



## Research Article

# COMMUNITY SUPPORT AND THE SOCIAL ADJUSTMENT OF INTERNALLY DISPLACED STUDENTS IN FAKO DIVISION, SOUTH WEST REGION OF CAMEROON

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## ABSTRACT

The study was carried out to investigate the effect of community support on the social adjustment of internally displaced students in Fako Division. The mixed method approach with sequential explanatory research design was adopted in this study. The sample of the study was made up of 440 internally displaced students in secondary schools in Fako Division, South West Region of Cameroon, 12 principals and 20 Guidance counsellors. The sample of the study was grouped following the sub Divisions and school types in Fako Division. The instruments used for data collection were a questionnaire, focus group discussion guide for students and interview guide for principal and guidance counsellors. The quantitative data were analyzed using descriptive and inferential statistical tools. The descriptive statistical tools used were frequency count, percentages, multiple responses, mean and standard deviation. With reference to inferential statistical tools, the Spearman's rho test and Chi-Square test were adopted for the study. The Spearman's rho test was used in testing the hypothesis. The Chi-Square test was used to further expatiate on the hypothesis results using the cross tabulation technique. The qualitative data derived from the focus group discussion with students and interview with principals and counsellors were analyzed using thematic analysis. Findings showed that community support has a significant positive influence on the social adjustment of internally displaced students ( $R\text{-value} = 0.398^{**}$ ,  $p\text{-value} 0.000 < 0.05$ ). This implied that social adjustment of internally displaced students is more likely to be high when their community are are supportive. The study recommended that internally displaced students should be supported by community which will help to enhance their social adjustment.

## KEYWORDS

Community Support, Internally Displaced Students and Social Adjustment.

## INTRODUCTION

Every human being seeks adjustment to various situations. Adjustment is an inherent psychological tendency to cope with life's challenges and is also a vibrant flow that denotes a person's response to the environmental conditions and the changes that take place therein (Jahannejadi, Taghvaei & Pirani, 2020). As social beings, humans constantly make efforts to adjust to their surroundings.

Social adjustment is a psychological process based on which a person copes with or controls daily life demands and conflicts (Dortaj, Shakiba & Shakiba 2013). Jain (2012) defines social adjustment as a psychological process that includes handling of new social standards and values for individual acceptance. It means to get along with social norms, observe social rules and principles and establish efficient social contacts, and try to be satisfied with them. A socially adjusted person can set a value system for himself/herself to avoid being harmed by unfavorable mental fluctuations and disagreements with others (Cordier, Speyer, Chen, Wilkes-Gillan, Brown, Bourke-Taylor, Doma & Leicht, 2015). Jahannejadi, Taghvaei and Pirani (2020) explain that people who establish a healthy relationship between themselves and their social environment form an atmosphere in which the relationship between individuals, groups and cultural elements achieve satisfactory status. Furthermore, Jahannejadi et al (2020) assert that people with high social adjustment have the ability to perform tasks independently, tolerate loneliness, take responsibility and be providential, and understand that their present decisions and actions can have long-life implications.

Humanitarian crises are on the rise across the globe, with an increasing number of conflicts, regional violence, man-made and natural disasters, and climate-related incidents displacing entire communities, many of which have had quantifiable effects on the

wellbeing of children and youth (INEE, 2018). These humanitarian crises sometimes also disrupt family relationships, disturb social cohesion, and create feelings of isolation, uncertainty, fear, anger, loss, and sadness. According to UNICEF (2020), children exposed to conflict and other humanitarian crises can suffer severe psychological and social consequences. People do not only experience difficulties prior to or during flight from a crisis situation; their living conditions once they have reached safety also impose significant stress and hardship (UN Refugee Agency, 2022).

When displacement occurs, the normal and traditional community structures that often regulate community well-being such as extended family systems and informal community networks may break down. This can exacerbate social and psychological problems and also hinder proper adjustment. Heltne, Dybdahl, Elkhalfa and Breidlid (2020) explain that the interplay of all these factors often makes the adverse experiences more complex, subsequently causing adjustment disorders among children and youth.

