

**PSYCHOLOGICAL SECURITY, SELF-EFFICACY AND
LEARNING CAPABILITY OF CHIN REFUGEE CHILDREN IN
MIZORAM**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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**Psychological Security, Self-Efficacy and Learning Capability
of Chin Refugee Children in
Mizoram**

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CERTIFICATE

This is to certify that the thesis entitled ***“Psychological Security, Self-Efficacy and Learning Capability of Chin Refugee Children in Mizoram”*** submitted by Lalramengmawia, Regn. No. MZU/Ph.D./2111 of 08.09.2022 for the Degree of Doctor of Philosophy in Education of the Mizoram University, Aizawl, India embodies the record of original investigation carried out by him under my supervision. He has been duly registered and the thesis presented is worthy of being considered for the award of Ph.D. degree. This research work has not been submitted for any degree of any other university.

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DECLARATION

I **Lalramengmawia**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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CHAPTER I

INTRODUCTION

1.0 Overview

The refugee crisis is a world phenomenon that requires a global solution. According to the report by United Nations High Commissioner for Refugees, “In 2015, forced displacement continued to affect an ever-increasing number of people, reaching 65.3 million individuals by the end of the year” and half of the refugees were children (UNHCR 2015, p. 5 & 8). A total number of 98,400 unaccompanied or separated children were documented in the same report. It has also been reported that on average 24 individuals worldwide are displaced every minute (UNHCR 2015, p. 6). The forcible displacement of people has been on the rise rather than the decrease making refugee crisis a serious and global challenge that requires immediate and practical interventions.

At the end of June 2024, 122.66 million people worldwide were forcibly displaced from their homes due to persecution, conflict, violence, human rights violations and events seriously disturbing public order. (United Nations, n.d)

It has been further commented that these “situations consist of both ongoing and new conflicts and humanitarian crises’ (United Nations, n.d.) posing new challenges as they escalate in intensity. Majority of these refugees come from countries including Afghanistan, the Democratic Republic of the Congo, Latin America and the Caribbean nations, Myanmar, Somalia, Sudan and Ukraine, among others (United Nations, n.d.). It can be clearly understood that the growth in the number of refugees worldwide outweighs prospective solutions in today’s context. Conflicts have caused displacement among the people and upon their entry into the host countries, these refugees often encounter certain hostilities at various levels. The hostilities of society towards refugees have also been growing simultaneously. It is worth noting some of these in order to understand the difficult circumstances refugees often find themselves in even after coming to the host country as in:

(1) host societies’ mistrust, hostility and discrimination expressed in overt or subtle ways towards refugees, asylum seekers and immigrants have a harmful impact on their biopsychosocial well-being, often triggering feelings

of helplessness, anger, frustration and general mistrust; (2) society's discriminatory attitudes and behaviors may lead refugees and asylum seekers to avoid social and health services even when needed, and to transfer their negative feelings onto helping professionals; and (3) immigration laws and policies may have deleterious effects on their biopsychosocial well-being, on society's negative views of them, and on their own perception vis-a-vis available services and helping professionals. (da Silva Rebelo et al., 2018, p.1)

The policies regarding refugees, society's unfavourable attitude towards the affected population can have adverse consequences at various levels. A hostile environment, as has been pointed out by the study, may generate feeling of mistrust, discrimination, racism, which are all psychologically very harmful for the refugees in general and children in particular. The host society's attitude, in this manner, can have a negative impact on the general well-being of the refugees.

In order to enable refugees across the globe to rebuild their lives in dignity and safety, there are various factors that come into play. Refugee as a state of existence is often accompanied by certain recurring problems ranging from physical health, social, and psychological problems, among others. These problems include "epidemics, malnutrition and other diseases...with mental health problems receive little or no attention" (Clinton-Davis & Fassil, 1992, p. 510) along with unemployment and homelessness (Clinton-Davis & Fassil, 1992, p. 510) and even poverty. In this sense, refugees have to face with challenges on a daily basis that adversely impact their physical health, social well-being and psychological resilience.

UNHCR has highlighted some prospective solutions for refugee crises and these included: voluntary repatriation, resettlement, and integration (UNHCR 2001-2025). These are important components for providing refugees to live their lives with peace and dignity in a general sense. However, apart from finding durable solutions to tackle the problems refugees have to deal with in their daily life situations, there are certain issues that are associated with refugees. For instance, psychological security, self-efficacy and learning capability of refugee children in particular pose a great concern.

In order to have a well-grounded understanding of refugee as a concept, psychological security, self-efficacy and learning capability in the context of the present study, it is important to look at each of these terms thoroughly and with a serious consideration.

1.1 Refugee Figures at a Glance

In order to have a proper insight into the issues surrounding refugees and the intensity thereof, it is important to understand the distribution of refugees in India. Then situating the distribution of Burmese refugees and familiarising oneself with the general estimates obtained from different sources becomes important. India has provided home to refugees and forcibly displaced individuals coming from different countries around the world for several decades. Based on the international reports, it is estimated that there are 400,000 refugees staying in India with only 238,222 being given recognition. And out of 20,000 refugees India welcomed during 2021, the majority consists of the Chin refugees from Myanmar (Sarker 2023, p. 29). Similarly, over 46,000 refugees and asylum seekers from Myanmar and Afghanistan were registered with 36% being children as of January 2022 report (UNHCR India 2001-2025). It will also serve a useful purpose to know that among the South East Asian countries that India is hosting the largest number of refugees from Myanmar at the moment accounting 48.1% (UHNCR 2001–2024) as of March 2024, which is almost half of the entire population.

Concerning the refugee population distribution in India, for the present study the focus is being given on the Chin refugees, who are mostly found in Mizoram and other northeastern states of India. Based on the official as well as unofficial sources, the general agreement is that Mizoram is hosting 41,355 Chin refugees (“Mizoram Hosts Over”, 2025) and over 12000 are under 18 years (Choudhury, 2025). It is understandable that child refugees make 29.02% approximately of the total Chin refugee population.

1.2 Refugee Children

According to UNHCR, among all the refugees worldwide, 50 % of them are below 18 years (Taghizadeh et al. 2017, p. 4626). Altogether, there are 43.3 million child refugees who are displaced from their homecountry and are seeking refuge in different countries. (UNHCR, 2001-2025. This is an indication that refugee children are one of the greatest victims of violence in their host countries as a result of being refugees and as such they suffer marginalisation in different forms. To make the matter worse, it has been observed that, “Most refugee children...are not resettled in developed countries” (Dryden-Peterson 2015, p. 3-4). The plight of refugee children is such that they are deprived of education, safety of life and well-being.

The refugee children across the globe are vulnerable to physical and mental disturbances due to conflict, displacement or in other words, their harsh condition of living. For instance, it has been said that “...refugee children are at significant risk of developing psychological disturbance as they are subject to a number of risk factors” (Fazel & Stein 2002, p. 367). In this sense, refugee children may be subject to issues such as lack of concentration, anxiety, fear, among others due to their vulnerable situation as refugees (Hjern & Angel, 2000). The misfortune as far as refugee children are concerned does not end there. In fact, there are even less fortunate groups even within refugee children who are called “unaccompanied children”. They are those who are “separated from both parents and for whose care no person can be found who by law or custom has primary responsibility” (Fazel & Stein 2002, p. 369).

