

# Socio-School Adaptation Of Migrant Adolescents: An Emotional Challenge Among Refugee And Internally Displaced Peoples In Cameroon

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## ABSTRACT

This research examines the socio-emotional challenge of schooling for migrant adolescents, refugees or internally displaced. It is based on the assumption that: The socio-emotional adaptation capacities of Central African adolescent refugees in the East-Cameroon and their Northwest/Southwest Cameroonian internally displaced counterparts in the West-Cameroon, vary significantly according to their emotional regulation. Empirical data from 184 refugees and 184 internally displaced, aged 12 to 18 years old, of both sexes, reveal significant social and academic maladjustments in their emotional regulation strategies and cognitive coping skills.

**KEYWORDS:** Socio-school adaptation, migrant adolescent, refugee, internal displaced, emotion

## RÉSUMÉ

Cette recherche étudie le challenge socio-émotionnel qui anime la scolarisation des adolescents, réfugiés ou déplacés internes. Elle part du présupposé selon lequel: Les capacités d'adaptation socio-scolaire des adolescents réfugiés centrafricains à l'Est-Cameroun et leurs homologues Nord-ouest/Sud-ouest-Camerounais déplacés internes à l'Ouest-Cameroun, varient de façon significative en fonction de leurs régulations émotionnelles. Les données empiriques issues de 184 réfugiés et 184 déplacés internes, de 12 à 18 ans, des deux sexes, révèlent des désadaptations socio-scolaires importantes chez eux, qui sont relatives à leurs stratégies de régulations émotionnelles et leurs capacités de coping cognitif.

**MOTS CLÉS:** Adaptation socio-scolaire, adolescent migrant, réfugié, déplacé interne, émotion

## INTRODUCTION

It was in response to the problems of adaptation or socio-educational reintegration of migrant persons that in 2016, the United Nations recognized education as a full-fledged area of humanitarian aid to them. Because half of the 57 million out-of-school children/adolescents in the world live in countries at war and host communities for refugees/internally displaced persons (United Nations High Commissioner for Refugees [UNHCR], 2018). Yet nearly 50% of refugee children have access to primary education, compared to a global average of over 90%; and only 22% of adolescent refugees attend secondary school compared to a global average of 84% (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2018). This could skew the achievement of the fourth sustainable development goal in 2030, which is to ensure access for all to quality education on an equal footing and promote lifelong learning opportunities (United Nations [UN], 2017).

However, we observe a high frequency of failure, school drop-out and exclusion, behavioral rigidity and aggressiveness, not only among Central African adolescents refugees in the East-Cameroon, but also among their North/South-West-Cameroonian counterparts internally displaced in the West-Cameroon. This expresses apparent variations in their socio-emotional capacities. Hence the judicious idea of focusing on the emotional factors that determine their adaptive capacities in the school environment, taking into account both the migration situation of refugees and that of internally displaced persons.

### I. THEORETICAL FRAMEWORK

This research is conceptualized around several terms of reference and central themes. Thus, a notional approach and a specialized literature have made it possible to register it theoretically within the limited thematic areas of: Culture and socio-emotional development (Minichiello, 2017; Pugliese, Lecours & Boucher, 2019); Emotional expression and the construction of regulatory consciousness (Cobb, 2019; Zerach & Solomon, 2018); Empowerment and socio-educational adaptation of adolescent migration (Skandrani, El Hussein, & Moro, 2019).

As a theoretical framework, it relied mainly on the model of "developmental niches" of Super and Harkness (2002), which is based on constructivist and socio-cultural theories of psychosocial development (Piaget, 1964; Vygotsky, 1978; Wallon, 2002); this made it possible to address the issue of socio-school adaptation from a historical-socio-eco-cultural perspective, by identifying the effect of context and socio-cultural change on the adaptive capacities of refugee adolescents. This model considers the development of the individual in his cultural context, taken as a developmental factor, around three subsystems of developmental niches. We have: The physical and social context which groups together the material characteristics (habitat, objects, etc.) and the

social organization (nuclear or extended family, ages, sexes, the experience of the child); Cultural traditions of care and education which encompass practices, ways of doing things, processes of enculturation and socialization, in short the education of the child, varying according to the cultures; The ethno-theories of educators or beliefs associated with educational practices and the symbols that justify educational acts (autonomy, responsibility, socialization, etc.).