Community-based psychosocial support is a more strategic psychosocial and mental health approach which strengthens natural supports and systems, makes use of community knowledge and capacities, involves community engagement in all phases of programming (UNICEF, 2018). The community can also offer psychological support through its institutions such as the church, and NGOs for example, Danish Refugee Council (DRC). According to Chatters, Taylor and Nicklett (2015) church-based support networks provide a variety of benefits to congregants including psychological, social and material resources. Prior research on church-based support networks indicates that they are effective in coping with life problems, assisting in problem definition (reframing) and

resolution, and boosting self-perceptions (for instance, self-esteem, control) that are often eroded in the face of stressors (Krause, 2006; Taylor, Chatter, & Levin, 2004).

The solidarity and support of those communities takes the form of many types of direct, indirect, permanent and occasional assistance. Host communities show solidarity towards IDPs by allowing them to find shelter with them, in whatever form (OCHA, 2021). They also facilitate IDPs' access to essential products and services, in particular by sharing their resources and social services with them. It is sometimes thanks to host communities that IDPs have access to economic activities that allow them to regain their autonomy and hence to meet their needs themselves. As they have been cut off from their usual support networks and original communities, IDPs rely on host communities to create new social networks and obtain information that is essential if they are to exercise their rights or obtain basic social services (Allehone, 2018).

The negative effects of internal displacement hit IDP host communities just as hard. They are exposed to various threats as they seek to assist and support IDPs. Where resources are already scarce and economic opportunities are absent, frequent displacement places an additional, unexpected burden on the resources of the communities where displaced populations seek refuge, increasing the vulnerability and needs of those communities (OCHA, 2021)

The mass population movements destabilize host communities, as the resulting rapid depletion of resources can lead to tension between IDPs and those communities. In turn, this tension exacerbates localized violence, and armed extremist groups take advantage of this to recruit members from the local population and step up their attacks. At the same time as being among the main providers of humanitarian

protection and assistance, host communities in the Sahel are severely affected by mass displacement. However, they are often ignored in responses to internal displacement. They are constantly exposed to violence and suffer multiple violations of their fundamental rights (McDowell, 2008).

The sexual and reproductive rights and health of internally displaced person is generally neglected, despite relevant governmental policies and national legislation (Alzate, 2007). Displaced persons especially women appear to be particularly at risk of sexual violence. For example, research carried out in 407 municipalities in the presence of an armed actor (public force, guerrilla or paramilitary) found that 17.6% of the adult female population had been the victim of sexual violence during 2001–2009, but less than 20% reported it (Meertens, 2012).

Research has shown that engaging with religion or with their spirituality can help coping amongst sexual violence survivors (Murray-Swank & Pargament, 2005). Religion can also create social cohesion and strengthen the ability to cope with adversity (Durkheim 1995). As 79% of the Colombian population self-identifies as Catholic and 13% as Protestant (PEW Research Center, 2014), it is worth noting the potential influence of religious belief and belonging on those facing challenging circumstances.

## METHODOLOGY

The research method adopted in this study was the mixed method with sequential explanatory research design. This mixed method was suitable for this study because it combines quantitative and qualitative research designs. The sequential explanatory research design was adopted because both quantitative and qualitative were collected and analyzed in two consecutive phases within on study.

The target population was made up 30045 students selected from three Sub Division in Fako Division, their school administrators and their guidance counsellors. The accessible population was made up of 1636 internal displace students and their school

administrators and guidance counsellors. The sample of the study was made up of 440 internally displace students in secondary schools in Fako, 12 principals and 20 Guidance counsellors. The sample of the study was group following their sub Division and school types.

Table 1: Sample population

Sub Division	Name of schools	IDP students per school	No of IDP's sample per school	Principals	Guidance counsellors sample per school
Buea	BGS Molyko Buea	341	87	1	2
	Presbyterian comprehensive School Buea	84	21	1	1
	Summerset Bilingual High School Molyko	127	32	1	2
	GTHS Molyko	251	64	1	2
Tiko	GBHS Tiko	223	57	1	2
	REPACOL Mutegene	95	24	1	1
	Spot Light college Tiko	98	25	1	1
	GTHS Ombe	131	33	1	2
Limbe	GBHS Limbe	143	36	1	2
	PCHS Limbe	102	26	1	2
	Good Shepherd Limbe	15	4	1	1
	GBTHS Limbe	124	31	1	2
<b>Total</b>		<b>1734</b>	<b>440</b>	<b>12</b>	<b>20</b>

The above table states that the accessible population of 1734 potential respondents required a sample of 440 respondents. The sample size of each Sub Division and school was gotten based on the total number of internally displace students in the accessible population.