Since these refugee children have been exposed to violence and therefore they are susceptible to these problems due to lack of mental health. It has also been said that–

Among immigrants, children and adolescents are more likely to be exposed to unpleasant complications and psychological traumas. This is because of reasons such as inability or limited ability to meet their physical needs, emotional attachments, physiological and psychological differences, age differences, and lack of having experienced adverse condition. (Jahangiri et al., 2017, p. 4)

As is often found to be the case with refugee children, the situation gets worse in post-migration environment rather than it gets better. For instance, it has been said that—

The exposure of refugees and migrants to the risks associated with population movements— psychosocial disorders, reproductive health problems, higher newborn mortality, drug abuse, nutrition disorders, alcoholism and exposure to violence— increase their vulnerability to non-communicable diseases (NCDs.) (Taghizadeh Moghaddam et al. 2017, p. 4633)

This is a clear indication that even in the host country, their needs continue to remain unmet and are therefore vulnerable. In this sense, refugee children who are removed from their familiar environment are often subject to discrimination and marginalisation can eventually become psychologically and mentally insecure and vulnerable.

Realizing the density of the situation concerning the vulnerable status of refugee children across the globe, the United Nations Convention on the Rights of the Child have come up with rights for the full and harmonious development of refugee children (OHCHR 1996-2025). Accordingly, refugee children are entitled to certain rights as including: personal life and development; normal family life; health and well-being; safety and protection; and participation in the community (as cited in Lawrence et al. 2019, p. 8). In other words, refugee children are entitled to safeguard, legal protection and care despite their refugee status in the host country or wherever they are.

In the Indian context, concerning the rights of refugee children, the Juvenile Justice Act 2015 provides a framework for protection of refugee children from harm and discrimination (Menon 2020, p. 5). India being a party to the International Human Rights treaties, it requires that the constitutional provisions should also be interpreted in conformity with a wider spectrum of the global human rights regime. With this principle being in practice, the rights of refugee children in India cannot be violated by any means, and in this refugee children's protection and security is secured. The other principles including non-refoulement and application for asylum and

recognition, among others, are equally applicable in the case of refugee children like the rest of the refugees.

1.3 India's Stance on Refugees

There are 46000 registered refugees and asylum seekers in India as of 31 January, 2022 mainly from Myanmar and Afghanistan in which 46% of the refugees are women and girls, and 36% are children (UNHCR India 2001-2025, para. 1). The number has been likely to increase considering India's experience with refugees as a result of the military coup in the neighbouring state in 2021 and the ensuing years thereafter. Although India is not new to issues relating to refugees, however its approach towards the refugee population is ambiguous in nature due to certain reasons. It is therefore important to look into India's policies regarding refugees and the kind of treatment meted out to the refugees while at the same time relating it to the present refugee influx from Myanmar, among others.

India is not party to the 1951 Refugee Convention or its 1967 Protocol and does not have a national refugee protection framework (UNHCR-The UN Refugee Agency India, 2011-2025). As a consequence, there are no well-defined legal obligations towards refugees entering India. The Union Home Ministry of Affairs terms "all foreigners entering without valid travel documents as illegal migrants" and therefore, who entered Mizoram are referred to as "officially displaced persons" (Singh, 2022). India's approach towards refugee is largely dependent on the humanitarian grounds and as such the refugees are subject to perpetual detention, deportation or even exploitation under certain circumstances.

The central government has also made its stance clear towards the state governments concerning refugees entering India. For instance, the Ministry of Home Affairs has specifically denoted regarding the states' within its jurisdiction concerning the refugees stating "State Governments have no power to grant refugee status to any foreigner" because India is not a signatory to the United Nations Refugee Convention of 1951 and its 1967 protocol (Singh, 2022). The state governments do not have the legal authority to grant any foreigner a refugee status upon entering India seeking shelter as a refugee in any of the states. As recent as

April 2025, the Indian Parliament has passed a law called the Immigration and Foreigners Bills to regulate the immigration, entry, and stay of foreigners in India. It repeals the Passport (Entry into India) Act, 1920, the Registration of Foreigners Act, 1939, the Foreigners Act, 1946, and the Immigration (Carriers' Liability) Act, 2000 ("Immigration and Foreigners Bills, 2025). This is important in the sense that refugees entering the boundary of India will be subjected to this law. Under these laws, refugees are basically categorized as any "foreigners" like the rest of the foreigners who come to India and are therefore subjected to any forms of treatment meted out to non-Indian citizens. This is an indication that Indian statutory law does not make any distinction between an asylum seekers, refugee or illegal immigrant (Menon 2020, p. 9) since every non-Indian citizen is subjected to the same laws.

All of this is a clear hint at India's stance towards the whole issues surrounding refugees entering India and seeking shelter and protection at the same time. It can be understood that India does not have any official record of legal refugee as of now since all these asylum or protection seekers are "illegal migrants". However, India is a "...signatory to a number of United Nations and World Conventions on Human Rights, refugee issues and related matters" (Pooja, n.d.). In this sense, India does not turn its blind eye on the needy refugees and their issues on the ground of humanity.

Despite the fact that India's conviction to uphold the Universal Declaration of Human Rights, the paradox in India's policy towards refugees also lies in the fact that it cannot welcome any asylum seekers as legal refugees. Therefore, the Chin refugees, in this sense, are "illegal" and "officially displaced persons" who have come to India. However, to better understand the complications surrounding the term refugee, it is good to remember the definition which has been cited earlier as far as the meaning is concerned. These people, the Chin population basically, are "displaced" from their home country for "fear of being persecuted" and they are not in a position to return to their country of origin. In this sense, the term refugee is also being used for the present study concerning the Chin refugees from Myanmar.

In the context of the present study, refugee is being used in the sense that those people, as a result of persecution, violence or threat in their home country, have come to find refuge in Mizoram. They are now residing in camps, rented houses and others across Mizoram. Strictly speaking, these refugees who are also the focus of the study are not merely migrants or asylum seekers since they qualify the definition of refugee given by UNHCR and others as have been mentioned earlier.

1.4 A Brief Background on the Refugees in Mizoram

Mizoram's relationship with the Chin community is not a new phenomenon and it is not only the creation of the recent political tension in Myanmar following the military coup in February 2021. Accordingly, it has been noted that–

Mizoram has been hosting temporarily a Burmese population – almost entirely from Chin state– of 70,000 to 100,000 people, who have fled political repression, military oppression and economic impasse. (Levesque & Rahman 2008, p. 1)

The refugee influx from Myanmar to Mizoram began since 1962 as a result of oppression by the military rule. The rate of influx is high at times but not so at other times. This is an indication that there has been movement of refugees to Mizoram from Myanmar since the later part of 20th century and this has continued till date.

As recent as February, 2021 Myanmar witnessed a military coup after the military junta overturned the 2020 general election results and seized power resulting in the outbreak of violence in the country. Besides detaining the democratic leader Aung San Suu Kyi,

The worst phase came after the February 2021 military coup in which the military took control over the country and the military leaders (working as the State Administrative Council) launched brutal crackdowns against pro-democracy demonstrators...the military coup has killed the hope of democracy in Myanmar and fostered growing concerns over a civil war in Myanmar (Saxena 2021, p. 47).

