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

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Abstract

This study assessed the predictive relationship between socio-emotional competence and psychological resilience among 378 conflict-displaced adolescents in Debre Berhan camps. The research utilized a quantitative approach, a cross-sectional design, and stratified random sampling. Data were analyzed using ANOVA and multiple linear regression. The results indicated significant differences in socio-emotional competence by gender and education, but not by developmental age (early, middle, or late adolescence). Conversely, psychological resilience varied significantly only by educational level, with no notable differences across gender or age groups. Crucially, regression analysis confirmed that all constructs of socio-emotional competence significantly and positively predict psychological resilience. Based on these findings, it is recommended that camp organizations restructure service provision to integrate socio-emotional and resilience training. Furthermore, mental health professionals and policymakers should prioritize improving educational access and implementing targeted psychosocial interventions to bolster adolescent well-being in displaced settings.

Keywords: Conflict-induced displaced adolescents, Socio-emotional competence, psychological resilience

Introduction

Adolescence is a critical stage of development within the human lifespan, serving as the cornerstone for forthcoming physical, affective, cognitive, and social changes (Davis & Qualter, 2020; Zheng et al., 2021). It is a period of transition from childhood to adulthood, and individuals experience significant changes that can happen quickly and involve reorganization and activation. These changes often occur alongside shifts in societal expectations, including new responsibilities, rights, and more complex developmental tasks (Cutuli & Herbers, 2018). Furthermore, this stage is characterized by heightened sensitivity to social stimuli and an increased need for peer interaction (Orben et al., 2020). Hence, 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 and 24 (United Nations Population Fund [UNFPA], 2012). Recently, in Ethiopia, the population aged 10-24 years is approximately 33% (Minister of Health [MOH], 2020). Additionally, in the Amhara Region, the rough estimation of adolescents between 10 and 24 years old is around 8,366,324 (Amhara National

Regional State Bureau of Plan and Development [ANRSBoPD], 2023). Too, in Northern Shewa Zone 800,060 adolescents were found between the ages of 10-24 (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, to take adults role, 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 are guarantees for all adolescents to successfully enter adulthood (Alderman et al., 2019).

In light of this, adolescents need to have both socio-emotional skills and psychological resilience to manage the unique challenges of this stage of development, including the inclination towards risky behaviors (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).

The concept of socio-emotional competence originates from the combination of social competence and emotional competence (Kalsoom, 2020). Socio-emotional competence 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).

Likewise, the model of social intelligence developed by Goleman (2006) suggests that social and emotional intelligence are folded with one another, and there may be no real difference between cognitive and social talent.

Psychological resilience 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 significant adversity and stress (Mukherjee & Kumar, 2016). It plays an important role in one's mental health. Therefore, a high level of psychological resilience is important for the overall well-being of a person (Bozdag, 2020).

According to Richardson's (2002) metatheory of resilience and resiliency, the concept of resiliency commences with any given moment in which an individual has successfully adjusted to their life circumstances. This state of adaptation is referred to as "bio-psycho-spiritual homeostasis," which encompasses the individual's mental, physical, and spiritual well-being. Furthermore, according to Bronfenbrenner's bio-ecological systems theory (1989, 2005, and 2006 as 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.

In fact, 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). On the other side, adolescents who have developed low 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).

Even though socio-emotional competence and psychological resilience are accepted to be vital 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 research is worth doing because of the empirical evidence that socio-emotional competence and psychological resilience serve as protective factors that promote the healthy development of physical and psychological well-being.

Statement of the Problem

The phenomenon of conflict-induced displacement represents a pressing global crisis, with a staggering 62.5 million individuals residing in such conditions worldwide by the end of 2022 (IDMC, 2023). Accordingly, in the year 2022, 28 million people were living in internal displacement as a result of conflict and violence across sub-Saharan African countries. Likewise, at the end of 2022, the number of individuals who had been displaced due to conflict and violence throughout Ethiopia was almost 3.9 million (IDMC, 2023). Additionally, the report of the United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA, 2023) indicated that the humanitarian situation is worsening for a population of more than 800,000 individuals who have been displaced in Western Oromia as a result of continuous conflict. In order to address this intricate situation, a multi-sectoral response is necessary, 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). Currently, the IDP camps of Debre Berhan, which are located in the North Shewa Zone of the Amhara region, are hosting over 26,000 internally displaced persons from Western Oromia (UNOCHA, 2023). Mental health has received less attention (Makango et al., 2023). Even at the national level, limited studies have been done on the socio-emotional competence and psychological resilience of youths who are living in a difficult situation. This research mainly aims to fill the following methodological, population, and finding gaps of previous studies that have been done outside of the context of conflict-induced displacement.

