Implications of in-service teacher professional development in psychosocial support on the teaching-learning environment of crisis-affected children in schools hosting internally displaced and refugee children in Cameroon

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Abstract

Education plays a primodial role in the psychosocial protection of children affected by conflicts. Healthy and mental psychosocial development in children depends on the nurturing and stimulation that children receive as they grow, and on the opportunities that they have to learn and master new skills in a safe and protective teaching-learning environment. The purpose of this study was to determine whether teacher's in-service professional development equipped with diverse methods and skills in conducting and facilitating psychosocial support activities has an impact on the teaching-learning environment of crisis affected children in Cameroon. Based on the problem and the variables of the study, the general objective was to examine out whether theconstant capacity building of teachers in psychosocial support has a significant impact on the teaching-learning environment of crisis affected children in Cameroon. The study reviewed literature based on three (3) specific objectives on teacher's know-how and experiences based on general principles of psychosocial; teacher's pedagogic infusion strategies of psychosocial activities and teacher's personal development strategies in psychosocial support influence the teaching-learning environment of crisis affected children.The self-determination theory (Ryan and Deci 2002) and attachment theory, developed by John Bowlby theories were used which enable individuals to feel safe, trust others, and develop healthy relationships. This inspire the individual to have a sense of feeling and belonging of efficiency and effectiveness in interactions with the social environment and experiencing opportunities to apply one's capabilities. This implies a sense of belongingness and unity with others and with one's community to support their special needs and opportunities. This qualitative study sought to explore secondary sources of data and to establish how the constant reinforcement capacities of teachers in psychosocial support influence the teaching-learning environment of crises affected children in schools. The descriptive survey design was adopted for this study. Structured open-ended questionnaire for teachers in schools hosting refugees and internally displaced were used covering 100 primary schools in Cameroon. Respondents were selected through the use of chain reference sampling and sampling by case. A total of four hundred and fifty (450) participants-teachers responded to questionnaire out of a population of 500 teachers envisaged for the study. Data was gathered from the participants via valid and reliable questionnaire. Descriptive statistics were used to analyze the background information of the participants. To verify the efficacy of the hypotheses, the Chi- square (X2) test of independence was used to find out whether there existed a relationship between the variables. From the above findings it was concluded that, at significant level 0.05, there is a significant relationship between the capacity building of teachers in psychosocial support and the teaching-learning environment of crisis affected children in Cameroon. Based on the discussions, It is evident to affirm that when teachers capacities are constantly reinforced in psychosocial support, it build teachers potientials and engage them to effectively play a crucial role handling and modelling individual behaviour of learners when they have emotional and traumatic challenges. It was recommended that the in-service professional development of teachers in psychosocial support couldhave profound impact on the teaching-learning environment by promoting learners' well-being, living together, peace, social cohesion, academic success, positive relationships, and a supportive school culture. By investing in teachers' professional development, schools could create a holistic and inclusive approach to education that would benefits the overall development of learners' well being and the society at large.

Keywords: Teachers, effective teacher professional development, capacity-building, psychosocial support, teaching-learning environment, education in emergency, inclusive education, crises affected children.

Introduction

Anya, C. & Leslie S., (2018), assert that in times of crises, the education community must come together to ensure learning continuity and protect the right of every child to education. The provision of mental health and psychosocial support services is essential to ensure that children can access opportunities for healing, and recovery. Hence, an education system entailsthe development of psychosocial support activity pack for teachers to use as a guide in conducting psychosocial support activities in the teaching-learning environment. Through the development and conduct of psychosocial support activities in the classroom, teachers and school personnel could build a nurturing and protective school environment that supports both the learning and the healing opportunities of the children affected by crises.

As Machel (1996) states « education gives shape and structure to children's lives. When everything around is choas, schools can be a haven of security that is vital to the well-being of war-affected children and their communities. » This buttress the fact that education has been enshrined as a basic human right since the 1948 Universal Declaration of Human Rights, and outlined in legally binding treaties, such as the 1989 United Nations Convention on the Rights of the Child, as well as the Constitution of Cameroon. Despite this, however, knowledge and research related to education in emergencies (EIE) is relatively new. In the past, education has been considered a development issue, receiving just two percent of humantarian aid appeals (UNESCO 2011). Since the adoption of sustainable Development Goal 4 (Quality Education), it has been recognised that « itwill be impossible to deliver education to all without successfully reaching children, youth and adults in fragile states and those affected by conflict and natural hazard » (UNESCO 2016). This represents a shift in focus towards increase support for education in humanitarian responses and protracted crises to address short, medium and long term needs in fragile and conflict-affected states. This can be throught the provision of broad range of education opportunities in terms of in-service training of teachers in psychosocial support. Teacher's knowledge acquisition in psychosocial assistance would provide immediate healing opportunities, protection from life threatening risk, help to restore normality, conflict resolution, prevention of gender-based violence, peace-building, social cohesion, living together, responsible citizenship, environmental awareness and provide hope for the future.

Cameroon is one of the countries in Sub-saharan Africa that, over the years, has experienced crises (Boko Haram attacks in the Far North, conflicts in the Central African Republic and socio-political unrest in the North-West and South-West regions) that have had a significant impact on education services and opportunities. From the onset, these crises led to the closure of 70 schools and the displacement of 27,000 children attending school in the divisions of Mayo Tsanaga, Mayo Sava and Logone and Chari in the Far North, an influx of refugees who have stayed in the Far North, North, Adamawa and East regions, hosting 27,515 refugee schoolchildren in camps and sites in these regions, as well as 88,893 school children in the schools of the host communities in these four regions. The consequences of these crises on education services and opportunities are considerable. They include: The closure of schools in conflict-affected areas; The deprivation of the sites of the grassroots

communities on which they can build their future; Frustration with the hopes and ambitions of teachers and children; The displacement of thousands of children; Exposing teachers and children to the risk of attacks, gross assassinations, kidnappings and torture; violence, sexual abuse, exploitation, etc. Frustration, stigma and disillusionment are the end results of all of the above.

In order to provide access to quality and inclusive education for children affected in one way or another by these crises, the Government of Cameroon, with the collaboration of Technical and Financial Partners (such as UNICEF, UNHCR, NRC, CERSP-World Bank, Plan International, etc.), has undertaken a number of actions over the years. Key actions to support the education of children affected by the crises include: the establishment of schools and the construction of classrooms in refugee camps and sites; recruitment and transfer of teachers to crisis-affected areas; redeployment of teachers to areas hosting refugees and displaced children; the introduction of alternative education programmes such as the UNICEF and UNESCO-sponsored radio education programmes and the Education Cannot Wait First Emergency Response Project; the distribution of kits and food to children to keep them in schools. The provision of essential textbooks; teacher professional development training...etc. These donations of essential textbooks, kits and financial assistance have been sincerely made available in schools, thanks to Technical and Financial Partners, namely UNICEF, UNESCO, CERSP, NRC, Plan International and a host of others.

