Johnson, J., & Tarrier, N. (2011). Psychological resilience in young and older adults. *International Journal of Geriatric Psychiatry*, 27, 262–270. https://doi.org/10.1002/gps.2712

Grazzani, I., Agliati, A., Cavioni, V., Conte, E., Gandellini, S., Lupica Spagnolo, M., ... & Oriordan, M. R. (2022). Adolescents' resilience during the COVID-19 pandemic and its mediating role in the association between SEL skills and mental health. *Frontiers in psychology*, 13, 801761. https://doi.org/10.3389/fpsyg.2022.801761

Habib, U., Habib, O., & Ansari, S. A. (2016). Correlational study of resilience, emotional competence, and self-esteem. *International Journal of Current Research*,8,(11),42371-42373. https://www.journalcra.com/sites/default/files/issue-pdf/18906.pdf

Harvey, J, & Delfabbro, P. H. (2004). Psychological resilience in disadvantaged youth: A critical overview. *Australian Psychologist*, 39(1), 3–13. https://doi.org/10.1080/00050060410001660281

Humphrey, N., Kalambouka, A., Wigelsworth, M., Lendrum, A., Deighton, J., & Wolpert, M. (2011). Measures of social and emotional skills for children and young people: A systematic review. *Educational and Psychological Measurement*, 71(4), 617-637. https://doi.org/10.1177/0013164410382896

Hurd, N. M., Varner, F. A., & Rowley, S. J. (2013). Involved-vigilant parenting and socio- emotional well-being among Black youth: The moderating influence of natural mentoring relationships. *Journal of youth and adolescence*, 42, 1583-1595. https://link.springer.com/article/10.1007/s10964-012-9819-y

International Displacement Monitoring Center. (2023). Global report on internal displacement 2023. Available at: https://www.internal-displacement.org/global-report/grid2023 (Accessed 5 June 2023).

Jones, N., Pincock, K., & Hamad, B. A. (2021). *Adolescents in humanitarian crisis: displacement, gender and social inequalities* (p. 238). New York: Taylor & Francis. https://library.oapen.org/handle/20.500.12657/51147

Jones, N., Pincock, K. & Yadete. W. (2021). We are not accepted here: Intersecting vulnerabilities of internally displaced adolescents in Ethiopia. In N. Jones, K. Pincock, & B. A. Hamad (Eds.), *Adolescents in Humanitarian Crisis. Displacement, Gender, and Social Inequalities.* (pp. 54-77). New York: Taylor & Francis.

Julian, M., Cheadle, A. C., Knudsen, K. S., Bilder, R. M., & Schetter, D. C. (2020). Resilience Resources Scale: A brief resilience measure validated with undergraduate students. *Journal of American College Health*, *70*(5), 1-10. https://doi.org/10.1080/07448481.2020.1802283

Kalsoom, S. (2020). A study of social-emotional competence of secondary school students and its impact on their academic achievement. [Unpublished Doctoral Dissertation]. The Islamia University of Bahawalpur, Department of Education.

Kelsey, J., & Simons, J. (2014). The challenges of adolescence. *Journal of Child Health Care* 1-3.

Kaplan, J. & Bianchera, E. (2021). Data and research on children and youth in forced displacement: Identifying gaps and opportunities. In Kaplan, J. and E. Bianchera. (eds.); World Bank; UNHCR; JDC. Quarterly digest on forced displacement, 3. Washington, D.C.: World Bank Group. https://doi.org/10.47053/jdc.230321

Kapur, S. (2015). Adolescence: The stage of transition. *Horizons of Holistic Education*, 2, 233-250. https://www.researchgate.net/publication/285302921

Kaur, S., Ayana, T., & Kaur, H. (2021). Assessing social and emotional competencies of undergraduates: A cross-cultural study. *Issues and Ideas in Education*, 9(2), 75–83. https://doi.org/10.15415/iie.2021.92007