Since the coup, thousands have fled their homes as the Tatmadaw military clashes with armed ethnic groups and other resistance organizations (USCIR 2021, p. 1). As far as the ethnic population in Myanmar is concerned, it is said to be one of the most ethnically diverse countries in Southeast Asia with more than 130 different religious and ethnic groups. Several minority ethnic groups have long maintained independent armies and controlled territory in defiance of the central government. Rivalries between ethnic groups and between ethnic armed organizations and the central military have been recurring sources of violence and tension in Myanmar for decades (USCIR 2021, p. 3). Further, it has been witnessed that on—

February 1, 2021, the Tatmadaw carried out a coup against the government—detaining civilian leaders including Suu Kyi, naming replacement ministers, instituting a curfew, and declaring a one year state of emergency... Pro-democracy protests in major cities were immediately met with force by security personnel. Military leaders defended their actions, citing accusations of voting irregularities during the election that observers have largely rejected. (USCIR 2021, p. 3)

This unfortunate situation continues to this day in Myanmar and there has been a continuous migration of the refugees into Mizoram. The civilian government got nullified in the hands of the military rule placing the lives of pro-democracy civilians at stake.

Accordingly, Mizoram witnessed continued migration of the refugees from Myanmar since the situation grew worse in the following days and months. This is seen from the fact that—

As of mid-June, an estimated 200,000 people have been displaced within all of Myanmar since the February 1 coup. UNHCR reported that tens of thousands of people have been newly displaced within the country in recent weeks by fighting between security forces and local armed groups, particularly in the Kayah, Shan, and Chin states (USCIR 2021, p. 5).

Mizoram has further witnessed a large influx of refugees from Myanmar, from the Chin states of Myanmar in particular since the military coup. It is good to take note that the Chin State has three main subdivisions: Tedim, Falam and Halkha (Levesque & Rahman, 2008, p. 5). The present study also concerns itself with refugees entering Mizoram mainly from these three subdivisions and not from Myanmar as a whole although there have also been some refugees coming from Myanmar other than the Chin Hills. According to Sangkima,

The Chin Group are the original citizens of Myanmar and chiefly found in the Chin Hills of Myanmar, they are formed chiefly by the two major tribes of Paihte or Zomi and Pawi or Lai,....these peoples entered into Mizoram under various circumstances...(as cited in Lalrinchhana n.d., p. 3).

There is a strong ethnic tie between Mizo and Chin people from the Chin states of Myanmar. According to Lalremsiama who has stated that ethnologically, the tribes of the Chin Hills of Myanmar and Mizoram and southern Manipur of India are all related (as cited in Lalrinchhana n.d., p. 3). It has also been observed that all schools enroll Myanmarese children and provide them with the same education (Choudhury, 2021). However, despite the hospitability and efforts of the host state in supporting refugees from Myanmar, the meagre resources of the land are not sufficient for providing a decent living condition for the refugees from Myanmar. There is still a high level of insufficiency as far as providing the physical needs to the refugees are concerned. While that being the case, the mental health and well-being of the refugees are not given enough attention and care due to other issues.

Therefore, the presence of refugees in Mizoram has always been a lived reality, underscoring that the influx from Myanmar is not a new development. In fact, according to an estimate drawn from a study, even before the 2021 incident, as of 2008, it was roughly estimated that about "...70,000 people that have come from over the border, from neighbouring Chin state for a large majority of them" (Levesque & Rahman 2008, p. 5). It has been further stated in the study that the downward migration of Chin population to Mizoram began since 1967 (Levesque & Rahman 2008, p. 5) which has continued till the present day. Due to the shared

cultural experiences between Mizo and Chin communities, there has always been a space where these two communities are often seen welcoming one another at various levels.

1.5 Refugee: A Theoretical Discussion

The term “refugee” came from the French word *se refugier* and was first introduced in the English word by the Huguenots who sought shelter in the UK in the seventeenth century. The term refugee has been in existence for quite some time for describing certain group of people who were victims of violence or conflict in their home country. According to Gatrell,

The term “refugee” first entered English to describe the Huguenots expelled from France in the seventeenth century. During the early twentieth century, governments applied the label on an ad hoc basis to many groups such as White Russians, Armenians, and German Jews, amid an emerging sense in Europe that refugees deserved protections that other mobile persons did not. (as cited in FitzGerald & Arar 2018 p. 389)

The aftermath of the World War I resulted in the emergence of the modern concept of refugee following the large displacement of people across Europe. However, it was not until the aftermath of the Word War II and the consequences thereafter, the term “refugee” as it is known today came to be officially recognized throughout the globe. This may be regarded as the first attempt in providing assistance to the displaced persons at the international level.

The United Nations Convention Relating to the Status of Refugees, originating in 1951 and expanded in scope (beyond the post-World War II Cold War context) with the 1967 Protocol, provides the framework for the international regime of refugee protection. (Chin & Cortes 2015, p. 586)

It can be understood that this Convention became an important framework that aimed at providing protection to refugees at the international level. It has been further stated concerning the Convention that–

The 1951 Refugee Convention is based on the 1948 Universal Declaration of Human Rights which recognizes the rights of people seeking asylum with the aim of avoiding oppression in other countries. (Karuni et al. 2023, p. 12)

The Convention also contains the definition, status and rights of refugees as well as the responsibilities of countries that provide asylum (Karuni et al. 2023, p. 1), among others.

Accordingly, the Convention defines refugee as a person—

...owing to well-founded fear of being persecuted for reasons of race, religion, nationality or political opinion, is outside the country of his nationality and is unable or, owing to such fear or for reasons other than personal convenience, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence, is unable or, owing to such fear or for reasons other than personal convenience, is unwilling to return to it... (Eurostat-EC Europa, n.d.)

This is guided by the principle of non-refoulement and this does not only apply to refugees that “forms an essential protection under international human rights, refugee, humanitarian and customary law” (OHCHR, n.d.). As far as the scope of non-refoulement is concerned, it implies that “...through the principle of non-refoulement, the agreement holds that no state can expel or return (“refoul”) a refugee to a territory where their life or freedom would be threatened (Asylum Access, 2021). The definition as given in the Convention has been adopted by different authors and researchers and forms the basis of the existing definitions concerning refugees as well as their legal status and protection at the international level. In fact, the Geneva Convention, one of the earliest and significant treaties on the rights and protection of refugees has also formally adopted the definition given by the United Nations Convention of 1951.

Following the advents of the World War II and thereafter, it is said that—

Regardless of the precise genealogy of the notion of refugee, the Western powers' control over the 1951 Convention crystallized a definition and...included geographic and temporal limitations that only applied the refugee category to Europeans displaced by World War II. (FitzGerald & Arar 2018, p. 389-90)

One can have the understanding that "...refugee has been regarded as primarily a European phenomenon" (Fragomen Jr. 1970, p. 47) in the earlier stages of its origin, and the term refugee basically included people who were forcefully displaced and scattered across Europe as a result of the World War II. Gradually, as time went by, the term became more and more inclusive in nature despite the limitation often associated with the definition in the initial stages of its conception. In this, the important role played by the Convention cannot be ignored since it paved the way for the modern usage of the term.

The existence of refugees is not a new occurrence nor is it the creation of today's political turmoil in certain parts of the world. It has been said,

Refugees are not a phenomenon exclusive to our era. Both individual refugees and identifiable groups have been generated by societal intolerance since the remotest of epochs. Large, involuntary displacements of people have been associated with the grant of 'territorial asylum' since antiquity. (Arboleda & Hoy 1993, p. 68)

The broader view of the history of refugees shows that the existence of refugees is not a new phenomenon which is particular to the modern world. In fact it has been in existence for hundreds of years in varying degrees. However, as far as the term refugee is concerned, it has been defined by different authors and the definitions provided by these authors are significant for a clearer understanding of the meaning along with what it entails.