The above measures and their positive impact on education are not yet very convincing because not all children have access to quality education services and opportunities. The Cameroon government's vision is to provide access to quality and inclusive education for all children, in line with the Sustainable Development Goals, through continuous provision of the education services and construction of schools, the recruitment and training of staff, the distribution of materials and community mobilization, with a particular focus on vulnerable groups.In pursuit of this government vision to address this situation, the recent validated in National Policy of Inclusive Education (2024),has decided to address this situation through its content to provide access to quality and inclusive education for all children, and to reduce regional and zonal disparities in educational services and outcomes. Despite the efforts made by the government to provide quality and inclusive education in a secured, safe and protective environment, there are still obstacles due to conflicts and socio-political unrest in some parts of the country. It is from this perspective that the Cameroon Education Reform Support Program (CERSP), was born in 2018 with the main objective of improving access to quality and equitable education, focuses on targeted disadvantaged areas. One of the components of this project is the "Refugees and internally displaced" sub-component called "Support for the provision of quality and inclusive education in refugee/internally displaced areas". The main objective of this sub-component is to support the Cameroon government in providing quality and inclusive education in areas hosting refugees and internally displaced persons from a comprehensive perspective. Among the actions foreseen by this sub-component "Refugees/ internally displaced", is Action 6, which is one of the key activities in the reinforcement capacities of teachers on how to provide psychosocial support and risk reduction to refugee and internally displaced children enrolled in host schools that have been selected for a start-up in four refugee hosting regions:

Far North, North, Adamawa and East, as well as the presence of internally displaced persons in the ten regions of the country. Indeed, children affected by conflicts or crises often suffer from trauma and emotional stress that affects a psychological and emotional connection. In order to provide them with services and opportunities for emotional and psychological healing to enable them to regain consciousness and develop resilience, it is necessary to capacitate teachers professionally in psychosocial support strategies, as well as techniques in the management of conflict in the school milieu.

Samantha, J. (2024) defines effective teachers' professional development as structured professional learning that results in changes in teacher practices and improvements in learner's outcomes. As in the review of Linda, D.H., Maria, E. Hyler, Madelyn, G., & Danny, E., (2017), they conceptualized effective teachers' professional development as a professional learning which a product of both externally provided and job-embedded activities that increase teachers' knowledge and help them change their instructional practice in ways that support student learning. Thus, formal professional development represents a subset of the range of experiences that may result in professional learning. All their views affirmed that effective professional development is a structured professional learning that results in changes to teachers' knowledge and practices, and improvements in learner's learning outcomes.

In an ever-evolving educational landscape, ongoing professional development is essential for teachers to adapt to new teaching methods, technologies, and educational standards. Engaging in continuous professional learning allows teachers to enhance their skills, improve teaching practices, and achieve better learner's outcomes. According to Samantha, J. (2024), professional development for teachers is crucial to improve teaching practices and learner's outcomes. This professional development provides teachers with effective strategies, collaborative opportunities, and essential resources designed to enhance their professional growth. Effective teacher professional development is characterized by structured learning that leads to changes in teaching practices and improved learner's outcomes. This foundational principle underscores the importance of targeted professional development courses that focus on specific skills and strategies. Focusing on a few key topics enables teachers to create classroom strategies that directly enhance their teaching practice.

In line with Samantha, J. (2024), professional development programmes can be tailored to focus on specific teaching skills and strategies. For instance, programmes that concentrate on differentiated instruction or adolescent literacy can provide teachers with the tools they need to address the diverse needs of their learners. Collaborating with peers during professional development enriches the learning experience by providing valuable insights and diverse perspectives. These interactions help teachers to stay motivated and engaged in their professional growth. Ongoing support and evaluation following professional development are crucial for sustained improvement. Ongoing support from administrators and regular evaluations ensure the effective implementation of new strategies in the classroom. Effective professional development requires teachers to apply new strategies directly in their classrooms, leading to tangible improvements in teaching practices and learner's outcomes.

The variety of professional development options available can significantly impact teachers' experiences and learning. Teachers prefer professional development tailored to their specific subject areas and practical classroom needs. This focus ensures that the professional development programmes and courses they undertake are relevant and immediately applicable to their teaching practice.

It is in this context that in-service teachers' professional development programmes in psychosocial support and risks reduction in schools should be developed and implemented in the national curriculum, in order to strengthen teachers' capacities in the resilience of crisis-affected children and strategies for mapping vulnerability and mitigating conflicts, risks and disasters. To do this, it is necessary to constantly train teachers of schools for quality and effective implementation and follow-up of children affected bycrises. In this perspective, the Cameroon government and technical and financial partners are called upon to embark on a regular consultative process to develop and prepare policies framework and action plans to guide the national curriculum review process on the issues of infusion of psychosocial support activities in the teaching-learning course content. As a result of this demand for constant in-service professional development of teachers in psychosocial support, it would enable the government of Cameroon to constantly prioritise curriculum reforms to capacitate and empower teachers on basic skills, strategies and techniqes in the provision of essential mental health and psychosocial support services to ensure that children affected by crises could access opportunities for healing and recovery.

General objectives

Based on the problem and the variables of the study, the general objective was to examine whether the in-service teacher professional development in psychosocial support has a significant impact on the teaching-learning environment of crisis affected children in Cameroon.

Specfic objectives of the study

The specific objectives of this study were:
- To find out how teacher's know-how and experiences based on general principles of psychosocial support impact the teaching-learning environment of crisis affected children.
- To examine whether teacher's innovative pedagogic infusion strategies of psychosocial activities influence the teaching-learning environment of crisis affected children.
- To verify to what extent teacher's personal development strategies in psychosocial support influence the teaching-learning environment of crisis affected children.

General Research Question

The general research question of the study was formulated as follow: "To what extent does the in-service teacher professional development in psychosocial support impact the teaching-learning environment of crisis has affected children in Cameroon?

Specific Research Questions

The three (03) specific research questions were formulated as follows:
- How does teacher's know-how and experiences based on general principles of psychosocial support impact the teaching-learning environment of crisis affected children?
- To what extent does teacher's innovative pedagogic infusion strategies of psychosocial activities influence the teaching-learning environment of crisis affected children?
- To what extent does teacher's personal development strategies on psychosocial support influence the teaching-learning environment of crisis affected children?

The training of teachers to provide psychosocial support help to reduce the suffering of conflict affected children.Teachers when trained in psychosocial support are equipped to identify ethical principles that govern the criteria for supporting children in emergencies situations. The expected outcomes in the reinforcement capacities of teachers in psychosocial support programmes would trigger the following acquisition: The content of the components of the training modules mastered; The teaching techniques and methods infused into psychosocial support activities are simulated and mastered by the teachers; Teachers' capacities in psychosocial assistance strengthened; Teachers' capacities to identify potential risks and develop enhanced emergency preparedness and response plans enhanced.

Literature Review

Increasingly studies on teacher resilience have found that teachers are extremely adaptive, whether in affluent (Benders and Jackson 2012; Nadel and Sagawa 2002), or resource constrained, societies (Ebersöhn 2014). Despite concerns about teachers' multiple roles, evidence of teachers' positive adaptation has especially been prominent with regard to providing psychosocial support and care in at-risk school context (Flores and Day 2006; Richter 2003). Swart and Pettipher (2001) refer to teachers as potential agents for change, in that their actions could have a ripple effect on the learning context, school and community. Stewart et al. (2004) highlight how schools and teachers can act as protective and safety resources for care and support. As stated in Liesel, E., Tilda, L., Irma, E. &Ronél, F., (2015), one pathway of teacher professional development is through partnerships. In their work on teacher resilience, Mansfield, Beltman, and Price (2014) note the importance of partnerships, which they define as contextual resources, to support early career teachers to remain as teachers. Similarly, Ebersöhn (2012) found that teachers' adaptation was supported by them flocking together in partnerships with peers, as well as a range of school-community service

providers. Teachers have a specific role in negotiating collaboration and partnerships between schools and communities as the starting point for support initiatives (Thompson et al. 2005). The importance of such collaborative partnerships as a key to teachers' roles as agents for change, which include collaborative problem-solving between role-players and peer coaching where teachers collaborate in acquiring new skills through sharing, observing and teaching one another, cannot be overstated (Swart and Pettipher 2001).