Regarding the methodological gap, the research conducted by Habib et al. (2016) was a correlational study of resilience, emotional competence, and self-esteem in the aftermath of the Kashmir flash floods. The study had a sample size of 289 and used a purposive sampling technique. Therefore, this study has a certain methodological gap.

Regarding the population gap, the research carried out by Martinsone et al. (2022) on adolescent social-emotional skills, resilience, and behavioral problems focuses on the population between the ages of 13 and 16 across three European countries. 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 and 16 years in Northern Italy. These studies do not fully address late adolescence.

Furthermore, previous global and local studies reported inconsistent findings. A study conducted by Nelson (2012) on demographic differences in school-entrant adolescents' social and emotional competence indicates that female pupils display a commendable level of social and emotional competence compared to males. Oberle et al.'s (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.

According to Kaplan and Bianchera's (2021) systematic review, there are research limitations in child and adolescent displacement evidence and a comprehensive understanding of their resilience, actions, and social engagement. Clearly, research has been conducted on the various risks and the well-being of internally displaced adolescents resulting from their vulnerable position and living circumstances. Furthermore, such research has also highlighted the hardships and adjustment difficulties faced by these adolescents, as well as the potential negative mental health outcomes associated with internal displacement. Despite these challenges, the trend of people being displaced continues to rise.

Thus, the main purpose of this study was to assess the predictive relationships of socio-emotional competence and psychological resilience of conflict-induced displaced adolescents found in Debre Berhan camps. Particularly, the study aimed to: 1) find out the mean difference in socio-emotional competence of conflict-induced displaced adolescents based on gender, age, and level of education; 2) find out the mean difference in psychological resilience of conflict-induced displaced adolescents across key demographic characteristics; 3) explore the predictive power of socio-emotional competence in the psychological resilience of conflict-induced displaced adolescents.

Methodology

Research Approach

The researcher used a quantitative method to study the socio-emotional competence and psychological resilience of adolescents who have experienced internal displacement. Obviously, quantitative research

helps to focus on objectivity and is more appropriate for making inferences from samples of a population (Queirós et al., 2017).

Research Design

The design of the study was a cross-sectional survey. This design has numerous benefits compared to a complex design, such as simplicity, cost-effectiveness, a brief data gathering period, and minimal participant burden at the same time, occasionally permitting the researcher to see the relationships between the variables (Taris et al., 2021).

Population, Sample, and Sampling Technique

The target population of the study was all internally displaced adolescents who were coming from different parts of Ethiopia due to conflict and violence. Mainly, resides in Debre Birhan. However, the population of interest for this research is conflict-induced displaced adolescents who are living in the three IDP Camps of Debre Birhan.

Sample and Sampling Technique

A 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. The representative sample was selected by using Krejcie and Morgan's (1970) formula as follow below.

$$s = \frac{x^2\ N.P(1-P)}{d^2(N-1)+x^2P(1-P)}$$

Where: s = sample; d^2= the degree of accuracy expressed as a proportion or acceptable sampling error (.05); x^2 = the table value of chi-square for 1degree of freedom at the desired confidence 95% = 3.841; N = population size and P = proportion of population (0.5). Using this formula, the sample size for the population N = 7631 is 366 with a 5% nonresponse rate = 18. Hence, 384 samples of conflict-induced displaced adolescents were selected.

Table 1. The Distribution of the Study Population and Sample Size

Age	population/ Sample	Gender	China Center IDPs Site	Woinshet Paper Factory IDPs Site	Bakeilo IDPs Site	Total
(10-14) Year	Population	Male	637	521	143	1301
		Female	657	483	146	1286
		Total	**1294**	**1004**	**289**	**2587**
	Sample	Male	30	25	7	62
		Female	32	23	7	62
(15-17) Year	Population	Male	496	217	28	741
		Female	641	251	28	920
		Total	**1137**	**468**	**56**	**1661**
	Sample	Male	26	11	1	38
		Female	29	11	1	41
(18-24) Year	Population	Male	950	480	128	1558
		Female	1130	566	129	1825
		Total	**2080**	**1046**	**257**	**3383**
	Sample	Male	50	24	6	80
		Female	51	26	6	83
Over all sum			7631	7631	7631	7631

Source: Northern Shewa Zone Risk Management and Food Security and United Nations High Commissioner for Refugees, Debre Birhan Office

Inclusion and Exclusion Criteria

Inclusion Criteria: Conflict-induced displaced male and female adolescents who are living in the camp, willing to participate, and their age range from 10 to 24 years old.