The instruments use for data collection were question and open group discussion for students while interview guide was use to collection information from the principals and guidance counselors. At the beginning of the questionnaire, there was an introductory note stating the research topic and the purpose of the questionnaire. In this note, the researcher ended by thanking the respondents for the

time spared to provide responses to the questions, and promised to keep their responses confidential and use them strictly for research purposes. The focus group was made up of ten students who were randomly selected from those whom the questionnaires were administered. The primary data was gotten from the principals and guidance counsellors with the use of an interview guide. This was done in order to obtain in-depth information on principals' and guidance counsellors'.

Data were analyzed using the descriptive and inferential statistical tools. The descriptive statistical tools used are frequency count, percentages, multiple responses. With reference to inferential statistical



tools, the Spearman's rho test and Chi-Square test were adopted for the study. The Spearman's rho test was used in testing the hypotheses of the study. On the other, the qualitative data derived from the focus group discussion from students and interview with principals and counsellors were analyze thematically. Finally, findings were presented using frequency distribution and thematic tables and on charts with all inferential statistics presented at 95% level of

confidence interval with alpha set at 0.05 levels, accepting 5% margin of error.

### Findings

The findings were presented first on the dependent variable (social adjustment) before the independent variable (community) and hypotheses of the study.

**Table 2: Internally displaced students' opinion on their social adjustment**

Statements	Stretched				Collapsed	
	SA	A	D	SD	SA/A	D/SD
I interact well with all classmates.	125 (28.2%)	74 (16.7%)	101 (22.7%)	144 (32.4%)	199 (44.8%)	245 (55.2%)
Finding useful material is sometimes not easy.	108 (24.3%)	178 (40.1%)	92 (20.7%)	66 (14.9%)	286 (64.4%)	158 (35.6%)
I communicate well with other students.	85 (19.1%)	240 (54.1%)	74 (16.7%)	45 (10.1%)	325 (73.2%)	119 (26.8%)
I often feel nervous and tense.	125 (28.2%)	180 (40.5%)	67 (15.1%)	72 (16.2%)	305 (68.7%)	139 (31.3%)
My self-confidence is high in all that I do in school.	165 (37.2%)	183 (41.2%)	47 (10.6%)	49 (11.0%)	348 (78.4%)	96 (21.6%)
I feel like the school environment is my home now.	105 (23.6%)	235 (52.9%)	29 (6.5%)	75 (16.9%)	340 (76.6%)	104 (23.4%)
I feel happy about my studies environment.	143 (32.2%)	216 (48.6%)	50 (11.3%)	35 (7.9%)	359 (80.9%)	85 (19.1%)
It has been difficult for me to meet and make friends.	72 (16.2%)	267 (60.1%)	60 (13.5%)	45 (10.1%)	339 (76.4%)	105 (23.6%)
Even when I am angry, do not allow my emotions to control me that much.	147 (33.1%)	211 (47.5%)	70 (15.8%)	16 (3.6%)	358 (80.6%)	86 (19.4%)
Whenever I am faced with difficulties/problems, I always find a way to solve my problem.	189 (42.6%)	220 (49.5%)	14 (3.2%)	21 (4.7%)	409 (92.1%)	35 (7.9%)
<b>Total Response</b>	<b>1214 (27.3%)</b>	<b>1738 (39.1%)</b>	<b>870 (19.6%)</b>	<b>618 (13.9%)</b>	<b>2952 (66.5%)</b>	<b>1488 (33.5%)</b>

In aggregate, 66.5% of the internally displaced students enjoy high social adjustment while 33.5% do not. Specifically, 80.9% (359) of the students agreed to feel happy about their studies, environment while 19.4% (85) do not. Similarly, 80.6% (358) of the students have

control of their emotion while 19.4% (86) do not. Similarly, 78.4% (348) of the students have confidence in all they do in school while 21.6% (96) do not. Also, 76.6% (340) of the internally displaced students see the

school environment as their home while 23.4% (104) do not.

Furthermore, 76.4% (339) of the students find it difficult to make friends while 23.6% (105) do not. Furthermore, 73.2% (325) of the students agreed to communicate well with others while 26.8% (119) do not. Furthermore, 68.7% (305) of the students often feel

nervous and tense while 31.3% (139) do not. Also, 64.4% (286) of students find it difficult to find useful materials while 35.6% (158) do not. Finally, 44.8% (199) of students interact well with all classmates while 55.2% (245) do not.