As per the definition given by United Nations High Commissioner for Refugees (UNHCR), refugees are not able to continue their stay in their home country for fear of being the victims of violence of various kinds. It has been denoted that—

Refugees are persons who are outside their country of origin for reasons of feared persecution, conflict, generalized violence, or other circumstances that have seriously disturbed public order and, as a result, require international protection. (as cited in UN, n.d.)

According to the Hebrew Immigrant Aid Society (HIAS) that states that the migration of refugees to the host countries is not a choice made by the concerned persons. The fleeing from their home countries may be caused by persecution as a result of their race, religion, nationality, political opinion or membership. In a way, refugees are entitled to legal protection of some sort. However, this may not also be the case under certain circumstances.

Similarly, according to the African Convention 1969, refugee has been defined as–

...every person who, owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part of the whole of his country of origin or nationality, is compelled to leave his place of habitual residence in order to seek refuge in another place outside his country of origin or nationality. (as cited in Gunning 1989, p. 37)

This definition which is specific to the African context was still in line with the definitions given by its predecessors including Refugee Convention 1951 and others. In this manner, similar definitions having distinctions of their own have been proposed and given by different authors under various circumstances. For some, the existing definitions are not broad enough and therefore, it has been argued and criticized from different angles with the hope of coming up with a more inclusive or conclusive definition for the same.

A study into the nature of refugeehood informs one that not all refugees experience the same kind of difficulty or issue. For instance, refugees may or may not immediately flee their country of origin to find shelter and refuge across the borders. This is shown by the prominent occurrence of internal displacement when dealing with refugees. As it has been stated–

Internal displacement caused by pull factors of relative and temporary safety, hope of going back to their habitual homes, easier to escape prosecution, join opposition movements, to avoid capture by border guards, gives them a chance to plan their further movements and make contacts with relatives or friends who fled before them. (Clinton-Davis & Fassil 1992, p. 508)

Eventually, the internally displaced population often decides to further their exile by moving out of their country of origin. This movement is often caused by “Lack of assistance and extension of civil war might eventually force those internally displaced to cross the border and become refugees” (Clinton-Davis & Fassil 1992, p. 508). It is difficult to estimate the number of internally displaced caused by the unrest within the country but the whole issue surrounding it is equally alarming as that of refugees who have crossed the borders. But the concern of the study is with those who have crossed the borders for refuge and safety in other countries.

The term refugee is often used synonymously with asylum seekers and survivors of forced displacement and these are all acceptable to a great extent. Both may be regarded as more or less similar on the ground that both refugee and asylum seeker are forced out from their country of nativity, seek protection from other people or in other countries. However, there are key differences between these two which are worth noting and let us look into the definitions of asylum seeker given by different authors.

According to Brewer who stated that the English word asylum was derived originally from the Greek word 'a' (negative) and 'sulon' (right of pillage). Literally, it means a place where pillage is forbidden (as cited in Arboleda & Hoy 1993, p. 68). In its initial usage, as in the words of Ryan who stated that asylum was a place for fugitives to seek safety and protection upon suffering a defeat in war (as cited in Arboleda & Hoy 1993, p. 68). However, the modern usage of the term may be understood from a definition given by American Psychology Association that–

An asylum seeker has also experienced persecution but has crossed borders to seek sanctuary. Refugees and asylum seekers differ only in where they are

located when they make a request for protection. (as cited in Arboleda & Hoy 1993, p. 68)

From a legal perspective, refugees have already been granted the status of refugeehood before entering the host country; whereas, in the case of asylum seekers, they enter the host country without having been given the refugee status and they are in some ways more vulnerable for they are not entitled to any legal protection by the host country.

An asylum seeker has to be present physically in order to apply for the status as seen in a study that states that—

...an asylum seeker must apply and go through the legal process to become an asylee in the country where he or she wants to live— this means that anyone who seeks asylum must find a way to arrive at a third country...(Kim et al. 2019, p. 223)

Similarly, an asylum seeker may be understood in the words of Bradby et al. and the difference between refugee and asylum seeker as a term have also been highlighted in the following manner—

...asylum seekers as those awaiting a decision on their claim for asylum. In this context, refugees are defined as those who have been successful in their claim, and those who are unsuccessful are defined as failed asylum seekers. “Failed asylum seekers” may be able to appeal the decision and make a fresh claim. (Bradby et al. 2015, para 2)

It becomes evident that words such as “refugee”, “asylum seeker”, “migrant or forced migrant”, among others, are used interchangeably as well as synonymously under various circumstances. The shared experience in the cases of a refugees, asylum seekers, migrants, among many, is that each has been a victim of violence or persecution in their home country. However, as far as in finding the major significant difference between refugee and asylum seeker are concerned, it may be understood from the words of UNHCR that describes—

...a “migrant” as someone who makes a conscious, voluntary choice to leave their country of origin and who, when they want to, can return home in safety, whereas refugees do not have this option. (as cited in Humphris et al. 2015, para 6)

In some sense, it can be regarded that migrants have the choice of leaving their native country or not while refugees do not have the option. Similarly, migrants are not inherently vulnerable although they can later find themselves in vulnerable circumstances; whereas refugees are vulnerable in every sense since they are people who flee from their native countries due to violence, persecution or conflict. In other words, it may be understood that–

Hence, refugees are defined by three main characteristics: physically they are outside their country of origin; psychologically, they are unwilling or unable to return to their country of origin due to a fear of persecution; causal element–the fear of being persecuted is based on grounds of race, religion, nationality, membership of a particular social group or political opinion. (Moldovan 2015, p. 682)

At some point refugees have experienced some kind of violence and persecution due conflict, war or armed conflict in their native countries which results in their flight in search of protection and security. In that sense, these refugees are more vulnerable and susceptible to certain health conditions and mental and psychological disorders in particular than asylum seekers. Thus, a refugee cannot by definition seek refuge in another country based on his personal motive at all times.

Refugees in this manner, across the world, go through certain difficult issues on a daily basis and “It is necessary to realize that the refugee problem today is worldwide, ever-increasing, and will be with us for an indeterminate period of time” (Fragomen Jr. 1970, p. 69). This informs one the need and importance of acknowledging the persisting nature of refugee crisis in the world. As it has been rightly stated that the crisis is ever-increasing in nature and will continue to escalate and therefore there is a need for addressing the issue effectively at the international level.

1.6 Psychological Security, Self-Efficacy and Learning Capability: A Theoretical Framework:

Due to the harsh reality of existence, “Refugees have high rates of mental health morbidity as a result of conflict. However, their needs for mental healthcare and psychosocial support are often unmet” (Abou-Saleh & Christodoulou 2016, p. 79) despite the efforts directed towards the same. In the midst of poverty, lack of psychosocial support, shelter, education, constant exposure to abuse, racism and prejudice and insecurity, violence, and other basic services (ECPHAO, para. 6&7), child refugees along with adult refugees need to have a strong and healthy mental health. This is where psychological security, self-efficacy and learning capability come into play and these play an important role are significant for well-rounded growth and development in refugee children.