Teachers therefore use collaboration and partnership between schools and communities to provide support (Thompson et al. 2005). In Australia, Flowers and Waddell (2004) found that teachers were able to act as supporters, motivators and mentors, and as resourceful coordinators and inventive strategic thinkers, who were able to build sustainable community structures. Partnering relationships among teachers, school staff members and other related professionals and resources were shown to play a key role in building resilient schools (Barley and Beesley 2007), with Theron and Theron (2010) urging that professionals should partner with communities and community representatives in an effort to promote resilience. Against such a background, this study argues that teachers (specifically in high-risk school settings) are in need of adjusting effectively to their changing roles. One way of developing their competencies and skills to provide psychosocial care and support is through a higher education-schools partnership.

According to Dana, B., Amy, K., Rachel, L., Ozen, G. & Margot, I. (2017), Training teachers in psychosocial support during an Education in Emergencies Situations is to cultivate a secured, protective and safety learning spaces. They stated that some evidence from interventions show that training teachers established a healthy, secured, safe and protective environment which will enable them using diary documentation, narrative technqies and play activities to help children reprocess traumatic experiences and improved children's coping skills through healing opportunities. *Education Essentials for Youth and Adolescents in Post-Conflict Situation*, the author, Dr. Obura begins by outlining the major difference between education for reconstruction and other education programmes. Obura contends that though no education system in Africa has successfully managed to combine general and vocational education, education for reconstruction should be designed to include a core academic and vocational curriculum that includes components of "the trio"- peace and social cohesion education, life skills education and education for HIV prevention. In the meantime, the last piece entitled *Impact of Assessment of UNESCO PEER Peace Education Manual for the Horn of Africa, Central and East Africa by Elias OmondiOpongo*, sheds light on the multi-dimensional nature of peace education and the need for it to be integrated into all disciplines for them to be positive results in conflict situations. Peace education, Opongo asserts "cuts across all sectors of society influencing and transforming negative peace both at the societal and structural levels." UNESCO Peer developed a peace education package was initially developed for Somalia schools but in 2000 it was translated into French to benefit also the teachers and schools in the Eastern Great Lakes Region. This manual enables teachers to integrate peace education into all facets of the education curriculum as a means to assist teachers and learners develop values that acknowledge the interdependence nature of

human existence. Though an exemplary tool, Opongo identifies six aspects that need thorough examination to improve on the overall effectiveness of the document.

As stated by UNESCO (2005), in emergency education situations, certified and uncertified teachers are typically unprepared to enter the classroom and address the needs of children affected by crisis. This lack of skills and knowledge in psychosocial support is compounded by the fact that teachers have also often been affected by the crisis, and are in some cases have ever been targeted for abuse. In these new situations, teacher training is required to help teachers to cope; assist them to communicate new material; advise them on good techniques; and to review familiar subject areas.

According to UNICEF (2009), psychosocial support refers to any local or outside action that enhances the aspects of an environment, individual or situation to best allow for recovering from the effects of an emergency. With children, psychosocial support has a particular emphasis on maintaining or restoring normal developmental processes so that children are fully able to engage the world in ways appropriate to their ages, develop their potential to the fullest, and become competent and productive adults. This engagement is achieved through working with local community groups and organisations that can mobilise and advocate for improved access to community support, basic services, and restore everyday recreational, social and vocational activities. In its own turn, UNICEF (2008), suggests thatpsychosocial support is a term that is widely used, but frequently not understood. 'Psycho' refers to the inner world of a person - their thoughts, feelings, and emotions, while 'social' relates to the external world and environment of the person, and the relationships they have with this. Psychosocial support work therefore focuses on the aspects of an environment or situation which impact on both the social and psychological well-being of affected populations.While psychosocial support can be achieved via specific targeted playful and recreational activities and programmes, it is important to understand that all interactions with children have the potential to be psychosocially supportive. This message needs to be spread to all humanitarian workers involved in the relief effort, even if they do not have primary responsibility for child welfare. All humanitarian actors have responsibilities to ensure beneficiaries' emotional well-being is respected in humanitarian operations. For example, respecting children, showing a positive attitude towards them and valuing their presence are all ways of helping to improve children's self-confidence and self-esteem, and hence their well-being.Psychosocial support means working not only with children but also with their parents, the community, and other organisations to advocate for improved access to community support and basic services.

Furthermore, UNICEF (2008) explains that the psychosocialassistance provided for children in an emergency situation usually includes looking after the wounded and distributing food and other non-food items. Often toys, books and other recreational and educational material is provided. This kind of assistance is very important as children's physical and practical needs have to be met during the emergency period. However children do not only have physical and practical needs that must be met to enable them to develop to

their full potential. Children's psychological needs, such as the need for love and affection, to have values, to be able to hope, to be confident and have a sense of self-worth, are highly dependent upon the relationships that children have with their teachers, families, friends and other adults. Sometimes the intertwined psychological and social needs of children are referred to as emotional needs.

According to United States Department of Health and Human Service (2023) psychosocial skills training and cognitive behavioral interventions teach specific skills to learners to help them cope with challenging situations, set goals, understand their thoughts, and change behaviors using problem-solving strategies. In the meantime, psychosocial skills training asks learners to explore whether their behaviors align with their personal values. Cognitive behavioral interventions teach learners to identify their own unhelpful thoughts and replace them with thoughts that are more helpful. Learners affected by crises might practice helpful coping behaviors and find positive activities to try. Doing these things can improve their mood and other symptoms of mental distress and trauma. **Children who have been exposed to trauma may receive trauma-focused or trauma-informed interventions in school from teachers.** Cognitive behavioral interventions that are trauma-informed meet the unique needs of children exposed to traumatic experiences. These interventions teach problem-solving and relaxation techniques and help reduce trauma-related symptoms, including behavioral challenges. Trauma-informed interventions can also improve children's coping strategies. Some interventions focus on concepts that also taught in social skill and emotional development programmes, like self-control and decision-making.

In the mean time, UNICEF (2009), states that an emergency as a situation that threatens the lives and well-being of large numbers of a population and in which extraordinary action is required to ensure their survival, care and protection. Emergencies may include armed conflict, terrorism, communal violence, torture, and situations of political instability. Natural disasters are emergencies with natural, rather than human causes though human impact on the environment may be related to some natural events. Common natural disasters include earthquakes, volcanic eruptions, drought, floods, hurricanes/cyclones, tsunamis and famine. Like complex emergencies, natural disasters may have profound effects on the psychosocial well-being of children and their families. The two most common types of emergencies in which UNICEF is involved are complex emergencies and natural disasters. A complex emergency is defined by UNICEF as 'humanitarian crisis in a country, region or society where there is total or considerable breakdown of authority resulting from internal or external conflict and which requires an international response that goes beyond the mandate or capacity of any single agency and/or the ongoing United Nations country program'. Such complex emergencies are typically characterised by extensive violence and loss of life, massive displacements of people, widespread damage to social structures and economies, and a collapse of political authority and rule of law. These situations require large scale, multi-faceted humanitarian assistance, though such efforts may be challenged by political and military constraints and significant security risks for humanitarian relief workers.