The "emotional process" model proposed by Frijda (1986, 2006), which is based on cognitive theories of emotions, has shed light on the process/cognitive mechanisms of their emotional reactions. By showing how the preparation of the action or emotional response depends on the capture, perception, interpretation, coding and cognitive representation that the subject makes of the emotion-inducing event.

The Neurobiological Models of Emotions by William James and Walter Canon shows that emotions are triggered by the activation of the hypothalamic-pituitary-adrenal complex, with interference from the amygdala, which by relaying the cortex, neo-cortex, thalamus, the hypothalamus and the pituitary gland, elicits in the adrenals, secretions activating emotions (Belzung, 2007).

Finally, the heuristic model of social skills (Nader-Grosbois, 2011) made it possible to carry out empirical analyzes of the three levels of socio-academic skills, namely: processing of socio-academic information, socio-academic interactions and socio-school adaptation proper.

### A. Problem of the study

The scientific literature on emotional skills shows that repeated aversive events in adolescents seem to disrupt both their process of evaluating emotional signals and intensities, but also their regulatory strategies and processes (Boden, Bonn-Miller, Kashdan, Alvarez, & Gross, 2013). Furthermore, it is noted that the ecological-socio-cultural context influences the socio-emotional characteristics of individuals via the processes of cultural transmission and acculturation (Super & Harkness, 2002). Paradoxically, Kamdem (2016) observes when speaking of schooling an extreme vulnerability among Central African refugee children in the East-Cameroon. For adolescent refugees and those internally displaced, it seems that the antecedent events experienced in their original or basic socio-cultural environment influence the subjective feelings and emotions that animate them in face of events occurring in the host cultures. Because they interpret/perceive them under a culturally different model (Gimenez & Blatier, 2007).

However, to our knowledge, few or almost no comparative studies of the socio-educational adaptation of refugee/internally displaced adolescents, according to their emotion-regulating skills, have been carried out in the literature. Indeed, the theory having ruled on the modalities of emotional

competences which nevertheless undergo cultural variations (Anne-Lise, 2012), has so far made very few comparative analyzes of their differential effects on the development of adaptation of refugees and school children outside their original or basic cultural contexts; as well as their internally displaced counterparts relatively close to theirs. Hence the following main question: How the socio-educational adaptation capacities of refugees and internally displaced adolescents vary according to their emotional regulation strategies/capacities?

### B. Hypothesis and objective of the study

We started from the assumption that: The socio-educational adaptation capacities of the Central African refugee adolescents in the East-Cameroon and their North/South-West Cameroonian counterparts internally displaced in the West-Cameroon vary according to their emotional regulation strategies/capacities.

This gave rise to two research hypotheses, namely:

H1: Refugee and internally displaced adolescents who regulate their emotions through reassessment cope better with school than those who do so through suppression;

H2: The school dropout rate is lower among refugee and internally displaced adolescents who have adapted cognitive coping than among those whose coping is non-adapted.

This study mainly aims to verify and compare the variation in the development of the socio-academic adaptation capacities of refugee and internally displaced adolescents according to their emotional regulation strategies and their cognitive coping capacities, while taking into account the transcultural/cross-cultural context, or the near-culture in which they currently live.

