

Relationship Between Psychological Well-Being and Resilience among University Students in
Bamenda, Northwest Region, Cameroon.

Fain Kum Emmanuel

YS79/00023/2022

A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of Master of Arts in
Counselling Psychology

Institute of Youth Studies

Tangaza University

Nairobi

October 2025

DECLARATION

I, the undersigned, do declare that this thesis is my original work, and it was not attained through collaborative effort. It has not been previously presented to any other higher learning institution. The sources used in the thesis have been appropriately cited and duly acknowledged in full.

Fain Kum Emmanuel

Signature...

Date.....

This thesis has been submitted for examination with our approval as the University and supervisors.

Dr. Alice Nzangi (PH.D.)

Signature.....

Date.....

Dr. Daniel M. Kitonga (PH.D.)

Signature.....

Date.....

DEDICATION

This work is dedicated to my parents and to all those who aspire to become counselling psychologists.

ACKNOWLEDGEMENT

My gratitude goes first to God for the gift of life and for not only directing me to the right path but also for seeing me through this path.

Secondly, my gratitude goes to my supervisors, Dr Alice Nzangi and Dr. Daniel M. Kitonga, who held my hand all the way and made this journey not only a joyful but also a learning, meaningful, and fruitful one. I am grateful to Tangaza University and fraternity for providing the best environment to study in.

I am grateful to my sponsors, Fr. Innocent Wefon Akum and Fr. John Akain, for their financial and moral support. I am also grateful to my parents, Mr. and Mrs. Pauline and Raphael Kum, and my siblings (Loveline Nain and Veronica Pih), who have always supported me with prayers, words of encouragement, and love. I am grateful to Br. Dr. Tom Kearney and Dr. Emmanuel Nji Kah for proofreading my work and your positive comments and encouraging words.

My heartfelt appreciation goes to Maryclare Ghansibee, Mbah Clovis, Emilie, Beatrice Wambui, Caroline Okumu, and Gabriel Ugbong for their encouragement.

ABSTRACT

This study examined the relationship between psychological well-being and resilience among university students in Bamenda, Northwest Region of Cameroon. The motivation for this research stemmed from rising concerns about students' mental health in the area, driven by ongoing socio-political instability caused by the Anglophone crisis. The study's specific goals were: to determine the levels of psychological well-being among university students in Bamenda; to assess the levels of resilience among these students; and to explore the connection between psychological well-being and resilience among them. The research used two well-established psychological tools: Ryff's Psychological Well-Being Scale to measure well-being and the Connor-Davidson Resilience Scale (CD-RISC-25) for resilience assessment. These instruments served as the theoretical basis for quantifying the key concepts under study. A quantitative, correlational research design was adopted, targeting approximately 18,000 undergraduate and postgraduate students enrolled at the University of Bamenda and the Catholic University of Cameroon, Bamenda. A multi-stage sampling method, incorporating simple random sampling, was used to select a sample of 360 students. Out of these, 301 completed and returned questionnaires, resulting in an 83.6% response rate. Data collection involved structured, self-administered questionnaires, and analysis included both descriptive and inferential statistics. Descriptive data showed that 48.2% of participants were aged 18–25, with a nearly even gender split of 51.16% male and 47.84% female. Most respondents (84.1%) were undergraduates. Respondents from the Catholic University of Cameroon made up a larger share (56.81%) than those from the University of Bamenda (43.19%). Regarding psychological well-being, 38.9% of students scored high, 57.5% moderate, and 2.3% low. The average score was 2.3704 with a standard deviation of 0.53036, indicating moderate variability. For resilience, 33.2% showed high resilience, 57.8% moderate, and 9.0% low, with a mean of 2.2425 and a standard deviation of 0.60359. Inferential analysis with Chi-square tests found no significant links between resilience and demographic factors such as age ($\chi^2(4) = 4.552, p = 0.336$) or gender ($\chi^2(4) = 3.651, p = 0.455$), suggesting resilience levels were mostly unaffected by these variables. The findings indicated that most students exhibited moderate to high levels of both psychological well-being and resilience. However, a notable portion of students with low scores highlights the need for targeted psychological support. The study underscores the importance of implementing mental health initiatives and resilience-building programs in university environments, especially in conflict-affected areas. These insights contribute to a broader understanding of student mental health and provide a foundation for policy development and future research into student well-being in crisis settings.

Keywords: psychological well-being, resilience, university students, Bamenda, socio-political instability.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATIONS / ACCRONYMS.....	xi
OPERATIONAL DEFINITION OF TERMS	xii
OPERATIONALIZATION OF CONCEPTUAL VARIABLES	xiv
CHAPTER ONE.....	1
INTRODUCTION	1
1.1 Introduction	1
1.2 Background to the Study	1
1.3 Statement of the Problem	4
1.4 Purpose of the Study.....	5
1.5 Objective of the Study	6
1.5.1 General Objective	6
1.5.2 Specific Objectives	6
1.6 Research Questions	6
1.7 Significance of the Study	6
1.8 Scope /Delimitations of the Study.....	9
1.9 Assumptions of the Study	10
1.10 Chapter Summary.....	10
CHAPTER TWO	11
LITERATURE REVIEW	11
2.1 Introduction	11
2.2 Theoretical Literature Review	11
2.2.1 Ryff’s psychological well-being theory	11
2.2.2 The Resilience Theory.....	14

2.3 Empirical Literature Review	17
2.4 Conceptual Framework	32
2.5 Chapter Summary.....	33
CHAPTER THREE	34
RESEARCH METHODOLOGY.....	34
3.1 Introduction	34
3.2 Epistemology.....	34
3.3 Research Design.....	35
3.4 Location of the Study	35
3.5 Target Population	37
3.6 Sampling Design	37
Table 1: Sampling Frame	38
3.6.2 Sampling Technique.....	39
3.7 Research Instruments	40
3.7.1 Scoring of Ryff Psychological Well-Being Scale.	40
Table 2: <i>Levels of psychological well-being</i>	41
Table 3: Levels of Resilience	41
3.7.2 Pre-Testing of Instruments	42
3.7.3 Validity and Reliability of Research Instrument	42
3.8 Data Collection Procedures	44
3.9 Data Analysis	46
Table 4: Data Analysis	47
3.10 Ethical Considerations.....	47
3.12 Chapter Summary.....	49
CHAPTER FOUR.....	51
FINDINGS.....	51
4.1 Introduction	51
4.2 Response Rate	51
Table 5: Response Rate.....	51
4.3 Reliability of Instruments.....	52
Table 6: Scales Reliability.....	52
4.4 Demographic Characteristics	53

Table 7: Demographic Characteristics of Participants	53
4.5 Levels of Psychological Wellbeing Among University Students in Bamenda, Northwest Region of Cameroon.	54
Figure 2: Data Visualization for Levels of Psychological wellbeing.....	55
Table 8: Levels of Psychological Wellbeing.....	56
4.6 Levels of Resilience Among University Students in Bamenda, Northwest Region, Cameroon.	57
Figure 3: Data Visualization of Levels of Resilience	57
Table 9: Levels of Resilience	58
4.8 Relationship between psychological well-being and resilience among university students in Bamenda, Northwest Region, Cameroon.....	59
Table 10: Pearson's Correlation Coefficient for the Relationship between PWB and RS	61
4.9 Limitations of the Study	62
4.10 Chapter Summary.....	62
CHAPTER FIVE	64
DISCUSSION.....	64
5.1 Introduction	64
5.2 Levels of Psychological Wellbeing Among University Students in Bamenda, Northwest Region, Cameroon.....	64
5.4 Levels of Resilience Among University Students in Bamenda, Northwest Region, Cameroon	65
5.5 Relationship Between Psychological Well-Being and Resilience Among University Students in Bamenda, Northwest Region, Cameroon	70
5.6 Suggestions for theory improvement	72
5.7 Revision of the Conceptual Framework.....	74
Figure 5: Revised Conceptual Framework.....	74
5.8 Chapter summary	75
CHAPTER SIX.....	76
SUMMARY, CONCLUSION, AND RECOMMENDATIONS.....	76
6.1 Introduction	76
6.2 Summary of the Study	76
6.3 Conclusions of the study	77
6.4 Recommendations	79
APPENDIX A.....	93

Introduction Letter	93
APPENDIX B	94
Informed Consent.....	94
APPENDIX C	95
Questionnaire	95
APPENDIX D.....	99
Request and Permission to Use Standardized Tools.....	99
APPENDIX E	102
Letter of Introduction from Tangaza University	102
APPENDIX F.....	103
Ethical Clearance from Tangaza University	103
APPENDIX G.....	104
Permit from the Ministry of Secondary Education	104
APPENDIX H.....	105
Ethical Clearance from The Catholic University of Cameroon (CATUC) Bamenda.....	105
APPENDIX I	106
Permit from the Senior Divisional Officer	106
APPENDIX J	107
Map of Bamenda.....	107
APPENDIX K.....	108
Plagiarism Report.....	108

LIST OF TABLES

Table 1: Sample Frame	38
Table 2: levels of psychological well-being.....	41
Table 3: Levels of resilience	41
Table 4: Data Analysis	47
Table 5: Response Rate	47
Table 6: Scale Reliability.....	52
Table 7: Demographic Characteristics of Participants	53
Table 8: Distribution of Levels of Psychological Well-being.....	56
Table 9: Distribution of Levels of Resilience.....	58
Table 10: Pearson’s Correlation for the Relationship Between PWB and RS	61

LIST OF FIGURES

Figure 1: Conceptual Framework	32
Figure 2: Data visualization of levels of psychological well-being	55
Figure 3: Data visualization of levels of Resilience.....	57
Figure 4: Scattered Plot of the Relationship Between PWB and RS.....	60
Figure 5: Revised Conceptual Framework.....	74

ABBREVIATIONS / ACCRONYMS

CATUC	Catholic University of Bamenda, Cameroon
CD-RISC	Connor- Davidson Resilience Scale 25
PWB:	Psychological Well-Being
RPWB	Ryff's Psychological Well-Being Scale
RS:	Resilience
UBA	University of Bamenda
UNW:	University Students in Bamenda, Northwest Region, Cameroon

OPERATIONAL DEFINITION OF TERMS

University students: This is used to refer individual enrolled in an educational program for the purpose of learning, typically in higher education institutions. Students at this level are usually pursuing undergraduate or postgraduate degrees in various fields of study such as arts, sciences, engineering, business, or humanities and others. (UNESCO)

University: University is an institution of higher education that offers both undergraduate and postgraduate degrees across various academic disciplines. (UNESCO) It provides opportunities for advanced learning and research.

Resilience: Resilience refers to the ability of an individual to adapt and respond to stressors and challenges. It is the capacity to recover from setbacks and difficult experiences. (Connor & Davidson, 2003). In the context of this study, resilience will be measured using the Connor-Davidson Resilience Scale (CD-RISC25), which assesses an individual's ability to adapt and cope with stressors and challenges in the face of adversity

Psychological well-being: Psychological well-being refers to an individual's subjective evaluation of their mental and emotional state, impacting their life satisfaction and overall quality of life. (Diener et al., 2002, Ryff & Keyes, 1995;).It is a positive state of mind and an individual's ability to cope with everyday challenges. This study will measure psychological well-being using the Ryff Scales of Psychological Well-Being (RPWB), which assesses six domains of psychological well-being, including autonomy,

personal growth, environmental mastery, positive relations with others, purpose in life, and self-acceptance (Ryff, 1989).

OPERATIONALIZATION OF CONCEPTUAL VARIABLES

Psychological Well-being (PWB): This study utilized Ryff's Psychological Well-Being Scale (PWB), developed by Ryff et al., (1989), as the measurement instrument to assess psychological well-being among university students. The PWB will be self-administered; participants will receive an electronic Google Form version of the PWB questionnaire, which they will complete independently. The PWB consists of items rated on a 6-point Likert-type scale, with responses ranging from 1 (strongly disagree) to 6 (strongly agree). Participants will be instructed to indicate how often they have experienced each state of well-being described in the items. The total score ranges between 18 and 108. Higher scores reflect greater psychological well-being. While lower scores reflect low psychological well-being. The participants' self-reported responses are summed up to calculate total scores, and descriptive statistics like the mean and standard deviations will be used to summarize data.

The Connor-Davidson Resilience Scale (CD-RISC-25), developed by Connor and Davidson (2003), will be utilized to measure resilience among participants. The CD-RISC-25 will be administered through a self-report questionnaire format. It consists of 25 items, each rated on a 5-point Likert-type scale, with responses ranging from 0 (not true at all) to 4 (true nearly all the time). Participants will provide their responses to each item, and the total resilience score, ranging from 0 to 100, will be calculated by summing the individual item scores. Higher scores indicate greater resilience.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides an overview of the study by describing its background, goal, problem statement, and objectives to lay the groundwork for the arguments presented in the work. Along with outlining the significance, scope, delimitation, underlying assumptions, and chapter summary, it also included the study questions.

1.2 Background to the Study

This research aimed to focus on the relationship between psychological well-being and resilience among university students in Bamenda, Cameroon. In this context, "well-being" refers to a person's general mental health condition, encompassing emotional, psychological, and social aspects of functioning. It includes aspects such as life satisfaction, positive affect, purpose in life, and personal growth (Ryff, 1989). In conflict zones, the psychological well-being of individuals is often compromised due to constant exposure to violence, loss, and uncertainty. Research indicates that individuals in such environments experience elevated levels of depression, anxiety, and post-traumatic stress disorder (PTSD) (Fazel et al., 2012; Mollica et al., 2009). Understanding psychological well-being in the context of the Anglophone Crisis is crucial, as it provides insights into how to deal with the mental health issues confronted by university students in Bamenda.

Resilience, on the other hand, describes a person's or an individual's ability to adjust positively and bounce back from adversity, stress, or challenging situations. This involves personal traits and external support systems that enable one to maintain or regain mental health despite challenging circumstances (Connor & Davidson, 2003). Resilience is particularly pertinent in conflict zones, where individuals must navigate a range of stressors. Studies have shown that

resilience can be bolstered by factors such as social support, positive emotions, problem-solving skills, and cultural identity (Betancourt & Khan, 2011; Ungar, 2015). In the context of the Anglophone Crisis, resilience among university students is a key area of interest, as it can mitigate the negative impacts of the conflict on their psychological well-being.

The ongoing conflict in Israel and Palestine has had a significant impact on the mental health of students. According to a study conducted by Sheehi (2018), exposure to violence, displacement, and instability has led to significant mental health issues among Palestinian students, with high rates of PTSD, depression, and anxiety. The prevalence of PTSD among children in Gaza was reported to be around 41% (Thabet et al., 2017). Similarly, among Israeli youth, the constant threat of rocket attacks and the pervasive security situation has resulted in increased anxiety and stress levels, impacting their overall well-being (Dimitry, 2012).

Similar research, in Afghanistan, by Panter-Brick et al. (2011), showed that 38% of children had experienced war-related trauma, leading to significant mental health issues. The ongoing conflict has disrupted their education and social networks, exacerbating their psychological distress (Panter-Brick et al., 2011). Furthermore, the conflict between Ukraine and Russia has also severely impacted the psychological well-being of young people in the region. A study by Betancourt et al. (2014) found that children and adolescents exposed to the conflict in Eastern Ukraine exhibited high levels of psychological distress. Approximately 58% of the children surveyed in conflict zones reported symptoms of PTSD, and 30% reported symptoms of depression (Betancourt et al., 2014). The ongoing war has disrupted their education and social environments, exacerbating their mental health struggles (Tol et al., 2021).

According to a study by Betancourt et al. (2010), 43% of children exposed to armed conflict in the DRC exhibited symptoms of PTSD. Additionally, the study reported high levels of anxiety

and depression among these children, driven by exposure to violence, displacement, and the loss of family members (Betancourt et al., 2010). Few mental health services further complicate the situation, leaving many without the necessary support to cope with their experiences.

South Sudan, one of the world's youngest nations, has faced continuous internal conflict since its independence. The impact of the crisis on the psychological well-being of its youth is substantial. According to a 2017 UNICEF poll, more than 70% of youngsters in conflict-affected areas showed signs of psychological distress. The persistent violence, displacement, and disruption of social structures contribute to high levels of PTSD, depression, and anxiety among South Sudanese youth (UNICEF, 2017).

Other nations experiencing conflict also report significant impacts on the psychological well-being of their youth. For example, in Syria, a survey by Save the Children (2017) revealed that 84% of children had experienced bombing or shelling, and 50% reported feeling no hope for the future. This widespread exposure to violence has led to high levels of psychological distress among Syrian youth, with many suffering from PTSD and depression (Save the Children, 2017).

From the above presentation, it is evident that the psychological well-being of students and youth in conflict zones such as Israel and Palestine, Ukraine and Russia, Syria, Afghanistan, South Sudan, Cameroon, and other conflict-affected nations is severely compromised. The frequency of anxiety, sadness, and PTSD among these inhabitants is alarmingly high, driven by continuous exposure to violence, displacement, and instability.

To be more specific, this study was based on the ongoing Anglophone Crisis in Cameroon, which has resulted to school closures, and disruptions of essential services in the affected regions. Bamenda, the Capital City of North West Region, has experienced significant turmoil. University students in Bamenda face numerous challenges, including disruption of lectures and classes, fear

of violence, displacement, and limited access to resources (Tassou et al., 2022). These stressors have profound implications on students' overall well-being and others. In Bamenda, understanding the interplay between psychological well-being and resilience can provide valuable insights into how students can navigate the challenges posed by the crisis.

There is therefore an urgent need for targeted mental health programs to address the psychological influence of conflict on university students globally and in particular University students in Bamenda, Cameroon. While existing research has explored the impact of the Anglophone Crisis on mental health, there is a notable gap in studies focusing specifically on university students in Bamenda. This is because literature on this issue tends to address broader populations or general mental health outcomes, often overlooking the unique experiences and challenges faced by this group (LeClerc-Bazin et al., 2021). Additionally, limited studies have examined resilience in promoting psychological well-being within this specific context (Egbe, 2020). This study seeks to fill this gap by examining the relationship between psychological well-being and resilience among university students in Bamenda.

1.3 Statement of the Problem

University students in Bamenda, Cameroon, are expected to be able to pursue their education in a stable and supportive environment that promotes their psychological well-being and resilience. The ongoing Anglophone crisis has severely disrupted the lives of individuals, especially university students in affected areas. The crisis, marked by civil unrest, violence, and political strife, has created an atmosphere of uncertainty, fear, and significant psychological distress for many students (Ngwana, 2018). These students are experiencing elevated levels of anxiety, depression, and post-traumatic stress (Tabi & Bangsi, 2021), which detracts them from their academic performance and overall well-being.

This lack of targeted knowledge hinders the development of effective interventions and support systems. The psychological distress faced by these students is profound and pervasive, affecting their mental health, academic progress, and prospects. As a result, if the problem persists, it could lead to long-term effects on academic performance and achievements among university students in Bamenda. Continued exposure to such a hostile environment without adequate support could exacerbate psychological issues, impair academic performance, and reduce the overall resilience of these young individuals, hindering their ability to contribute positively to society. This research seeks to address the research gap by examining, the relationship between psychological well-being, and resilience, among university students in Bamenda.

While previous research works have documented the adverse mental health impacts of such crises, there is a lack of specific studies on how psychological well-being and resilience relate in this context. Understanding these dynamics is crucial as psychological well-being and resilience are key factors in helping individuals cope with and adapt to adverse situations (Ryff, 1989; Connor & Davidson, 2003). However, the relationship between these constructs among university students in Bamenda remains largely unexplored (Nche & Baba, 2020). The gap in research limits the understanding of coping mechanisms and protective factors that are critical for supporting university students amidst the sociopolitical upheaval.

1.4 Purpose of the Study

The study's purpose was to examine the relationship between psychological well-being and resilience among university students in Bamenda, aiming to enhance understanding of these factors and improve student support within the unique context of CATUC and Bamenda Universities in Northwest Cameroon.

1.5 Objective of the Study

This research was based on one main objective and three specific objectives.

1.5.1 General Objective

The general objective of the study was to examine the relationship between psychological well-being and resilience among university students in Bamenda, Cameroon.

1.5.2 Specific Objectives

This study had three distinct objectives:

- 1 To determine the levels of psychological well-being among university students in the Bamenda Northwest region, Cameroon.
- 2 To find out the levels of resilience among university students in Bamenda Northwest region, Cameroon.
- 3 To examine the relationship between psychological well-being and resilience among university students in Bamenda Northwest region Cameroon.

1.6 Research Questions

This research put forth three research questions guided by the study's objectives.

- 1 What were the levels of psychological well-being among university students in Bamenda Northwest region Cameroon?
- 2 What were the levels of resilience among university students in Bamenda Northwest region Cameroon?
- 3 What was the relationship between psychological well-being and resilience among university students in Bamenda Northwest region Cameroon?

1.7 Significance of the Study

Creswell (2011) emphasizes that the significance of a study lies in the important learnings, discoveries, and unique contributions it adds to a specific group of people or individuals. This

study's significance lies in its potential to substantially impact both the well-being of students and their overall quality of life, to policymakers, academia, government, and others, particularly among university students in Bamenda, Northwest Region, Cameroon. Several key points underscore the importance of this research endeavor

University Students

University students, as the primary beneficiaries of this study, will benefit directly from insights into how resilience can bolster their psychological well-being amid the challenges posed by the Anglophone crisis. By identifying resilience factors that contribute to mental health. The study can equally enhance students' coping mechanisms where students can gain a better understanding of how to develop personal resilience, which could improve their ability to cope with stress, anxiety, and trauma stemming from the ongoing instability. Furthermore, insights from the study can guide universities to implement or enhance support systems tailored to students' unique needs, fostering an environment that prioritizes mental health and well-being. Empowering Students with Knowledge with awareness of factors that affect well-being and resilience may inspire students to actively seek resources, adopt self-care strategies, and engage in practices that enhance their resilience and overall well-being.