It is worthnoting that emergency situations, whether man-made or natural, may affect populations in a myriad of ways. For children and young people, emergencies present particular threats to their protection, security, mental and physical health, and overall development. The emergencies may also have additional impact on the functioning of their families and communities. In the meantime, UNICEF (2009) illustrates that in emergencies situations, populations may be displaced, infrastructure destroyed, social services disrupted, and community relationships altered. Tensions and divisions in the community may increase due to conflict or access to scarce resources. Significant resources and services including hospitals, religious institutions, schools, social services, and legal/justice systems may become the targets of warring parties, breakdown due to collapse of authority, financial support, security, or simply being overwhelmed by community needs exceeding the capacities of the systems. The aforementioned situation can subsequently lead to the loss of these key services and resources together with the breakdown in civil society which has a profound effect on the well-being of individuals, families and communities. In fact, whole societies or nations may be impacted by large-scale emergencies, resulting in long-term systemic change.

According to Ngu (2005), the importance of education in emergencies cannot be overemphasized given the different types of emergency situations that countries find themselves in and have to tailor their resources for reconstruction. Education remains a vital frontline activity that should be used to begin the process of support be it psychosocial, psychological or other. With the practical examples and frameworks provided by the different authors working on education in emergency situations; governments, development agencies, and other civil society organizations working towards improving on the condition of teaching and the teaching force in emergency situations have some tools to design, implement and monitor education in emergencies.

Theoretical frame work of the study

In respect to tthis study, we examined self-determination theory (Ryan and Deci, 2002) and attachment theory (John Bowlby, 1969). These theories bring out ideas and opinions suggested by these psychologists and philosophers to organize, predict and explain facts about pyschological needs, emotional feelings in relation to one's interactions with the social environment and experiences.

In line with the asset-based approach, the self-determination theory (Ryan and Deci 2002) regards human beings as dynamic and active in inherently searching for and engaging in challenges in their environments in an attempt to actualise their potential, capacities and sensibilities. The theory of self-determination, as a theoretical framework for the study reported here, posits three fundamental psychological needs, namely competence, relatedness and autonomy. The first psychological need is competence, which refers to a feeling of efficiency and effectiveness in one's interactions with the social environment and experiencing opportunities to apply one's capabilities. The basic need for competence

generally guides people to search for challenges that are optimal for their capabilities and continually to attempt to maintain and develop their skills and abilities through activity.

Relatedness refers to feeling connected to others, to supporting and caring for others and being supported and cared for by others. Relatedness implies a sense of belongingness and unity with others and with one's community (Ryan and Deci 2002). This view is supported by McKenna and Green (2003), who classify the need to belong as one of the most basic needs at an interpersonal level. This psychological need is further confirmed by Toseland and Rivas (2005) in their work on understanding group dynamics. These authors give reasons for people's attraction to groups, which include the need for relatedness, recognition and security.

Autonomy refers to being the perceived source of one's own behaviour and an expression of the self. When individuals are autonomous, they experience their behaviour as an expression of the self and they feel in control of situations (Ryan and Deci 2002). Similar to the asset-based approach's focus on well-being and self-actualisation; the self-determination theory posits that optimal well-being results when the basic psychological needs of competence, relatedness and autonomy are fulfilled (Patrick et al. 2007).

In the same regards, as stated in Yasemin, (2024) attachment theory, developed by John Bowlby (1969), is a fundamental psychosocial framework that explains how early relationships, particularly the bonds formed with primary caregivers, influence individuals' behaviors, emotional regulation, and mental health throughout their lives. According to Bowlby, attachment is not merely a biological need but a regulatory system essential for an individual's survival and emotional security (Bowlby, 1969). Attachment relationships play a crucial role in how individuals perceive the world and regulate their interactions with others. Secure attachment enables individuals to feel safe, protective, trust others, and develop healthy relationships. Conversely, insecure attachment may result in emotional difficulties, feelings of insecurity, and challenges in trusting others. Insecure attachment styles include avoidant, anxious/ambivalent, and disorganized attachment (Ainsworth et al., 2014; Main & Solomon, 1990). A central tenet of attachment theory is that individuals' ability to regulate their emotions is largely shaped by their early attachment to caregivers (Mikulincer& Shaver, 2007). Children who develop secure attachments tend to build healthy emotional regulation skills. These children are more likely to remain calm in stressful situations and manage their emotions effectively. In contrast, children with insecure attachments may struggle with emotional regulation and display either overly reactive or withdrawn behaviors in the face of stress (Gross & Thompson, 2007).Insecure attachment styles can weaken emotional regulation mechanisms. For instance, individuals with avoidant attachment are more inclined to suppress emotional expression and avoid emotional experiences, while those with anxious/ambivalent attachment may experience emotions with excessive intensity and find it difficult to cope with them (Mikulincer& Shaver, 2007). These challenges, particularly when experienced during childhood, can have long-term psychosocial consequences (Siegel, 2012).

The primary objective of this study is to examine, through a review of the literature, the impact of attachment-based therapies on emotional regulation skills in children.

Attachment theory plays a pivotal role in the development of emotional regulation, and thus attachment-based therapies are considered an effective approach for improving children's emotional well-being (Cassidy & Shaver, 2018). Therapeutic interventions aimed at fostering secure attachment relationships are particularly crucial for enhancing children's emotional regulation skills in the aftermath of stress and trauma (Siegel, 2012). The contribution of this review to the literature lies in understanding how attachment-based therapies support emotional regulation in children and gaining a deeper insight into current approaches in this field. Furthermore, this study aims to discuss the effectiveness of attachment-based interventions in clinical practice and provide recommendations for structuring therapeutic processes more effectively.

Attachment theory is a fundamental psychosocial concept that explains how early relationships, particularly those formed with primary caregivers, influence an individual's lifelong behaviors, emotional regulation, and mental health. Approaches grounded in Bowlby's attachment theory have gained increasing attention in the development of emotional regulation skills in children and are used in various therapeutic interventions. Attachment-based therapies serve as powerful interventions aimed at improving children's responses to stress and trauma, supporting emotional regulation skills, and promoting secure attachment patterns in social relationships. The impact of these therapies on emotional regulation is a significant area of research in both clinical practice and academic studies. Attachment-based therapies offer effective strategies for addressing emotional regulation difficulties in children, playing a crucial role in both clinical psychiatry and nursing practice. These therapies deepen intervention processes by taking into account the critical impact of a child's early experiences and attachment relationships on emotional development. Furthermore, strengthening the caregiver-child relationship accelerates emotional healing processes and reduces the risk of future mental health issues for children. These approaches, which can be applied in both clinical settings and family support services, make a significant contribution to the field of child mental health.

Statement of the problem

The provision of quality training to teachers in psychosocial support is to a large extent determined by the capacity of teachers to interpret and implement the content of training modules. This entails structuring the learning environment in accordance to prevailing trends in educatinglearners withpsychological and special needs to acquire healing opportunities, infused in daily teaching-learning activities and social interactions. The training and capacity building of teachers in psychosocial support in schools addresses the concerns of teachers in post-conflict/ emergency situation. Majority of teachersdo not have the knowledge and skills in psychosocial support activities to address the needs of children affected by crises or conflicts.It is important to understand that countries in emergency situations face the challenges of capacity development of teachers in psychosocial support who often have different educational and teachers' training levels, and a common standard for certification when training is provided.

Education services and opportunities in Cameroon for children affected by socio-political unrest in the North-West and South-West regions and that of Boko Haram attacks in the Far North, as well as the conflicts in the Central African Republic with the influx of refugees in the East region are major challenges to the education sector. The national education system has been charaterised by inadequate psychosocial supportprogrammes and facilities to accomodate children affected by these aforementioned crises. It is worthnoting that majority of teachers in schools hosting internally displaced and refugees lack basic skills and knowledge in psychosocial support in order to offer healing opportunities to these vulnerable group of children. In this wise, the reinforcement of teachers' capacities in psychosocial support entail the re-orientation on the delivery strategies and methods for the teachers' competency-based approach in the provision of healing opportunities to children affected by crisis. Therefore, there is a need for the Cameroon government and technical partners to develop and establish a strong teacher professional development programmeto capacitate teachers in psychosocial support for children affected by crises or conflicts. This will enable teachers to develop diverse and specialised guidance, counseling services and opportunities to meet the varied needs and aspirations of learners affected by crises.