Psychological security, self-efficacy and learning capability are often seen as interrelated concepts and are also driving factors in human life. By definition, “Security can be described as a state of inner peace, confidence, positive attitude, trust, subjective wellbeing, openness and relaxation” (Zotova & Karapetyan 2018, p. 104). Accordingly, psychological security in its general sense basically entails sense of security and freedom from fear. Following are the definitions of psychological security given by different authors which have been reiterated for a well-grounded understanding of the same.

In order to explore and develop a well-founded understanding of psychological security, self-efficacy and learning capability of the refugee children, a theoretical framework is required. Psychological security and self-efficacy are a mental state of well-being and these are aspects of mental health; and learning or learning capability is likely to be enhanced and fostered by these positive emotions, self-concept and a belief in one’s ability. The interplay of various factors such as societal norms and expectations, relationships with family, peers and community, sense of purpose and meaning in life, individual personality and motivation and environmental related factors, among many, may define one’s psychological security, self-efficacy and learning capability. The understanding of the interaction of these

factors within the context of human growth and development becomes really significant. The following theories can serve a meaningful purpose towards the understanding of the interactions of these factors to promote psychological security, self-efficacy and learning capability.

1.6.1 Ecological Systems Theory

Bronfenbrenner's ecological systems theory (1979) offers a comprehensive framework for understanding the complex interactions of various factors that influence human development. The theory provides a relevant insight into the understanding of the refugee experience and its impacts on the children concerning their psychological security, self-efficacy and learning capability. The individual's growth and behaviour is influenced by five structures or ecological systems of the surrounding environment including: microsystem, mesosystem, exosystem, macrosystem and chronosystem. In other words, "...an individual's development is influenced by a series of interconnected environmental systems, ranging from the immediate surroundings (e.g., family) to broad societal structures (e.g., culture)" (Guy-Evans 2020, p. 1).

The person's immediate environment comprises a system of influence called the microsystem. According to Bronfenbrenner who states that interaction at this level may be social or symbolic and it includes an individual's personality, beliefs and temperament (as cited in Crawford 2020, p. 1-2). The immediate family or surroundings including parents, siblings, grandparents, school environment, peer group and close friends, among others, comprises of the first system. The microsystem plays a vital role in providing emotional support, sense of security and sense of belonging. The mesosystem deals with parent-teacher communication, school and home connection, among others. In other words, the "interaction between the family microsystem and the school microsystem (forming the mesosystem) creates a supportive environment for learning" (Guy-Evans 2020, p. 3). A healthy mesosystem can foster collaboration and coordination among the stakeholder which eventually benefits the child's growth and development. The third component is the exosystem that deals with the formal and informal social structures such as local

governments, friends of the family and mass media (Guy-Evans 2020, p. 3). Access to resources and services within the exosystem can have a significant on the well-being of the children. The fourth component is called the macrosystem, and according to Bronfenbrenner it entails the “overall culture and societal structure” and “described the ways that the culture of a family develops within the structure of the family in the microsystem” (as cited in Crawford 2020, p. 2). In other words, the prevailing cultural norms, traditions, values and societal structures can either have positive or negative impact on the development of children. The fifth component is called the chronosystem which relates to shifts and transitions over the child’s lifetime. It has been stated that, “How children respond to expected and life transitions depends on the support of their ecological systems’ (Guy-Evans 2020, p. 5). Each system relates directly or indirectly to the individual’s growth and development at various levels.

According to an American psychologist Abraham Maslow, psychological security refers to “...a feeling that consists of confidence, security and freedom detached from fear and anxiety and that particularly meets a person’s various needs at present (and in the future) (as cited in Chen & Zha, 2018, p. 475). It has also been defined as–

...a sense of security, control and self-confidence that occurs to an individual in the presence of an objective thing or situation. It also involves a feeling of emotional, interpersonal satisfaction, stability and belonging. (as cited in Chen & Zha 2018, p. 475)

Likewise, psychological safety as it is used in sociology may be used synonymously with psychological security. Basically, it denotes that "employees do not worry about self-image, position and negative impact of work, truly express themselves and show the different egos of different contexts" (Ming et al. 2015, p. 434). Similarly, Khalfan et al. state that psychological security is important to “...reduce or eliminate stress, achieve self-esteem and a sense of safety” (Khalfan and Alzitawi 2022, p. 668). In absence of security or psychological security for that matter, there is a less chance for any given individual to make peace with themselves or with their environment for a fruitful life.

Psychological security is very much encompassing in its nature and is significant for each individual at various levels. When an individual is psychologically secure, he is more likely to have confidence in his own abilities. For instance, it has been stated that “Psychological security applies to all areas of human life” (Vanyahan 2022, para 3). This is an indication that psychological security in its general sense is very much crucial for individuals in order to deal with challenges that enables them to feel safe, secure, and independent to cope with life’s demands successfully. The interrelationship between psychological security and self-efficacy or vice versa for the well-being of an individual under various circumstances of life may be clearly understood in this sense. Basically, psychological security implies a feeling of being safe or secured from harm or any kind of threat thereby making an individual able to live a harmonious life with the right kind of self-confidence, optimism and resilience.

For the present study, the ecological systems theory is used for explaining psychological security, self-efficacy and learning capability of the refugee children in a broader perspective. This perspective focuses on the internal as well as external support system, while at the same time recognising the fact that growth and development stems from the dynamic interaction between individual capabilities and their broader social context. For instance, experiences relating to displacement, forced-migration and, adaptation or integration to the new environmental setting, are not new to the refugees.

1.6.2. Self-Efficacy Theory

Similar definitions used for psychological security may be very well applied to the concept of efficacy in its general sense. In other words, a strong sense of psychological security and self-efficacy in an individual determines the individual’s performance, goal and motivation in life and indirectly or directly improves academic achievement. For an individual to have a sense of well-being, “...cognitive, social, emotional and behavioural sub-skills must be organized and effectively orchestrated to serve innumerable purposes” (Bandura 1993, p.37). Every time a new type of danger or insecurity arises, there is a need for the creation of psychological

security and self-efficacy to deal with the danger which applies to academic learning as well.

Self-Efficacy theory by Bandura (1977) emphasizes the importance of an individual's belief about himself regarding his capabilities that directly impact his behaviour, motivation and success. The individual's success in specific situations or accomplishing a given task is largely dependent on the belief he has about his own capabilities. The basic premise of self-efficacy theory, according to Bandura, is that "people's beliefs in their capabilities to produce desired effects by their own actions" (as cited in Maddux 2009, p. 336). According to Bandura, human thought, motivation and action could be understood through the level of self-efficacy one has in any given situation. He states that–

Self-efficacy beliefs and expectations refer to a person's perception that he or she has the skill and capability to undertake a particular action or task. Self-efficacy beliefs are an integral component of social cognitive theory (1986), which provides a framework for analysing human thought, motivation, and action. (as cited in Bartimote-Aufflick et al. 2015, p. 1-2)

This is an indication of the fact that depending on the level of self-efficacy a given individual has, his achievement or even his performance in life in fulfilling life's tasks will be determined either positively or negatively.

It has rightly been denoted that "...lack of self-efficacy can inhibit students' ability to perform tasks..." (Freudenberg et al. 2010, p. 480). In this sense, self-efficacy may be regarded as a "predictor of persistence and satisfaction" which does not only apply to academic life of the students but also life in general. Self-efficacy has been defined as "...as a sense of confidence regarding the performance of specific tasks" (Lorsbach & Jinks 1995, p. 158). It has also been said that "a heightened sense of efficacy sustains task involvement and results in greater achievement ..." and "... lower percepts of efficacy lead to less persistence and lower achievement" (Schunk 1982, p. 92). This is an indication of the vital significance of self-efficacy in the life of an individual in determining their success or failure in various aspects of life. With a higher level of self-efficacy, one can be

expected to not only perform better but also with greater achievement and outcome in any given tasks, academic or otherwise.