University Administration

The university administration can leverage the findings to create a supportive and responsive educational environment for students affected by conflict. Benefits include Program Development with insights into students' resilience and psychological needs, university leaders can establish mental health programs, peer support groups, and resilience-building workshops. By so doing, this proactive approach can help reduce dropout rates and enhance student retention. In addition, to targeted mental health initiatives, the study can inform the development of counseling

services, stress management workshops, and other resources aimed specifically at addressing the mental health impacts of the crisis on students. By fostering a culture that values mental health, universities can contribute to a more positive campus environment, one where students feel understood, supported, and empowered to overcome adversity.

Policy Makers

Policymakers stand to benefit significantly from the study, as it provides data-driven insights into how the Anglophone crisis affects students' mental health, thereby guiding policy decisions. Specific benefits include Informed Mental Health Policies: The study will supply critical data on the challenges faced by students, helping policymakers develop tailored mental health policies and programs that specifically address the needs of young people in conflict-affected areas. Understanding the resilience factors among university students allows policymakers to allocate resources efficiently, supporting both educational and mental health initiatives that can mitigate the impact of the crisis on students.

Counseling Psychology Practitioners

Counseling psychology practitioners, who work directly with students and other youth, can apply the study's findings in their therapeutic practices. With benefits such as culturally tailored interventions and understanding the resilience and psychological well-being of university students in Bamenda will enable counselors to develop culturally sensitive treatment plans that align with the students' unique experiences and cultural contexts. The study's findings on resilience factors will allow counselors to create preventative mental health programs that help students build resilience proactively, reducing the likelihood of more severe mental health issues down the line.

Academia and Researchers

For researchers and academia, this study adds valuable insights to the field of mental health in conflict settings. The study addresses a gap in the literature regarding the mental health of university students specifically within the context of the Anglophone crisis, adding depth to academic discussions on resilience and psychological well-being. This study's findings can serve as a basis for further research, encouraging additional studies that explore similar themes in other conflict-affected regions or among different populations.

1.8 Scope /Delimitations of the Study

According to Kothari (2011), the study's scope defines how far the research goes. A research project will be investigated, as will the specific topics that will be covered. The delimitation of the study describes the boundaries, such as the inclusion criteria, the study population, geographical borders, and other inclusion characteristics. The study's scope and delimitation seek to put its objectives into a plain perspective.

As aforementioned, this study focuses on university students in Bamenda, the capital city of the northwest region of Cameroon. It aims to understand the relationship between psychological well-being and the manifestation of resilience symptoms (RS) within this specific geographic area. Their experiences and perceptions of PWB and resilience are central to this research. Also, the study explores the prevalence and levels of PWB among University students, focusing on the emotional and psychological reactions they may experience due to direct exposure to crisis. The research investigates the levels of resilience, including emotional, informational, and instrumental support, as a potential buffer against the negative impacts of PWB on University students.

Having university students as its primary focus, the study does not delve into the experiences of other institutions of learning who may also be experiencing PWB. It maintains a narrow focus on the university sector for quality and effectiveness. In a bid to work within a

manageable and meaningful framework, the study does not comprehensively address external factors beyond the scope of PWB and Resilience, such as organizational culture or specific institution policies, which could also influence students in universities' well-being and quality of life.

1.9 Assumptions of the Study

For this study to be carried out, some assumptions were made, such as:

- 1 The participants in this study had experienced the Anglophone crisis.
- 2 The University students of Bamenda were willing to participate in this study.
- 3 Generalizations of the findings could be applied to a similar population.
- 4 The respondents gave honest answers to the questions in the questionnaires

1.10 Chapter Summary

The researcher in this chapter set the stage for examining the relationship between psychological well-being and resilience among university students in Bamenda, Northwest Region of Cameroon, amidst the Anglophone crisis. Research questions, objectives, and underlying assumptions have all been outlined, as well as the problem description and purpose of the study. This chapter also presented the research objectives, scope, and delimitations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on theories and studies on PWB and Resilience among university students. The literature review included a theoretical framework that explained the nature of PWB and its relationship with Resilience. The empirical literature reviewed included literature from scholarly and peer-reviewed journals. The empirical literature chosen were studies that have been conducted globally, regionally, and locally. This chapter excluded literature that was not written in English, non-peer-reviewed, and unpublished material. The provided conceptual framework and a summary wrapped up the chapter.

2.2 Theoretical Literature Review

The following theories were being used to build a theoretical literature review in light of the research variables and to deduce the relationship between the two variables and hence how they account for observed behavior.

2.2.1 Ryff's psychological well-being theory

Psychological Well-being Theory, developed by Carol D. Ryff in the late 1980s, posits that psychological well-being is a multifaceted construct encompassing six core dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance (Ryff, 1989). Ryff developed this theory in response to the limitations she perceived in existing measures of psychological well-being, which primarily focused on the absence of mental illness rather than the presence of positive functioning.

According to Waters et al., (2022), this model of psychological well-being suggests that a person's overall wellness is achieved by flourishing across six essential dimensions as mentioned

above. Each aspect plays a unique role in contributing to an individual's sense of fulfillment. For example, autonomy emphasizes one's ability to make independent choices, while environmental mastery refers to effectively managing life and one's surroundings. (Ryff & Keyes, 1995) Personal growth involves a commitment to self-improvement and learning, and positive relationships underscore the value of deep, trusting connections with others. Purpose in life is about having direction and meaningful goals, whereas self-acceptance involves embracing oneself and one's past experiences (Positive Psychology Center, 2020).

In exploring well-being among university students in Bamenda, the current study draws on Ryff's framework, particularly focusing on how these dimensions manifest amidst the challenging context of the Anglophone crisis. Autonomy, environmental mastery, and personal growth are critical to understanding how students adapt and respond to these external stressors. Additionally, the levels of positive relationships, purpose, and self-acceptance are investigated to gauge how students' social ties and self-perceptions impact their mental health during this period (Springer Link, 2018).

Autonomy, one of the dimensions of self-regulation and independence, further enhances well-being. When people perceive themselves as having control over their lives, they experience higher levels of satisfaction and fulfillment. This aspect of autonomy also interconnects with the dimension of positive relations, which emphasizes forming and maintaining healthy, supportive relationships. Such relationships foster happiness and play a vital role in psychological well-being (Ryff & Keyes, 1995).

Environmental mastery, another crucial aspect, is about effectively managing one's surroundings and utilizing available opportunities. This ability to exert control over various life

situations helps individuals attain their goals and boosts their overall well-being (Positive Psychology Center, 2020).

Personal growth, which fosters continuous development and self-realization, also plays a pivotal role in well-being. Individuals committed to personal growth often experience increased positive emotions, which in turn bolsters their sense of purpose and overall mental health. As people expand their capabilities and pursue new challenges, they deepen their sense of fulfillment and adaptability (Positive Psychology Center, 2020).

Positive relationships with others, this dimension involves having strong and healthy relations and supportive relationships with others. Individuals who have positive relationships with others are likely to feel happy and fulfilled, and this greatly contributes to the psychological well-being of that person.

Purpose in life is the third dimension of Ryff's psychological well-being theory. According to him, this dimension contributes to the psychological well-being of an individual by providing goals and a sense of direction to that person, making life meaningful. (Ryff, 1989) When individuals have a clear sense of purpose, they are more likely to adopt an optimistic outlook toward life and are better able to cope with adversity.

Self-acceptance, one of the core dimensions, refers to having a positive attitude toward oneself, including acceptance of past experiences. Those with higher self-acceptance are generally more satisfied and report greater happiness. This dimension not only enhances individual well-being but also promotes personal growth, enabling people to learn from their experiences and develop resilience (Positive Psychology Center, 2020)

In the context of Bamenda, Ryff's model will provide an insight into the resilience of university students. The theory underscores the importance of self-acceptance, purpose, and

positive relationships in bolstering psychological well-being. By nurturing these dimensions, individuals can mitigate stress and adversity, thereby enhancing emotional resilience and adaptability (Ryff, 2014).

While Ryff's theory offered valuable insights into psychological well-being by highlighting factors like autonomy and positive relationships, it did not fully capture the dynamic, adaptive processes involved in resilience, especially in the face of prolonged crises. For university students in Bamenda who experienced unique socio-political stressors due to the Anglophone crisis, understanding resilience required a more nuanced framework that accounts for the ways individuals cope, adapt, and thrive amid adversity. Thus, introducing a second theory focused specifically on resilience was to complement Ryff's model by addressing the psychological mechanisms that enable students to maintain well-being under these challenging conditions.

2.2.2 The Resilience Theory

The Resilience Theory, as proposed by Connor and Davidson, postulates that resilience is a dynamic and adaptable capacity that individuals can develop over time. This capacity enables them to manage and recover from stress, trauma, or adversity effectively. Rather than viewing resilience as a fixed trait, the theory highlights it as a process that can be cultivated and strengthened through various life experiences and coping strategies. (Connor, et al., 2003) Specifically, the theory identifies critical components of resilience, such as personal competence, tenacity, adaptability, and the ability to maintain positive relationships, which collectively contribute to an individual's capacity to overcome challenges (Connor & Davidson, 2003) .

The theory was operationalized through the Connor-Davidson Resilience Scale (CD-RISC), which quantitatively measures resilience by assessing a person's ability to bounce back from difficult situations. In the context of the study, this scale will be applied to university students

in Bamenda to evaluate their resilience levels in response to the ongoing Anglophone crisis. By measuring resilience, the study aims to explore how well students are able to cope with and adapt to the challenging circumstances, and how resilience potentially enhances their psychological well-being amidst such adversity (Connor, et al., 2003). Developed in the early 2000s, the Resilience Theory by Kathryn M. Connor and Jonathan R.T. Davidson focuses on individuals' capacity to cope and even thrive despite adversity. This theory is quantitatively measured through the Connor-Davidson Resilience Scale (CD-RISC), which was introduced in 2003 as a tool to assess resilience as the ability to recover from stress and trauma (Connor, et al., 2003)

Central to the theory is the idea that resilience is not fixed but can evolve and grow over time. Key components identified in this model include personal competence, high standards, tenacity, trust in one's instincts, and the ability to accept change and maintain secure relationships. Other factors such as tolerance for negative emotions, spiritual influences, and a sense of control over one's life also play essential roles (Connor, et al., 2003) .

In the context of university students in Bamenda, Connor and Davidson's theory was particularly relevant. Elements such as personal competence, tenacity, and tolerance for negative emotions were essential to understanding how students adapt to and manage the stresses associated with ongoing socio-political instability. The dynamic aspect of resilience, as emphasized by this theory, suggested that students' resilience can be strengthened through targeted interventions that build on these attributes, potentially improving their psychological well-being amid adversity (Connor & Davidson, 2003)

This study utilized the CD-RISC 25 to measure the resilience of students, providing a quantitative basis to explore the relationship between resilience levels and psychological well-being. By assessing these resilience factors, the research aims to demonstrate how resilience serves

as a protective buffer, mitigating the adverse impacts of the crisis on mental health (Connor & Davidson, 2003)

Acceptance of Change and Secure Relationships is the third aspect of resilience theory, focusing on recognizing and adapting to change while maintaining secure relationships. Individuals with high levels of this component report feeling comfortable with and even welcoming changes in their environment while drawing strength from supportive relationships during challenging circumstances. Pérez-Rojo, et al. (2023),

According to Pérez-Rojo et al., (2023)., The feeling of control over one's own life plays a vital role in resilience theory. This component highlighted the importance of individuals' ability to develop a sense of control and agency over their lives, empowering them to find strength and cope with any adversity that may arise. It also involved focusing on aspects of one's life that one can control, such as decision-making, while accepting those that are beyond control. (Pérez-Rojo, et al., 2023).

Finally, the Spiritual Influences component of resilience theory recognizes the impact of faith or spiritual beliefs' strength in building resilience. Pérez-Rojo, et al., (2023). It highlights the capacity of individuals to find solace and cope in challenging emotional environments, especially when they feel disconnected or marginalized.

This study aimed to assess the students' resilience levels and examine how they correlate with their psychological well-being, as Ryff's psychological well-being theory describes. As such, the resilience theory, in this context, seeks to help analyze the students' capacity to cope with the harsh realities of their environment. Additionally, the theory highlights the importance of developing interventions to support students' mental health during conflicts by strengthening their resilience. Ultimately, the Resilience Theory provides a framework for understanding the complex

interplay between resilience and psychological well-being, enabling the design of relevant interventions that can support individuals exposed to adverse situations.

2.3 Empirical Literature Review

The empirical literature review focused on the relationship between psychological well-being and resilience among university students in Bamenda, Cameroon, particularly in the context of the ongoing Anglophone crisis. The review will be structured into several subsections that explore different dimensions of psychological well-being, resilience, and their interrelations while also identifying gaps in the existing literature. According to Galvan and Galvan (2017), primary publications serve as the primary reservoirs for comprehensive insights into research methodologies and findings. In alignment with this principle, this section delves into the empirical literature surrounding the psychological well-being and resilience of university students. The review spans global, regional, and local perspectives to provide a comprehensive understanding of the constructs under study.

2.3.1 Levels of Psychological Well-Being Among University Students

Psychological well-being (PWB) refers to an individual's subjective evaluation of their mental and emotional state, impacting their life satisfaction and overall quality of life. It signifies a positive state of mind and an individual's ability to cope with everyday challenges. This study measured levels of psychological well-being using Ryff's Scale, which, as already intimated, assesses six domains of psychological well-being: autonomy, personal growth, environmental mastery, positive relations with others, purpose in life, and self-acceptance.

Psychological well-being has gained global attention due to increasing concerns about mental health among university students. According to the World Health Organization (WHO, 2023), globally, more than 35% of university students report symptoms of depression, anxiety, or

stress, highlighting a critical need to understand and enhance their well-being. Auerbach et al. (2021) conducted a study across 21 countries, involving over 13,000 university students, and revealed that 31% met the criteria for at least one mental disorder, with depression (20%) and generalized anxiety disorder (18%) being the most prevalent. These statistics indicate an alarming decline in psychological well-being across diverse academic environments.

Globally, university students face significant psychological well-being challenges, exacerbated by academic pressures and socio-economic conditions. For instance, a study in the United States in 2021 found that over 60% of college students met the criteria for at least one mental health issue, with depression and anxiety being particularly prevalent (Lipson et al., 2022). This study underscored how academic stress and financial constraints contribute substantially to diminished well-being among students (Frontiers, 2022). Similarly, a survey in China in 2023 indicated that post-pandemic stress remained high among students, with moderate to severe depression reported in 28%, highlighting the prolonged impact of COVID-19 on mental health (Frontiers, 2023).

Further global research supports these trends. Auerbach et al. (2018) conducted a large-scale survey across eight countries (Australia, Belgium, Germany, Mexico, Northern Ireland, South Africa, Spain, and the United States) and found that approximately 31% of students reported experiencing at least one mental health disorder, with depression and anxiety being the most common conditions. This significant prevalence emphasizes the urgent need for enhanced mental health support and intervention strategies in universities worldwide (Auerbach et al., 2018). While these studies highlight the commonality of mental health struggles, they do not delve into resilience factors or coping mechanisms that could mitigate these issues, a gap that this research seeks to address.

Despite these challenges, some studies show a more positive outlook for some student populations. A global study by Keyes and Westerhof (2018), conducted in the USA and the Netherlands, found that 62% of university students reported moderate to high levels of psychological well-being. The study emphasized the role of emotional balance, autonomy, and positive relationships in student well-being, suggesting that a good number exhibited moderate to high levels of psychological well-being, with indicators such as positive relations, autonomy, and self-acceptance relatively stable. Similarly, Ryff and Singer (2019), using Ryff's Psychological Wellbeing Scale in the USA, reported that 59% of students demonstrated flourishing mental health characterized by purpose in life and self-acceptance.

More specific international studies provide further insights into factors influencing psychological well-being. According to Ryff et al. (2018) in the United States, a study of 500 undergraduates aged 18-25 years indicated that students with higher levels of autonomy and purpose in life scored higher in overall well-being, suggesting that promoting independence and goal-setting can enhance well-being. In Australia, McCarthy, Moller, and Foulis (2020) evaluated psychological well-being among 300 undergraduate students and found that those experiencing high levels of perceived academic stress reported lower scores in dimensions like self-acceptance and positive relations, emphasizing the importance of stress management interventions. Zhang and Leung (2021) in China investigated the well-being of 1,200 undergraduate students amid the COVID-19 pandemic and reported decreased psychological well-being due to isolation and academic disruptions, indicating the need for mental health programs and peer support systems during crises.

In Africa, studies show similar trends with a focus on the unique stressors tied to socio-political and economic instability. Obeng and Yeboah (2019) in Ghana found that 65% of

university students had moderate levels of psychological well-being, significantly influenced by family support and religious engagement. Moses and Wambua (2020) in Nairobi, Kenya, found that 57% of students reported moderate psychological well-being, with stress and poor coping mechanisms being key challenges. Ndinga & Ebangha (2021) in Gabon noted 61% moderate well-being levels among university students, attributing emotional support systems and cultural values as buffers against stress. In South Africa, a 2020 study revealed that 35% of university students exhibited symptoms of moderate to severe depression, with financial hardship and academic pressures cited as primary contributors (Bantjes et al., 2020). Another study involving students from Ghana, Nigeria, and Kenya indicated that anxiety and depressive symptoms affected roughly 30% of students, exacerbated by high levels of unemployment and economic uncertainty (Peltzer & Pengpid, 2021). These studies underscore the widespread nature of mental health challenges among university students in these regions, indicating a universal pattern of mental health concerns regardless of geographical and economic context.

Additional African research highlights factors that support or hinder psychological health. Abubakar et al. (2019) in Kenya analyzed psychological well-being among 400 undergraduates in Nairobi and found that students with strong social support networks reported higher levels of well-being, highlighting the value of supportive environments. Olaoye and Ogundele (2020) in Nigeria assessed well-being levels among 350 undergraduate students in Ibadan, with results indicating that socio-economic background and financial stress negatively impacted psychological well-being, recommending student financial support systems. Dlamini and Mndzebele (2022) in Eswatini studied 200 undergraduate students and discovered that those who engaged in extracurricular activities reported higher levels of well-being, showing that recreational and social activities positively contribute to psychological well-being. Similarly, in South Africa, a study by

Bantjes et al. (2016) found that approximately 32% of university students exhibited moderate to severe depressive symptoms, reflecting a significant mental health burden among African students and suggesting the need for comprehensive mental health services within university settings. While these studies indicate the critical role that external stressors play in student well-being on the continent, they largely overlook how resilience could support students in coping with these challenges. This research aims to address this gap by examining the levels of resilience in supporting psychological well-being under such socio-economic conditions.

In the context of Cameroon, and specifically Bamenda, recent studies have focused on the compounded impact of the Anglophone crisis on student mental health. Manga and Biloa (2020) reported that 54% of university students in Yaoundé had moderate levels of well-being, largely influenced by socioeconomic conditions. Tangwa and Nfor (2022) revealed that 63% of students at the University of Bamenda showed moderate psychological well-being, with spiritual practices and social connections acting as protective factors. Fung and Neba (2023) found that students scored high in self-acceptance (mean=4.0) but low in autonomy (mean=2.7), indicating varying levels of well-being across dimensions. Nkwenti et al. (2023) found that nearly 40% of university students in Bamenda exhibited symptoms of post-traumatic stress disorder (PTSD), with heightened levels of anxiety and depression linked to ongoing conflict. Furthermore, Moukam et al. (2022) reported lower levels of psychological well-being among students in conflict-affected regions compared to those in more stable environments. Awa and Ngwa (2023) in Cameroon examined the well-being of 300 students at the University of Buea, showing that factors like community violence and economic hardship significantly reduced levels of well-being, indicating the critical need for student counseling services in crisis-prone areas.

Despite these findings, the gap identified that local studies have yet to explore how resilience specifically helps students manage the unique stressors posed by the prolonged conflict in Bamenda is significant in the context of the first research objective, which seeks to assess psychological well-being levels among university students. Although evidence from various contexts showed that resilience serves as a protective factor that improves psychological well-being (Ngwa et al., 2023; Brown et al., 2023), no targeted research has examined this relationship within Bamenda's specific socio-political environment. This lack of research creates an important knowledge gap because how resilience supports psychological well-being in conflict zones is still underexplored locally. The complex, layered stressors such as socio-economic instability, displacement, interrupted education, and psychosocial trauma likely influence how resilience functions for students in Bamenda (Ministry of Social Affairs, 2024; Ajong et al., 2024).

By incorporating resilience theory, this study advanced understanding by closely examining resilience's role in buffering mental health challenges amid prolonged conflict. It shifts the focus from describing psychological distress to identifying internal capacities and external resources that safeguard mental health. This approach aligned with ecological and stress-process theories emphasizing the interaction between individual strengths and environmental stressors (Pearlin et al., 2024).

The research aimed at to fill this gap by offering insight into resilience as a potential catalyst for psychological well-being enhancement, thereby informing tailored mental health interventions specifically designed for students in high-stress environments such as Bamenda. The findings can guide culturally sensitive and contextually appropriate mental health programming that builds resilience alongside well-being, crucial for sustainable mental health support in conflict-affected universities.