To what extent does community support influence the social adjustment of internally displaced students?

Table 3: Internally Displaced Students' Opinion on Community Support

Statements	Stretched				Collapsed	
	SA	A	D	SD	SA/A	D/SD
We received materials support from the community.	50 (11.3%)	165 (37.2%)	95 (21.4%)	134 (30.2%)	215 (48.5%)	229 (51.6%)
The community has offered us with training for financial empowerment.	89 (20.0%)	210 (47.3%)	82 (18.5%)	63 (14.2%)	299 (67.3%)	145 (32.7%)
The community offers me psychological support through its institutions such as the church, and NGOs.	112 (25.2%)	213 (48.0%)	90 (20.3%)	29 (6.5%)	325 (73.2%)	119 (26.8%)
I always feel free to use the community resources.	38 (8.6%)	143 (32.2%)	140 (31.5%)	123 (27.7%)	181 (40.8%)	263 (59.2%)
I am treated equally in this community	73 (16.4%)	192 (43.2%)	124 (27.9%)	55 (12.4%)	265 (59.7%)	179 (40.3%)
Sometimes, the community assists us financially.	97 (21.8%)	213 (48.0%)	102 (23.0%)	32 (7.2%)	310 (69.8%)	134 (30.2%)
The communities have created centers for us to acquire some vocational skills.	74 (16.7%)	206 (46.4%)	103 (23.2%)	61 (13.7%)	280 (63.1%)	164 (36.9%)
The communities always show solidarity towards me by allowing me to find shelter with them.	148 (33.3%)	229 (51.6%)	41 (9.2%)	26 (5.9%)	377 (84.9%)	67 (15.1%)
I have access to economic activities that allow me to regain my autonomy.	52 (11.7%)	222 (50.0%)	130 (29.3%)	40 (9.0%)	274 (61.7%)	170 (38.3%)
When I need help, the people I visit in the community often help me.	46 (10.4%)	187 (42.1%)	143 (32.2%)	68 (15.3%)	233 (52.5%)	211 (47.5%)
<b>Total Response</b>	<b>779 (17.5%)</b>	<b>1980 (44.6%)</b>	<b>1050 (23.6%)</b>	<b>631 (14.2%)</b>	<b>2759 (62.1%)</b>	<b>1681 (37.9%)</b>

In overall, 62.1% of the internally displaced students received community support while 37.9% do not

received community support. Specifically, 84.9% (377) of the students indicated that the community always

showed solidarity towards them by allowing them to find shelter while 15.1% (67) disagreed. Also, 73.2% (325) of the students opined that community offers them psychological support through its institutions such as the church, and NGOs while 26.8% (119) disagreed.

Furthermore, 69.8% (310) of the students accepted that sometimes the community financially assisted them while 30.2% (134) disagreed. Similarly, 67.3% (299) of the students agreed that the community has offered them raining for financial empowerment while 32.7% (145) disagreed. Also, 63.1% (280) of the students indicated that the community has created centres for

them to acquire some vocational skills while 36.9% (164) disagreed.

To elucidate, 61.7% (274) of the students agreed to have access to economic activities that allow them to regain autonomy while 38.3% (170) disagreed. Also, 59.7% (265) of the students accepted to be treated equally in the community while 40.3% (179) disagreed. Furthermore, 52.5% (233) of the students agreed to get help from the people visited in the community when need arises while 47.5% (211) disagreed. Finally, 40.8% (181) of the students agreed to freely use community resources while 59.2% (263) disagreed.

**Table 4: Cross tabulation between community support and social adjustment of the internally displaced students**

			Social adjustment		Total
			High	Low	
Received community support	Strongly Agree/Agree	N	216	59	276
	Disagree/Strongly Disagree	%	78.3%	21.7%	
		N	79	89	168
		%	47.0%	53.0%	
Total		N	295	149	444

$X^2 = 20.501$ ,  $p\text{-value} = 0.000$

Descriptively with the aid of the cross tabulation technique, internally displaced students who do receive community support are mostly those with high social adjustment 78.3% which is almost two times higher when compared to 47.0% of the students with high social adjustment but not receiving community support.