Therefore, in-service teacher professional development training programmes in psychosocial support provide an ideal opportunity to assist children with psychological needs, special needs and vulnerabilities. In other words, in-service training of teachers in psychosocial support will enhance innovative pedagogical approaches that will support creativity, innovation and critical thinking in providing healing opportunities to children affected by crises. It is in this regard that the present study sought to find out whether the in-service teacher professional development in psychosocial support has a significant implication on the teaching-learning environment of crisis affected children in Cameroon schools, especially those hosting the internally displaced and refugee children. It is hoped that the study wouldprovide a comprehensive guide for in-service teacher professional development to develop and implement basic principles and techniques in psychosocial support activities for learners, especially in the context of providing healing opportunities and services to learners affected by crises.

METHODOLOGY

This presents a brief description of the methods and procedures used in carrying out the study. It is comprised of the following major sections: research design, research area, population of the study, sample and sampling techniques, research instrument, validation of instrument, reliability of instrument, administration of the instrument, methods of data collection and analysis. Descriptive survey research design was adopted and utilized for the study. Best and Kahn (1986) viewed descriptive design as conditions or relationship that exists, opinions that are held, processes that are going on, effects that are evident or trends that are developing. The design was also chosen because the researcher was trying to find out the relationship which exists amongst two variables.

This research was delimited to the areas hosting refugees and internally displaced persons in the ten regions of Cameroon precisely in semi-urban and urban areas. The choice of these areas was because it would give them close access to public primary schools hosting refugees and internally displaced pupils.

The target population was made up of teachers of public primary schools in hosting these vulnerable groups of persons. The accessible population was thus drawn from the 100 sampled public primary schools in the ten regions of Cameroon. In this survey, 450 teachers were randomly selected from these 100 primary schools in Cameroon.

The instrument used for this study was questionnaire. To assemble data for this study, a questionnaire was prepared by the researcher. The items of the questionnaire were aimed at getting information based on teachers' basic knowledge and experiences on psychosocial support and risk reduction and its influence on the teaching-learning environment of crisis affected children in Cameroon. In the field, the researcher sought the consent of the Head teachers to administer the questionnaires to the teachers. The researcher personally distributed the questionnaires to the teachers and gave simple instructions on how to fill them. The questionnaires were collected with the help of the Head teachers. Out of the 500 copies of questionnaires distributed, 450 copies were returned giving a return rate of 80%.

After collecting data from the field and before the researcher conducted the analysis and interpretation, there was need to prepare the data. . The results were presented on tables according to the characteristics of the questionnaire and percentages were sort and presented as descriptive statistics. To verify the efficacy of the hypotheses, the Chi- square (X^2) test of independence was used to find out whether there existed a relationship between the variables. The Chi- square was chosen because the study had to do with relationships between variables (teachers' basic knowledge and experiences on psychosocial support and its influence on the teaching-learning environment).

FINDINGS OF THE STUDY

VERIFICATION OF HYPOTHESES

In this section, each of the hypotheses of the study is restated and the variables are identified. The statistic needed to test each hypothesis is stated and the results of the data analysis are presented and interpreted. The hypothesis is verified through cross tabulation of the independent variable and dependent variable. Each of the three indicators for the independent variable were matched with the dependent variable (teaching-learning environment) to find out the extent to which the in-service professional development of teachers in psychosocial support impact the teaching-learning environment of crisis affected children in schools. Each hypothesis is tested at 0.05 level of significance with the use of chi-square (X^2).

HYPOTHESIS ONE

Step 1

Null Hypothesis (Ho₁): There is no significant relationship between teacher's know-how and experiences based on general principles of psychosocial support andthe teaching-learning environment of crisis affected children.

Alternative Hypothesis (H_{A1})

There is a significant relationship between teacher's know-how and experiences based on general principles of psychosocial support andthe teaching-learning environment of crisis affected children.

Step 2: α (level of significance) =0.05 or 5%

Step 3:chi-square is used, denoted by $X^2 = \left[\frac{\sum(0-E)^2}{E}\right]$

Step 4: Computing the test statistics

Table 1: A Contingency Table 6x4 for teacher's know-how and experiences based on general principles of psychosocial support and teaching-learning environment of crisis affected children.

	Item	teaching-learning environment of crisis affected children in schools.				
		SA	**A**	**D**	**SD**	TOTAL
Teacher's know-how and experiences based on general principles of psychosocial support	1	08(19.7)	26(29.7)	20(08)	06(2.7)	60
	2	19(19.7)	29(29.7)	05(08)	07(2.7)	60
	3	21(19.7)	33(29.7)	03(08)	03(2.7)	60
	4	21(19.7)	31(29.7)	08(08)	00(2.7)	60
	5	29(19.7)	24(29.7)	07(08)	00(2.7)	60
	6	20(19.7)	35(29.7)	05(08)	00(2.7)	60
	Total	118	178	48	16	360

Table 2: Calculation of X^2 Value for Hypothesis One

O	E	$0-E$	$(O-E)^2$	$\frac{(O-E)^2}{E}$
08	19.7	-11.7	129.87	6.59
26	29.7	-3.7	13.69	0.46
20	08	12	144	18
06	2.7	03.3	10.89	4.03
19	19.7	0.7	0.49	0.02
29	29.7	0.7	0.49	0.1
05	08	-3	9	1.12
07	2.7	04.3	18.49	6.84
21	19.7	1.7	2.89	0.14
33	29.7	3.3	10.89	0.36
03	08	-5	25	3.12
03	2.7	0.3	9	3.33
21	19.7	1.3	1.69	0.08
31	29.7	1.3	1.69	0.05
08	08	00	00	00
00	2.7	-2.7	7.29	2.7
29	19.7	9.3	86.49	4.39
24	29.7	-5.7	32.49	1.09
07	08	-1	01	0.12

00	2.7	-2.7	7.29	2.7
20	19.7	0.3	0.09	0.01
35	29.7	05.3	28.09	0.94
05	08	-3	09	1.12
00	2.7	-2.7	7.29	2.7
	TOTAL			**60.01**

Table 2: A Contingency Table 6x4 for teacher's know-how and experiences based on general principles of psychosocial support and teaching-learning environment of crisis affected children.

From the tables above, it was noticed that; → X^2 for the teachers was 60.01

Step 5; In order to read the critical values, it was necessary to calculate the degree of freedom (df) using the formula; df = (r-1) (c-1); where; r = total number of rows and c = total number of columns. →df = (6-1) (4-1) = 15

Therefore, the expected values of X^2 at 0.05 level of significance with 15 degree of freedom (df) is= 25.0 as read on the chi-square statistical table.

Step 6; Decision rule

Reject Ho in favor of Ha if X^2calculated value is greater than the tabulated value (critical value). Since X^2 calculated a value (60.01) is greater than X^2critical value 25.03, we reject the null hypothesis and retain the alternative hypothesis.

CONCLUSION

From the above findings it was concluded that, at significant level 0.05, there is a significant relationship betweenteacher's know-how and experiences based on general principles of psychosocial support andthe teaching-learning environment of crisis affected children.