2.3.2 Levels of Resilience Among University Students

Resilience refers to an individual's ability to adapt and respond to stressors and challenges, and the capacity to recover from setbacks and difficult experiences. In the context of this study, resilience will be measured using Davidson's Resilience Tool, which assesses an individual's ability to adapt and cope with stressors and challenges in the face of adversity. Research into resilience among university students on a global scale, particularly in the context of the COVID-19 pandemic, indicates that resilience plays a crucial role in helping students cope with stressors. For instance, a systematic review found that resilience-based interventions, such as mindfulness and psychoeducation, contributed to reduced anxiety and stress among students across multiple countries, though evidence on resilience improvement was inconclusive (Abulfaraj et al., 2024).

Globally, various studies highlight the prevalence and importance of resilience. Smith et al. (2020) in the United Kingdom used the Connor-Davidson Resilience Scale to examine resilience among 350 university students and found that students with higher resilience levels reported better coping strategies and lower academic stress, suggesting that resilience is a key factor in managing stress. Connor and Davidson (2020), in their validation of the CD-RISC resilience scale in the USA, found that 65% of university students demonstrated moderate to high resilience, particularly in response to COVID-19 stressors. Smith et al. (2019) in Canada reported similar findings, with 60% of students exhibiting moderate resilience, emphasizing the role of self-esteem and coping strategies. Perez and Morales (2019) in Spain evaluated resilience in 400 undergraduate students and found that students with strong family support and positive peer relationships had higher levels of resilience scores. Further, a study by Kim and Kim (2021) in South Korea, involving 500 students, showed that high resilience levels were associated with

increased academic persistence and positive self-concept, indicating that resilience-building programs should be integrated into student support services.

Additionally, a longitudinal study conducted in Canada found that resilience among students helped mitigate the psychological impacts of social isolation and academic challenges brought about by pandemic restrictions, with approximately 56% reporting feelings of loneliness and anxiety (Ahmad & Aires, 2021). These studies highlight the importance of resilience in buffering against adverse mental health outcomes but indicate a need for more focused interventions to boost resilience directly, a gap this study aims to address by exploring tailored resilience strategies for students in conflict settings like Bamenda. Similarly, resilience among university students varies based on individual, social, and environmental factors. Connor and Davidson (2003) developed the Connor-Davidson Resilience Scale (CD-RISC25), which has been widely used to measure resilience. Studies indicate that higher resilience is associated with better psychological outcomes. A study by Hartley (2011) found that resilient students were better able to cope with academic and personal challenges, maintaining better mental health despite adversities.

In Africa, resilience levels among university students reflect the pressures of both academic and socio-political challenges. A study in South Africa found that 43% of university students experienced moderate resilience, which was associated with better coping skills amidst academic stress and financial insecurity (Bantjes et al., 2020). Another study conducted in multiple African nations, including Nigeria and Ghana, found that resilience levels varied widely, with financial hardships and political instability affecting resilience more significantly than academic pressures alone (Peltzer & Pengpid, 2021). Similarly, Okafor and Okocha (2021) in Nigeria found that 67% of university students had moderate resilience levels, with religious involvement and peer support

as major predictors. Mwangi and Kimani (2020) in Kenya noted that 62% of students showed moderate resilience, with female students exhibiting stronger emotional adaptation. Eteme and Ngonde (2021) in Equatorial Guinea noted 61% moderate resilience, supported by extended family systems and traditional coping methods.

Further African research offers specific examples of factors influencing resilience. Adeyemo and Ogunleye (2018) in Nigeria investigated resilience levels among 300 undergraduates in Lagos and found that students involved in mentorship programs showed higher resilience, underlining the need for mentorship and counseling initiatives. Kusi and Owusu (2019) in Ghana, using CD-RISC 25, revealed that students from stable family backgrounds exhibited higher resilience levels, indicating that resilience training could help improve students' responses to adversities. Moyo and Tshuma (2022) in Zimbabwe assessed 250 university students and identified that students with low socio-economic stress exhibited higher resilience, highlighting the role of financial aid and support systems. However, these studies primarily measure resilience as a response to academic and economic stressors rather than conflict-related adversity, pointing to a gap in understanding resilience in politically unstable environments. This research in Bamenda will contribute to filling this gap by focusing on the relationship between psychological well-being and resilience among university students in Bamenda, Cameroon.

Within Cameroon, and particularly in Bamenda, recent studies emphasize resilience among students facing the ongoing Anglophone crisis. Bokwe and Luma (2019) in Douala reported that 58% of students showed resilience levels above average, influenced by involvement in youth development programs. Kah and Fube (2022) found that 60% of university students in Bamenda had high resilience levels, especially those active in faith-based and peer support networks. Ndi and Mbuh (2023) observed that 57% of students had strong resilience levels, with female students

generally outperforming males. Nkwenti et al. (2023) found that students with higher resilience scores were less affected by symptoms of post-traumatic stress disorder (PTSD), which was prevalent among 40% of students in the region. Moreover, Moukam et al. (2022) reported that while resilience levels helped mitigate some mental health impacts, many students still faced considerable stress due to the prolonged nature of the crisis. Etoundi and Ngono (2020) in Yaoundé examined resilience levels among 300 university students, finding that higher resilience was linked to stronger peer relationships and social cohesion, suggesting the importance of social capital.

Despite evidence that resilience plays a crucial role in managing conflict-related stress, there remains a significant lack of local research measuring the actual levels of resilience among university students in Bamenda. This gap highlights the need to empirically assess how resilient these students are, given the prolonged socio-political instability impacting their academic and personal lives. Understanding resilience levels is essential to gauge the extent to which students are equipped to cope with ongoing adversities. Further, measuring resilience in this context provided a foundation for designing targeted mental health interventions. It helped identify who might be at greater risk due to low resilience and who might benefit from tailored resilience-enhancement programs. Without assessing the levels of resilience specifically in Bamenda's university population, it is impossible to develop evidence-based, culturally relevant support strategies that can sustain students' psychological well-being amid continued regional instability.

Consequently, the second objective responded directly to this gap by quantifying resilience levels, thereby offering empirical data to inform the need and design of resilience-building interventions within this conflict-affected academic community (Ngwa et al., 2023; Yekpu et al., 2024). This approach is vital to ensure that mental health support is precise, effective, and contextually appropriate.

2.3.3 Relationship Between Psychological Well-Being and Resilience among University Students

The relationship between psychological well-being and resilience is well documented globally. High resilience is associated with better psychological well-being, as resilient individuals are better equipped to handle stress and maintain positive mental health. For Smith et al. (2008), resilience significantly predicted lower levels of depression and anxiety among university students. This relationship underscores the importance of resilience-building programs in promoting mental health. The relationship between psychological well-being and resilience among university students is a critical area of study, particularly given the increasing mental health challenges faced by this demographic. Research indicates that resilience plays a significant role in enhancing psychological well-being, acting as a buffer against stressors inherent in university life.

Worldwide, research on resilience and psychological well-being among university student's highlights resilience as a protective factor against mental health issues. Windle et al. (2020) in the UK established a significant correlation ($r = .68$, $p < .01$) between psychological well-being and resilience among university students during the COVID-19 pandemic. Fredrickson and Tugade (2019) in the US found that students with high resilience reported 40% greater psychological well-being. A meta-analysis on mindfulness and resilience among university students across 20 countries found a moderate positive correlation ($r = 0.465$) between the two constructs, suggesting that resilience bolsters mental well-being by enabling students to cope with stressors effectively (Liu et al., 2022). Similarly, a study in Indonesia showed that students with high resilience reported significantly lower levels of depression, indicating resilience's critical role in sustaining psychological health (Rogowska et al., 2021). A study involving 200 university students found a positive correlation between academic resilience and psychological well-being

($r=0.242$, $p<0.01$), suggesting that students who exhibit higher levels of resilience are likely to report better psychological health.

Resilience has been identified as a strong predictor of psychological well-being (Ropret et al., 2023a). In a study conducted in Slovenia, resilience emerged as the strongest predictor of good psychological well-being among students, with factors such as age and social status also contributing (Au, et al., 2023). This finding underscores the importance of fostering resilience to improve overall mental health outcomes. Academic resilience not only correlates with psychological well-being but also serves as a protective factor against suicidal ideation, with the same study noting that both academic resilience and psychological well-being significantly predicted lower rates of suicidal thoughts among students (Abbas et al., 2024). Given these findings, educational institutions are encouraged to implement programs designed to enhance resilience among students, such as workshops on stress management, time management skills, and fostering a sense of belonging, all of which have been shown to contribute positively to both resilience and psychological well-being (Au, et al., 2023).

Resilient students tend to employ more effective coping strategies when faced with academic pressures. For instance, research indicates that high levels of resilience are associated with positive coping strategies that enhance personal growth and social connections (Au, et al., 2023). This adaptability not only aids in managing stress but also promotes overall psychological health. A significant percentage of university students report experiencing mental health issues, with studies noting high rates of anxiety (88.4%) and depression (76%) among this population (Thanoi et al., 2023). These statistics highlight the urgent need for effective resilience-building programs. Research indicates that less than half (45.3%) of university students report low levels

of resilience, suggesting a critical area for intervention (Al Omari et al., 2023). Enhancing resilience could mitigate the adverse effects associated with low psychological well-being.

The relationship between psychological well-being and resilience among university students is robust and multifaceted. Hwang et al. (2022) in South Korea, among 500 undergraduates, found a significant positive relationship between resilience and psychological well-being ($r = 0.65$, $p < 0.01$). Students with higher resilience demonstrated better emotional regulation and stress management, indicating the importance of resilience-building interventions. In Mexico, Gonzalez and Ramirez (2021) explored the relationship among 400 students and reported a significant correlation ($r = 0.58$, $p < 0.05$), recommending programs that enhance resilience to improve well-being. Patel et al. (2020) in India, involving 350 university students, found a strong positive correlation ($r = 0.62$, $p < 0.01$) between resilience and well-being, underscoring the role of resilience in improving students' overall mental health. However, these studies often emphasize the protective role of resilience without exploring its development amid socio-political challenges, which is particularly relevant for students in conflict-affected regions like Bamenda.

In Africa, resilience has been linked with better mental health outcomes among university students, especially those facing unique regional challenges. Njeri and Mburu (2021) in Kenya reported a correlation of $r = .62$ ($p < .01$) between resilience and well-being, emphasizing resilience as a protective factor against depression. Chukwu and Onyema (2020) in Nigeria found that resilience accounted for 55% of the variance in psychological well-being among trauma-affected youth. A South African study reported that 43% of students with moderate resilience showed improved coping abilities and lower anxiety levels (Bantjes et al., 2020). Another study across several African nations found that resilience varied significantly among students, depending on

socio-economic pressures, highlighting a need to further understand how resilience operates under diverse socio-political contexts (Peltzer & Pengpid, 2021). Kwizera and Nkurunziza (2021) in Rwanda examined the relationship between resilience and well-being among 300 university students, revealing a significant positive relationship ($r = 0.63, p < 0.01$) and suggesting resilience training as a pathway to improving psychological well-being. Additionally, Omondi and Ochieng (2019) in Kenya, researching 350 students, indicated a positive relationship between resilience and well-being, demonstrating that students with high resilience reported higher life satisfaction and academic performance. Sesay and Koroma (2022) in Sierra Leone found a moderate positive correlation ($r = 0.55, p < 0.05$) between resilience and well-being among university students, indicating the importance of resilience-building initiatives in conflict-affected regions. These studies underscore resilience's positive influence on well-being but seldom address resilience in conflict-specific environments, a gap this study in Bamenda intends to fill by examining resilience amid ongoing socio-political unrest.

Specifically, in Bamenda, research indicates that resilience among university students has been crucial in managing the psychological impacts of the Anglophone crisis. Enow and Ndi (2020), in a study involving 300 students, found a significant positive correlation of $r = 0.61, p < 0.01$ between psychological well-being and resilience. The study indicated that higher resilience levels enabled students to better manage the psychological impacts of the ongoing Anglophone crisis, emphasizing the need for mental health interventions specifically targeting resilience-building in students in conflict-affected regions. A similar study by Ngwa and Mbah (2021), focusing on 300 students in Yaoundé, Cameroon, found a strong positive correlation of $r = 0.65, p < 0.01$ between resilience and psychological well-being, emphasizing the importance of resilience-enhancing programs, especially for students facing socio-economic and political

challenges. Mbuli and Ndip (2021) in Yaoundé found a correlation coefficient of $r = .64$ between resilience and well-being, with social resilience contributing to psychological health. Bissong and Meka (2020) in Chad noted a positive correlation ($r = .59$), with resilient students reporting higher satisfaction and academic performance. Tita and Che (2023) at the University of Bamenda found a correlation of $r = .66$ between the two variables, with emotional regulation mediating the relationship. Ngegne and Fon (2022) showed that highly resilient students scored an average well-being of 4.2/5 compared to 2.8/5 among their less resilient counterparts. A study found that students with higher resilience levels reported fewer symptoms of PTSD, even as 40% displayed significant stress markers due to the crisis (Nkwenti et al., 2023). Additionally, Moukam et al. (2022) revealed that students in conflict regions reported lower psychological well-being but highlighted resilience as a buffer against these adverse effects. While these studies point to resilience's role in mitigating stress, they do not address how resilience can be specifically nurtured in conflict zones. This research aims to address this gap by identifying resilience-enhancing strategies that are effective for students in prolonged conflict settings like Bamenda.

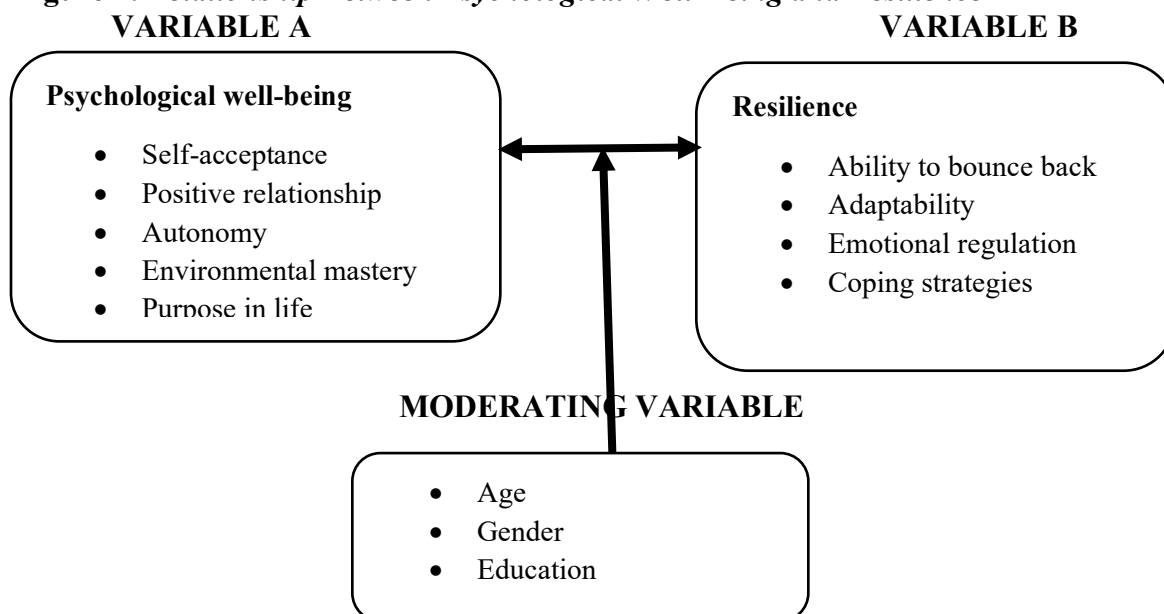
Despite the substantial evidence of psychological well-being challenges among university students globally, regionally, and locally, few studies have focused on resilience as a mediating factor. This study aimed to fill that gap by examining the relationship between psychological well-being and resilience among students in Bamenda, providing insights into how resilience can mitigate the adverse effects of prolonged socio-political instability on mental health. The current study therefore sought to bridge this gap by not only documenting the prevalence of psychological distress but also examining the specific resilience factors that could help university students in Bamenda cope with ongoing crises. By incorporating Ryff's theory of psychological well-being and Connor and Davidson's Resilience Theory, this research aimed to offer a nuanced

understanding of how students can maintain well-being through adversity, thereby contributing to targeted mental health interventions tailored to the unique challenges and adversity. As universities continue to grapple with rising mental health concerns, prioritizing the development of resilience through targeted interventions may prove essential in fostering a healthier student population. Future studies should aim to explore experimental designs that can further elucidate the causal relationships between these variables and identify effective strategies for promoting both resilience and psychological well-being in academic settings.

2.4 Conceptual Framework

According to Leshem and Trafford (2007), a conceptual framework serves as a framework for structuring and maintaining thoughts, providing a systematic method for organizing abstract concepts. While it can occasionally be innovative or imaginative, it typically tends to be rigid rather than flexible. The conceptual framework in figure 1 illustrates the relationship between psychological well-being.

Figure 1: Relationship Between Psychological Well-Being and Resilience



Source: researcher (2025)

Figure 1, illustrated the relationship between PWB and resilience. The horizontal arrow movement in both directions, indicating a potential relationship. The vertical arrow showed the inclusion of three moderating variables: age, gender, and level of education, to provide insight into the variations in psychological well-being among participants. According to Figure 1, the conceptual framework of this research provides a comprehensive depiction of the relationship between psychological well-being and resilience among university students in Bamenda North west region Cameroon. Variable A, representing PWB, encapsulates a spectrum of psychological manifestation, variable B, signifying Resilience. The framework not only delineates the direct relationship between PWB and resilience but also considers the potential influence of moderating variables such as age, gender and level of education. These moderating factors are crucial as they may amplify or mitigate the impact of PWB on university students' well-being and their ability to effectively cope with stressors. By elucidating these interconnections, the conceptual framework serves as a roadmap for the empirical investigation, guiding the formulation of research hypotheses and facilitating a better understanding of the fundamental mechanisms shaping the dynamics between PWB and Resilience in this specific context.

2.5 Chapter Summary

This chapter set out to establish a theoretical literature review guided by two theories that served as the basis for the study: Ryff's psychological well-being (PWB) theory and the Connor-Davidson Resilience theory. In addition, an empirical literature review was presented in line with the three research questions, which focused on examining the level of PWB among University students, studying levels of resilience, and determining the relationship between PWB and RS. Furthermore, the chapter highlighted the conceptual framework of the research. The subsequent chapter focused on the methodology of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter addresses the methodological framework that is employed to achieve the objectives of the research. It encompasses the study's epistemological underpinnings, research design, study location, target population, and sampling design, including details on the sampling frame, determination of sample size, and sampling technique utilized. Additionally, the chapter elaborates on the research instrument employed, their pre-testing, validation, and reliability assessment, along with the procedures for data collection and analysis. Ethical considerations pertaining to the study and its anticipated contributions are also addressed herein.

3.2 Epistemology

According to Harkiolakis (2017), epistemology pertains to the systematic examination and acquisition of knowledge, focusing on the structure and origins of knowledge, as well as the rationale behind justifying beliefs and knowledge. This discourse privileges reliable accounts, reason, memory, perception, and introspection as sources of knowledge while discounting the influence of emotions, desires, biases, and prejudices. This study will examine the relationship between psychological well-being (PWB) and resilience, positivism will serve as the research methodology. Positivism is selected due to its emphasis on objective facts and observable relationships, thereby minimizing the impact of the researcher's personal biases.

The positivist method, according to Park et al. (2020), is a hypothetico-deductive technique to examine a priori propositions that are frequently expressed numerically and permit the construction of functional connections between variables that are in relationship. Based on this

understanding, this methodology was used to examine the relationship between PWB and resilience.

3.3 Research Design

As Walliman (2017) articulated, a research design serves as the guiding framework for achieving the study's objectives. It delineates the path researchers follow in their inquiry. This research typically employed a quantitative approach. While the qualitative method delves into subjective assessments of attitudes, perspectives, and behaviors, the quantitative approach involves the rigorous analysis and generalization of numerical data (Kothari et al., 2019). The study employed a quantitative correlational survey design to examine the relationship between psychological well-being (PWB) and resilience among university students in Bamenda, Cameroon. This design was suitable for assessing the association between these variables and exploring their relationship within a large sample. A cross-sectional approach was used to gather data at a single point in time, allowing efficient analysis of multiple factors. This method also ensures comprehensive representation by including a diverse student population, enhancing the study's validity and reliability within its time and financial constraints.

3.4 Location of the Study

The study was conducted in Bamenda, the capital of Cameroon's Northwest Region, a major educational center deeply affected by the Anglophone Crisis since. This socio-political unrest has disrupted life and displaced many, including university students. Bamenda's educational institutions, both public and private, make it an ideal setting to investigate how ongoing conflict influences students' mental health and resilience as they adapt to these challenging conditions (Njong, 2020; Nkwenti & Ngwana, 2023). Bamenda's landscape, defined by its rugged terrain and highland climate, featuring the dramatic Bamenda Escarpment. The city, situated at an altitude of

around 1,615 meters, experiences a temperate climate with distinct rainy (March to October) and dry (November to February) seasons, supporting lush, green landscapes. The fertile region is rich in vegetation, including forests and farmlands, where crops like maize, beans, and coffee thrive. Numerous rivers and streams also traverse the area, vital for agriculture and supporting the local population's needs (Njong, 2020; Nkwenti & Ngwana, 2023).

Bamenda is accessible via major roads connecting it to cities like Bafoussam and facilitating cross-border trade with Nigeria. The city is a bustling urban center with a diverse population, including ethnic groups like the Tikar, Widikum, and Fulani. It is also an educational hub, home to several universities and colleges. However, the ongoing Anglophone crisis has severely affected the region, disrupted daily life, and impacted residents' mental health. This socio-political instability provides a unique context for studying psychological well-being and resilience among students in a conflict area.