Lata, S., & Devi, A. (2016). Problems and challenges during adolescence. *International Journal of Education and Management Studies*, 6(2), 205-210.http://www.iahrw.com/index.php/home/journal_detail/21#list

Levin, K. A. (2006). Study design III: Cross-sectional studies. *Evid Based Dent*, 7(1), 24-25. https://doi.org/10.1038/sj.ebd.6400375

Makango, B., Alemu, Z. A., Solomon, T., Lemma, N., Girma, T., Mohammednur, T.… & Fufa, Y. (2023). Prevalence and factors associated with post-traumatic stress disorder among internally displaced people in camps at Debre Berhan, Amhara Region, Ethiopia: A cross-sectional study. *BMC Psychiatry*, 23 (1), 81. https://doi.org/10.1186/s12888-023-04570-w

Maqbool, T., & Turrey, A. A. (2019). Conflict-induced internal displacements in India: An Overview. *Think India Journal*, 22(35), 882-894. https://thinkindiaquarterly.org/index.php/think-india/article/view/19240

Martinsone, B., Stokenberga, I., Damberga, I., Supe, I., Simões, C., Lebre, P. … & Camilleri, L. (2022). Adolescent social emotional skills, resilience, and behavioral problems during the COVID-19 pandemic: A longitudinal study in three European countries. *Frontiers in Psychiatry*, 13, 942692. https://doi:10.3389/fpsyt.2022.942692

Milojevich, H.M., Lindquist, K.A., & Sheridan, M.A. Adversity and Emotional Functioning. *Affective Science* (2) 324–344. https://doi.org/10.1007/s42761-021-00054-w

Ministry of Health. (2020). Adolescent and youth engagement guideline 2018-2025. Available At:https://www.moh.gov.et/site/sites/default/files/202106/youth%20engagment%20guidli ne_MoH_Final.pdf (Accessed 29 July 2023).

Moreno-Manso, J. M., García-Baamonde, M. E., Guerrero-Barona, E., Godoy-Merino, M. J., Blázquez-Alonso, M., & Gonzalez-Rico, P. (2015). Perceived emotional intelligence and social competence in neglected adolescents. *Journal of Youth Studies*, *19*(6), 821-835. http://dx.doi.org/10.1080/13676261.2015.1112883

Mukherjee, S., & Kumar, U. (2016). Psychological resilience: A conceptual review of theory and research (1st ed.). In Kumar (eds.), *The Routledge International Handbook of Psychosocial Resilience* (pp. 1-10). New York: Routledge

Naglieri, J. A., Le-Buffe, P. A., & Shapiro, V. B. (2013). Assessment of social-emotional competencies related to resilience. In S. Goldstein & R. B. Brooks (Eds.), *Handbook of Resilience in Children*, (pp. 261-272). New York: Springer.

Nelson, H. (2012). Age, gender, and socio-demographic differences in school entrants' social and emotional competence (Doctoral dissertation, Curtin University). Available at: https://espace.curtin.edu.au/handle/20.500.11937/1830

Nwafor, C. E., Ugwu, P. C., Okoye, C. A. F., & Ofoma, B. E. (2023). Relationship between socio-emotional skill and academic adjustment among adolescents is mediated by resilience. *Social Science Research*, 9(1). https://journals.aphriapub.com/index.php/SSR/article/view/2051

Oberle, E., Schonert-Reichl, K. A., Hertzman, C., & Zumbo, B. D. (2014). Social–emotional competencies make the grade: Predicting academic success in early adolescence. *Journal of Applied Developmental Psychology*, 35(3), 138-147. https://doi.org/10.1016/j.appdev.2014.02.004

Oleksandr, S. Chernyshenko, Miloš-Kankaraš, & Fritz-Drasgow (2018). Social and emotional skills: Well-being, connectedness, and success. University of Western Australia.172, 1-136. https://doi.org/10.1787/db1d8e59-en