## II. METHOD

### A. Participants

This study was carried out among 184 Central African adolescents who took refuge in the Subdivision of Garoua-Boulai, Division of Lom-and-Djérem (East Region of Cameroon) between 2013 and 2017 (duration of the recent socio-political crisis in the Central African Republic). And 184 North-West/South-West Cameroonians internally displaced in the Subdivision of Bafoussam 1er, Division of MIFI (West region of Cameroon) since 2017 (start of the atrocities by secessionists in the North-West and South-West regions of Cameroon). They were of both sexes, aged 12 to 18 and attended at least the last stage of lower secondary education (general or technical).

### B. Material and procedure

For each hypothesis, the design of the data collection based on the contrasting groups. The participants are selected by a selective test in

particular, the Impact of Event Scale of Horowitz (1979) (global Cronbach's alpha ( $\alpha$ ) = .91), in order to include only those presenting mild symptoms of Post Traumatic Stress (PTSD) or not at all.

The Impact of Event Scale is used to diagnose post traumatic stress disorder (PTSD). According to the factor analyzes carried out on the original English version, this scale assesses two dimensions, namely: the presence of disturbing intrusive thoughts following the event and the presence of cognitive and/or behavioral avoidance. This scale is made up of 15 items which are scored on a four-point Likert scale: 0 = Never, 1 = Rarely, 2 = Sometimes, 3 = Often. The total result is obtained by counting the score (0, 1, 3 or 5) for each of the items (Min = 0; Avg = 37.5; Max = 75). Scores are also calculated based on the subscales: Disturbing intrusion (Items 1, 4, 5, 6, 10, 11, 14); Avoidance (Items 2, 3, 7, 8, 9, 12, 13, 15). A high result indicates a greater level of intrusion and avoidance following the traumatic event. Anyone who has a score above the average on the scale (Score > Avg, (from 37.5 to 75)) is considered to have severe or moderate symptoms of post-traumatic stress. Those with absent or mild symptoms must have a score below the average (Score < 37.5 (from 0 to 37.5)).

In addition, prior checking of health records made it possible to exclude those suffering or having suffered from nutritional pathologies

Then, to identify their emotional regulation strategies, their cognitive coping capacities and their socio-academic adaptation capacities, we used respectively the Emotion Regulation Questionnaire (Gross & John, 2003), the Cognitive Emotion Regulation Questionnaire (Garnefsky, Kraaij, & Spinhoven, 2001) and the Social Skills Questionnaire, French translation of Social Skills Rating System de Greshan and Elliot (1990). Adapted and recalibrated from a pre-test with 60 adolescent refugees in the Ngoura district (same Division, East-Cameroon), with respective Cronbach Alphas ( $\alpha$ ) of = .81; .87; .90.

Composed of ten (10) items, The Emotion Regulation Questionnaire studies two aspects of emotional life: emotional experience and emotional expression. This scale has two sub-scales: reassessment and deletion. It accurately accounts for the tendency for individuals to regulate their emotions in two ways, either by reassessment or by suppression. Participants must answer each of the items on a seven-point Likert scale: 1 = Strongly disagree; 2 = Disagree; 3 = Slightly disagree; 4 = Neither disagree nor agree; 5 = Slightly agree; 6 = Agree; 7 = Strongly agree. Items 1, 3, 5, 7, 8 and 10 report on strategies of emotional regulation by reassessment, and items 2, 4, 6 and 9 report on strategies of regulation by suppression.

For each facet, the scores are obtained and analyzed by counting the score (1, 2, 3, 4, 5, 6 or 7) for each of the re-evaluation items (Min = 0; Avg = 21; Max = 42) and of suppression (Min = 0; Avg = 14; Max

= 28). A high result indicates, depending on the case, that the individual adopts more reassessment or suppression as a strategy of emotional regulation. Thus, for each sub-scale, that is, reassessment and deletion/ suppression, the difference between the participant's score and his average score must be calculated. The subscale where the gap is higher indicates the strategy most regularly adopted by the individual to regulate his emotions.