Bamenda stands out as a major educational hub in Anglophone Cameroon, attracting students from across the Northwest and Southwest Regions, as well as from other parts of the country and neighboring nations. The city hosts a diverse range of higher learning institutions, including the University of Bamenda (UBa), the largest public university in the region, and several private institutions such as the Catholic University of Cameroon (CATUC), National Polytechnic Bamenda, HIBMAT, and St. Louis University Institute of Health and Biomedical Sciences. These institutions offer programs in fields ranging from science and engineering to business, health, and theology, making Bamenda a vibrant and varied educational environment.

However, the ongoing conflict in the region has significantly disrupted educational activities in Bamenda. Many institutions face irregular academic calendars, low student attendance, psychological distress among students and staff, and issues of insecurity and

displacement. This challenging context makes Bamenda an ideal site for studying the intersection of conflict and education, particularly the resilience and psychological well-being of students. The situation aligns with research highlighting the urgent need to address mental health challenges in conflict-affected educational settings, as students must navigate not only academic pressures but also insecurity, forced migration, and limited access to psychosocial support.

3.5 Target Population

The phrase "target population" refers to the group of individuals or entities that are pertinent to the research and possess similar characteristics relevant to the study (Quinlan et al., 2019). For this research, the target population consists of 18,000 students currently enrolled in the two selected universities. UBA a public university and CATUC a private university. The study included students from both public and private universities in the area. The emphasis is placed on university students as they represent a crucial stage in the pursuit of their academic studies, with considerable stressors stemming from their academic obligations and ongoing conflict.

Most of the student population often face a multitude of challenges, including academic pressures, social adjustments, and the impact of external stressors such as the Anglophone crisis. These factors can significantly affect their psychological well-being and resilience. Additionally, understanding the experiences of undergraduate students can provide valuable information for educational institutions and policymakers to create supportive environments that enhance resilience and psychological well-being.

3.6 Sampling Design

Sampling design refers to the methodologies and techniques that researchers use to select samples from a target population (Kabir, 2016). To carry out simple random sampling among university students in Bamenda, the researcher first obtained a complete list of all eligible students

from the participating universities and institutions. Each student on the list was then assigned a unique identification number. Using a randomization tool such as a random number generator, lottery method, the researcher randomly selected a predetermined number of students from the list.

This process ensured that every student had an equal chance of being chosen, regardless of their background, field of study, or year in school. The selected students were then contacted and invited to participate in the study. This method helped ensure that the sample was representative of the diverse student population in Bamenda, thereby increasing the reliability and validity of the research findings.

3.6.1 Sampling Frame

The sampling frame is a comprehensive list of all individuals within the target population from which the sample was drawn (Warnecke, 2005). In this research, the sampling frame consisted of students enrolled in two prominent universities in Bamenda: The Catholic University of Cameroon (CATUC) and the University of Bamenda (UBA). The choice for these prominent Universities was do to the Anglophone crisis; most of the Universities in Bamenda have transferred their various faculties to operate under these two institutions for safety.

Table 1: Sampling Frame

University	M	F	Population	Percentage
The Catholic University of Cameroon (CATUC)	88	98	186	51.67%
University of Bamenda (UBA)	84	90	174	48.33%
Total	172	188	360	100%

Source: Administrations of the respective universities (November 2024).

Table 1, showed the elements that made up the sample frame of the study; it also showed the student counts for each university, including male and female students, as well as the total population of students per university. The next section describes the method used to achieve the sample size.

3.6.2 Sampling Technique

The sampling technique employed in this study was simple random sampling (SRS), which is a probability-based method. According to Etikan and Bala (2017), SRS ensures that each member of the population has an equal and independent chance of being selected. This technique was appropriate for this study as it aimed to obtain an unbiased and representative sample from the population of university students in Bamenda. Students were selected randomly using a random number generator applied to the student lists obtained from university registries. simple random sampling was used in this study by randomly selecting participants from university student lists via a random number generator, providing all students an equal chance of selection and allowing for unbiased, representative sampling (Etikan & Bala, 2017)

3.6.3 Sample Size Determination

The sample size was determined using Cochran's (1977) formula, which is suitable for large populations. The formula is given as:

$$n_o = Z^2 p (1 - p) / e^2 \text{ Where:}$$

n_o = required sample size

Z = Z-value (1.96 for 95% confidence level)

p = estimated proportion of the population (0.5 used for maximum variability)

e = margin of error (0.05)

Substituting the values into the formula:

$$n_o = (1.96)^2 0.5 (1 - 0.5) / (0.05)^2$$

$$n_o = 3.8416 0.25 / 0.0025$$

$$n_o = 0.9604 / 0.0025 = 360$$

Therefore, the required sample size was approximately 360 students.

3.7 Research Instruments

Research instruments denote tools or methods employed to collect data in a study, encompassing various techniques such as participant observation, focus groups, and questionnaires (Munir, 2017). For this research, standardized measurement scales were used: Ryff's Psychological Well-Being Scale (PWBS) and Davidson's Resilience Scale (CD-RISC 25). Requests for permission to employ these scales were approved through email correspondence, which was documented in the study's appendix. The selection of standardized scales aligned with the study's objectives and demonstrated satisfactory validity.

3.7.1 Scoring of Ryff Psychological Well-Being Scale.

Ryff's Psychological Well-Being Scale (42-item version) evaluates six key dimensions of psychological well-being: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance through 42 items rated on a 6-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). Some items are reverse-scored to ensure validity. Each dimension's score ranges from 7 to 42, and the total well-being score can range from 42 to 252, with higher scores indicating greater psychological well-being. Frequencies and percentile ranks depend on the sample or normative data and allow for classification of scores as low, average, or high well-being within different domains. The scale's interpretation helps identify strengths and weaknesses in specific well-being components, facilitating targeted psychological assessment and intervention. According to Ryff (1989), the scores on individual scales are combined to obtain an overall psychological well-being score. High well-being corresponds to scores in the top 25% of the distribution, while low well-being corresponds to scores in the bottom 25% of the distribution. Another option is to consider high well-being as scoring 1.5 standard deviations above the mean, while low well-being scores 1.5 standard deviations below the mean.

Table 2: Levels of psychological well-being

Score	Range	Percentage
Low score	42-95	25%
Implied moderate score	96-200	50%
High score	201-252	25%

Table 2 indicates the levels of high and low psychological well-being according to RPWBS. Presented also are scores that accommodate the 50% of responses that do not align with either the lower or higher scores of psychological well-being.

The Connor-Davidson Resilience Scale (CD-RISC 25) comprises 25 items designed to measure resilience, defined as the ability to cope with and bounce back from adversity. Items are rated on a 5-point Likert scale from 0 (“not true at all”) to 4 (“true nearly all the time”), yielding total scores from 0 to 100, where higher scores reflect greater resilience. Percentile bands generally classify scores roughly as low resilience (below 25th percentile, 0–73), average (26th–75th percentile, 74–90), and high resilience (above 75th percentile, 91–100), though exact cutoffs vary with population norms.

Table 3: Levels of Resilience

Score	Range	Percentage
Low score	0-49	33%
Moderate score	50-74	33%
High score	75-100	34%

Table 3 shows the various resilience levels, their range, scoring, and interpretation. Scores from 0-49 indicate very low resilience, showing that these individuals may have difficulty adapting to

stress, managing emotions, or recovering from adverse situations. Scores from 50-74 reflected moderate resilience. Here, individuals show some ability to cope with stress and adversity, though they may struggle in high-pressure situations. While 75-100 reflects high resilience. Individuals are likely to handle stress well, recover from difficulties effectively, and maintain mental and emotional balance in challenging situations. This scoring range allows researchers to categorize individuals based on their resilience levels, helping to identify those who may require additional support and those who demonstrate strong coping mechanisms in stressful environments. The scoring of both instruments provided valuable quantitative data to explore the relationship between psychological well-being and resilience among university students in Bamenda. Through these validated instruments and rigorous scoring procedures, the study aimed to contribute meaningful insights into the mental health challenges faced by students.

3.7.2 Pre-Testing of Instruments

Faux (2010) describes pretesting as the process of assessing a questionnaire or a set of questions with a smaller group from the target population. According to Mugenda and Mugenda (2013), a pretest sample size should comprise about 10% of the main study's sample. Thus, for this study, there was no need for pretesting since the study used standardized tools.

3.7.3 Validity and Reliability of Research Instrument

The Ryff Scales of Psychological Well-Being (RPWB) were designed to measure six dimensions of well-being: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Over time, the scale has been rigorously tested for its validity and reliability.

Validity: The construct validity of the RPWB was supported through confirmatory factor analysis (CFA). Although some studies have questioned the six-factor structure due to high

intercorrelations between the factors, Ryff and Keyes (1995) demonstrated the theoretical appropriateness of these dimensions as distinct elements of psychological well-being. Convergent validity has been established by correlating the RPWB with other well-being measures, showing moderate to strong positive correlations with life satisfaction and positive affect, and negative correlations with negative affect and depression (Clarke et al., 2001).

Reliability: Research consistently shows high internal consistency across the six dimensions. For instance, reliability coefficients for the 42-item version have ranged from 0.70 to 0.89 depending on the specific dimension, indicating acceptable to strong internal consistency (Ryff, 1989). Test-retest reliability over six weeks has also demonstrated stability, with coefficients ranging from 0.81 to 0.88 (Van Dierendonck, 2005), confirming the scale's ability to produce consistent results over time. In a large-scale study by Clarke et al. (2001), the RPWB yielded Cronbach's alpha values between 0.72 and 0.89, confirming internal consistency. The fit indices for CFA generally support the six-factor structure, with values such as CFI = 0.95 and RMSEA = 0.06 (Abbott et al., 2010), though some studies suggest a need for refinement of specific subscales.

Connor-Davidson Resilience Scale (CD-RISC 25): The CD-RISC 25 is widely used to assess resilience, defined as the ability to cope with adversity. It has been extensively validated across various populations, including clinical and non-clinical settings.

Validity: Construct validity of the CD-RISC-25 has been well-established. Factor analyses have confirmed a five-factor structure, encompassing dimensions such as personal competence, trust in one's instincts, positive acceptance of change, control, and spiritual influences. Convergent and discriminant validity were demonstrated through significant correlations with measures of stress, coping, and psychological health. For instance, the CD-RISC 25 has shown strong negative

correlations with perceived stress and anxiety ($r = -0.68$), and positive correlations with life satisfaction ($r = 0.64$) (Campbell-Sills & Stein, 2007).

Reliability: The CD-RISC 25 demonstrates excellent internal consistency, with a Cronbach's alpha of 0.89 in the original validation study (Connor & Davidson, 2003). Test-retest reliability has also been shown to be strong, with a correlation of 0.87 over two weeks, suggesting good stability in resilience scores over short periods.

In terms of scoring, the scale ranges from 0 to 100, with higher scores indicating greater resilience. Studies across different cultural contexts have shown slight variations in factor structure, but overall, the scale has been consistently reliable. In a cross-cultural study, the CD-RISC 25 reported Cronbach's alpha values ranging from 0.85 to 0.90, and factor analysis in a sample of Chinese university students yielded a good fit for the five-factor model with CFI = 0.92 and RMSEA = 0.07 (Yu et al., 2011).

3.8 Data Collection Procedures

According to Walliman (2011), adherence to research protocols governs the collection and use of research data. Adhering to research protocols, the researcher initiated the data collection process by securing necessary approvals. This included obtaining a research letter of approval from the ethical review of the proposal by ISERC, Tangaza University, the Catholic University of Cameroon, Bamenda (CATUC), and the University of Bamenda (UBA) respectively facilitated by the college's director of postgraduate studies. Additionally, the researcher scheduled appointments with administrators and designated personnel at the two universities to seek permission.

Data for this study were collected through both online and physical questionnaires, ensuring wide coverage and accessibility for participants across different university settings in the Bamenda

Northwest Region of Cameroon. The use of a mixed-mode survey approach was strategically adopted to enhance response rates, reduce geographical and technological barriers, and ensure the inclusion of diverse participant demographics.

Online Data Collection

An online version of the structured questionnaire was created using Google Forms, which included closed-ended questions aligned with the study objectives: psychological well-being and resilience. The link to the online form was distributed via institutional mailing lists, student WhatsApp groups, and social media platforms (e.g., Facebook and Telegram) commonly used by university students in the region. Respondents were required to give informed consent before proceeding to complete the form. The online platform allowed for automatic data recording, ensuring accuracy and ease of retrieval for analysis.

Physical (Paper-based) Data Collection

To include students with limited internet access or technological challenges, printed questionnaires were also administered in person across selected university campuses. This physical data collection was especially useful in capturing responses from students residing in remote areas or those less likely to respond online.

Role of the Research Assistant

A trained research assistant played a crucial role in the physical data collection process. The assistant was briefed on the purpose of the study, ethical guidelines, and how to approach participants professionally. The responsibilities included:

- Distributing the printed questionnaires to target respondents in lecture halls, libraries, hostels, and university premises.
- Explaining the purpose of the study and obtaining verbal or written informed consent from participants.
- Ensuring that participants completed the forms independently and confidentially.
- Collecting the completed questionnaires and securely storing them for data entry and analysis.

The research assistant also assisted in follow-up reminders for online participants and supported the researcher in data sorting and preliminary coding

After the designated data collection period (14 days), the form was officially closed to prevent further responses and to ensure that all participants had had ample time to complete the form before doing so. The reason for closing the form ensures that no late or unintended submissions interfere with the data analysis. Finally, an acknowledgement email or message will be sent to all participants, expressing appreciation for their time and contributions. For their responses will help contribute to important research findings.

3.9 Data Analysis

Data analysis, according to Heyvaert et al. (2016), is the systematic and meticulous examination of gathered data to identify patterns and with the ultimate objective of utilizing the processed data for writing a report, drawing conclusions, and making recommendations. Descriptive and inferential statistics will be used to analyze the quantitative data received for this study.

Participants will be recruited from public and private universities in Bamenda. University administrations will be contacted to obtain permission and support for data collection. Notices and

invitations explaining the study's purpose, procedures, and ethical considerations were distributed through university communication channels and with the use of SPSS 26 software was used for data analysis.

Table 4: Data Analysis

Data analysis of:	Variable type	Purpose of the test	Type of the test
Demographic characteristics	Nominal	Describe Characteristics	Frequencies, percentiles, mean, median, (SD), and Skewness.?
Objective One	Ordinal	Levels of psychological well-being	Frequencies, M, SD, SE
Objective Two	Ordinal	Levels of Resilience	Frequencies, M, SD, SE
Objective Three	Nominal Ordinal	Relationship between Psychological Well-being and Resilience	Pearson coefficient

Researcher (2025).

Table 4: The above table lists every analysis performed for this study, along with the types of variables used, the justifications behind the tests, and the tests themselves. The statistical description of demographics yielded numerical data for each category. P-values and alpha will be utilized for testing the alternative hypothesis and the null hypothesis, respectively. Correlation analyses were applied to conclude. The Pearson coefficient analysis was used to examine the relationship between changes in predictor values and changes in response mean. This was very useful in showing the relationship between PWB and Resilience among the target population.

3.10 Ethical Considerations

According to Ritchie et al., (2014), ethics should underpin every aspect of the research process, from the initial design to the final stages of analysis and reporting. This includes ensuring

the equitable treatment of all research participants and safeguarding their well-being, along with adhering to established ethical procedures throughout.

In conducting the quantitative research on the "Relationship Between Psychological Well-Being and Resilience among University Students in Bamenda, Cameroon," ethical considerations were integral to every phase of the research process. As Ritchie et al. (2014) stress, ethics must guide all aspects of research, ensuring that participants are treated fairly, their rights are respected, and their well-being is maintained throughout the study. Furthermore, the researcher is committed to upholding ethical standards in both the design and reporting phases of the research.

Before any data was collected, the researcher sought approval from relevant ethical review boards. This included the Tangaza University Ethics Committee, as well as the Ethics Committees of the Catholic University of Cameroon, Bamenda (CATUC), and the University of Bamenda (UBA). Seeking approval from these bodies is critical in ensuring the study complies with ethical standards and adequately protects the rights of participants, as highlighted by Beauchamp and Childress (2019).

A key component of the research was to obtain informed consent from participants. Before their participation, individuals were provided with a comprehensive explanation of the study's purpose, procedures, potential risks, and benefits. Only after fully understanding this information were participants asked to sign consent forms, signifying their voluntary participation in the study (Flicker & Lunt, 2010). The researcher ensured that all participants understood their right to withdraw from the study at any point without any negative consequences.

To further protect participants' anonymity and confidentiality, no personal identifiers were collected. All data was securely stored in password-protected files and locked cabinets, in accordance with the American Psychological Association's guidelines (APA, 2020). Moreover,

completed questionnaires were transported in a secure bag to mitigate any risks of unauthorized access or data breaches, ensuring the safety and integrity of the information.

On the scheduled day of data collection at the university campus, the researcher, with the assistance of a research assistant, explained the study's objectives to the participants before obtaining their informed consent. To address any potential emotional distress caused by discussing sensitive issues such as psychological well-being and resilience, debriefing was offered to participants. During these sessions, individuals experiencing discomfort was provided with access to mental health resources available in Bamenda, ensuring that they receive any necessary support after participating in the study (Liamputtong, 2007).

By prioritizing ethical considerations at every stage, this study aims to generate valuable insights into the psychological well-being and resilience of university students in Bamenda while safeguarding the rights and welfare of all participants involved. Ethical research practices, as Creswell and Poth (2018) emphasize, are essential for maintaining the integrity of the study and ensuring that participants' rights are protected, aligning with the ethical guidelines established by the American Psychological Association (APA, 2020).

3.12 Chapter Summary

Chapter three outlined the methodology for the study on the "Relationship Between Psychological Well-Being and Resilience among University Students in Bamenda, northwest region Cameroon." A simple random sampling technique was used to select a representative sample of 360 undergraduate students from the Catholic University of Cameroon (CATUC) and the University of Bamenda (UBA).

The chapter described the research tools: The Ryff Scales of Psychological Well-Being (RPWB) and the Connor-Davidson Resilience Scale (CD-RISC), which were used to assess

psychological well-being and resilience. It emphasized the validity and reliability of these tools, Cronbach's alpha was used to check reliability. Ethical considerations include securing informed consent, maintaining confidentiality, and offering debriefing sessions. Ethical approval from relevant review boards ensured participants' rights was upheld. Looking ahead, Chapter Four presented data analysis results, focusing on the relationship between psychological well-being and resilience. Statistical analyses like correlation and regression highlighted key findings and their implications within the context of the study.

CHAPTER FOUR

FINDINGS

4.1 Introduction

This chapter presents the findings of the study on the relationship between psychological well-being and resilience among university students in Bamenda, Northwest Region, Cameroon. It begins with an overview of the response rate, followed by a detailed analysis of the demographic characteristics of the participants. The chapter then systematically presents the study's results in alignment with the research objectives and concludes with a summary of key findings.

4.2 Response Rate

This section provided analysis of the response rate for the questionnaires distributed to the study participants. The distribution and completion rates of the questionnaires are summarized in Table 5, offering insights into the level of participation and data reliability.

Table 5: Response Rate

Category	Frequency	Percentage
Target	360	100.0
Filled	301	83.6%
Valid Responses	301	83.6%

Table 5 shows a target population of 360 participants, 301 questionnaires were filled out and returned, representing 83.6% of target population. All filled questionnaires were valid, resulting in a 100% Validity rate. Consequently, the valid responses also constituted 83.6% of the target population. Sataloff and Vontela (2021) argue that a questionnaire response rate of 70% or higher is adequate for making meaningful inferences about the study's subject. With a response rate of 83.6%, this study meets the criterion and aligns with their argument.

4.3 Reliability of Instruments

In this study, two key variables were measured using standardized scales: psychological well-being was assessed with the Psychological Well-Being Scale (PWB), and resilience was evaluated using the Resilience Scale (RS). The analysis was conducted using SPSS version 25, and the inter-rater reliability of the two scales was evaluated. The results of this reliability analysis are summarized and presented in Table 4.

Table 6: Scales Reliability

No	Scale	Items	Cronbach's Alpha	Skewness	Kurtosis
1.	PWB	42	0.880	0.140	0.280
2.	RS	25	0.846	0.140	0.280

Adamson and Prion (2013) suggest that scales used in medical clinical settings should have a minimum alpha (α) of 0.90. However, for scales used outside this context, an alpha (α) as low as 0.70 is considered acceptable. Table 6 presents the reliability and distribution metrics for the Psychological Wellbeing Scale (PWB) and the Resilience Scale (RS). The Cronbach's Alpha for the PWB is 0.880, indicating high internal consistency, suggesting that the items on this scale are reliably measuring the construct of psychological wellbeing. The Cronbach's Alpha for the RS is 0.846, also reflecting high internal consistency, showing that the items effectively capture the construct of resilience.

Skewness and kurtosis were utilized to assess the normality of the specified dataset. The PWB has a skewness of 0.140, indicating a slight positive skew, meaning most participants scored on the lower end of the scale, with fewer higher scores. The RS shows a skewness of 0.140 indicating a moderate negative skew, meaning most participants reported higher levels of resilience. Also, the kurtosis for the PWB was 0.280, suggesting a slightly flatter distribution than

a normal distribution, with scores spread more evenly around the mean. The kurtosis for the RS was 0.280, indicating a more peaked distribution, with scores more concentrated around the mean.

4.4 Demographic Characteristics

This section outlines the demographic characteristics of the study participants, including age, gender, level of education, University. The results are detailed in Table 7.