It has been reported that “self-efficacy enhances human accomplishment and personal well-being...” and it is an “...accurate predictor of performance” (Meera & Jumana 2015, p. 29). In a similar note, it has also been acknowledged that “self-efficacy is one on the most powerful motivational predictors of how well a person will perform at almost any endeavour” and “A high degree of self-efficacy leads people to work hard and persist in the face of setbacks” (Heslin & Klehe 2006, p. 705). No matter the outcome, a high level of self-efficacy a prerequisite for success of an individual in the given tasks, including the refugees. According to Bandura, self-efficacy is “an important set of determinants of human motivation, affect and action” (as cited in Zulkosky 2009, p. 94). In other words, self-efficacy can work positively or negatively as to how people feel, think, behave and motivate themselves under various circumstances. Bandura has highlighted the four major determinants of self-efficacy for an individual along with a few other contributing factors, these are (as cited in Van der Bijl and Shortridge-Baggett 2001, p. 4-7):

1. Performance Accomplishments

It is also called mastery of experiences. It implies when earlier phases of practice are accompanied by successful completion of a given task, an individual tends to develop a higher sense of self-efficacy. This is the strongest of the determinants because it is based on one’s own experience. The success in any given task or learning process tends to get transferred to other upcoming tasks in the individual. The feeling of success or mastery of experiences becomes a positive influencing factor in the individual.

2. Vicarious Experience

When an individual sees another person successfully perform a given task, there is a chance of the individual’s sense of self-efficacy being enhanced. This is likely to happen when the individual identifies with the other person, or in other words, if the other person is seen as a role model. The individual, by observing the

other person successfully completing a task, measures his own capacities and passes a positive judgement on his own self-efficacy.

3. Verbal Persuasion

It implies providing suggestions, instructions and advice in a way that is convincing for the concerned individual. If the individual is convinced of his capacities or abilities to perform a behaviour or task, a stronger sense of perseverance and determination tends to be developed in the individual. One extremely important consideration in verbal persuasion is “the credibility, expertise, trustworthiness and prestige of the person doing the persuasion” (p. 5). In other words, the person doing the persuasion should be someone that the individual can fully trust or one that is regarded in high esteem by the individual.

4. Physiological Information

Information on one’s human body and emotional condition can influence a sense of self-efficacy in individuals. When engaging in tasks that require physical and emotional strength or resilience, the presence of “tension, anxiety and depression”, they “interpret fatigue, pain, hypoglycaemia as indicators of low physical efficacy” (Van der Bijl and Shortridge-Baggett 2001, p. 5). In other words, if an individual experiences too much stress accompanied with a negative perception about his physical condition, his sense of self-efficacy is likely to be affected negatively.

5. Other Sources

Strecher et al. have listed certain personality traits or factors such as self-esteem, self-confidence and hardiness which they call locus of control (Van der Bijl and Shortridge-Baggett 2001, p. 6). Some people are more endowed with intrinsic qualities that become a source of a stronger sense of self-efficacy while others are not. The nature of one’s personality is also seen as one important determinant of self-efficacy in an individual.

Refugees are vulnerable group of people who are prone to issues such as stress, depression, anxiety and helplessness. Since a low self-efficacy is often associated with such negative psychological traits, self-efficacy theory is used for explaining the status of refugees concerning their mental stance in the present study.

In the present study, self-efficacy theory is used to look at the ways refugee children react to the challenges they face at various circumstances. It also looks at how they conducted themselves while facing difficulties at home, school, society and other circumstances. Whether or not refugee children are able to maintain their positive self-concept in times of crisis and unexpected change is explained through self-efficacy theory. A strong sense of efficacy facilitates cognitive processes and performance in a variety of settings, including quality of decision-making and academic achievement. In the context of the research, self-efficacy theory is used to look at the confidence in the ability to exhibit control over their own motivation, behaviour and social environment by the refugee children in the midst of unprecedented challenges. In this sense, a valuable framework for understanding the experiences of refugees is provided by the self-efficacy theory. Having the importance of fostering self-efficacy in refugee in mind, self-efficacy theory is being used in the context of the present study to analyse the performance of refugee children in their self-efficacy, psychological security as well as learning capability,

1.6.3 Social Cognitive Theory

According Bandura who argues that “individuals learn both behaviours and cognitive strategies by observing the behavior of others, and these acquisitions can be learned without being directly reinforced” (as cited in Nabavi & Bijandi 2012, p. 12). Also, “It is also focused on how children and adults operate cognitively on their social experiences and how these cognitions then influence behavior and development” (as cited in Nabavi & Bijandi 2012, p. 12). In other words, this is to say that human behaviour is influenced by a dynamic interaction between personal factors, environmental influences and behaviour itself.

Learning capability in its general sense may be understood of as the “...managerial practices, mechanisms, and management structures that can be

implemented to promote learning in an organization” (Goh et al. 2012, p. 94). In this sense, learning capability when taken into context aims to–

...improve subsequent learning, either by developing more effective study skills and habits, or by improving specific skills – such as aspects of literacy, for example, comprehension or inference – which will be the basis or the prerequisite for further learning (Higgins et al. 2007, p. 5).

This is an indication that learning capability does not only entail providing education as far as refugee children are concerned. Rather it implies providing the skills or capabilities which are necessary for the refugee children in order to further improve their learning by improving their comprehension or literacy skills for further learning.

The social cognitive theory is founded on the idea that, “People are self-developing, pro-active, self-regulating, and self-reacting, not just reactive organisms shaped and shepherded by environmental events or inner forces” (Bandura 1999, p. 2). It implies humans are capable of growth and development through their own efforts, taking efforts intentionally, controlling their emotion and behaviour, and recognising their own thoughts and experiences. “Social cognitive theory accords a central role to “Social cognitive theory accords a central role to cognitive, vicarious, self-regulatory, and self-reflective processes” (Bandura 1999, p. 29), that is to say that humans are endowed with capabilities that are distinctly human-generative symbolization, symbolic communication, forethought, evaluative self-regulation, and reflective self-consciousness (Bandura 1999, p. 61). People are likely to find solutions to problems they encounter at various instances. In other words, “Study skills are approaches applied to learning that assist students to be successful in schools in a way of passing an exam or even obtaining good grades” (Bulent et al. 2015, p. 1355).

Learning capability is a broad term and is used mainly to mean “information and communication skills”, “thinking and problem solving skills”, and “interpersonal and self-management skills” (Higgins et al. 2007, p. 5). In this sense, learning capability is seen as closely related the “...role of individual learners in improving their own performance” (Higgins et al. 2007, p. 5). Similarly, in the world of

business, learning capability refers to “an individual's capability in using existing knowledge and applying the method to explore new ideas” (Ayuri & Nasution 2022, p. 268). Similarly, Cohen and Levinthal have defined learning capability as “...the ability of a firm to recognize the value of new, external information, assimilate it, and apply it to commercial ends” (as cited in Hull & Covin 2014, p. 9). This implies making use of one's ability to process new information and even existing information for one's advantages to achieve one's goals and objectives. The same may be applied to the context of education as well since the idea of effective utilization of any given information for academic improvement is not a meaningless implication in itself.