HYPOTHESIS TWO

Step 1
Null Hypothesis (Ho$_2$): There is no significant relationship between teacher's innovative pedagogic infusion strategies of psychosocial activities and teaching-learning environment of crisis affected children

Alternative Hypothesis (H$_{A2}$)
There is a significant relationship between teacher's innovative pedagogic infusion strategies of psychosocial activities and teaching-learning environment of crisis affected children
Step 2: α (level of significance) =0.05 or 5%

Step 3:chi-square is used, denoted by $X^2 = \left[\frac{\Sigma(0-E)^2}{E}\right]$
Step 4: Computing the test statistics

Table 3: A contingency table 7x4 for between teacher's innovative pedagogic infusion strategies of psychosocial activities and teaching-learning environment of crisis affected children

	Item	Teaching-learning environment of crisis affected children				TOTAL
		SA	A	D	SD	
Teacher's innovative pedagogic infusion strategies of psychosocial activities	1	09(20.28)	15(28.57)	26(8.42)	10(2.71)	60
	2	23(20.28)	29(28.57)	08(8.42)	00(2.71)	60
	3	20(20.28)	28(28.57)	07(8.42)	05(2.71)	60
	4	22(20.28)	31(28.57)	05(8.42)	02(2.71)	60
	5	26(20.28)	32(28.57)	02(8.42)	00(2.71)	60
	6	28(20.28)	30(28.57)	01(8.42)	01(2.71)	60
	7	14(20.28)	35(28.57)	10(8.42)	01(2.71)	60
TOTAL		142	200	59	19	420

Table Nº 4: Calculation of X^2 value for hypothesis two

O	E	$0 - E$	$(O - E)^2$	$\dfrac{(O - E)^2}{E}$
0.9	20.28	-19.38	375.58	18.51
15	28.57	-13.57	184.14	6.44
26	8.42	17.58	309.05	36.7
10	2.71	7.29	53.14	19.6
23	20.28	2.72	7.39	0.36
29	28.57	0.43	0.18	0.01
08	8.42	-0.42	0.17	0.02
00	2.71	-2.71	7.34	2.71
20	20.28	-0.28	0.07	0.003
28	28.57	-0.57	0.32	0.01
07	8.42	-1.42	2.01	0.23
05	2.71	2.29	5.24	1.93
22	20.28	1.72	2.95	0.14
31	28.57	2.43	5.90	0.20
05	8.42	-3.42	11.69	1.38
02	2.71	-0.71	0.50	0.18
26	20.28	5.72	32.71	1.61
32	28.57	3.43	11.76	0.41
02	8.42	-6.42	41.21	4.89
00	2.71	-2.71	7.34	2.70
28	20.28	7.72	59.59	2.93
30	28.57	1.43	2.04	0.07
01	8.42	-7.42	55.05	6.53
01	2.71	-1.71	2.92	1.07
14	20.28	-6.28	39.43	1.94
35	28.57	6.43	41.34	1.44
10	8.42	1.58	2.49	0.29
01	2.71	-1.71	2.92	1.07
Total				113.37

A contingency table 7x4 for teacher's innovative pedagogic infusion strategies of psychosocial activities influence the teaching-learning environment of crisis affected children.

From the table above, it was noticed that; → **X²** for teachers =113.37

Step 5; In order to read the critical values, it was necessary to calculate the degree of freedom (df) using the formula; df = (r-1) (c-1); where; r = total number of rows and
 c = total number of columns. →df = (7-1) (4-1) = 18
Therefore, the expected values of X² at 0.05 level of significance with 18 degree of freedom (df) is= 29.0 as read on the chi-square statistical table.

Step 6; Decision Rule
Reject Ho in favor of Ha if X²calculated value is greater than the tabulated value (critical value). Since X² calculated value (113.37) was greater than X²critical value 28, we reject the null hypothesis and retain the alternative hypothesis.

CONCLUSION

From the above findings it was concluded that, at significant level 0.05, there is a significant relationship between teacher's innovative pedagogic infusion strategies of psychosocial activities andthe teaching-learning environment of crisis affected children

HYPOTHESIS THREE

Step 1

Null Hypothesis (H$_{03}$)
There is no significant relationship between teacher's personal development strategies in psychosocial support and the teaching-learning environment of crisis affected children.

Alternative Hypothesis (H$_{A3}$)
There is a significant relationship between teacher's personal development strategies on psychosocial support and the teaching-learning environment of crisis affected children.
Step 2: α (level of significance) =0.05 or 5%

STEP 3:chi-square is used, denoted by $X^2 = \left[\frac{\sum(0-E)^2}{E}\right]$

Step 4: Computing the test statistics

Table N° 5: A Contingency Table 7x4 forteacher's personal development strategies in psychosocial support and the teaching-learning environment of crisis affected children.

Teacher's personal development strategies on psychosocial support	Item	Teaching-learning environment of crisis affected children				TOTAL
		SA	A	D	SD	
	1	04(13.57)	15(20.28)	28(19.28)	13(6.85)	60
	2	20(13.57)	10(20.28)	25(19.28)	05(6.85)	60
	3	23(13.57)	30(20.28)	06(19.28)	01(6.85)	60
	4	18(13.57)	30(20.28)	06(19.28)	06(6.85)	60

	5	06(13.57)	12(20.28)	35(19.28)	07(6.85)	60
	6	07(13.57)	15(20.28)	25(19.28)	13(6.85)	60
	7	17(13.57)	30(20.28)	10(19.28)	03(6.85)	60
Total		**95**	**142**	**135**	**48**	**420**

Table Nº 6: Calculation of X^2 value for hypothesis three

O	E	$O - E$	$(O - E)^2$	$\dfrac{(O - E)^2}{E}$
04	13.57	-9.57	91.58	6.74
15	20.28	-5.28	27.87	1.37
28	19.28	8.72	76.03	3.94
13	6.85	6.15	37.82	5.52
20	13.57	6.43	41.34	3.04
10	20.28	-10.28	105.67	5.21
25	19.28	5.72	32.71	1.69
05	6.85	-1.85	3.42	0.49
23	13.57	9.43	88.92	6.55
30	20.28	9.72	94.47	4.65
06	19.28	13.28	176.35	9.14
01	6.85	-5.85	34.22	4.99
18	13.57	4.43	19.62	1.44
30	20.28	9.72	94.47	4.65
06	19.28	-13.28	176.35	9.14
06	6.85	-0.85	0.72	0.10
06	13.57	-7.57	57.30	4.22
12	20.28	-8.28	68.55	3.38
35	19.28	15.72	247.11	12.81
07	6.85	0.15	0.02	0.002
07	13.57	-6.57	43.16	3.18
15	20.28	-5.28	27.87	1.37
25	19.28	5.72	32.71	1.69
13	6.85	6.15	37.82	5.52
17	13.57	3.43	11.76	0.86
30	20.28	9.72	94.47	4.65
10	19.28	-9.28	86.11	4.46
03	6.85	-3.85	14.82	2.16
Total				**112.93**

A contingency table 7x4 for teacher's personal development strategies in psychosocial support and the teaching-learning environment of crisis affected children.

The tables above, showed that; → **X²** for teachers = 112.93

Step 5; In order to read the critical values, it was necessary to calculate the degree of freedom (df) using the formula; df = (r-1) (c-1); where; r = total number of rows and c = total number of columns. →df = (7-1) (4-1) = 18

Therefore, the expected values of X² at 0.05 level of significance with 18 degree of freedom (df) is= 29.0 as read on the chi-square statistical table.