Table 7: Demographic Characteristics of Participants

Age	Frequency	Percentage
18-25	145	48.2
26-30	104	34.6
31 and above	52	17.3
Gender		
Female	144	47.84
Male	154	51.16
Prefer not to say	3	1.00
Level of Education		
Diploma	48	15.9
Bachelors	253	84.1
University		
University of Bamenda	130	43.19
Catholic University of Cameroon	171	56.81

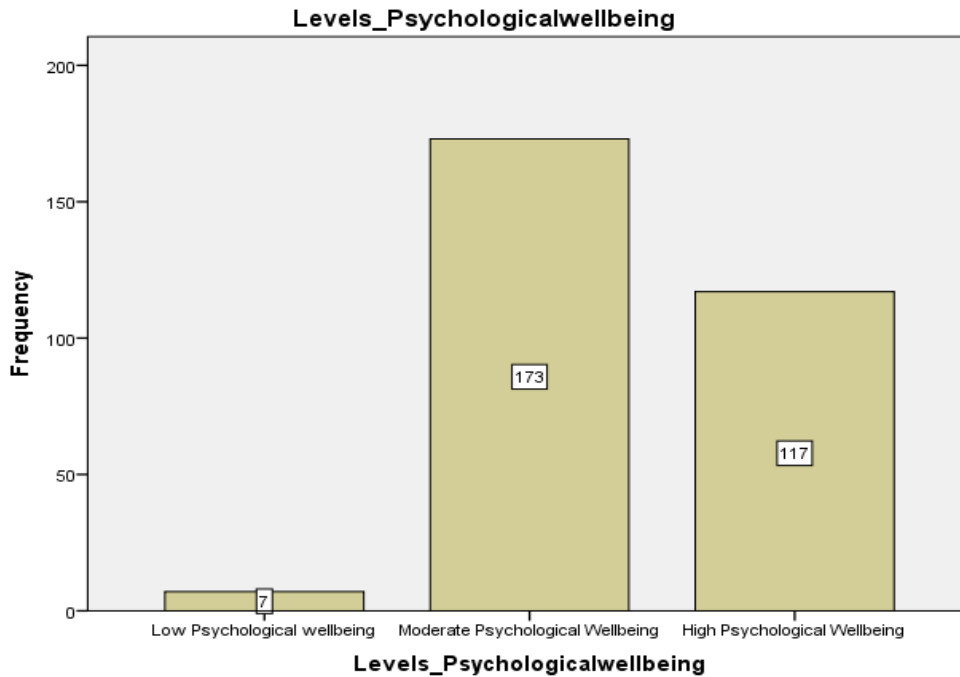
As seen in Table 7, the analyzed data reveals a diverse demographic profile of university students. Most respondents are young, with 145 (48.2%) respondents aged between 18 to 25years,

104 respondents (34.6%) aged 26 to 30 years and only a small percentage of 52(17.3%) are 31 years and above. The gender distribution shows a higher proportion of 154 males (51.16%) compared to 144 females (47.84%), while those who preferred not to disclose their gender were 3(1.00%). In terms of level of education, a significant majority of 253 (84.1%) fell under the bachelor's category, while a smaller proportion of 48 (15.9%) respondents were diploma students. Regarding the university of participants, 171 (56.81%) of the respondents are from the catholic university of Cameroon, Bamenda and 130 (43.19%) are from the University of Bamenda. This demographic distribution provides a comprehensive view of the sample population, highlighting a younger, predominantly male group with varying levels of education.

4.5 Levels of Psychological Wellbeing Among University Students in Bamenda, Northwest Region of Cameroon.

This section presents statistics on the levels of psychological well-being among university students in Bamenda, Northwest Region, Cameroon. Based on the first objective of this study, which was to determine the levels of psychological well-being among university students in Bamenda Northwest Region Cameroon. The histogram in figure 2 presents the distribution of participants across these levels, highlighting the overall psychological well-being of the sample population.

Figure 2: Data Visualization for Levels of Psychological wellbeing



The histogram illustrates the distribution of psychological wellbeing levels among university students in Bamenda, categorized into three levels: from moderate, high and low. The moderate levels were the most prevalent among students with a total of 173 students falling into this category. This indicated that a significant majority of the student population experienced a fair or average state of psychological wellbeing. These students may be managing the demands of academic and personal life reasonably well, though not without occasional psychological strain.

Secondly, high levels of psychological wellbeing were observed in 117 students, suggesting that a substantial portion of the student's body exhibited strong emotional, psychological and social functioning. These students likely demonstrate resilience, life satisfaction, and a positive outlook, despite the sociopolitical challenges in the region, such as the ongoing Anglophone crisis.

Thirdly, low levels of psychological well-being were reported by only 7 students, making this the least common category. This relatively small number suggests that only a minor fraction

of students struggled with severe emotional or psychological difficulties, such as stress, anxiety or depressive symptoms, that impaired their daily functioning and academic performance.

These findings therefore align with the first research’s objective of determining the levels of psychological well-being among university students in Bamenda. The predominance of moderate and high levels suggested a relatively stable mental health profile among the students. However, the existence of even a small number of students with low psychological well-being highlights the need for targeted mental health support services and interventions, especially in the context of ongoing regional instability.

Table 8: Levels of Psychological Wellbeing

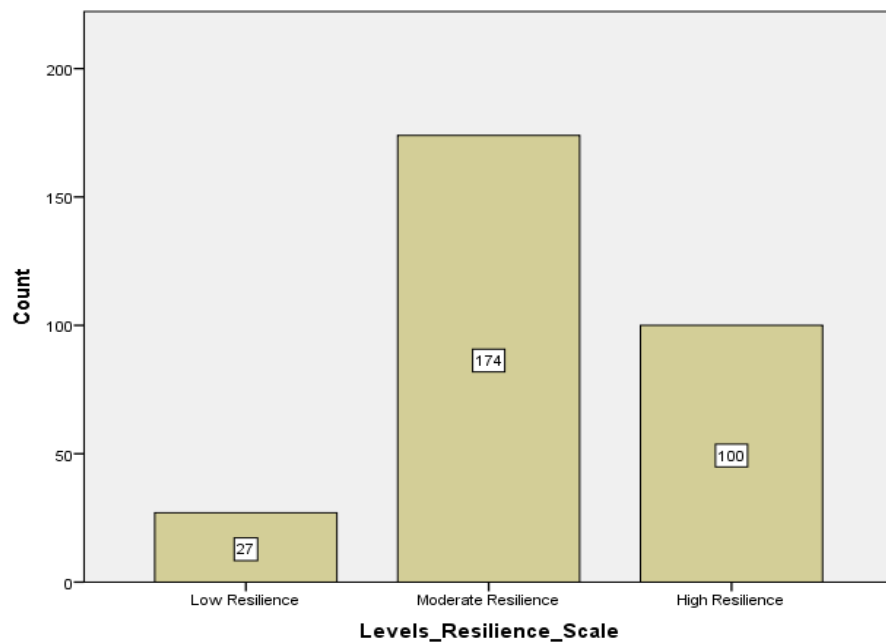
Levels	Range	Frequency	Percentage (%)
Implied Moderate PWB	113-182	173	57.5
High PWB	183-252	117	38.9
Low PWB	42-112	7	2.3
Total		298	98.7
Missing system		4	1.3
Total		301	100

As seen in Table 8, the distribution of psychological well-being (PWB) scores among university students reveals a varied range of well-being levels. Scores between 113-182, indicating moderate PWB, were recorded for 173 (57.5) respondents who reported moderate levels of psychological well-being. Scores between 183-252 indicate high levels of PWB, and 117(38.9%) respondents demonstrated higher levels of psychological well-being. While scores ranging between 42-112 indicate low levels of PWB, in this study, 7(2.3%) were recorded as having low levels of psychological well-being. This distribution underscores the varying degrees of PWB experienced among university students.

4.6 Levels of Resilience Among University Students in Bamenda, Northwest Region, Cameroon.

This section presents statistics on the levels of resilience among university students in Bamenda northwest region, Cameroon. Based on the second objective of this study, which was to find out the levels of resilience among university students in Bamenda, Northwest Region, Cameroon. To understand the extent of resilience perceived by university students in the study, data were collected and analyzed. The results are as presented in the histogram in Figure 3.

Figure 3: Data Visualization of Levels of Resilience



The histogram presents the distribution of resilience levels among university students in Bamenda, categorized as moderate, high and low. The moderate levels of resilience were the most commonly observed, with 174 students falling within this category. This suggests that the majority of students possess a fair ability to cope with adversity, manage stress, and adapt to challenges.

While not displaying peak resilience, these students demonstrate a sufficient psychological strength to navigate the pressures of academic life and the broader sociopolitical environment.

High levels of resilience were recorded among 100 students, indicating that a considerable portion of the student population demonstrate strong coping mechanisms, adaptability, and emotional strength. These students are likely to recover more quickly from setbacks and maintain a positive outlook despite ongoing hardships, such as those posed by the Anglophone crisis. Low levels of resilience were found in 27 students, the smallest group in the sample. This subset maybe at the highest risk for psychological distress when facing difficulties, with limited coping strategies and emotional resources. Their vulnerability underscores the importance of providing resilience-building programs and psychological support within the university setting.

These findings directly addressed the research objective of assessing the levels of resilience among university students in Bamenda. The dominance of moderate and high resilience levels reflected a generally adaptive student population. However, the presence of students with low resilience highlights a critical need for targeted interventions aimed at strengthening psychological coping skills, especially in a context affected by prolonged conflict and instability.

Table 9: Levels of Resilience

Resilience Category	Range	Frequency	Percentage (%)
High Resilience	75-100	100	33.2
Moderate Resilience	50-74	174	57.8
Low Resilience	0-49	27	9.0
Total	100	301	100.0

As seen in Table 9, the data on resilience levels among university students indicates a diverse range of perceived resilience. 174 (57.8) individuals reported moderate resilience, with

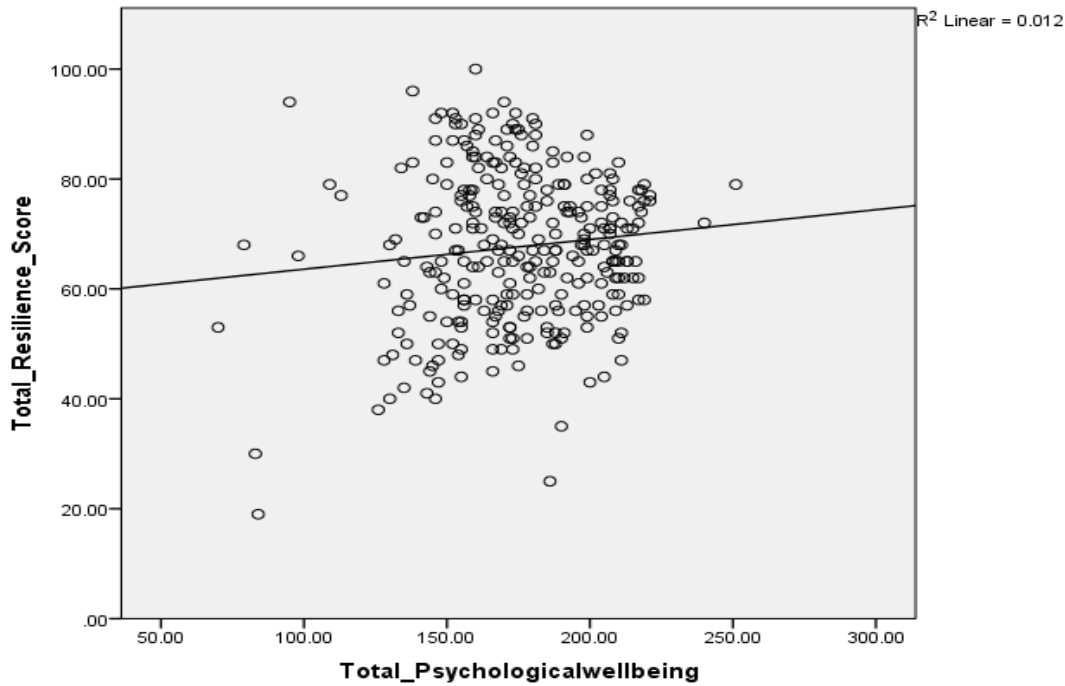
average scores between 50-74, reflecting moderate perceived resilience. In contrast, 100(33.2%) respondents fall into the high resilience category, with average scores ranging from 75-100, and the respondents had high levels of resilience. While those with low levels of resilience were 27(9.0%) respondents. This distribution highlights that while most students had moderate and high resilience, there remains a significant portion that may benefit from enhanced resilience mechanisms.

4.8 Relationship between psychological well-being and resilience among university students in Bamenda, Northwest Region, Cameroon.

The study's third objective aimed to examine the relationship between psychological well-being (PWB) and resilience (RS) among university students in Bamenda northwest region, Cameroon. To test this relationship, Pearson's correlation and regression analyses were employed. This section elaborates on the relationship between PWB and RS as revealed by the study's participants, with the findings presented in the figure and tables below.

The scatterplot presented in Figure 4 visualizes the relationship between psychological well-being and resilience among university students in Bamenda northwest region of Cameroon. This scattered plot seeks to present a preliminary visual analysis to examine the potential patterns and relationships between PWB and RS.

Figure 4: Scattered Plot of the Relationship Between Psychological Well-being and Resilience



The scatterplot in Figure 4 displays data points, where each point represents an individual case. The x-axis represents the psychological well-being scores ranging approximately from 50 to 300, indicating varying levels of psychological well-being experiences. The y-axis represents the resilience total scores, ranging from 20 to 100, representing different levels of resilience. There is a wide distribution of points across the plot, suggesting variability in both the levels of PWB experienced and the amount of resilience received. Most of the data points cluster around the middle to upper levels of resilience (40-100), even as psychological well-being levels vary. The plotted line shows a very slight negative slope, indicating a weak and non-significant linear relationship between PWB and Resilience. The upward slope of the trend line indicates a positive linear correlation between psychological well-being and resilience. As psychological well-being increases, resilience scores also tend to increase. A scatter plot shows no strong linear trend, reinforcing the weak correlation. Most points are dispersed, suggesting a varied relationship

between the two variables. Further statistical analysis would be presented to determine the strength and significance of any correlations between these variables.

To further investigate the relationship between the total scores of psychological well-being (PWB) and Resilience (RS) among university students, Pearson's correlation coefficient was employed to analyze the correlation between the total PWB score and the total RS score. Table 9 presents the Pearson correlation coefficient results, providing insights into how these two variables are related based on the participants' responses.

Table 10: Pearson's Correlation Coefficient for the Relationship between PWB and RS

		Psychological Wellbeing	Resilience
Psychological Wellbeing	Pearson Correlation	1	.110
	Sig. (2-tailed)		.058
	N	297	297
Resilience	Pearson Correlation	.110	1
	Sig. (2-tailed)	.058	
	N	297	301

Table 10 displays the Pearson correlation coefficients examining the relationship between psychological well-being (PWB) and resilience (RS). The correlation coefficient between PWB and RS is 0.110, with a p-value of 0.058. This indicates a very weak positive correlation between the two variables, suggesting that there is no statistically significant relationship between PWB and RS in this sample. The p-value exceeds the conventional significance level of 0.05, reinforcing the lack of a significant correlation between the overall levels of psychological wellbeing and resilience.

4.9 Limitations of the Study

This study faced several limitations, which may have influenced the findings on the relationship between psychological well-being and resilience among university students in Bamenda, Northwest Region, Cameroon.

Firstly, challenges related to participant recruitment were encountered. Some university students were hesitant to participate due to concerns about confidentiality and the sensitivity of discussing psychological well-being and resilience amidst the ongoing Anglophone crisis. This required additional efforts in advocacy and trust-building to encourage participation.

Secondly, the response rate was lower than anticipated, with only 301 out of 360 distributed questionnaires returned. Additionally, contextual factors such as academic pressure, social support structures, and financial constraints, which influence students' psychological well-being and resilience, were not extensively explored in this study.

Moreover, the measurement tools used were validated, they may not have fully captured factors affecting psychological well-being and resilience among university students in the region. Despite these limitations, the study successfully achieved its objectives and provided valuable insights into the interplay between psychological well-being and resilience among university students in Bamenda. This research serves as a foundation for future studies in this area.

4.10 Chapter Summary

This chapter presented the study's findings, starting with an overview of the response rate and an analysis of data distribution using Skewness and Kurtosis tests. The reliability of the psychological well-being and resilience scales was assessed using Cronbach's alpha, followed by a summary of participants' demographic characteristics. The study results addressing the key

research questions were then presented using figures and tables. Finally, the chapter outlined the study's limitations. The next chapter provides a discussion of these findings about existing literature.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

This chapter presents a discussion of the findings based on the empirical data from Chapter Two, along with an evaluation of the two theories that guided the study. The chapter provides an analysis of the conceptual framework in relation to the study's findings and concludes with a summary.

5.2 Levels of Psychological Wellbeing Among University Students in Bamenda, Northwest Region, Cameroon.

In the first objective of the current study, psychological well-being (PWB) levels among university students in Bamenda were examined. The study reported that 57.5% (n = 173) of students had moderate psychological well-being, 38.9% (n = 117) had high psychological well-being, and 2.3% (n = 7) experienced low psychological well-being. The mean PWB score of 2.3704 (SD = 0.53036) further suggests moderate overall well-being, with a positively skewed distribution indicating most students scored below the mean but within moderate PWB. These findings agree with global studies such as Keyes and Westerhof (2018) and Ryff and Singer (2019), who reported moderate-to-high psychological well-being among university students. Comparable results were also found in African studies: Obeng and Yeboah (2019) and Moses and Wambua (2020) documented moderate well-being levels among African university populations. Regionally, similar findings were observed by Manga and Biloa (2020) and Ndinga and Ebangha (2021), while more locally, Tangwa and Nfor (2022) and Fung and Neba (2023) reported moderate to high psychological wellbeing in Cameroonian university students.

Similarly, Okafor et al. (2020) found that approximately 93% of Nigerian university students maintained moderate psychological well-being despite stressors, closely paralleling the 96.4% combined moderate to high well-being reported in this study. However, this study differs from Govender et al. (2019) in South Africa, who reported a higher low well-being prevalence of 10%. This 7.7% difference may reflect unique protective cultural or contextual factors in Bamenda or the influence of sociopolitical stressors such as the Anglophone crisis.

Despite the low prevalence of low PWB, the moderate well-being group (57.5%) could benefit from resilience-enhancing programs. Universities should therefore strengthen support networks, promote mentorship, and integrate mental health education to bolster students' well-being. The high well-being percentage (38.9%) suggests leveraging existing resilience factors like religious engagement, community support, and purpose-driven activities for structured well-being programs. Overall, the study confirms that despite multiple stressors, most students in Bamenda maintain moderate to high psychological well-being, consistent with global and regional patterns.

Overall, the findings confirm that despite experiencing multiple stressors, most university students in Bamenda maintain moderate to high psychological well-being, consistent with patterns documented globally and regionally (Ryff & Keyes, 1995; Okafor et al., 2020; Keyes & Westerhof, 2018). This underscores the universality of key well-being determinants such as autonomy, purposeful living, and connectedness, while also highlighting the influence of local sociopolitical and cultural contexts on psychological resilience.

5.4 Levels of Resilience Among University Students in Bamenda, Northwest Region, Cameroon

In the second objective, this study explored resilience levels among university students. The findings indicated that 57.8% exhibited moderate resilience, 33.2% showed high resilience,

and 9% fell within the low resilience. These findings align with Smith et al. (2008) in the United States, who found approximately 60% of university students exhibit moderate resilience, and 30% high resilience. This supports Masten's (2014) framework that resilience is a common phenomenon among young adults facing demanding academic environments. However, the 33.2% high resilience rate in Bamenda is lower than figures from Western Europe, which can reach 50% (Werner & Smith, 2001), perhaps reflecting the suppressive effect of ongoing sociopolitical instability on resilience development.

Consistent with Ungar (2018), Masten (2019), the study confirms resilience as a buffer against stress, anxiety, and depression. The current quantitative evidence, using a structured 5-point Likert scale and standardized tools comparable to the Connor-Davidson Resilience Scale (CD-RISC), ensures methodological alignment and robust data interpretation. Similarly, Connor and Davidson (2017) emphasized resilience as a buffer against stress, depression, and anxiety, a pattern also reflected in this study. However, a contrast appears when compared to Werner and Smith (2001), who reported up to 50% high resilience among students in more stable contexts such as Western Europe. The 16.8% lower rate of high resilience in Bamenda suggests that ongoing sociopolitical instability may dampen optimal resilience development. The current study also reinforces local evidence that students with strong social and family networks demonstrate higher resilience, a trend reported by Wagnild and Young (2019) in similar contexts. This underscores the protective role of external support systems for students in conflict-affected areas.

Regarding resilience, the study revealed that most students in Bamenda exhibited moderate (57.8%) or high (33.2%) levels of resilience. Only a small minority, 9%, were classified as having low resilience. These findings collectively indicate a high capacity for adaptation and recovery among the student population in the face of stressors. These results are largely consistent with

previous research on resilience among university students globally. For instance, Smith et al. (2008) found that approximately 60% of university students in the United States demonstrated moderate resilience, with 30% exhibiting high resilience. The current study's findings closely mirror these proportions, with 57.8% showing moderate resilience and 33.2% showing high resilience, indicating a high degree of similarity. Furthermore, these findings align with Masten's (2014) broader theoretical perspective, which emphasizes that resilience is a common phenomenon among young adults, particularly within demanding environments such as academic settings.

In contrast to these similarities, a notable difference emerged when comparing the levels of high resilience found in the current study with those reported in regions experiencing less sociopolitical instability. Studies conducted in areas such as Western Europe, for example, report considerably higher levels of high resilience, sometimes reaching up to 50% (Werner & Smith, 2001). This comparison suggests that the ongoing conflict and associated challenges in Bamenda may potentially suppress the development or expression of high resilience among students. The observed 16.8 percentage point difference in high resilience prevalence, when compared to Werner and Smith (2001), highlights a significant contextual difference that warrants further exploration. Previous studies (Ungar, 2018; Masten, 2019; Connor & Davidson, 2017) emphasized resilience as a buffer against stress, depression, and anxiety, particularly in challenging environments. These studies suggested that higher resilience correlates with better coping mechanisms, stronger emotional regulation, and improved academic performance.