Testing of hypothesis

**Table 5: Perceived influence of community support on social adjustment of internally displaced students**

		Community support	Social adjustment of internally displaced students
Spearman's rho	R-value	1	.398**
	p-value	.	.000
	n	444	444

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

Statistically, findings showed that community support has a significant, moderate and positive influence on

the social adjustment of internally displaced students (R-value = 0.398\*\*, p-value 0.000 < 0.05). The positive

sign of the correlation value implies that social adjustment of the internally displaced students increases with increase in community support and decrease with decrease in community support. In support of the hypothesis findings, using the cross tabulation technique as seen above, internally displaced students who agreed to receive community support are mostly those with high social adjustment 78.3% which is almost two times higher when compared to the students not receiving community support. Therefore, the hypothesis that states community support has a significant influence on the social adjustment of internally displaced students was accepted.

Analysis of qualitative data on focus group discussion with internally displaced students on community support

Internally displaced students' opinion if the community is supportive to their education

With reference to community support, among the students that took part in the focus group discussion, many of them said they receive support from the community as depicted in their statements "Yes, I benefit from some community support" "Fairly", "We received some support from the community", "The community sometimes supports us". On the other hand, a good number of the students said they do not receive community support as depicted in their statements "No", "Not really". "We do not receive any support from the community".

### Type of community support receive

Among the internally displaced students that accepted to receive community support many of them said they receive moral support from the community as narrated "Moral support", "Moral and provision of needs", "I

received moral support". Others said they receive material support as depicted in the statements "Material support", "Benches, pens, etc.", 'Accessories'. Also, a few of the students said they receive financial support from the community as narrated "Financial support".

How often the internally displaced students receive community support

Furthermore, among the internally displaced students that opined to receive community support, many of them said they do not receive such support regularly as depicted in the statements "Once in a while", "3 times a year", "Every school year", "Not regular", "Once a year". However only a few of the students said they receive community support regularly as narrated "Regularly", "Every day of school".

The internally displaced students opinion on the impact of support from community on students' wellbeing

Furthermore, finding out from the internally displaced students the impact of community support on their wellbeing for those who have receive such support, many of them said it affect them positively as they unanimously said "Positively". Specifically, some of the students said the support receive from the community has increase their academic output as narrated "Help in practical", "Increases school capability". "Help study better". Furthermore, some of the students said the community support has enhance their studies as depicted in the statements "Easy to learn", "Help study well", "It helps me in practical". Again, aside academic impact, some of the students said the support receive from the community has better their living standard as narrated "Increases standard of living", "It will increase living standards". To elucidate, some of the students said they socialize better in the



community thanks to the support they receive as seen in the statements “It makes me know my community better”, “Relate well with others”. In addition to socialization, some of the students add that community support makes them happy as narrated in the statement “Make me feel okay”. On the contrary, only a few of the students who have receive support from the community said it has no effect on them as depicted in the statement “No negative effect”.

The internally displaced students opinion on how support received from community can be increase

Finally, asking the internally displaced students how community support can be increase, many of them said the community should make more contributions/support and show concern for IDPs as depicted in the statements “Contribution from community”, “More support”. “More concern for IDP’s”. Also, many of the students add that there is need for more finance as narrated “More finances”, “More money”. To elucidate, a few of the students suggested that awareness about the presence of IDPs in the community should be created as depicted in the statement “Alert the community about IDP’s”, “Inform the community about IDP’s.” Finally, a few of the students call on “Government aids” and “More job opportunities”.

Qualitative analysis of interview data from principals and counsellor opinions on community support to internally displaced students

Furthermore, when the principals and guidance counsellors were asked of the support from the community to internally displaced students, many of them said some community members have supported the students with material items as depicted in the statements “Benches, counselling and books”, “Bags,

financial help and books”, “Books and bags”, “Food and clothing”, “Food, clothing and mattresses”.

In addition to material items, some of the principals and guidance counsellors add that some community members have supported the students with accommodation and social security as depicted in the statements “Social security and accommodation”, “Sovereign in terms of accommodation”, “Some communities provide accommodation and food stuff”.

Furthermore, a few of the principals and guidance counsellors add that some communities have offer some skilled training to the students for economic empowerment as depicted in the statement “Free training in lucrative activity.”, “Training in some trades like making of beads”. Also, some respondents add that the students have gain some financial support from some community, and health care support as depicted in the statement “Health care, shelter, clothing and feeding”. Finally, some of the principals and guidance counsellors also indicated that some students have been offer scholarship by some community members as narrated in the statement “Some communities provide scholarship”.