Exclusion Criteria: Internally displaced adolescents who are not living in the camp, unwilling to participate, who are living in the camp due to natural disaster and developmentally induced factors, and those who have a severe developmental disorder, children below 10 years, and adults above 25 years old.

Data Collection Instruments

Social Emotional Competence Questionnaire (SECQ): The questionnaire on socio-emotional competence would have 24 questions. The questions would have a five-point Likert scale, ranging from 1 (not at all true for me) to 5 (At all true for me). The Rating scale was modified based on the expert comment. The instrument was adapted from Zhou & Ee (2012). The developer reported that the reliability level of the original (English version) SECQ/instrument with six-point Likert scale range from 1 (not at all true for me) to 6 (Very true for me) in study 1 with 444 fourth-grader respondents were .62, .72, .68, .62 and .72, for self-awareness, social-awareness, self-management, relationship management and responsible decision-making

respectively. Additionally, the Cronbach's alpha level of the original (English version) scale in study 2 with 356 secondary school students of Singapore was 0.71, 0.78, 0.76, 0.73, and 0.79 for self-awareness, social-awareness, self-management, relationship management, and responsible decision-making, respectively. Moreover, in the study done by Nwafor et al. (2023), the overall Cronbach alpha coefficient of the scale was .92. Accordingly, it would have five constructs. The first construct is self-awareness, which consists of 5 items. e.g., "I know what I am thinking and doing". The second dimension is self-management, which contains 5 items. e.g., "I can stay calm in stressful situations". The third construct is also social-awareness, which includes 5 items. e.g., "I recognize how people feel by looking at their facial expressions". The fourth construct, relationship management, consists of 5 items. e.g., "I will always apologize when I hurt my friend unintentionally". The last dimension was responsible decision-making, which contains 5 items. e.g., "When making decisions, I take into account the consequences of my actions". Furthermore, during the pilot test, the overall socio-emotional competence measures had an adequate reliability with $\alpha = .891$. In this particular study, the internal reliability of the constructs of socio-emotional competence during the pilot study was 0.836 for self-awareness, 0.889 for self-management, 0.896 for social-awareness, 0.837 for relationship management, and 0.872 for responsible decision-making, respectively.

Resilience Resource Scale (RRS): This scale would have 12 questions with a five-point Likert scale, which was used to measure psychological resilience of adolescents and ranges from 1(strongly disagree) to 5 (strongly agree). The instrument was adapted from Julian et al. (2020). The Cronbach's alpha coefficient for the full set of original items was .90. Likewise, the internal consistency of this scale during the pilot study was .905.

Validity and Reliability of the Instrument: To reduce the impact of language barriers, the original instrument of the English version was translated and contextually adapted in local language (Amharic version) of the questionnaire before conducting the pilot survey. First, the face validity of the instrument was checked by three experts, and the content validity of the tool was checked by five experts through written and oral comments. Hence, it was improved based on the above professionals' feedback. Second, the construct validity of the questionnaire was checked through exploratory factor analysis during the pilot study and confirmatory factor analysis in the actual study. In addition to this, the consistency of the tool checks during the pilot test was assessed via Cronbach's alpha level. Similarly, in the actual study, the reliability of the instrument was examined.

Methods of Statistical Analysis

Following the collection of data from participants through a questionnaire about their demographic characteristics, socio-emotional competence, and psychological resilience, the data were analyzed and interpreted to provide meaning to the acquired data. Therefore, the quantitative data were entered into the software in the Statistical Package for Social Science (SPSS) version 21. The data was reviewed to determine if a respondent had some missing data, but met the completion rule (≥80%) for a domain or subscale, the incomplete items were adjusted by replacing missing item responses with the mean score of the answered items, and inserted into the SPSS version 21 software to analyze the data. In fact, the amount of missing data was relatively low for the two measures. The overall response rate of the actual study was 98.43%. After this, inferential statistics were used to analyze the collected data about the research variables from the participants.