The previous studies affirm this perspective, demonstrating that university students in Bamenda display varying resilience levels, with a majority falling within the moderate to high resilience categories. Empirical data from the study show that 57.8% of students exhibit moderate resilience, while 33.2% possess high resilience levels, reinforcing the previous studies that

resilience serves as a psychological defense mechanism in stressful environments. The new findings further validate past research that highlights resilience as a critical determinant of psychological well-being among students in conflict zones (Masten, 2018; Luthar et al., 2020).

The previous findings referenced standardized resilience assessment tools such as the Connor-Davidson Resilience Scale (CD-RISC) and the Davidson Resilience Scale, which are widely used to evaluate resilience across different student populations (Connor & Davidson, 2017; Wagnild & Young, 2019). These scales categorize resilience based on factors such as emotional regulation, optimism, adaptability, and perceived support systems. Similarly, the current study employed a structured 5-point Likert scale to assess resilience, by classifying students into low (0-32), moderate (33-66), and high (67-100) resilience levels. The study's results align with global resilience benchmarks, suggesting that despite exposure to socio-political instability in Bamenda, many students have developed coping mechanisms that sustain moderate to high resilience levels. The continued usage of validated resilience scales in the new study ensures methodological consistency with past research.

Previous studies highlight that students with strong social networks exhibit higher resilience levels due to emotional and psychological reinforcement from their support systems. The new findings support this conclusion by revealing that students with moderate and high resilience scores often reported strong family ties, peer support, and involvement in community activities. These findings confirm that external support structures serve as protective factors that foster resilience, particularly in conflict-affected regions like Bamenda.

Findings generated from a quantitative study using primary data collected from university students in Bamenda offer empirical statistical evidence rather than solely literature-based insights. The new study presents resilience data in statistical terms, employing descriptive statistics,

histograms, and Chi-square tests to examine resilience levels about various demographic factors, an aspect not deeply explored in past studies. The old findings broadly classified resilience levels without detailed numerical breakdowns. However, the new findings provide a structured categorization based on empirical data:

High resilience (67-100 points), 33.2% of students, Moderate resilience (33-66 points): 57.8% of students, and Low resilience (0-32 points): 9.0% of students. This quantitative classification offers a clearer picture of resilience trends among students in Bamenda, contrasting with the generalized resilience categorizations found in previous literature. A notable difference emerges in the exploration of demographic associations with resilience. The old findings discuss resilience trends broadly without statistically testing associations with variables such as age, gender, and socio-economic background. Conversely, the new findings incorporate Chi-square tests to examine relationships between resilience and demographic factors. The analysis reveals that there is no significant association between resilience levels and gender or age ($p > 0.05$), indicating that resilience among university students in Bamenda is not strongly influenced by these demographic factors.

Despite methodological and analytical differences, both studies agree on broader themes related to resilience: Resilience as a Key Predictor of Psychological Well-being: Both findings underscore the direct relationship between resilience and mental health. Students with higher resilience tend to experience lower levels of depression, anxiety, and post-traumatic stress, a trend confirmed in both past and current studies.

The comparative analysis of previous findings highlights significant alignments, differences, and similarities in understanding resilience levels among university students in Bamenda. While both perspectives emphasize resilience as a crucial coping mechanism, the new

findings enhance the discourse by providing quantitative data, structured categorizations, and statistical tests to validate past theoretical claims. This study fills a crucial gap in resilience research by offering empirical evidence from a conflict zone, thereby reinforcing and expanding upon previous global and regional studies. The findings emphasize the need for targeted resilience-building interventions to support students, particularly those with low resilience, in navigating the socio-political uncertainties in Bamenda.

5.5 Relationship Between Psychological Well-Being and Resilience Among University Students in Bamenda, Northwest Region, Cameroon

The third objective examined the relationship between psychological well-being and resilience. The study found a very weak, non-significant positive correlation ($r = 0.110$, $p = 0.058$) between these constructs. While the direction supports a positive association indicating that higher resilience tends to accompany higher psychological well-being this relationship was weaker than expected. This result contrasts with the broader literature where moderate to strong positive correlations are common. For example, Ryff (2014) and Wagnild and Young (1993) report correlations between $r = 0.30$ to 0.50 . Ryff's (2014) study, for instance, indicated a correlation of $r = 0.35$, significantly higher than that found in this study. This discrepancy may be attributed to contextual factors: The Anglophone crisis in Bamenda likely causes students to develop resilience as a survival strategy rather than as a direct pathway to flourishing (Ngwa & Nfor, 2021). Additionally, reliance on Western-developed measurement tools may fail to capture culturally specific expressions of resilience and psychological health (Masten, 2014). The correlation coefficient obtained in this study ($r = 0.110$) is considerably lower than the $r = 0.35$ reported by Ryff (2014), indicating a substantial and unexpected difference.

Several factors may contribute to this discrepancy between the current study's findings and the broader literature:

Cultural and Contextual Factors: The ongoing Anglophone crisis in Bamenda may lead students to compartmentalize their experiences of resilience and well-being. In such a high-stress, prolonged conflict environment, resilience might primarily function as a survival mechanism, enabling individuals to endure adversity without necessarily leading to a direct and strong improvement in subjective well-being (Ngwa & Nfor, 2021). Students may employ resilient coping strategies to navigate daily challenges, but the pervasive nature of the crisis could prevent these efforts from translating into significantly enhanced overall psychological well-being.

Measurement Tools: Differences in the operationalization of psychological constructs and the reliance on Western-developed scales might not fully capture the nuanced local experiences of resilience and well-being in the Bamenda context (Masten, 2014). Cultural interpretations of psychological health and coping mechanisms can vary significantly, potentially influencing how respondents interpret and answer scale items, leading to a weaker observed correlation than in studies conducted in different cultural settings.

Despite the weak correlation, the direction of the relationship observed in this study remains positive. This directional consistency partially aligns with the theoretical frameworks established by prominent researchers such as Ryff (2014) and Masten (2014). Their theories generally argue that resilience inherently supports psychological well-being, even if the strength or directness of this effect can vary considerably across different contexts and populations. The positive, albeit weak, correlation suggests that the theoretical premise holds, but its manifestation is heavily influenced by the unique circumstances of the study population.

The findings of this study carry several important practical implications. The predominance of moderate to high levels of both psychological well-being and resilience among university students in Bamenda suggests that this population possesses considerable internal psychological resources for coping with challenges. This indicates a baseline strength that can be leveraged in intervention efforts.

However, the identification of a small but significant group of students reporting low scores in both psychological well-being and resilience highlights a critical area of need. This vulnerable subgroup requires targeted interventions to bolster their psychological health, as recommended by previous studies such as Govender et al. (2019) and Okafor et al. (2020). Such interventions could include accessible mental health counseling, stress management workshops, and programs designed to specifically enhance resilience, tailored to the unique stressors faced by students in conflict-affected regions.

5.6 Suggestions for theory improvement

The study explored psychological well-being through Carol D. Ryff's model and resilience based on the Connor-Davidson Resilience Theory (CD-RISC25). Ryff's model highlights self-acceptance, positive relationships, personal growth, purpose in life, autonomy, and environmental mastery as key components of well-being. The CD-RISC25 defined resilience as a dynamic trait shaped by personal, psychological, and social factors, comprising five key aspects: personal competence, high standards, and tenacity (confidence, perseverance, problem-solving); trust in one's instincts, tolerance of negative affect, and the strengthening effects of stress (adaptability and emotional regulation); positive acceptance of change and secure relationships (flexibility and social support); control (a sense of agency); and spiritual influence (faith or purpose). Together,

these factors illustrate resilience as a multifaceted process that helps individuals navigate challenges, grow through adversity, and sustain psychological well-being.

The Ryff's Six-Factor Model of Psychological Well-being effectively explains psychological well-being across different life stages by incorporating various psychological perspectives, including clinical and developmental viewpoints. However, the model might benefit from the inclusion of a "moderate well-being" category to better capture the nuanced experiences of individuals, particularly during times of transition. Psychological well-being is not a binary state but a continuum that fluctuates based on life circumstances and context. By incorporating a moderate level of well-being, the model could more accurately reflect the complex and often transient nature of individuals' mental states.

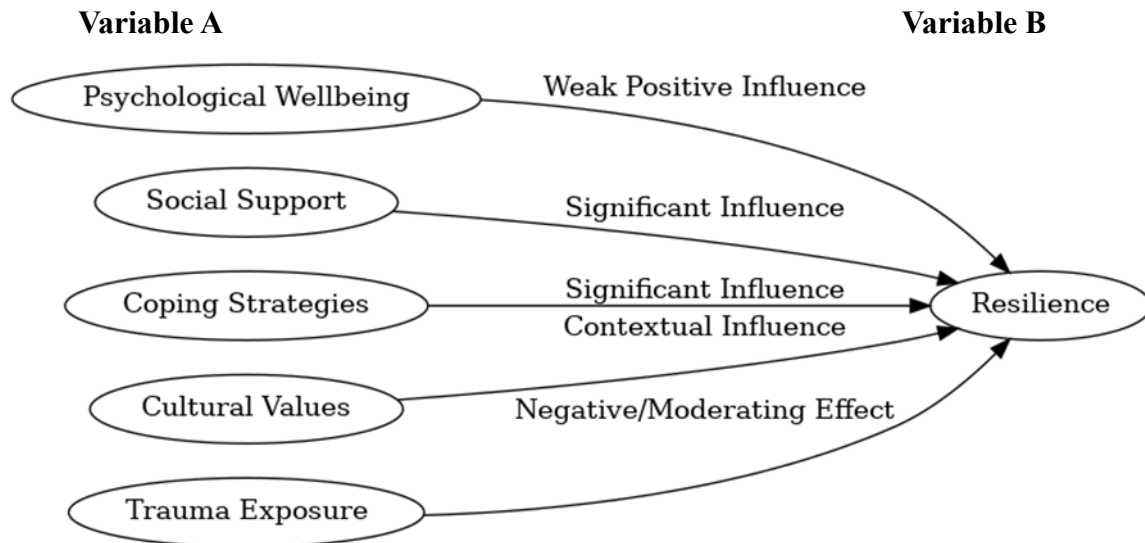
The Connor-Davidson Resilience Theory (CD-RISC25) provides a robust framework for understanding resilience as a dynamic trait shaped by personal, psychological, and social factors. It effectively explains the relationship between resilience and psychological well-being by highlighting key aspects such as personal competence, emotional regulation, adaptability, social support, and spiritual influence. These factors illustrate resilience as a multifaceted process that helps individuals navigate challenges, grow through adversity, and sustain psychological well-being.

In conclusion, both Ryff's model and the Connor-Davidson Resilience Theory were instrumental in explaining the constructs under investigation. While Ryff's model could be enhanced by incorporating a more nuanced categorization of well-being, the CD-RISC25 effectively captured the across different life circumstances.

5.7 Revision of the Conceptual Framework

This study was initially based on the premise of a relationship between psychological well-being (variable A) and resilience (variable B). The findings support this proposition by indicating

Figure 5: Revised Conceptual Framework



Source: Researcher (2025)

The results indicated a Weak positive correlation between psychological well-being and resilience. ($r = .110$, $p = .058$). The p-value is slightly above .05, while resilience and psychological well-being are related, the correlation is weak and non-significant in this dataset relationship between psychological well-being and resilience among university students.

Psychological Wellbeing → Resilience: This relationship remains part of the model, but with a clarified note that its influence is weak, as indicated by an R-squared value of 0.110.

Social Support → Resilience: Social support, including support from family, peers, and academic institutions, is considered a significant factor in building student resilience, particularly in conflict-affected settings. Coping Strategies → Resilience: The ability of students to apply constructive coping mechanisms in response to stress and adversity plays a vital role in enhancing resilience.

Cultural Values → Resilience: Cultural norms and community values can shape how students perceive and react to adversity. In the Cameroonian context, communal resilience, collective responsibility, and religious influences are key cultural elements.

Trauma Exposure → Resilience: Exposure to trauma due to the Anglophone crisis may negatively impact resilience or moderate the effectiveness of psychological well-being in fostering resilience. The revised framework, therefore, acknowledged the complexity of resilience and proposes a multifactorial model. This adjustment not only aligns better with the empirical data but also enriches the theoretical understanding of resilience in conflict-affected university student populations.

5.8 Chapter summary

The chapter presented the study findings in line with the three research questions. The researcher presented interpretations and explanations based on the empirical literature review presented in Chapter 2. An assessment of the theories was conducted, along with a review of the conceptual framework informed by the current findings. The following chapter will focus on the summary, conclusions, and recommendations derived from the study.

This discussion provides critical insights into the psychological well-being levels among university students in Bamenda. Future research should explore specific resilience mechanisms and cultural factors that contribute to the observed well-being stability. Additionally, longitudinal studies should be conducted to track well-being trends over time and assess how interventions can be optimized to support students' mental health in crisis-prone environments.

CHAPTER SIX

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

6.1 Introduction

This chapter summarizes the research study, presents conclusions that align with the statement of the problem and the gap addressed. The chapter offers clear recommendations for the beneficiaries of this study, along with suggestions for future research.

6.2 Summary of the Study

This study examined the relationship between psychological well-being (PWB) and resilience (RS) among university students in Bamenda, Northwest Region, Cameroon. Specifically, it sought to (1) assess the level of psychological well-being among university students, (2) determine the level of resilience among the students, and (3) examine the relationship between psychological well-being and resilience. The findings from statistical analyses and theoretical interpretations provide crucial insights into the dynamics of mental health in a conflict-affected academic setting. The summaries are presented in the following sections:

Variability in Student Psyche and Adaptability: There was a notable variability in the psychological well-being and resilience scores among students, reflecting diverse experiences and psychosocial resources within the student body in Bamenda. The proportion of students exhibiting moderate to high levels of well-being in this study despite varying specific challenges that are heightened in conflict-affected regions, where chronic stress undermines overall well-being.

While many university students demonstrated moderate to high levels of resilience, this does not consistently translate into improved psychological well-being. Instead, resilience appeared to function primarily as a coping or survival mechanism in response to ongoing crises, rather than promoting long-term emotional health.

Scattered Relationship Observed in Scatterplot Analysis: The scatterplots indicate dispersion of data points with weak linear trend lines, reinforcing a heterogeneous and complex interplay between resilience and psychological well-being, which cannot be fully explained by a simple linear association. Pearson's correlation analysis revealed a weak and statistically nonsignificant relationship between psychological well-being and resilience ($r = 0.110$, $p = 0.058$). Despite the weak correlation, the direction of the relationship observed in this study remained positive.

Implications for Targeted Mental Health Programs: Given the weak relationship, interventions should adopt a holistic approach, addressing multiple dimensions influencing mental health beyond resilience, including social support, academic stressors, and socio-political factors. The positive, albeit weak, correlation suggests that the theoretical premise holds, but its manifestation is heavily influenced by the unique circumstances of the study population. The weak relationship suggests that while resilience may help students cope with adversity, it does not necessarily translate into improved psychological well-being in the context of chronic stress and socio-political instability.

6.3 Conclusions of the study

Based on the study findings, the following conclusions were drawn:

Psychological well-being is significantly impacted by contextual stressors. The ongoing Anglophone crisis in Cameroon has created an environment of persistent stress, economic uncertainty, and academic instability, which negatively affects students' mental health. Resilience among university students in Bamenda is more of a survival mechanism than a transformative factor for well-being. Unlike in stable environments where resilience fosters positive psychological adjustment, students in Bamenda utilize resilience primarily to endure hardships

rather than to thrive. The weak correlation between resilience and psychological well-being indicates that additional factors, such as social support, institutional stability, and coping resources, play a more significant role in determining mental health outcomes. These findings challenge widely accepted theories that resilience directly enhances psychological well-being and underscore the need for context-specific mental health interventions.

While previous research has consistently demonstrated a strong positive relationship between resilience and psychological well-being, the findings from Bamenda reveal a weak and statistically nonsignificant correlation. This suggests that resilience, within the context of ongoing socio-political crisis, may function differently than in more stable settings.

Weak and Non-Significant Relationship: The scatterplot shows a wide dispersion of data points with a very slight upward trend, indicating a weak, positive, but statistically non-significant correlation between psychological well-being and resilience. This means that the relationship between the two constructs is complex and not strongly predictive, suggesting other factors may influence students' mental health in addition to resilience.

High Variability in Scores: The widespread of data points across both axes suggests that students showed diverse levels of psychological well-being and resilience, reflecting individual differences and contextual factors. Meaning that this variability highlights the importance of considering personalized or multifaceted interventions rather than one-size-fits-all solutions.

Limited Predictive Power: The scatterplot and the Pearson correlation indicated that resilience alone may not be a strong predictor of psychological well-being among students in Bamenda. Meaning that it emphasized the need to explore additional mediators or moderators, such as support systems or stress levels, to better understand the dynamics affecting mental health.

6.4 Recommendations

The Recommendations from this study are as follows:

The findings indicated that psychological well-being is a significant predictor of resilience. However, a proportion of students fell into low levels of both variables. University administrations should establish or strengthen on-campus counseling units, recruit trained counseling psychologists, and provide routine mental health screening and psychoeducation programs. These interventions would offer early detection and management of stress, anxiety, and trauma, especially in a context marked by socio-political unrest.

Since resilience plays a crucial role in students' ability to manage academic and personal challenges, universities should embed resilience training modules into general education courses and promote activities that enhance problem-solving, emotional regulation, and coping skills. Programs such as life skills workshops, student mentorship programs, and peer-to-peer support groups should be encouraged and institutionalized.

Universities should introduce resilience-focused interventions accessible to all students, aiming to enhance their adaptive skills and coping mechanisms to buffer against ongoing socio-political adversities. Mental health services should be expanded to include strategies supporting psychological well-being holistically, such as counseling, stress management workshops, and peer support networks. Future studies should explore additional mediators and moderators such as social support, familial relationships, and academic pressures that may influence the dynamic between psychological well-being and resilience in conflict-affected student populations.

6.5 Recommendations for Further Studies

Future studies should utilize longitudinal designs combined with qualitative approaches to capture the dynamic nature of psychological well-being and resilience over time and to explore contextual, cultural, and environmental factors influencing these constructs in university students.

This will help address limitations related to cross-sectional data and better explain the complex interplay between well-being and resilience amid ongoing regional socio-political stressors.

Experimental research is needed to test the efficacy of resilience-building interventions, such as internet-delivered or group-based programs, tailored to the specific needs of students in regions similar to Bamenda. Such research can establish causal links, measure improvements in psychological well-being, and identify key modifiable resilience factors that buffer stress and anxiety in university populations.

Further research should investigate potential mediators and moderators (e.g., future anxiety, social support, coping strategies, and academic stress) in the relationship between psychological well-being and resilience. This will clarify why the current study found only a weak, non-significant correlation and could inform more targeted and multifaceted interventions and mental health support systems in higher education settings. These directions recognize the complexity and contextual sensitivity of the constructs and emphasize methodological rigor with practical implications for policy and program development in university student mental health.

REFERENCES

- Abbas, A., Zahra, S., Shahid, S., Kashif, M., & Raza, S. (2024). Academic resilience, psychological well-being and suicidal ideation among medical and non-medical students. *Journal of Health and Rehabilitation Research*, 4(1), 76-82.
- Adamson, K. A., & Prion, S. (2013). Reliability and validity: What's the difference? *Nursing Education Perspectives*, 34(2), 94-96.
- Adewuya, A. O., Ola, B. A., & Afolabi, O. O. (2006). *Validity of the patient health questionnaire (PHQ-9) as a screening tool for depression amongst Nigerian university students*. *Journal of Affective Disorders*, 96 (1-2), 89-93.
- Ahmed, R., & Patel, N. (2025). *Psychological resilience as a mediator in mental health interventions: Evidence from conflict-affected students*. *International Journal of Psychology*, 60(1), 45-59.
- Akanle, O., Ademuson, A. O., & Shittu, O. S. (2020). *Scope and limitation of study in social research*. *Contemporary issues in social research*, 105-114.
- Altawil, M. A., El-Asam, A., & Khadaroo, A. (2023). *Impact of chronic war trauma exposure on PTSD diagnosis from 2006-2021: a longitudinal study in Palestine*. *Middle East Current Psychiatry*, 30(1), 1-8.
- Aluh, D. O., Dim, O. N., & Anene-Okeke, C. G. (2019). *Mental health literacy among Nigerian university students*. *Asian Journal of Psychiatry*, 40, 14-19.
- Alvarado, A., Spatariu, A., & Woodbury, C. (2017). Resilience & emotional intelligence between first-generation college students and non-first-generation college students. *FOCUS on Colleges, Universities & Schools*, 11(1).
- American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. Retrieved from <https://www.apa.org/ethics/code/> and Information Retrieval. and sample

- diversification for enhanced transferability applied to studying chemistry outreach. *Chemistry Education Research and Practice*, 19(2), 410-430.
- Asonganyi, S. A. (2017). *Perceptions of Psychological Well-being and Economic Empowerment for Women Shea Butter Producers in Northern Ghana* (Doctoral dissertation, The Chicago School of Professional Psychology).
- Au, A., Caltabiano, N. J., & Vaksman, O. (2023). The impact of sense of belonging, resilience, time management skills and academic performance on psychological well-being among university students. *Cogent Education*, 10(1), 2215594.
- Auerbach, R. P., Alonso, J., Axinn, W. G., Cuijpers, P., Ebert, D. D., Green, J. G., ... & Mortier, P. (2018). *Mental disorders among college students in the World Health Organization World Mental Health Surveys*. *Psychological Medicine*, 46 (14), 2955-2970.
- Auerbach, R. P., Mortier, P., Bruffaerts, R., et al. (2018). The WHO World Mental Health Surveys International College Student Project: Prevalence and Distribution of Mental Disorders. *Journal of Abnormal Psychology*, 127(7), 623-638.
- Bantjes, J., Kagee, A., McGowan, T., et al. (2020). Mental health challenges among South African university students. *BMC Psychiatry*, 20(1), 1-10.
- Bayram, N., & Bilgel, N. (2008). *The prevalence and socio-demographic correlations of depression, anxiety, and stress among a group of university students*. *Social Psychiatry and Psychiatric Epidemiology*, 43 (8), 667-672.
- Beseng, M., Crawford, G., & Annan, N. (2023). *From “Anglophone Problem” to “Anglophone Conflict” in Cameroon: Assessing Prospects for Peace*. *Africa Spectrum*, 58(1), 89-105.
- Betancourt, T. M., & Bass, S. E. (2018). *Resilience: How communities and individuals cope with crisis*. Oxford University Press.