Orben, A., Tomova, L., & Blakemore, J. (2020). The effects of social deprivation on adolescent development and mental health. The Lancet. *Child & Adolescent Health*, 4(8), 634-640. https://doi.org/10.1016/S2352-4642(20)30186-3

Pan, N., Yang, C., Suo, X., Shekara, A., Hu, S., Gong, Q., & Wang, S. (2023). Sex differences in the relationship between brain gray matter volume and psychological resilience in late adolescence. *European Child & Adolescent Psychiatry*, 1-10. https://doi.org/10.1007/s00787-023-02231-7

Portela-Pino, I., Alvarinas-Villaverde, M., & Pino-Juste, M. (2021). Socio-emotional skills as predictors of performance of students: Differences by gender. *Sustainability*, 13, 4807. https://doi.org/10.3390/su13094807

Richardson, G. E. (2002). The metatheory of resilience and resiliency. *Journal of Clinical Psychology*, 58(3), 307-321. https://doi.org/10.1002/jclp.10020

Sanji, W. M. (2018). *Resilience and the reintegration of street children and youth in sub-Saharan Africa*: *The case of Cameroon*. Springer.

Sarrionandia, A., Ramos-Díaz, E., & Fernández-Lasarte, O. (2018). Resilience as a mediator of emotional intelligence and perceived stress: A cross-country study. *Frontiers in psychology*, 9, 2653. https://doi.org/10.3389/fpsyg.2018.02653

Shaibu, M. E., Ogwuche, M.E., Ibebunjo, B., Orie, E. G., Ebobo, C. (2022). Demographic dimensions of societal threats due to internal displacement: An analysis of internally displaced persons in Benue and Nasarawa States Camps. *International Journal of Arts and Humanities*, 5(4), 4556-2257.

Singh, R., Mahato, S., Singh, B., Thapa, J., & Gartland, D. (2019). Resilience in Nepalese adolescents: Socio-demographic factors associated with low resilience. *Journal of multidisciplinary healthcare*, 893-902. https://doi.org/10.2147/JMDH.S226011

Tesfaw, T. A. (2022). Internal displacement in Ethiopia: A scoping review of its causes, trends, and consequences. *Journal of Internal Displacement*, 12(1), 2-31. https://www.journalofinternaldisplacement.org/index.php/JID/article/view/114

Thompson, I., Nurse, L., & Fazel, M. (2023). Tensions in cultural identity and sense of belonging for internally displaced adolescents in Ukraine. *Child Care in Practice*, 29(3), 1-16. https://doi.org/10.1080/13575279.2023.2199192

United Nations Children's Fund. (2023). Adolescents statistics - UNICEF DATA. Update in May 2023. Available at: https://data.unicef.org/topic/adolescents/overview/ (Accessed July 24, 2023).

United Nations Office for the Coordination of Humanitarian Affairs. (2023). Ethiopia - situation report, 29 May 2023. Available at: https://reports.unocha.org/en/country/ethiopia/ (Assessed July 27, 2023).

United Nations Population Fund. (2012). The status report on adolescents and young people in sub-Saharan Africa: Opportunities and challenges. Available at: https://www.prb.org/wp-content/uploads/2014/01/status-report-youth-subsaharan-Africa.pdf. (Accessed July 25, 2023).

Yigzaw, G. S., & Abitew, E. B. (2019). Causes and impacts of internal displacement in Ethiopia. *African Journal of Social Work*, 9(2), 32-41. https://www.ajol.info/index.php/ajsw/article/view/192193

Zheng, Y., Cai, D., Zhao, J. L., Yang, C., Xia, T., & Xu, Z. (2021). Bidirectional relationship between emotional intelligence and perceptions of resilience in young adolescents: A twenty-month longitudinal study. *Child & Youth Care Forum*, 50, 363-377. https://doi.org/10.1007/s10566-020-09578-x

Zhou, M. & Ee. J. (2012). Development and validation of the social emotional competence questionnaire (SECQ). *The International Journal of Emotional Education*, 4 (2), 27 42.