The Cognitive Emotion Regulation Questionnaire is a self-report questionnaire of cognitive regulation of emotions, having 36 items scored using a five-point Likert scale: 1 = Almost never; 2 = Sometimes; 3 = Half the time; 4 = Most of the time; 5 = Almost always. It allows the evaluation of nine strategies for the cognitive regulation of emotions, categorized into adaptive and non-adaptive cognitive coping capacities. The strategies corresponding to the capacities considered as adaptive are: Acceptance (items 2, 11, 20 and 29), Positive Focus (items 4, 13, 22 and 31), Focus on action (items 5, 14, 23 and 32), Positive Reassessment (items 6, 15, 24 and 33), and Perspective (7, 16, 25 and 34). The strategies corresponding to the capacities considered as non-adaptive are: Self-Blame (items 1, 10, 19 and 28), Rumination (3, 12, 21 and 30), Dramatization (8, 17, 26 and 35) and the blame of others (9, 18, 27 and 36).

In total, this questionnaire provides nine scores on the frequency of use of each strategy and two overall scores on the preferential use of strategies corresponding to adaptive coping abilities or not. It is important to note that each subscale having four items, the sum of the scores (1, 2, 3, 4 or 5) on the items gives a minimum of zero (0) and a maximum of 20. In doing so, the result Overall adaptive coping results from the sum of the scores on the Acceptance, Positive Focus, Action Focus, Positive Reassessment, and Perspective (Min = 0; Avg = 50; Max = 100) subscales. In addition, for non-adaptive coping results from the sum of the scores on the self-blame,

rumination, dramatization, others blame subscales (Min = 0; Avg = 40; Max = 80). Thus, for each subscale, including the adaptive and non-adaptive cognitive coping subscales, the difference between the participant's score and the mean score must be calculated. The subscale where the gap is higher indicates the subject's ability to cognitive coping or to cope with unpleasant or dangerous events.

The Social Skills Rating System (SSRS) is a questionnaire on social skills that assesses socio-adaptive skills in the school environment, as well as internalized and externalized behavioral or socio-school adaptation disorders. It is a self-administered questionnaire, each question relating to both the frequency of socio-adaptive behavior in an individual and the importance of this behavior in their relationship with others. In these two dimensions, each item is rated on a three-level Likert scale (0 point, 1 point or 2 bridges). For frequency, the response possibilities are: 0 = Never, 1 = Sometimes, 2 = Very often. For importance, they are: 0 = Not important, 1 = Important, 2 = Very important. Thus, the SSRS makes it possible to calculate three indices defined a priori. The index "F" represents the sum of the 39 frequency items (Min = 0; Avg = 39; Max = 78). The "I" index corresponds to the sum of the 39 importance items (Min = 0; Avg = 39; Max = 78). Finally, it is possible to obtain a global index "G" which represents the sum of the indexes "F" and "I" (Min = 0; Avg = 78; Max = 156). The higher the score, the better the individual shows socio-adaptive skills. A score below the average indicates poor social adaptation capacity (Score < Avg (from 0 to 78)), while a score greater than this average indicates good capacity (Score > Avg (from 78 to 156)).

Each research hypothesis giving rise to two quasi-experimental conditions, we formed two groups for each, corresponding to the two modalities of its independent variable.

### III. RESULTS

Using the Statistical Package for Social Sciences (SPSS 18) software, the data was processed, applying a descriptive statistic (mean, standard deviation) and an inferential statistic (z test). This gave rise to statistical tables which reflect the parametric analyzes of the variables and the statistical test of the hypotheses.