## DISCUSSIONS

Community support and the social adjustment of internally displaced students

Findings showed that community support has a significant, moderate and positive influence on the social adjustment of internally displaced students. The positive sign of the correlation value implies that social adjustment of the internally displaced students increases with increase in community support and decrease with decrease in community support. The findings are in line with Allehone (2018) as he opined that IDPs have access to economic activities that allow

them to regain their autonomy and hence to meet their needs themselves due to the support of the host community. This is because as IDPs students have been cut off from their usual support networks and original communities, they rely on host communities to create new social networks and obtain information that is essential if they are to exercise their rights or obtain basic social services.

Findings from students revealed that community always showed solidarity towards them by allowing them to find shelter and they equally offer them psychological support through its institutions such as the church, and NGOs. This is in line with UNICEF (2018) as the argued that the community offer psychological support through its institutions such as the church. The solidarity and support of those communities takes the form of many types of direct, indirect, permanent and occasional assistance. Host communities show solidarity towards IDPs by allowing them to find shelter with them, in whatever form (OCHA, 2021). They also facilitate IDPs' access to essential products and services, in particular by sharing their resources and social services with them.

Students equally revealed community financially assisted them which make it easy to adjust and adapt into the society. This is in congruence by Nokali et al., (2010) who argued that parental financial support as reported by the students consistently had positive effects on students across all developmental levels of education. Higher parental financial support correlates with overall higher academic adjustment in most studies as research conducted from a variety of perspectives showed a positive correlation between financial support and adjustment. The findings are also in congruence with Hill and Taylor (2004) as they argued that financial support for IDPs students do not only affect the social adjustment of the child, but also

makes it impossible for the child to compete with his counterpart from high financial status under the same academic environment as this goes a long way to hinder their social adjustment.

Findings from the principals and guidance counsellors revealed that internally displaced students have received materials support through benches, counselling and books, Bags, Food, clothing and mattresses that has made their adjustment easily in the new community. The findings are contrary with Woolfolk (2004) who explained that students who lack financial support may wear old clothes, speak in dialect or be less familiar with books and school activities, teachers and other students may assume that those students are not bright and teachers may avoid calling them to answer questions in the classroom to protect them from embarrassment of giving wrong responses. This makes these students don't want to socialize with their friends because of their dirty nature, less attentive and do not concentrate on what is being taught, and in the end, they come to believe that they are not very good at schoolwork. This situation makes them perform poorly in the subjects and sometimes drop out from school because they are affected psychologically.

These findings are also in line with the view of Akisanya (2010) who commenting on educational resources said material support is important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning, since education cannot be effective without the availability of this material support. This is also supported by Fan and Chen (2001) who opined that material support as any other activities or actions that parents, teachers, school and peer provide help students' academic achievement in partnership with a child's formal

education. This involvement may be in the form of academic support or academic monitoring. According to him issues surrounding the research on material support and students' academic achievement are that of perception. According to him, material support such as food stuff, textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder will influence students psychological wellbeing positively since students' needs them to succeed in school. According to Atkinson (2000), other category of material resources such as paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks and soon will make students to feel belong in.

Findings from the principals and guidance counsellors equally revealed some community members have supported the students with accommodation and social security, free training in lucrative activity, Health care, shelter, clothing and feeding. principals and guidance counsellors also indicated that some students have been offer scholarship by some community members which has facilitated their learning and adjustment. This finding is equally in support of Machen, Wilson and Notar (2004) with their views that provision of IDPs support clothes, food, health care and shelter will make students to better adapt than when such needs are absent. The issue of support correlating with student academic adjustment and wellbeing. Findings from the studies in this review show that community support as reported by the students consistently had positive effects on students across all developmental levels of education.

### CONCLUSION AND RECOMMENDATIONS

The findings of the study indicated that internally displaced students enjoy adequate community

support. Further analysis showed that community has a significant influence on the social adjustment of internally displaced students. This implied that social adjustment of internally displaced students is more likely to be high when their communities are supportive.

From the findings, it is recommended that those in authority in the community should provide protection and humanitarian assistance to IDPs within their jurisdiction. The community should facilitate IDPs access to services and ensure the effective exercise of human rights, raising awareness amongst the host populations about the situation of IDPs. The community should continue to play a promoting role in the integration, participation and non-discrimination of IDPs so as to facilitate their social integration and adjustment in the new environment. The community should continue to provide material support such as food, learning materials which will help to facilitates their social adjustment of internally displaced students.

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