Inferential statistical analysis, such as the independent sample-T test and One-way Analysis of Variance (ANOVA) were used to find out the mean difference in socio-emotional competence of conflict-induced displaced adolescents across gender, age, and educational level. Similarly, One-way ANOVA was used to find out the mean difference in the psychological resilience of conflict-induced displaced adolescents based on gender, age, and educational level. In addition to this, the Tukey-Kramer post hoc test was used when the value of the ANOVA shows statistical significance and to compare unequal sample sizes of the groups. The researcher also used Chone's d value, partial Eta square value, and Chone's f^2 value to determine the strength of the difference between groups. According to Chone (1988) and Arnoldo and Víctor (2015), if the Chone's d value is between 0.2 and 0.5, it shows a small effect size; if the Chone's d value is between 0.5 and 0.8, it indicates a moderate effect size; and if the Chone's d value is more than 0.8, it reveals a large effect size. However, in one-way ANOVA, a partial Eta square value greater than 0.14 indicates that the effect size is large, a value between 0.14 and 0.06 shows that the effect size is medium, and a value between 0.01 and 0.06 indicates a small effect size. Moreover, based on Cohen's (1988) guidelines, $f^2 \geq 0.02$, $f^2 \geq 0.15$, and $f^2 \geq 0.35$ represent small, medium, and large effect sizes, respectively. Finally, standard multiple linear regression analysis was used to explore the predictive ability of conflict-induced displaced adolescents' socio-emotional competence on psychological resilience.

Results

Table 1. Independent Sample T-test Result on the Difference in Socio-emotional Competence Constructs based on Gender

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	Male	188	3.4447	.77205	-1.881	376	-.31768-.00704	.061
Management	Female	190	3.6000	.83190				
Responsible Decision	Male	188	3.3149	.74718	-6.532	376	-.61873--.33253	.000
Making	Female	190	3.7905	.66580				

Note: p<0.001, p<0.05

As shown in Table 1, there was a statistically significant difference in the self-awareness of conflict-induced displaced adolescents who are male (M = 3.3152, SD =.863) and female (M = 3.7224, SD =.861), t (376 = -4.588, P <.05, Cohen's d = -.459. The result revealed that the mean score of female adolescents is greater than that of male adolescents in self-awareness. Similarly, in the self-management construct, there was a statistically significant difference found between male adolescents (M = 3.3947, SD =.748) and female adolescents (M = 3.5905, SD =.799), with t (376 = -2.458, P <.05, Cohen's d = -.251. The mean score of female adolescents is higher than the mean score of male adolescents in self-management. While the social-awareness dimension differed significantly between male (M = 3.3287, SD =.696) and female adolescents (M = 3.6663, SD =.674) with t (376 = -4.786, P <.05, Chone's d = -.478). Likewise, in the previous construct, the mean score of female adolescents is higher than the mean score of male adolescents in social awareness. On the other side, there is no statistically significant difference in relationship management skills among conflict-induced displaced male adolescents (M = 3.447, SD =.772) and female adolescents (M = 3.6000, SD =.831), t (376 = -1.881, P >.05, Chone's d = -.200). Lastly, in the responsible decision-making dimension, there was a statistically significant difference between conflict-induced displaced male adolescents (M = 3.3149, SD =.747) and female adolescents (M = 3.7905, SD =.665), t (376 = -6.532, P <.05, Chone's d = -.638). However, the calculated effect size for self-awareness, self-management, social-awareness, and relationship management factors indicated that a small proportion of effects. On the other hand, the calculated size effects for the responsible decision-making factor reveled that moderate effect.

Table 2. One-way ANOVA Result on the Difference in Socio-emotional Competence based on Key Demographic Variables

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		
15-17 (Middle Adolescents)	82	3.526[a]	.102	3.326-3.727	2.103	.124
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		
1-8	224	3.358	.033	3.292-3.423	33.075	.000
9-12	125	4.126[a]	.097	3.935-4.318		
Diploma and above	13	4.307[a]	.119	4.073-4.542		