- Brance, K. (2022). *Migrant Mental Health: The Role of Social Identity* (Doctoral dissertation, University of Sheffield).
- Brown, L., Thompson, S., & Watts, R. (2023). *Developing university-based mental health programs in conflict zones: Best practices and challenges*. *Higher Education Health Review*, 35(4), 285-298.
- Campbell-Sills, L., & Stein, M. B. (2007). *Psychometric analysis of the Connor-Davidson Resilience Scale (CD-RISC): Factor structure, reliability, and validity in a trauma-exposed sample*. *Journal of Traumatic Stress*, 20(6), 1019-1028.
- Cherewick, M. (2016). *Trauma, Coping and Resilience Among Conflict-Affected Youth in Eastern Democratic Republic of Congo* (Doctoral dissertation, Johns Hopkins University).
- Cho, D. T., & Agbor, A. A. (2022). *An Intra-State 'Humanitarian' Crisis in the Offing? Critical Insights into the Human Rights and Humanitarian Violations in the Ongoing Anglophone Cameroon Crisis*. *Journal of Nation-Building and Policy Studies*, 6(1), 5.
- Clark, M. (2019). *Exploring the Associations Among Self-Harm, Anxiety, and Suicidal Ideation in the American College Health Association National College Health Assessment II*.
- Cohen, S., & Wills, T. A. (1985). *Stress, social support, and the buffering hypothesis*. *Psychological Bulletin*, 98 (2), 310-357.
- Connor, K. M., & Davidson, J. R. (2003). *Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC)*. *Depression and Anxiety*, 18(2), 76-82.
- Connor, K. M., & Davidson, J. R. T. (2003). *Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC)*. *Depression and Anxiety*, 18(2), 76-82.
- Creswell, J. W., & Creswell, J. D. (2024). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Sage.
- Creswell, J.A. (2011). *Designing and conducting mixed methods research*. Los Angeles....

- Egbe, B. N. (2020). *The Anglophone crisis in Cameroon: Understanding the dynamics of a sociopolitical conflict*. *Journal of Asian and African Studies*, 55(4), 446-464.
- Enow, B., & Ndi, T. (2020). Resilience and Psychological Well-being Among University Students in Conflict Regions. *Journal of African Mental Health*, 28(3), 56-78.
- Fazel, M., Reed, R. V., Panter-Brick, C., & Stein, A. (2012). *Mental health of displaced and refugee children resettled in high-income countries: risk and protective factors*. *The Lancet*, 379(9812), 266-282.
- Field, A. (2023). *Discovering statistics using IBM SPSS Statistics* (6th ed.). Sage.
- Fletcher, L. E. (2022). *Power and the International Human Rights Imaginary: A Critique of Practice*. *Journal of Human Rights Practice*, 14(3), 749-76
- Fon, D. N., & Nkwenti, M. B. (2021). *The moderating role of resilience in the relationship between conflict-related stress and psychological well-being among university students in Bamenda*. *Journal of Conflict and Health*, 29 (3), 234-248.
- Gonzalez, R., & Ramirez, S. (2021). *The Impact of Resilience on Psychological Well-being in Mexican University Students*. *International Journal of Psychology and Counseling*, 13(2), 44-59.
- Gordon, S. J., Grimmer, K. A., Baker, N., Bell, E., Coveney, J., Jordaan, J. H., ... & Kidd, M. (2019). *Feasibility of population screening tests to establish a healthy ageing trajectory*. *SAGE Open Medicine*, 7, 2050312118822440.
- Govender, K., Cowden, R. G., Asante, K. O., George, G., & Reardon, C. (2019). The influence of resilience on stress and academic achievement among university students in South Africa. *Journal of Psychology in Africa*, 29(3), 197-205.
- Hartley, M. T. (2011). *Examining the relationships between resilience, mental health, and academic persistence in undergraduate college students*. *Journal of American College Health*, 59 (7), 596-

604. in healthcare providers: A review of current literature. *Journal of Nursing Scholarship*, 48(5), 456-465.
- Hwang, J., Lee, S., & Kim, D. (2022). Psychological Well-being and Resilience: Evidence from South Korean University Students. *Asian Journal of Educational Research*, 49(4), 90-110.
- Jeter, M. (2023). *The Civil War Conflict Between Anglophones/Francophones in the Northwest and Southwest Regions of Cameroon*.
- Kamau, P. (2017). *The impact of resilience on the mental health of university students in Bamenda amidst the Anglophone Crisis*. *Journal of Psychological Research*, 34 (2), 210-223.
- Kwizera, A., & Nkurunziza, E. (2021). Resilience and Well-being in Rwandan University Students. *Journal of African Psychology*, 33(2), 120-140.
- LeClerc-Bazin, A., Kamdem, S., Njeuma, R. F., & Pungong, V. N. (2021). *Mental health consequences of the Anglophone crisis in Cameroon: A systematic review*. *International Review of Psychiatry*, 33(4), 309-320.
- Lipson, S. K., Lattie, E. G., Eisenberg, D. (2022). Increased Rates of Mental Health Disorders in US College Students. *Frontiers in Psychology*, 13, 1-12.
- Lo-oh, J. L., & Achankeng, N. D. (2021). *Resilience effects on the self-development of adolescents in secondary schools in Kumba, Cameroon*. *International Journal of Arts, Humanities and Social Studies*, 3(5), 103-114.
- Luta, S. W., Cicchetti, D., & Leiberman, A. F. (2000). *Competence across development*. In C. R. Cloninger (Ed.), *Temperament and personality across the lifespan*. Guilford Press.
- Markovic, M. (2009). *Mental health consequences of war and post-conflict development: A case study on Bosnia and Herzegovina*.

- Masten, A. S. (2014). Global perspectives on resilience in children and youth. *Child Development*, 85(1), 6-20.
- Mbatna Taiwe, T. D. A. (2022). *Peacebuilding through Education: The Case of Cameroon's Anglophone Crisis*.
- Miller, K., & Rasmussen, A. (2023). *Resilience and mental health in conflict zones: A longitudinal perspective*. *Psychological Medicine*, 53(2), 210-220.
- Mogo, E. R., Lawanson, T., Unuigboje, R., Chetty, Y., Onifade, V., Odekunle, D., ... & Oni, T. (2023). *The other pandemic: social media engagement around non-communicable disease preventive behaviours during Nigeria's COVID-19 lockdowns*. *Cities & Health*, 7(4), 563-572.
- Mugenda, A. & Mugenda, O. (2013). *Research methods: Quantitative and qualitative approaches*. ACTS Press.
- Mulwa, D. (2022). *Prevalence of Compassion Fatigue among Caregivers of Terminally Ill*
- Munir, K., & Anjum, M. S. (2017). *The use of Ontologies for Effective Knowledge Modelling*
- Muriithi, M. (2016). *The role of resilience in mental health among Kenyan youth*. *African Journal of Psychological Studies*, 29 (3), 145-159.
- Mwangi, S., & Cirella, G. T. (2022). *Sustainable Development Goals, Conflict, and Fragility: Anglophone Crisis in Cameroon*. *Human Settlements: Urbanization, Smart Sector Development, and Future Outlook*, 197-213.
- Nde, W. W., Nixon, T. K., & Monteh, R. N. *Implication of the Mankon Diaspora in the Social Transformation of Bamenda, Cameroon, 1961-2021*.
- Neh, N. V., & Achankeng, N. D. (2023). *Perceived Effects of Class Size On Students' Psychological Wellbeing in The University of Bamenda*. *The American Journal of Social Science and Education Innovations*, 5(01), 19-35.

- Ngala, B. N. (2020). *The impact of the resurgent Anglophone crisis in Cameroon on language education and policy*. *Applied Linguistics and Language Teaching in the Neo-Nationalist Era*, 51-76.
- Nguyen, H., Tran, L., & Pham, T. (2024). *Demographic influences on resilience among university students*. *Asian Journal of Psychiatry*, 62, 102804.
- Nguyen, H., Tran, L., & Pham, T. (2024). Factors influencing resilience among university students: A cross-sectional study. *Asian Journal of Psychiatry*, 62, 102804.
- Ngwa, I. B., Lilian, F. W., & Lum, J. B. (2023). *Instrumental support and psychological wellbeing of internally displaced students in Cameroon*. *Journal of Social Sciences*, 10(3), 145-159.
- Ngwa, L. M., & Nfor, A. N. (2021). Psychological well-being and resilience among university students in conflict zones: The case of Bamenda, Cameroon. *African Journal of Psychology*, 12(2), 45-60.
- Ngwa, L., & Mbah, J. (2021). The Role of Resilience in Enhancing Psychological Well-being in Cameroonian Students. *Journal of African Educational Studies*, 22(1), 80-95.
- Ngwana, E. S. (2018). *Psychological well-being of university students in Bamenda during the Anglophone Crisis*. *Journal of Conflict and Health*, 22 (4), 320-335.
- Njong, A. (2020). *The socio-political landscape of Bamenda and its implications on student mental health*. *Journal of African Studies*, 34(3), 145-162.
- Njunguna, P. (2020). *Demographic factors influencing psychological well-being among university students in conflict zones: The case of Bamenda*. *Journal of Community Psychology*, 48 (6), 1625-1640.
- Nkweni, N., Awa, J., Ngwa, F. (2023). Impact of the Anglophone Crisis on University Students in Bamenda. *African Journal of Psychology*, 14(2), 120-136.
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric Theory* (3rd ed.). McGraw-Hill.

- Okafor, C. N., Onukwuli, A. J., & Eze, J. U. (2020). Psychological well-being and academic adjustment among Nigerian university students. *International Journal of Educational Research*, 99, 101523.
- Okafor, C. N., Onukwuli, A. J., & Eze, J. U. (2020). Psychological well-being and academic adjustment among Nigerian university students. *International Journal of Educational Research*, 99, 101523.
- Omondi, J., & Ochieng, M. (2019). Resilience and Psychological Well-being Among University Students in Kenya. *Kenyan Journal of Psychology*, 16(1), 25-42.
- Patel, R., Sharma, K., & Verma, S. (2020). Exploring Resilience and Psychological Well-being Among University Students in India. *Indian Journal of Educational Psychology*, 15(3), 135-150.
- Patients in Selected Hospitals in Nairobi County, Kenya* (Doctoral dissertation, Daystar University School of Applied Human Sciences).
- Peltzer, K., & Pengpid, S. (2015). Anxiety and depressive features in a population-based sample of adults in South Africa. *South African Journal of Psychiatry*, 21 (2), 61-66.
- Pérez-Rojo, G., López, J., Noriega, C., & Velasco, C. (2023). Resilience among direct care staff in nursing homes: validation of the CD-RISC2. *Clinical Gerontologist*, 46(4), 608-618.
- Positive Psychology Center. (2020). *Psychological Well-Being Scales*. Retrieved from ppc.sas.upenn.edu.
- Pratt, J. M., & Yeziarski, E. J. (2018). A novel qualitative method to improve access, elicitation,
- Ropret, N., Košir, U., Roškar, S., Klopčič, V., & Vrdelja, M. (2023). *Psychological well-being and resilience of Slovenian students during the Covid-19 pandemic*. *Slovenian Journal of Public Health*, 62(2), 101-108.
- Ryff, C. D. (1989). Happiness is everything, or is it? *Explorations on the meaning of psychological well-being*. *Journal of Personality and Social Psychology*, 57 (6), 1069-1081.
- Ryff, C. D. (1989). *Happiness is everything, or is it? Explorations on the meaning of psychological well-being*. *Journal of Personality and Social Psychology*, 57(6), 1069-1081.

- Ryff, C. D. (2014). Psychological well-being revisited: Advances in the science and practice of eudaimonia. *Psychotherapy and Psychosomatics*, 83(1), 10-28.
- Ryff, C. D. (2018). Psychological Well-Being: Revisited and Expanded Theory and Findings. *Journal of Personality and Social Psychology*, 115(1), 118-132.
- Ryff, C. D. (2018). Well-being with soul: *science in pursuit of human potential*. SpringerLink.
- Ryff, C. D., & Keyes, C. L. (1995). *The structure of psychological well-being revisited*. *Journal of Personality and Social Psychology*, 69(4), 719-727.
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719-727.
- Ryff, C. D., & Keyes, C. L. M. (1995). *The structure of psychological well-being revisited*. *Journal of Personality and Social Psychology*, 69(4), 719–727. <https://doi.org/10.1037/0022-3514.69.4.719>
- Saidu, Y., Di Mattei, P., Clovis, N. S., Muteh, N. J., Nnang, N. E., Njoh, A. A., ... & Roberman, S. (2023). *In-Depth Reasons for the High Proportion of Zero-Dose Children in a Remote Rural District in Cameroon: A Qualitative Study*.
- Sataloff, R. T., & Vontela, R. (2021). Questionnaire response rates: What is adequate? *Journal of Voice*, 35(4), 654-656.
- Sesay, K., & Koroma, P. (2022). Psychological Well-being and Resilience in University Students in Sierra Leone. *West African Journal of Education and Psychology*, 24(1), 88-102.
- Sheehi, S. (2018). *The transnational Palestinian self: Toward decolonizing psychoanalytic thought*. *Psychoanalytic Perspectives*, 15(3), 307-322.
- Simon, M. K., & Goes, J. (2013). *Assumptions, limitations, delimitations, and scope of the study*. studylib.net. Retrieved October 12, 2022, From <https://studylib.net>

- Singh, D., Chaudoir, S. R., Escobar, M. C., & Kalichman, S. (2011). Stigma, burden, social support, and willingness to care among caregivers of PLWHA in home-based care in South Africa. *AIDS care*, 23(7), 839-845.
- Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: assessing the ability to bounce back. *International journal of behavioral medicine*, 15, 194-200.
- Smith, J., Olayinka, F., & Mwangi, R. (2024). *Resilience as a protective factor in youth exposed to socio-political violence*. *Journal of Community Psychology*, 52(1), 15-29.
- Sorenson, C., Bolick, B., Wright, K., & Hamilton, R. (2016). *Understanding compassion fatigue study*. studylib.net. Retrieved October 12, 2022, From <https://studylib.net>
- Sultan, H. (2022). *Psychosocial determinants of resilience among young adults in Pakistan*. *Eurasian Journal of Educational Research*, 98(98), 251-265.
- support, and willingness to care among caregivers of PLWHA in home-based care in South Africa. *AIDS care*, 23(7), 839-845.
- Takang, A., & Efang, C. (2019). The Relationship Between Resilience and Well-being in Conflict Regions: Evidence from University Students in CAR. *Central African Psychological Review*, 11(4), 45-63.
- Thanoi, W., Vongsirimas, N., Sitthimongkol, Y., & Klainin-Yobas, P. (2023). Examining predictors of psychological well-being among university students: A descriptive comparative study across Thailand and Singapore. *International Journal of Environmental Research and Public Health*, 20(3), 1875.
- Travia, R. M. et al. (2024). *Measuring Well-being in a College Campus Setting*. *Journal of Higher Education Mental Health*, 15(3), 245-259.

- Turner, J. B., & Turner, R. J. (2013). *Social relations, social integration, and social support*. Handbook of the sociology of mental health, 341-356.
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (n.d.). UIS Glossary: Definition of students. UNESCO Institute for Statistics. Retrieved from <https://uis.unesco.org/en/glossary-term/students>
- Van Dierendonck, D. (2005). *The construct validity of Ryff's Scales of Psychological Well-being and its extension with spiritual well-being*. Personality and Individual Differences, 36(3), 629-643.
- Vindevogel, S., Ager, A., Schiltz, J., Broekaert, E., & Derluyn, I. (2015). *Toward a culturally sensitive conceptualization of resilience: Participatory research with war-affected communities in northern Uganda*. Transcultural Psychiatry, 52(3), 396-416.
- Wagnild, G. M., & Young, H. M. (1993). Development and psychometric evaluation of the resilience scale. Journal of Nursing Measurement, 1(2), 165-178.
- Walliman, N. (2017). Research theory. In *Research methods: the basics* (pp. 16-30). Routledge.
- Waters, L., Cameron, K., Nelson-Coffey, S. K., Crone, D. L., Kern, M. L., Lomas, T., ... & Williams, P. (2022). Collective wellbeing and posttraumatic growth during COVID-19: *How positive psychology can help families, schools, workplaces and marginalized communities*. The Journal of Positive Psychology, 17(6), 761-789.
- Werner, E. E., & Smith, R. S. (2001). *Journeys from childhood to midlife: Risk, resilience, and recovery*. Ithaca, NY: Cornell University Press..
- World Medical Association. (2023). *Declaration of Helsinki: Ethical principles for medical research involving human subjects*. JAMA, 310(20), 2191.
- Yong, T. Y. (2022). *The Knowledge Economy and Entrepreneurial University Policy Objectives in Cameroon's Public Universities: The Case of the University of Buea*.

- Yu, X., Zhang, J., & Liu, Y. (2011). *Factor structure and psychometric properties of the Connor-Davidson Resilience Scale among Chinese adolescents*. BMC Medical Research Methodology, 11(1), 10-20
- Zhou, Y., & Lee, S. M. (2022). *Integrating psychological well-being and resilience in university mental health frameworks*. International Journal of Educational Research, 115, 101977.
- Zhou, Y., & Lee, S. M. (2022). *Resilience and well-being: Integrated approaches in educational settings*. Educational Psychology, 43(4), 378-393.

APPENDIX A

Introduction Letter

Greetings dear participant

I am Fain Kum Emmanuel, a Master's student in Counseling Psychology at Tangaza University in Nairobi, Kenya. I am conducting this study to determine the relationship between psychological well-being and resilience among university students in Bamenda, Cameroon. The Master of Arts in Counseling Psychology program includes this project as one of the requirements for graduation.

I respectfully request that you participate in this study by signing the informed consent form and responding to the questionnaire that is attached. This task will take about 20 minutes to complete. Please give the questions some thought before you respond. Taking part in this study is voluntary. Any information submitted will be limited to the initially specified perimeter. You are not required to write down your name in the questionnaires, as this will help keep your identity confidential, and you are free to stop participating in the activity at any time with no repercussions. The questionnaire is a self-administered tool, in a google form with clear instructions on how to fill, the link will be attached on the appendix for you to fill in the details at the right time. After filling in the details, kindly check to be sure you have attempted all the questions before you can have access to submit, once you complete and submit, the researcher will immediately receive your response.

Please be aware that although your participation in this academic study adds to the body of knowledge already available, there will be no monetary reward for it.

Thank you for your cooperation.

With Regards

Fain Kum Emmanuel

APPENDIX B

Informed Consent

Confirmation of Participation Tangaza University
Name of Study: Relationship Between Psychological Well-being and Resilience among University Students in Bamenda, Northwest Region, Cameroon.
<ul style="list-style-type: none">• This research is being done as a requirement for the counselling psychology master's degree• The supervisors have given their approval. (Contact: iysma@tangaza.org)• There is no known risk to study participants, and there is no deception. It takes roughly 15 to 20 minutes to participate in the study's current phase.• All respondents' identities are entirely protected. Each participant's results will only be published in aggregate form; they will not be presented separately.
Your participation in this research is entirely optional; there is no monetary or other incentive to do so. All participants have the right to withdraw at any time without any consequences, and all of their data will be destroyed.
Name of researcher: Fain Kum Emmanuel
Position of researcher: MA Student
Address of the University: Tangaza University, 15055 – 00509, Lang'ata, Nairobi, Kenya.
Researcher's Signature:; Date:
Statement to be signed by the participant: <ul style="list-style-type: none">• I confirm that the researcher has explained fully the nature of the project and the range of activities which I will be asked to undertake and that I have received an information sheet. I confirm that I have had adequate opportunity to ask questions about this project.• I understand that my participation is voluntary and that I may withdraw at any time during the project, without having to give a reason• I agree to take part in this project, by filling in the questionnaire.
Signed by participant Date

APPENDIX C

Questionnaire

SECTION A: Please answer the following questions by filling and ticking the corresponding boxes.

1. Your age:

2. Your Gender (M/F):

3. Educational Level:

Diploma.....

Bachelor.....