**Table 1:** Comparison of girls' emotional regulation and cognitive coping strategies

	Mean/Standard Deviation (M / E-T)			
	Refugee girls (n = 77)	Internally displaced girls (n = 64)	z-test	Probability
<b>Regulatory strategies of emotions</b>				
<b>Regulation by revaluation</b>	28.68/7.67	26.98/7.88	1.288	.001
<b>Regulation by suppression</b>	17.04/5.89	15.35/5.52	1.734	.020
<b>Cognitive coping (cognitive regulation)</b>				
<b>Adaptive cognitive coping</b>	64.77/5.39	64.43/5.12	0.113	.046
<b>Non-adaptive cognitive coping</b>	45.10/5.05	46.75/5.09	-0.726	.044



It can be seen from Table 1 that the Central African refugee girls have more ability to regulate their emotions by resorting as much to reassessment of the situation as to suppression, and show less adaptive cognitive coping than their counterparts. internally displaced ( $z(141) = 1.288; 1.734; 0.113; p < .05$ ). This shows that when they are confronted with a stressful situation, they not only manage to think about it in a way that helps them calm down, but they change their way of seeing the situation in which they find themselves, in order to better control or regulate the emotions it induces in them. No matter what, some of these refugee girls resort more to reassessment strategies such as thinking of something different on purpose when they want to feel more positive emotions (joy, fun) or less negative emotions (sadness, anger). Internally displaced girls experience more socio-emotional adjustment difficulties, and express a non-adaptive cognitive coping capacity than their refugee counterparts ( $z(141) = -0.726; p = .044$ ). They express poor acceptance skills, a very slight level of positive focus, little focus on action, a generally negative re-evaluation and poor perspective on the emotional situations around them.

**Table 2:** Comparison of boys' emotional regulation and cognitive coping strategies

	Mean/Standard Deviation (M/E-T)		z-test	Probability
	Refugee boys (n = 107)	Internally displaced boys (n = 120)		
Regulatory strategies				
Regulation by revaluation	27.99/7.90	27.55/7.67	0.426	.017
Regulation by suppression	17.36/6.13	16.81/5.76	0.704	.047
Cognitive coping				
Adaptive cognitive coping	65.60/5.29	66.87/5.57	-0.520	.048
Non-adaptive cognitive coping	43.17/5.64	44.32/6.22	-0.531	.027

We note that among the boy participants, the Central African refugee adolescents in the East-Cameroon have more ability to regulate their emotions by resorting as much to the reassessment of the situation as to the suppression, than the internal displaced persons (respective  $z(227) = 0.426; 0.704; p < .05$ ), but show less adaptive cognitive coping ( $z(227) = -0.520; p = .048$ ). Nonetheless, they all appear to have significant difficulties with emotional regulation ( $z(227) = -0.531; p = .027$ ).

**Table 3:** Comparison of socio-educational adaptation capacities

	Socio-educational adaptation capacities			
	Refugees (n = 184)		Internally displaced (n = 184)	
	X	E-T	X	E-T
<b>Regulation by revaluation</b>	88.15	18.23	96.07	21.42
<b>Regulation by suppression</b>	81.94	16.87	89.05	14.30
<b>Total and z-test</b>	[ $z(184) = 3.40, p = .00$ ]		[ $z(184) = 3.70, p = .00$ ]	
<b>Adaptive cognitive coping</b>	95.78	20.52	104.07	23.41
<b>Non-adaptive cognitive coping</b>	87.34	15.91	95.79	20.91
<b>Total and z-test</b>	[ $z(184) = 4.40, p = .00$ ]		[ $z(184) = 3.60, p = .00$ ]	

Table 3 shows that:

- Refugee adolescents and their internally displaced counterparts regulate their emotions more by reassessment than by suppression. However, those using reassessment adapt better at school than those using suppression ([ $z(184) = 3.40, p = .00$ ] for refugees; [ $z(184) = 3.70, p = .00$ ] for internally displaced persons).

- Their ability to cope with unpleasant events or cognitive coping is mostly non-adaptive. But those who have adaptive cognitive coping develop a better capacity for socio-academic adaptation, with a lower school dropout rate ([ $z(184) = 4.40, p = .00$ ] for refugees; [ $z(184) = 3.60, p = .00$ ] for the internally displaced).