The human capacities as expounded by the social cognitive theory are explained in the following:

1. Symbolizing Capability

This basically talks about the capability of humans to comprehend and control their environment, process and transform experiences into guides for decision and action, expand knowledge and understanding through the interactions of the symbolic expressions, communicate effectively across time and space. All these symbolic interactions are the result of the cognitive processes of human beings and it plays a very significant role in human learning, thought, behaviour and interaction.

2. Self-Regulatory Capability

This implies that people have the capability to monitor their actions by settings goals and challenges for themselves and then utilizing their resources, skills and effort to achieve those goals. One achievement leads to other higher goals for themselves with a stronger sense of motivation at their disposal. The self-regulatory capability is not simply the result of the preexisting standards, but it is the result to one's performances also. In other words, human beings are capable to regulate themselves even without the intervention from external bodies as to determine right from wrong or to set internal standards for regulating their behaviour and conduct.

3. Self-Reflective Capability

The social cognitive theory postulates that that human are capable of examining their own thoughts and actions. They have the ability to distinguish right from wrong on the basis of the outcomes produced by their thoughts. If the outcomes are not in accordance with the reality, then the thoughts are verified, evaluated and then dismissed accordingly. There are four modes of thought verification: a) *Enactive verification* considers one's thoughts and the result they produce; b) *Vicarious verification* enables human beings to check on the correctness of their own thoughts by looking at the dealings of others with the environment; c) *Social verification* occurs when people verify the soundness of their thoughts by comparing them with what others believe; d) *Logical verification* occurs when people come to know the unsoundness of their thoughts by analyzing them with the existing knowledge that has the answer already for what they are seeking. In all these modes of verification, which is also deemed as the unique attribute of human being by the social cognitive theory of learning, unsound thoughts tend to get refuted. On the other hand, correct thoughts which are in line with the reality tend to get accepted.

4. Vicarious Capability

It implies that learning occurs from one's interaction with the environment or society, and this is called observational learning. People are capable of acquiring new information by observing other people's actions and the consequences of their actions. They are in a direct contact with the physical and social environment during the course of their lives which form major part of their reality. In other words, people learn from what they see, hear and read, and that may be called vicarious experiences. This vicarious capability may also prove to be lacking in experiential correctness.

1.6.4 Acculturation Theory

Upon migration refugees are faced with acculturation as a result of intercultural contact with the host country. According to Berry, "acculturation refers to the changes that occur as a result of people coming into contact with cultures

different from their own” (as cited in Srivastava et al. 2019, p. 314). However, it has also been acknowledged that the change in one group often called ‘the acculturating group’ may be felt much stronger since “in practice acculturation tends to induce more change in one of the groups than in the other” (Berry 1997, p. 7). In this sense, refugees including children are bound to experience a huge cultural change when they come to a new country, even though the host culture is also not exempt from the experiencing change as a result of acculturation process.

Berry, the main proponent of acculturation theory, has laid down four acculturation strategies often called Berry’s Model of Acculturation. The four important strategies of acculturation which the refugees or immigrants likely to adopt when they find themselves in a new cultural environment have been elaborated. According to the given model: a) *Integration* implies that one’s own culture or cultural integrity is maintained while at the same time adapting to the new culture happens. This is considered to be the most desirable form of strategy. b) *Assimilation* implies when individuals give no importance to maintaining their original culture but seek relationships with the new culture. c) *Marginalization* implies when individuals do not care to maintain their original culture nor are they motivated to establish relationships with the new culture (Berry 1997, p. 9). d) *Separation/Segregation* happens when the attempt to uphold their original culture and at the same they avoid interaction with the new culture.

Based on the strategy adopted, an individual’s stance towards maintaining one’s own culture or becoming involved in the new culture can be determined. This will in turn impact immigrants’ attitude and behaviour in both negative and positive ways. In the former, it may result in acculturative stresses, psychological and physical maladaptation; and inter-group harmony, personal growth and preservation in the latter (Srivastava et al. 2019, p. 314-315).

Cultural adaption or acculturation may take place at three main levels such as: a) *psychological adaptation* b) *sociocultural adaption* and, c) *economic adaptation*. In the case of refugee children, the first two become an important consideration. The psychological adaptation refers to:

...a set of internal psychological outcomes including a clear sense of personal and cultural identity, good mental health, and the achievement of personal satisfaction in the new cultural context (Berry 1997, p. 14).

Similarly, sociocultural adaptation refers to "...a set of external psychological outcomes that link individuals to their new context, including their ability to deal with daily problems, particularly in the areas of family life, work and school" (Berry 1997, p. 14). These two terms are very much related, however according to Ward who says, "factors predicting these two forms of adaptation are often different" (as cited in (Berry 1997, p. 14). So the refugee children are caught between negative and positive experiences depending on the approach they take towards psychological adaptation as well as sociocultural adaptation.

In relating refugee children's experiences, Coelho describes four stages of acculturation that refugee children navigate through after migration to a new country (as cited in Sharpe 2010, p. 32-33). These include a) *Arrival and first impression* which is often characterized by a feeling of optimism and adventure about their new life. At this stage, children often feel anxious and act as spectators rather than participants in the new culture; b) *Culture shock* which is characterized by a feeling of discomfort as a result of the new environments. A feeling of sadness becomes part of their experience at this stage; c) *Recovery and optimism*, at this stage children have recovered from culture shock and regained their sense of confidence and; d) *Acculturation*, at this stage children have learnt to accept the new culture while maintaining their original culture through integration.

In presenting the main differences between insecurity and security as a state of mind, Maslow et al. have given well-defined contrasting examples of the two. For instance, security has been defined as "feeling of being liked or loved, of acceptance," feelings of belonging or having a place in the group", "perception of human being as essentially good", feeling of safety, friendliness and trust," "general optimism", and "being happy and calm", (Maslow et al, 1945, p. 21-22) among others. All these terms basically denote psychological security with all its various aspects and are good examples of what psychological security really is. All of these positive aspects

of human relationship are the positive outcomes of being in harmony with one's environment through integration of the acculturation process.

These four comprehensive theoretical frameworks are used to look at the psychological security, self-efficacy and learning capability of the refugee children from different angles through the following key points:

1. Bronfenbrenner's Ecological systems theory that focuses on the interaction between individual development and environmental factors.
2. Bandura's Self-efficacy theory that highlights the significance of positive beliefs about oneself for the general well-being and success.
3. Bandura's Social cognitive theory discusses how human beings are capable of learning through their cognitive ability which is also a unique attribute of human beings.
4. Acculturation Theory by Berry offers an insight through which refugee children's experiences can be examined and scrutinized for a deeper understanding of refugee children in the new social environments.

These theories provide a relevant framework towards the understanding of refugee children's experiences, thoughts, actions, and their psychological state of being. Refugees, children and adults alike are in constant need of mental resilience to overcome difficulties and to tackle challenges of everyday existence. With a certain level of psychological security and self-efficacy, and learning capability refugee children will be able to strive towards a better level of academic achievement while at the same time living with self-respect and dignity. This applies to all individuals in general and refugees in particular.