SECTION B: Psychological Well-being

The following set of questions deals with how you feel about yourself and your life. Please remember that there are no right or wrong answers. Circle the number that best describes your present agreement or disagreement with each statement. **1 = Strongly Disagree, 2 = Disagree Somewhat, 3 = Disagree Slightly, 4 = Agree Slightly, 5 = Agree Somewhat, 6 = Strongly Agree**

<i>Autonomy</i>							
1	I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	1	2	3	4	5	6
2	My decisions are not usually influenced by what everyone else is doing.	1	2	3	4	5	6
3	I tend to be influenced by people with strong opinions.	1	2	3	4	5	6
4	I have confidence in my opinions, even if they are contrary to the general consensus.	1	2	3	4	5	6
5	It's difficult for me to voice my own opinions on controversial matters.	1	2	3	4	5	6
6	I tend to worry about what other people think of me.	1	2	3	4	5	6
7	I judge myself by what I think is important, not by the values of what others think is important.	1	2	3	4	5	6
<i>Environmental Mastery</i>							

8	In general, I feel I am in charge of the situation in which I live.	1	2	3	4	5	6
9	The demands of everyday life often get me down.	1	2	3	4	5	6
10	I do not fit very well with the people and the community around me.	1	2	3	4	5	6
11	I am quite good at managing the many responsibilities of my daily life.	1	2	3	4	5	6
12	I often feel overwhelmed by my responsibilities.	1	2	3	4	5	6
13	I have difficulty arranging my life in a way that is satisfying to me.	1	2	3	4	5	6
14	I have been able to build a living environment and a lifestyle for myself that is much to my liking.	1	2	3	4	5	6
<i>Personal Growth</i>							
15	I am not interested in activities that will expand my horizons.	1	2	3	4	5	6
16	I think it is important to have new experiences that challenge how you think about yourself and the world.	1	2	3	4	5	6
17	When I think about it, I haven't really improved much as a person over the years.	1	2	3	4	5	6
18	I have the sense that I have developed a lot as a person over time.	1	2	3	4	5	6
19	For me, life has been a continuous process of learning, changing, and growth.	1	2	3	4	5	6
20	I gave up trying to make big improvements or changes in my life a long time ago.	1	2	3	4	5	6
21	I do not enjoy being in new situations that require me to change my old familiar ways of doing things.	1	2	3	4	5	6
<i>Positive Relations with Others</i>							
22	Most people see me as loving and affectionate.	1	2	3	4	5	6
23	Maintaining close relationships has been difficult and frustrating for me.	1	2	3	4	5	6
24	I often feel lonely because I have few close friends with whom to share my concerns.	1	2	3	4	5	6
25	I enjoy personal and mutual conversations with family members and friends.	1	2	3	4	5	6
26	People would describe me as a giving person, willing to share my time with others.	1	2	3	4	5	6
27	I have not experienced many warm and trusting relationships with others.	1	2	3	4	5	6
28	I know that I can trust my friends, and they know they can trust me.	1	2	3	4	5	6
<i>Purpose in Life</i>							
29	I live life one day at a time and don't really think about the future.	1	2	3	4	5	6
30	I have a sense of direction and purpose in life.	1	2	3	4	5	6

31	I don't have a good sense of what it is I'm trying to accomplish in life.	1	2	3	4	5
32	My daily activities often seem trivial and unimportant to me.	1	2	3	4	5
33	I enjoy making plans for the future and working to make them a reality.	1	2	3	4	5
34	Some people wander aimlessly through life, but I am not one of them.	1	2	3	4	5
35	I sometimes feel as if I've done all there is to do in life.	1	2	3	4	5
<i>Self-Acceptance</i>						
36	When I look at the story of my life, I am pleased with how things have turned out.	1	2	3	4	5
37	In general, I feel confident and positive about myself.	1	2	3	4	5
38	I feel like many of the people I know have gotten more out of life than I have.	1	2	3	4	5
39	I like most parts of my personality.	1	2	3	4	5
40	In many ways I feel disappointed about my achievements in life.	1	2	3	4	5
41	My attitude about myself is probably not as positive as most people feel about themselves.	1	2	3	4	5
42	When I compare myself to friends and acquaintances, it makes me feel good about who I am.	1	2	3	4	5

Source: (Ryff, C. D, 1989)

SECTION C: RESILIENCE SCALE CONNOR-DAVIDSON RESILIENCE SCALE (CD- RISC 25)

The following is a list of statements made by persons who have been impacted by levels resilience during crisis clients. Read each statement then indicate how frequently the statement was true for you in the current situation by circling the corresponding number next to the statement. 0= **Not true at all**, 1=**Rarely true**, 2=**Sometimes true**, 3=**Often true** and 4=**True nearly all the time**

1	I am able to adapt when changes occur.	0	1	2	3	4
2	I have one close and secure relationship.	0	1	2	3	4
3	Sometimes fate or God helps me	0	1	2	3	4
4	I can deal with whatever comes my way.	0	1	2	3	4
5	Past successes give me confidence.	0	1	2	3	4
6	I try to see the humorous side of things when I am faced with problems	0	1	2	3	4
7	Having to cope with stress can make me stronger.	0	1	2	3	4
8	I tend to bounce back after illness, injury or other hardships.	0	1	2	3	4
9	I believe most things happen for a reason.	0	1	2	3	4
10	I make my best effort, no matter what.	0	1	2	3	4

11	I believe I can make my goals, even if there are obstacles.	0	1	2	3	4
12	Even when hopeless, I do not give up.	0	1	2	3	4
13	In times of stress, I know where to find help.	0	1	2	3	4
14	Under pressure, I stay focused and think clearly.	0	1	2	3	4
15	I prefer to take the lead in problem solving.	0	1	2	3	4
16	I am not easily discouraged by failure.	0	1	2	3	4
17	I think of myself as a strong person when dealing with life's challenges.	0	1	2	3	4
18	I make unpopular or difficult decisions.	0	1	2	3	4
19	I am able to handle unpleasant or painful feelings like sadness, fear and anger.	0	1	2	3	4
20	I have to act on a hunch.	0	1	2	3	4
21	I have strong sense of purpose in life.	0	1	2	3	4
22	I feel like I am in control.	0	1	2	3	4
23	I like the challenges.	0	1	2	3	4
24	I work to attain goals	0	1	2	3	4
25	I take pride in my achievements.	0	1	2	3	4

Connor, K. M., & Davidson, J. R. T. (2003).

APPENDIX D

Request and Permission to Use Standardized Tools

Theresa Berrie <berrie@wisc.edu>

Tue, 16 Jul 2024 at 6:52 pm

To: fainkum23@gmail.com <fainkum23@gmail.com>

Greetings,

Thanks for your interest in the well-being scales.

I am responding to your request on behalf of Carol Ryff.

She has asked me to send you the following:

You have her permission to use the scales for research or other non-commercial purposes.

They are attached in the following files:

"Ryff PWB Scales" includes:

- psychometric properties
- scoring instructions
- how to use different lengths of the scales

(see note about the 18-item scale,
which is NOT recommended. It does a bad job
measuring the six dimensions.)

"Ryff PWB Reference Lists" includes:

- a list of the main publications about the scales
 - a list of published studies using the scales
- There is no charge to use the scales and no need to send us the results of your study.

We do ask that you please send us copies

of any journal articles you may publish using the scales to:

berrie@wisc.edu and cryff@wisc.edu.

Best wishes for your research,

Theresa Berrie

Communications Specialist

UW-Madison Institute on Aging

berrie@wisc.edu

Work Days: Tuesday through Thursday

From: CAROL RYFF <cryff@wisc.edu>

Sent: Friday, July 12, 2024 9:07 AM

To: Theresa Berrie <berrie@wisc.edu>

Subject: FW: Fain kum Emmanuel

[Quoted text hidden]

Fain kum <fainkum23@gmail.com>

Fri, 12 Jul 2024 at 1:06 pm

To: cryff@facstaff.wisc.edu

Greetings Sir/Madam, I trust this finds you well. I am Fain Kum Emmanuel, a master's student of counselling and psychology at

Tangaza University in Nairobi Kenya. I am currently at the stage of embarking on my thesis and as part of the requirements for

completing the master's program. My research topic is: Relationship between Psychological well-being and Resilience amidst the Anglophone crisis among University Students in Bamenda Northwest Region, Cameroon.

I am humbly requesting to use your standardized tool, The Carol Ryff's Psychological Well-being Scale, in collecting data for

analysis for my studies. This research is so dear to my heart and it is my deepest desire that the results of this study will be of

great help to students, Academia, staff, policy makers, Government and others.

I do pray and hope you grant me the permission as requested above as I wait for your response.

Thanks, your sincerely,

Fain Kum Emmanuel

APPENDIX E

Letter of Introduction from Tangaza University



TANGAZA UNIVERSITY

Teaching Minds / Touching Hearts / Transforming Lives

**OFFICE OF THE CHAIRMAN
TANGAZA UNIVERSITY INSTITUTIONAL SCIENTIFIC AND ETHICS
REVIEW COMMITTEE**

E-mail: iserc@tangaza.ac.ke Website: www.tangaza.ac.ke

OUR Ref: TU/ISERC2024/01/0037

Date: 13th November 2024

To Whom It May Concern,

Dear Sir/Madam,

Re: Recommendation for Research Permit – Fain Kum Emmanuel

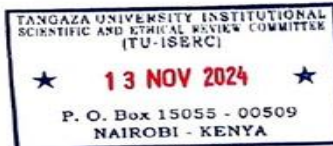
This is to confirm that Fain Kum Emmanuel is a PI in a researcher protocol which was submitted to TU-ISERC for review. The protocol was reviewed and approved for research permit.

Fain wishes to carry out research under the title "*Relationship between psychological well-being and resilience among University students in Bamenda Northwest Region, Cameroon*".

I strongly recommend Fain Kum Emmanuel to the Authorised Body in Cameroon for issuance of a research permit. The permit will enable him to proceed to data collection for his study. Thanking you in advance for your cooperation.

Yours sincerely,

Dr. Daniel M. Kitonga (Ph.D., MBA)
Chairperson, TU-ISERC



APENDIX F

Ethical Clearance from Tangaza University



TANGAZA UNIVERSITY

Teaching Minds / Touching Hearts / Transforming Lives

REF: TU/ISERC2024/01/0037

13th November 2024

To: Fain Kum Emmanuel, **Reg. No.** YS79/00023/2022

Dear Fain,

Re: "Relationship between psychological well-being and resilience among University students in Bamenda Northwest Region, Cameroon."

This is to inform you that TU-ISERC has reviewed and approved your above research proposal. Your application approval number is *TU/ISERC2024/01/0037*. The approval period is **13th November 2024 – 14th November 2025**. This approval is subject to compliance with the following requirements;

1. Only approved documents including (informed consents, study instruments, MTA) will be used
2. All changes including (amendments, deviations, and violations) are submitted for review and approval by TU-ISERC.
3. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to TU-ISERC within 72 hours of notification.
4. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to TU-ISERC within 72 hours
5. Clearance for export of biological specimens must be obtained from relevant institutions.
6. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
7. Submission of an executive summary report within 90 days upon completion of the study to TU-ISERC.

Prior to commencing your study, you will be expected to obtain a research license from the Body authorised to issue such licenses from your country and also obtain other clearances needed.


Yours sincerely

Dr. Daniel M. Kitonga (Ph.D., MBA)
Chair, TU - ISERC



APENDIX G

Permit from the Ministry of Secondary Education

REPUBLIQUE DU CAMEROUN <i>Paix-Travail-Patrie</i>	REPUBLIC OF CAMEROON <i>Peace-Work-Fatherland</i>
----- MINISTERE DES ENSEIGNEMENTS SECONDAIRES ----- DELEGATION REGIONALE DU NORD-OUEST ----- DELEGATION DEPARTEMENTALE DE LA MEZAM -----	----- MINISTRY OF SECONDARY EDUCATION ----- REGIONAL DELEGATION FOR THE NORTH-WEST ----- DIVISIONAL DELEGATION FOR MEZAM -----
E-MAIL: ddsemezam@yahoo.com	Tel: (237)233 36 17 97/677880300
Ref No. <u>0007/125</u> /MINESEC/RDSENW/DDSE/MEZAM/CSAF	Bamenda the, 04 FEB 2025
	<i>The Divisional Delegate</i>
TO: WHOM IT MAY CONCERN	
Subject: AUTHORIZATION FOR: FAIN KUM EMMANUEL, A MASTER'S STUDENT IN TANGAZA UNIVERSITY NIARABI, KENYA. INSTITUTE OF ARTS AND SOCIAL SCIENCES, TO COLLECT DATA IN TWO UNIVERSITIES IN BAMEDA	
I the undersigned Divisional Delegate of Secondary Education for Mezam hereby authorize FAIN KUM EMMANUEL to carry out a research on the topic <i>"Relationship Between Psychological Well-Being And Resilience Among University Students In Bamenda, North West Region, Cameroon."</i> in the following universities:	
<ol style="list-style-type: none">1. The university of Bamenda faculty of science2. The Catholic University of Bamenda - cameroon	
We plead with the authority that be to give the student the maximum assistance to enable him carry out his study.	
This attestation is issued to serve wherever and whenever necessary and only for the purpose for which it has been issued.	
THE DIVISIONAL DELEGATE	
	
<i>Dr. Wankah Wilfred Ndo</i> PhD in Hist. PLBG Hers Echelle	

APPENDIX H

Ethical Clearance from The Catholic University of Cameroon (CATUC) Bamenda

CATHOLIC UNIVERSITY OF CAMEROON
(CATUC), BAMEBDA

P. O. Box 782, Bamenda
Tel: (237)243072942. Email: grad.office@catuc.org



INSTITUTIONAL REVIEW BOARD (IRB)

February 03, 2025

ETHICAL CLEARANCE

Fain Kum Emmanuel
Student, Tangaza University, Kenya

Ethics Reference No: 022/CATUC-IRB/WFM/LKN/25

Please quote this reference on all correspondence

Project Title: Relationship between psychological well-being and resilience among university students in Bamenda, Northwest Region, Cameroon.

Investigator(s) Name(s): FAIN KUM EMMANUEL

Your research protocol named above has on this day February 03, 2025, been reviewed by the IRB of the Catholic University of Cameroon in Bamenda.

The Chair is satisfied with the decision of the committee and agreed: that there is no objection on ethical grounds to the proposed study. The study is important; its implementation would contribute significantly to the understanding of the relationship between psychological well-being and resilience among university students. Adequate precautions have been taken by the researcher to manage potential risks that may arise in the course of this study. The IRB is therefore pleased to grant approval on the understanding that the research team will strictly abide to the conditions of the approval below:

- Strictly follow the plan of the approved protocol. Any changes to the approved protocol will require prior IRB approval.
- Must promptly report to the IRB: 1/. Any deviations from or changes to the protocol which are made to eliminate immediate hazards to the study participants; 2/. All risks that may be rare or remote and especially those which may entail serious consequences or compromise potential benefits or that which would affect the conduct of the research.
- Must prepare and submit a standard progress report of the research to the IRB, one year from the date of issue of this approval letter. Failure to submit an annual progress report on the study may affect the further conditions of approval.
- Must notify the IRB when the research is completed.

Your approval is provided for one year and may be annually renewed, on condition that a progress report is submitted to the IRB. While the IRB has given its approval for this study on a satisfactory ethical basis, it is still necessary for the investigator to obtain Administrative approval from the relevant heads of institutions where the work will be carried out.

Sincerely,

Lifoter Kenneth Nanyi, MS, O/Pk, Ph.D
Associate Professor
CHAIR, CATUC-IRB

Fides et Ratio, Sedes Sapientiae

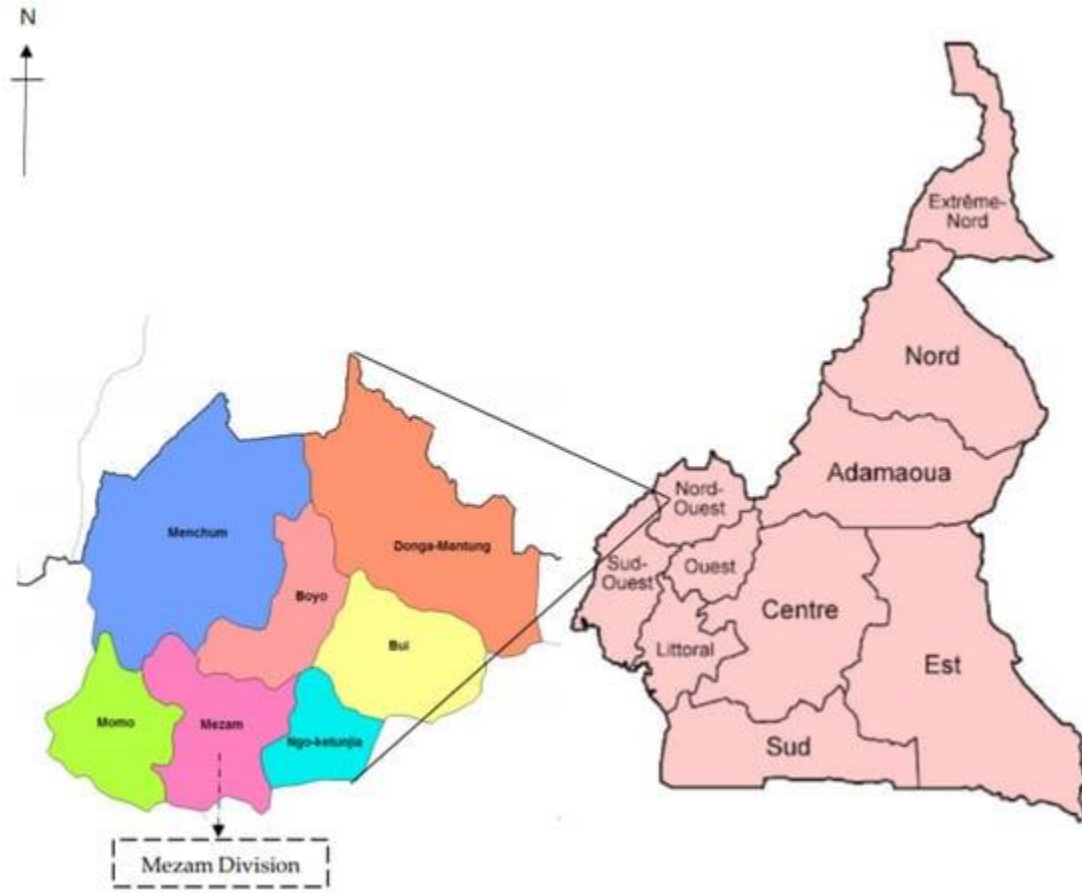
APPENDIX I

Permit from the Senior Divisional Officer

REPUBLIQUE DU CAMEROUN Paix-Travail-Patrie ----- REGION DU NORTH WEST ----- DEPARTMENT DE LA MEZAM ----- PREFECTURE DE BAMENDA ----- No. <u>038</u> /E.29/A1		REPUBLIC OF CAMEROON Peace-Work-Fatherland ----- NORTH WEST REGION ----- MEZAM DIVISION ----- DIVISIONAL OFFICE BAMENDA -----
THE SENIOR DIVISIONAL OFFICER, MEZAM BAMENDA		
TO		
MR. FAIN KUM EMMANUEL STUDENT UNIVERSITY OF TANGAZA, NAIROBI KENYA. REG. No. YS79/00023/2022 TEL: +234 114040873		
 <u>SUBJECT</u> : AUTHORIZATION FOR RESEARCH.		
<p>With reference to your application letter of 10th February 2025, bearing on an application for an authorization for research in Mezam, in view of a Master's Degree in Counselling Psychology on the topic: "Relationship between Psychological Well-Being and Resilience among University Students in Bamenda North West Region Cameroon."</p> <p>I have the honour to inform you that, authorization is hereby granted you to conduct field studies in Mezam, in preparation for your Master's Degree from 15th February to 31st March 2025.</p> <p>You are further requested to ensure there is no breach of Peace and Public Order during the period granted for your research.</p> <p>In testimony whereof, this authorization is issued to serve the purpose for which it is intended./-</p>		
Copy:	BAMENDA, THE 06 FEB 2025	
<ul style="list-style-type: none">✓ THE GOVERNOR/NWR/B'DA✓ ALL D.Os OF MZAM DIV.✓ CHAIRMAN TU-ISERC.✓ COGGT/B'DA✓ CONCENTRAL/B'DA✓ THE CONCERNED✓ FILE/CHRONO/ARCHIVES		

APPENDIX J

Map of Bamenda



APPENDIX K

Plagiarism Report



Page 1 of 93 - Cover Page

Submission ID (rn:oid)::1-2996892556

Emmanuel Fain Kum

Relationship Between Psychological Well-Being and Resilience among University Students in Bamenda Northwest Region, Ca...

Quick Submit

Quick Submit

Tangaza University College

Document Details

Submission ID (rn:oid)::1-2996892556

Submission Date

Jun 3, 2025, 3:42 PM GMT+3

Download Date

Jun 3, 2025, 3:49 PM GMT+3

File Name

EMMANUEL_S_THESIS_FOR_PLAGIARISM.docx

File Size

80.3 KB

93 Pages

21,820 Words

94,182 Characters



Page 1 of 58 - Cover Page

Submission ID (rn:oid)::1-2996892556

13% Overall Similarity

Match Groups

- 100** Not Cited or Quoted 9%
Matches with neither in-text citation nor quotation marks
- 40** Missing Quotations 4%
Matches that are still very similar to source material
- 0** Missing Citation 0%
Matches that have quotation marks, but no in-text citation
- 0** Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 11% Internet sources
- 5% Publications
- 5% Submitted works (Student Papers)

Top Sources

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- ▶ Bibliography
- ▶ Quoted Text
- ▶ Small Matches (less than 8 words)

Match Groups

- 100** Not Cited or Quoted 9%
Matches with neither in-text citation nor quotation marks
- 40** Missing Quotations 4%
Matches that are still very similar to source material
- 0** Missing Citation 0%
Matches that have quotation marks, but no in-text citation
- 0** Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 11% Internet sources
- 5% Publications
- 5% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.