**Table 4:** Inter and intra-group variation in socio-educational adaptation capacities of adolescent refugees and internally displaced persons

Emotional skills		Sum of squares	Df.	Mean of squares (MC)	F	Sig. (p)
Types of emotion	Intergroup	12768,30	25	510,73	2,07	,016
	Intra-group	1724,67	7	246,38	/	/
	Total	14492,97	32	/	/	/
	Fischer test [ $F(113) = 2,07, p < 0,05$ ]					
Regulatory strategies	Intergroup	17963,47	35	513,24	1,83	,019
	Intra-group	2240,17	8	280,02	/	/
	Total	20203,64	43	/	/	/
	Fischer test [ $F(113) = 1,83 ; p < 0,05$ ]					
Cognitive coping	Intergroup	14334,93	42	341,32	1,58	,019
	Intra-group	2814,50	13	216,50	/	/
	Total	17149,43	55	/	/	/
	Fischer test [ $F(113) = 1,58, p < 0,05$ ]					
Regulation difficulties	Intergroup	12058,19	28	430,65	2,85	,016
	Intra-group	605,33	4	151,33	/	/
	Total	12663,52	32	/	/	/
	Fischer test [ $F(113) = 2,84 ; p < 0,05$ ]					

**Note:** The values corresponding to the adaptation capacities result from the ANOVA test (N = Size; F = Snedecor's Fischer value; p = Test probability; Df = degree of signification with  $p < .05$ ).

Using the Statistical Package for Social Taking into account the sub-groups of ages (12-14 years and 15-18 years) and sexes (girls and boys) of the participants, this table shows a strong overall variation in the socio-academic adaptation capacities of the participants. Some of the refugee and internally displaced adolescents within the same group, show themselves to be considerably more socially adapted in school than others [ $F(113) = 2.07, p < 0.05$ ]. Likewise, there is a slight difference in the mean scores to the questionnaire on social skills (SSRS) between the two emotional regulation strategies. A significant intragroup difference is also noted, unlike the variation in scores between the two groups [ $F(113) = 1.83, p < 0.05$ ]. This justifies that emotional regulation strategies significantly predict the socio-academic adaptation skills of migrant adolescents who, regardless of their number, would have a dispersion relatively close to one another.

As for cognitive coping skills, the variation in the average socio-educational adaptation scores is slightly more significant [ $F(113) = 1.58, p < 0.05$ ]. This justifies that the capacities of coping or cognitive regulation of emotions or even to cope with unpleasant events significantly predict the capacities of socio-academic adaptation of those who have a dispersion significantly distant from each other. But with regard to the respective numbers of participants in the two groups, the slightly significant variation between their average adaptive capacities at school could be explained as well by the scores on the subscale relating to Frequencies, as that relating to the frequency. Importance of the socio-adaptive behaviors they adopt on a daily basis [ $F(113) = 2.84; p < 0.05$ ].

#### IV. DISCUSSION/IMPLICATIONS

From these results it is understood why these adolescent refugees and internally displaced have significantly high class repetition and dropout rates. As well as their increasing orientation towards specialized education services from the end of primary school. This would be the illustration of an internal or emotional regulation deficit in a transcultural school context, associated with less flexibility or creativity in the tasks of solving socio-school problems (Egeland, Sroufe, & Erickson, 1983). However, any schooling context requires a harmonious combination of the learner's optimism, his attentional biases towards socio-school information and his conscious emotional regulation. In this logic, Pool (2011) shows from a sample of 56 participants including 26 women and 25 men with an average age of 22.5 and 24.24 years old respectively, that

optimists have particularly adapted conscious emotional regulation and harmonious socialization.