Step 6; Decision Rule

Reject Ho in favor of Ha if X²calculated value is greater than the tabulated value (critical value). Since X² calculated value (112.93) was greater than X²critical value 29, the researcher rejected the null hypothesis and retained the alternative hypothesis.

CONCLUSION

From the above findings it was concluded that, at significant level 0.05, there is a significant relationship between teacher's personal development strategies in psychosocial support and the teaching-learning environment of crises affected children. To clarify the viewsof respondents opinions on the teacher's personal development strategies in psychosocial support and the teaching-learning environment, three questionnaire items were formulated with regards to this and were equally tested as shown below.

Table Nº7: A Contingency Table 3x3 for the in-service professional of teachers in psychosocial support impact the teaching-learning environment of crisis affected children in Cameroon

Variable	Item	teaching-learning environment of crisis affected children in schools				TOTAL
		SA	A	D	SD	
In-service teacherprofessionaldevelopment in psychosocial support	1	27(28.33)	13(5)	16(14.33)	04(1.67)	60
	2	29(28.33)	19(5)	12(14.33)	00(1.67)	60
	3	29(28.33)	15(5)	15(14.33)	01(1.67)	60
Total		85	47	43	05	180

Table Nº 8: Calculation of X^2 Value for Hypothesis on teaching-learning environment of crisis affected children in schools

O	E	$O - E$	$(O - E)^2$	$\dfrac{(O - E)^2}{E}$
27	28.33	-1.33	1.77	0.06
13	05	8	64	12.8
16	14.33	1.67	2.79	0.19
04	1.67	2.33	5.43	3.25
29	28.33	0.67	0.45	0.015
19	05	14	196	39.2
12	14.33	-2.33	5.42	0.37
00	1.67	-1.67	2.79	1.67
29	28.33	0.67	0.45	0.015
15	05	10	100	20
15	14.33	0.67	0.45	0.03
01	1.67	-0.67	0.45	0.26
Total				77.86

A contingency table 3x3 for the in-service teacher professional development in psychosocial support and the teaching-learning environment of crisis affected children in schools.The table above, showed that; $\rightarrow X^2$ for teachers = 77.86

Step 5; In order to read the critical values, it was necessary to calculate the degree of freedom (df) using the formula; df = (r-1) (c-1); where; r = total number of rows and c = total number of columns. $\rightarrow$df = (3-1) (3-1) = 04. Therefore, the expected values of X^2 at 0.05 level of significance with 04 degree of freedom (df) is= 9.49 as read on the chi-square statistical table.

Step 6; Decision Rule

Reject Ho in favor of Ha if X^2calculated value is greater than the tabulated value (critical value). Since X^2 calculated value (77.86) was greater than X^2critical value 9.49, the researcher rejected the null hypothesis and retained the alternative hypothesis.

CONCLUSION

From the above findings it was concluded that, at significant level 0.05, there is a significant relationship between the in-service teacher professional development in psychosocial support and the teaching-learning environment of crisis affected children in Cameroon.

COMPUTATION OF CONTIGENCY COEFFICIENT (CC)

The following formula was used;

$$cc = \sqrt{\frac{x^2}{N+x^2}} \, .$$

Where,

$$N = sample\,size\,and\,x^2 = calculated\,chi-square\,value$$

Table Nº 9: Contingency coefficient for hypotheses tested

Variables	N	X^2	$N + X^2$	$\sqrt{\frac{x^2}{N+x^2}} \, .$
Teacher's know-how and experiences based on general principles of psychosocial support and teaching-learning environment of crisis affected children.	Respondents = 60	60.01	120.01	0.71
Teacher's innovative pedagogic infusion strategies of psychosocial activities and teaching-learning environment of crisis affected children.	Respondents = 60	113.37	173.37	0.81
Teacher's personal development strategies in psychosocial support and teaching-learning environment of crisis affected children	Respondents = 60	112.93	172.93	0.81

For maximum contingency coefficient (C_{max})

$$Cmax = \sqrt{\frac{k-1}{k}}. \text{ Where } k = smallest numbers of rows or columns$$

$$Cmax = \sqrt{\frac{3-1}{3}} = \sqrt{\frac{2}{3}} = 0.816$$

$$Distribution = \frac{0.816}{3} = 0.272$$

Table Nº 10: Bases for the Classification of Magnitudes

Range of magnitude	Classification
0.000-0.288	Low
0.289-0.576	Moderate
0.577-0.866	High

Table Nº 11: Summary of results of hypotheses

No		Nullhypothesis	X^2 calculated	X^2 critical	Decision rejected	CC	Cmax	Magnitude
I	Ho1	Teacher's know-how and experience	60.01	25.0	Ho	0.71	0.816	High
II	Ho2	Teacher's innovative pedagogic infusion strategies	113.37	29	Ho	0.81	0.816	High
III	Ho3	Teacher's personal development strategies	112.93	29	Ho	0.81	0.816	High

The results of the testing of the various hypotheses showed a significant relationship between the independent and the dependent variables. The nature of the relationship was determined by calculating the correlation coefficient.

Table showed a high relationship for teacher's know-how and experience, teacher's pedagogic strategies, teachers' personal development strategies and the teaching-learning environment of crisis affected children. Based on these findings it was seen that the use of either of these variables significantly affect the teaching-learning environment of crisis affected children. It might either cause a favourable or unfavourable situation. It is evident here to understand that a protective and safety teaching-learning environment plays a vital role for teachers to provide psychosocial suuport activities to learners. This requires working

closely with skillful and trained teachers on this domain of psychosocial support to receive directives to determine their education needs and healing opportunities.

SUMMARY OF FINDINGS

The current study sets out to find out whether there is a significant relationship between teacher's know-how and experiences based on general principles of psychosocial support that impact the teaching-learning environment of crisis affected children. It is evident to affirm that when teachers capacities are reinforced in psychosocial support, it build teachers potientials and engage them to effectively play a crucial role modelling individual behavior of learners when they have emotional and traumatic challenges. The following verbatim quotation illustrates the reactions of teachers in terms of strategies acquired when they are empowered on psychosocial support activities; namely: *To help them come out of their stress ; To help them feel at home" ; helps to bring back the pupils from affected zone to belong as a family ; help to reduce stress ; help the pupils to share with those who are living in comfort zone ; help to restore confidence to the pupils ", Accepting the pupils the way they are ; To reduce fear from them ; activities to ensure equal participation ; ensure a sense of security; bring children to sense of normalcy, develop a spirit of calmness; help to make them pro- active in the face of a risk, build a spirit of resilience etc.*

In a nutshell, the training of teachers in psychosocial support activities instill new teaching experiences, methods and techniques in the infusion of psychosocial support activities in daily lessons. In the context of the participation of teachers, reflective thinking and subsequently the teacher's personal development is acquired. Keyes and Lopez (2005) refer to personal growth as a fundamental pathway to psychological well-being, as it is a continuous process of being open to new learning experiences, development and change. Just as the teachers in this study reported on personal growth and subsequent psychosocial support and care in their schools, the existing literature agrees that the process of capacity building can lead to individual development and growth, which in turn may enhance social change at a broader level (Ferreira 2008).

However, recent international research highlights that teachers and other school staff are in vital need of more competences concerning the psychosocial support challenges encountered by internally displaced and refugee children in schools hosting them. Therefore, in-service training of teachers on psychosocial support activities aims at increasing teachers' competence and skills in supporting internally displaced and refugee children psychosocial well-being as well as promoting their sense of school belonging and social inclusion.