The above table 2 indicates that there was a statistically significant mean difference in the socio-emotional competence of conflict-induced displaced adolescents due to gender ($F(1, 361) = 4.678$, $p < .05$, partial $\eta^2 = .013$). As a result, the mean score of males ($M = 3.316^a$, $SE = .070$) was lower than the mean score of females ($M = 3.652^a$, $SE = .071$). However, there was no significant difference in the mean scores of socio-emotional competence across their developmental age ($F(2, 361) = 2.103$, $P > .05$, partial $\eta^2 = .012$). Therefore, the mean score of early adolescents ($M = 2.893^a$, $SE = .142$) lower than the middle adolescents ($M = 3.526^a$, $SE = .102$), and late adolescents ($M = 3.653$, $SE = .050$). However, there was a statistically significant mean difference in socio-emotional competence due to their educational level ($F(3, 361) = 33.075$, $P < .05$, partial $\eta^2 = .216$). The mean score for those who are not attending school ($M = 2.759^a$, $SE = .137$) is lower than that of those who completed primary school ($M = 3.358$, $SE = .033$) and those who completed high school ($M = 4.126^a$, $SE = .097$), and those who hold diploma and above ($M = 4.307^a$, $SE = .119$). Moreover, the calculated effect size for gender and developmental age indicated a small proportion of effects. But the calculated effect size for the level of education is large. Besides, the Tukey-Kramer post hoc test revealed that there was a statistically significant difference in the socio-emotional competence of conflict-induced displaced adolescents' educational level. Therefore, respondents who have no formal schooling have significantly lower socio-emotional competence than those who completed primary, secondary, and diploma and above educational qualifications. Similarly, respondents who completed primary school have significantly lower socio-emotional competence than those who completed secondary, diploma, and above levels of education, but higher when compared with those who have no formal schooling. While respondents who completed secondary school had significantly higher socio-emotional competence when compared with those who had no formal schooling or primary schooling. However, participants who completed secondary school have significantly lower socio-emotional competence than those who have a diploma and above educational level. Lastly, respondents who hold a diploma or above

have significantly higher socio-emotional competence when compared with participants who have no formal schooling, those who completed primary school, and those who completed secondary school.

Mean Difference in Psychological Resilience due to Key Demographic Variable

The particular objective of the research 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 specific objective, a one-way ANOVA was performed, and the result is presented in Table 3 below.

Table 3. One-way ANOVA Result on the Difference in Psychological Resilience due to Key Demographic Variables

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		
15-17 (Middle Adolescents)	82	3.466[a]	.135	3.200-3.732	.956	.385
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		
1-8	224	3.426	.044	3.340-3.513	9.949	.000
9-12	125	3.822[a]	.129	3.568-4.076		
Diploma and above	13	4.314[a]	.158	4.002-4.625		

The above table 3 indicated that there was no significant mean difference in the psychological resilience of conflict-induced displaced 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 who have no formal school have significantly lower psychological resilience than those who completed

secondary school and a 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 a 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 a 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.

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

The specific objective of the study was to explore the predictive ability of the 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 4 below.

Table 4. 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 4, 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 are 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, self-awareness). Therefore, all of the predictor variable explaining 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 measure 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 was calculated as follow below.

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

Table 5. 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		
1	(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 the table 5, 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.

Discussions

The current study also found 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 a convenience sampling technique. 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 the home confinement time of the 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 competencies across young, middle, and old adolescents. The result of the present study is contradicted 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 schoolers, high schooler and those who completed a 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) asserts 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 persons with ages between 18 and 60 years indicates that there was a significant difference in their educational level.

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.'s (2022) study. The findings of the current study are 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.

Conclusions

There was a significant mean difference in the socio-emotional competence of conflict-induced displaced adolescents due to their gender and educational qualifications. However, there is no significant mean difference in their developmental age (early, middle, and late).

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.

Psychological resilience was positively and significantly influenced by socio-emotional competence (self-awareness, self-management, social awareness, relationship management, and responsible decision-making) and can be developed by developing socio-emotional competence.

Recommendation

The result of this study suggests that most conflict-induced displaced adolescents may be at higher risk of low levels of socio-emotional competence and psychological resilience. Many of the adolescents were forced to flee their residences, and some of them also lost their families. Therefore, mental health professionals need to pay special attention to improving adolescents' self-awareness, self-management, social awareness, relationship management, responsible decision-making skills, and psychological resilience.

The current results suggest that the educational qualifications of adolescents play an important role in the socio-emotional competence and psychological resilience of conflict-induced displaced adolescents.

Therefore, there is a need to work on improving the educational level of adolescents and give short training on socio-emotional skills and the abilities that enhance their resilience.

The organization that works in the camp should revise the service provision system and incorporate the socio-emotional skill and psychological resilience training by establishing a well-organized structure within the camp. The researcher recommended that all concerned bodies give attention, rehabilitate, and resettle to the original place by fulfilling the appropriate requirements.

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