But, by posing the problem of cultural independence and interdependence in the process of building the self, Markus and Kitayama (1991) carry out a cross-analysis of psychological and anthropological theories to arrive at the result according to which, proximity geographic leads to cultural interdependence in the construction of individuals' self and to similarity in the expression of their cognitive, emotional, motivational and socio-adaptive skills. This result is paradoxically not in line with Sims, Tsai, Wang, Fung and Zhang (2013) who, by studying the independence and interdependence of the self across cultures, demonstrated that despite the similarities noted in the North-American (US, Canada) and East Asian (Chinese, Japanese, Korean) in terms of development, there are great differences in several

aspects of the socio-emotional life, according to their cultures. These differences are particularly focused on three facets of the emotional response: physiological (Ex: heartbeat), subjective experience (Ex: intensity of feeling) and facial expression (Ex: smile).

These studies simplify the individualist/collectivist culture dichotomy which in the emotional regulation motivates the choice of a reevaluation or suppression strategy, and an adaptive coping or not (Krauth-Gruber, 2009). This lends itself in the psychology of cultural contacts (Camilleri & Vinsonneau, 1996), to the phenomenon of "interculturality", facilitating migrations due to situations of discomfort and insecurity. Thus, this obliges adolescent refugees and internally displaced persons to attend school either in a transcultural context (with a totally different education system), or in a close-cultural environment (with an identical/similar education system). And to see their adaptation, emotional and socio-motivational skills influenced by the said context. However, the literature shows that Africans assign sequential cultural tasks to the stages of development that they recognize. In this sense, they perceive development as a socio-genetic process based on cultural beliefs and practices systematically guiding the socialization, education and expectations required for each ontogenetic stage (Nsamenang, 2005, 2013).

Hence the need to optimize humanitarian interventions for the benefit of better resocialization of refugee/internally displaced children/adolescents in their host settings. In order to promote better support towards a more harmonious and more sustainable development of emotional and socio-adaptive fulfillment in the school environment. To achieve it, this research suggests that:

National humanitarian response policies for refugees and internally displaced persons may further focus on the cultural variations that influence the emotional skills and socio-adaptive capacities of those in school. In order to improve the consideration of cultural socialization practices. Condition of safeguarding their basic cultural identities, against alienations and acculturations of host cultures;

In this logic, we can create inside refugee camps, schools and recruit qualified teachers, coming from the country of origin of the refugees and mastering the education system of that country. To allow refugee children and adolescents to continue their education as if they were still at home. Thus avoiding uprooting (loss of cultural/educational reference), disturbances, or school drop-outs linked to various maladjustments;

They can make sufficient use of specialists in particular, school psychologists/guidance and counselors, to identify and reconcile cultural and transcultural phenomena inferring on the socio-adaptive, cognitive and emotional sectors of the development of refugee/internally displaced children/adolescents.

## CONCLUSION

In short, the results of this study further confirm the link between emotional regulation and adaptation in social environments in general and in schools in particular, which would therefore be highly debated in the literature. We observed a much more predictive than reciprocal relationship between the two variables. This fits in part with the heuristic model of social skills where Yeates et al. (2007) suggest that the behavior of the individuals in social interaction could affect their own perception or that of others about their social adaptation and vice versa. In any case, since the data from the field does not allow us to identify a reciprocity, this research could be added to the list of empirical studies which postulate rather for a predictive link between emotional regulation and social adaptation (Denham, 2007).

However, the proposed policies can stimulate a personal development strategy that would safeguard the cultural heritage of migrant adolescents. This consists in guaranteeing not only the symbolic benefit associated with their normal development, but also the benefit of socialization/schooling which would be consubstantial with the fact of balancing the interferences linked to cultural differences. This is likely to contribute to improving the socio-educational adaptation capacities of adolescent refugees and those internally displaced, through objective and utilitarian monitoring, developing progressive management strategies, depending on the difficulties encountered. This would guarantee these refugees in a transcultural situation, as well as their internally displaced counterparts in close-to-culture, a chance of socio-educational and even professional integration. Chance equal to that of others (their counterparts who are not refugees or internally displaced), both in their host country/environment/culture, and upon return to their country/environment/culture of origin.

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