RECOMMENDATIONS

From the findings of the study, it is evident that the capacity building of teachers in psychosocial support could have a profound impact on the teaching-learning environment by promoting learner's well-being, living together, peace and social cohesion, academic success,

positive relationships, and a supportive school culture. By investing in the in-service professional development of teachers, schools can create a holistic and inclusive approach to education that benefits the overall development of learners. Therefore, the following recommendations were derived from the analysis.

These recommendations have been segmented to target key domains. In all, psychosocial support in schools in Cameroon can have a significant impact on the well-being and success of learners, contributing to a healthy and supportive learning environment for all. Aside from content, part of the challenge is to determine how to rapidly deliver the training to a large number of teachers with varied levels of previous education and training. At the same time, programmers should consider the long-term development needs for certification and re-establishment of formal teacher training.

A national training guide of psychosocial support activities should be designed and incooporated in the teaching-learning programmes for master-trainers to train facilitators and teachers who would be involved in conducting psychosocial support activities in schools or other educational centres of learning. This trainingManualshould be accompanied by the facilitators' guide.

Revised the curriculum with the constant in-service training of teachers on psychosocial support activities. This will enable them to technically develop competence, strategies and skill in supporting vulnerable children affected by emotional and traumatic situation. This will help to create a school environment that promotes learning, social inclusion and coherence in the lives of children with special needs hope for a better future.

Promotion of a positive and protective school culture. In this case, the capacity building of teachers in psychosocial support could contribute to a positive and protective school culture where mental health and emotional well-being of learners are prioritized. By creating a supportive and nurturing environment for learners, teachers could help foster a sense of belonging, respect, protect, secure and collaboration among all members of the school community. Furthermore, reinforcing the capacities of teachers in psychosocial assistance in schools could create a more supportive and inclusive school environment where children with special needs and other social vulnerabilities feel valued, respected, and understood. This could help reduce bullying and other negative behaviors, promote positive relationships among learners and staff, and create a sense of community within the school milieu.

Moreover, a comprehensive and integrated approach should be adopted in providing healing opportunities to improved mental health of children with special needs and vulnerabilities. In this wise, psychosocial support activities in schools could help these children cope with stress, anxiety, and other mental health issues. By providing a safe space for the children to talk about their feelings and receive guidance from trained professionals,

psychosocial support activities could help prevent and address mental health problems affected by crises.

There should be constant reinforcement of teachers' capacities in psychosocial support activities to enhance academic performance of children with special needs and social vulnerabilities. When learners are mentally and emotionally well, they are more likely to engage in their learning and perform better academically. In the meantime, when teachers are able to provide psychosocial support to their learners, they could address the underlying emotional and mental health issues that might be impacting their learningas well as enhance their cognitive development. By promoting well-being, resilience, and positive coping strategies, teachers could help learners overcome obstacles, improve their academic performance, and reach their full potential especially as they develop a sense of high-self esteem.

Teacher education programs should be continuously reformed to include specified and generalised psychosocial support courses, which are premised on broad understandings and changing thinking about mental health and psychosocial assistance to children with special needs and those affected by crises. This in-service training of teachers in psychosocial assistance would enble them to increase understanding and awareness. The capacity building of teachers in psychosocial support could improve their understanding of mental health issues, emotional needs, and effective strategies for supporting children in need. This could help teachers identify children who might be struggling and provide appropriate interventions to help them thrive in the classroom.

Capacity building of teachers in psychosocial support could have a profound impact on the teacher's personal development in the aspect of an efective and efficient improvement of classroom managementand discipline. In the sense that when teachers who receive training in psychosocial support activities, they are better equipped to manage challenging behaviors, conflicts, and emotional situations in the classroom as well as plans to prevent or respond to disasters in emergency situations. By using effective communication, active listening, and problem-solving skills, teachers could create a positive, protective/safe and inclusive learning environment that could fosters academic growth and social-emotional development of the learners in respect to their individual differences. In this light, learners who receive psychosocial support are more likely to feel motivated and engaged in their education, leading to improved attendance and decreased dropout rates. By addressing emotional and mental health issues early on, schools could help learners stay in school and succeed academically.

More emphasis be placed on practical-orientated training and collaborative training to develop teachers in handling issues and challenges of risky behaviors in children. In this case, reinforcing the capacity of teachers in psychological support activities could help children develop positive social and emotional skills, such as communication, empathy, and decision-making, which could reduce the likelihood of engaging in risky behaviors such as substance abuse, violence, criminality, and risky sexual activity.

The capacity building of teachers in psychosocial assistance entails the enhancement of teacher-learner relationships. In this light, when teachers are equipped with the knowledge and skills to provide psychosocial support, they could build stronger relationships with their learners based on trust, empathy, and understanding. This positive relationship could create a supportive learning environment where learners with special needs and social vulnerabilities feel safe, secure, valued,active, confident, open and motivated to engage in their education.

Policymakers, educational authorities and teachers face many challenges in providing adequate and equal education for internally displaced, refugee and other socially vulnerable children. However, in order to be able to succeed, it is important that these children with special needs, as well as their resources, are taken into account in school. Adopting a holistic view, supporting the whole child, exposes a need for a comprehensive approach to inclusive education, that is an inclusve based school that takes into consideration educational needs as well as psychosocial needs. Moreover, such a comprehensive approach requires close cooperation between those engaged in the various provisions supporting these social vulnerability children both at school, at home and beyond.

Conclusion,

This study has revealed that teachers require constant effective and quality in-service training in psychosocial support activities in the move towards a more inclusive approach in the teaching-learning programmes. Although teacher personal development is highly essential for psychosocial support activities for children with special needs and other social vulnerabilities, teacher, school, and educational system challenges impact its effectiveness infusion of these activities in the teaching-learning environment. It is imperative to understand that the implementation of psychosocial support activities are founded on sustained teacher professional learning and teacher motivation, and that both formal and informal teacher personal development opportunities are fostered to mutually contribute to advancing teachers' preparedness and competencies for psychosocial assistance.

The constant capacity building of teachers in psychosocial support could have a profound impact on the teaching-learning environment by promoting learners' well-being, academic success, positive relationships, and a supportive school culture. By investing in the professional development of teachers, schools could create a holistic and inclusive approach to education that benefits the overall development of students. Therefore, it is ascertain that the in-service training of teachers in psychosocial supportporgrammes in education could foster creative thinking for teachers in how they could handle and engage children in learning process, while encouraging their psychosocial wellbeing. Through this capacity building training of teachers, children's education as well as their psychosocial wellbeing, teachers could have greater potentials to effectively impact the psychosocial wellbeing of all learners, their parents, families and the communities at large. Within the framework of implementing psychosocial support programmes in the school curriculum, teachers with acquired basic

knowledge and skills could be able to offer psychosocial support to distressed children. The acquired knowledge and tools could facilitate teachers to explore creative ways to help children to reduce stress, trauma, foster resilence and coping, build positive and supportive relationships and possible prevent short and long-term psychological problems.

Conclusively, psychosocial wellbeing is a necessary condition for any human being to realise their full potential and to lead fulfilling, healthy, positive and productive lives. Persons that have psychosocial wellbeing are confident, have self-esteem, feel safe and are able to solve problems, make decisions, build positive social relationships, work together and resolve conflicts. All children have psychosocial support needs. These could vary depending on a child's age, their life experiences, their family situation, gender, and even their individual personalities. The school and classroom environment, as well as the relationships between learners and the teachers, could contribute to support a child's psychosocial wellbeing. The in-service training of teachers could capacitate them to provide healing opportunities to learners through infusion of psychosocial support activities into teaching-learning programmes.

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