1.7 Rationale of the study

The psychological equilibrium of refugee children is often found to be at stake after experiencing forced displacement from their home country. The sudden change of the situation often affects refugee children tremendously leaving them in want of psychological security and self-efficacy mainly due to a previous experience of war, violence, trauma, anxiety, stress, to mention a few. This in turn can leave

them learning deficient. The Chin refugee children are in their formative years, physically as well as mentally and therefore they are in a critical stage of growth and development. The forced migration during these critical years has placed the preadolescent Chin refugee children more vulnerable than non-refugee children in their age group. According to Rathi and Rastogi,

Preadolescence is a critical period, characterised by changes in physical, hormonal, cognitive, behavioural, and emotional development, as well as by changes in social and school relationships. (as cited in Mascia et al., 2023, p. 1)

It is a hint that children's sense of well-being are in a state of vulnerability at this stage of growth and development. It becomes really important to consider their emotional and social skills to enable them to cope with stress caused by change at this stage of growth and development. It is also important to improve their emotional awareness level and foster positive self-concept for a harmonious growth and development. It has also been stated that "Middle childhood and early adolescence represent key developmental stages in determining later health risks, including mental health problems" (as cited in Bhana 2010, p. 124). Children at this stage are exposed to a wider network of influences and therefore, it becomes really important to ensure that family, social, school and even society are conducive to their healthy growth and development. Similarly, according to Piaget, "...this period...as a time of transition from the stage of concrete to the stage of formal thinking operations" (as cited in Slavutskaya & Slavutskii 2020, p. 2). The significance of this stage is that children are now able to think critically rather than merely depending on what they see. The process of meaning-making and reality is largely shaped by their experiences of what they encounter in daily life situations. In order to foster a positive sense of security, there is a need for a healthy interaction among family, school and society. This in turn will enhance positive self-concept and other positive emotions which are a prerequisite for the holistic personality of a child. Whereas, failure in attending to their basic physiological and psychological needs will result in behavioural and health risks poor self-esteem, lack of social competence, lack of cognitive skills such as coping and regulation skills, aggression,

delinquency and depression (Bhana 2010, p. 124-126). All these negative behavioural aspects and emotions are detrimental to the development of a well-balanced personality, preventing a child from forming a sense of psychological security, self-efficacy and even learning capability. That being the case, there is a need for realizing the existing relationship among these important factors and the potential each of these has in producing holistic growth and development as well as positive learning outcome in refugee children in particular.

With the rise in the number of refugees on a daily basis, it becomes really significant to devise a strategy to tackle this issue from different angles. For instance, refugees are entitled to basic fundamental rights including the right to seek asylum, non-refoulement and non-discrimination, right to education, among others, just like anybody else. For instance, RTE Act 2009 states that every child has the right to free and compulsory education till completion of elementary education (Ministry of Law and Justice, 2009) and this applies to refugee children as well. Similarly, the Universal Declaration of Human Rights extends the scope of education to all including the refugees and especially in the light of Article 14, the state has the moral obligation to improve the living conditions as well as provide education to children under its protection (Sarker 2025, p. 49-50). Thus, education becomes an important factor that has the capacity to improve their livelihoods which applies not only to refugee children but also individuals in general. It becomes one of the most effective means to rebuild their lives as refugee children because education protects, empowers and enlightens besides it being a basic human rights (UNHCR India 2001-2025). In order to ensure psychological security, positive sense of self concept and optimum learning capability of the refugee children, education becomes an important instrument. One of the ways to ensure the welfare of the refugee children is by imparting education since they are entitled to free and compulsory education regardless of their nationality or immigration status.

The refugee children under the age of 14 years cannot be denied of education, despite the absence of a definite policy to deal with the refugees or refugee children in India. There are also proposed bills that register and protect them in a way. For instance, the Right to Asylum Bill 2015 that allows refugees to apply for asylum

status; the National Asylum Bill 2015 stipulates key features for refugees and asylum seeker; and the Protection of Refugees and Asylum Seekers Bill, 2015 aims to create a legal framework to deal with the refugees (Sarker 2023). Despite the uncertainty in policies or provisions concerning refugees in India, any form of mistreatment against the refugees that amounts to violation of human rights is strictly condemned at any given instances. In other words, any acts that compromise refugee rights is not endorsed by India. As a host country, India has its own responsibility to protect and safeguard the dignity of the refugees who have migrated to the land in matters relating to access to resources available to them. Similarly, when it comes to refugee children, they cannot be denied the rights of education, health, protection and social welfare at any cost as stipulated by the Convention on the Rights of the Child (1989). Accordingly, Mizoram has certain fundamental duties to render towards its refugee children for their general well-being and development. The first important step towards providing the required assistance to the refugee children is to comprehend their status thoroughly concerning their psychological security, self-efficacy and learning capability, among others.

The sudden change of the situation has affected every refugee especially children in various ways. It makes their lives particularly full of uncertainty from all angles. This in turn results in lower sense of psychological security and self-efficacy which eventually produces undesirable academic outcome due to low level of learning capability. Researchers at various instances have proven the relationship among these factors (Huang & Kou, 2025; Fan & Cui, 2024 and; Ye et al., 2024), yet there have been insufficient studies done on the same especially with regard to the Chin refugee children residing in Mizoram. A drastic change in the situation is expected to negatively affect these children and it may continue even after settling in the host country. Every child learner may have certain problems regarding adapting themselves to the new environment, and this can be detrimental to the child's physical and mental health conditions.

More vulnerable learners, especially refugee children lag behind and they are not on par with other non-refugee students due to lower level of psychological security and self-efficacy. One could point out several other factors that come into

play to this end including non-conducive learning environment at home. They are also less likely to receive support from parents or even the host community. This, however, is not to imply that their education is being neglected or given no attention at all. The assumption here is that refugee children who are admitted to school are likely to suffer some kind of inequality in comparison to regular students. They are forced to adapt themselves to the whole new learning environment which they have not experienced before in life. A whole new learning environment including the curriculum can often become a source of discomfort, frustration and discouragement on refugee children.

In the context of Mizoram, refugee children are being provided education as per the provision of RTE Act 2009 and they are given the right to admission to any schools (Directorate of School Education, 2021). While refugee children in Mizoram are being provided with the opportunity to be part of the educational system of their host state, there are certain disadvantages suffered by them. One of the disadvantages is that many of the refugee children are engaged in the teaching-learning process without any serious consideration on their learning capability. The question arises whether these refugee children are at the level where they are supposed to be in consideration of their chronological age or not. Thus the need for studying the relationship among psychological security, self-efficacy and learning capability of refugee children becomes a necessity.

Studies on refugee children's psychological status have highlighted that these children are susceptible to various psychological issues and tend to show symptoms of mental disorders. The non-conducive learning environment at home, failure of school to consider their educational need, lack of awareness and strategies on the part of teachers have worsened the situation in case of refugee children. A similar kind of problem may be witnessed across the world so far as psychological security, self-efficacy and learning capability of refugee children are concerned. Yet the solution or strategy adopted to address the issue may not always be the same.

Refugees across the globe have different backgrounds-culturally or otherwise and therefore, their needs also vary. In order to provide the right kind of support–

educational or even psychological, among others, as well as to learn from what has been done in this regard, there is a need for knowing the status of refugee children in Mizoram. This is the first step towards providing the required intervention towards the welfare of refugee children. As far as the interventions from NGO's and other organizations to cater to the needs of Chin refugees living in relief camps across Mizoram are concerned, they are provided with what the host state is capable of. For instance, education is being provided and admission to schools is being generously granted to the refugee children. This is a positive move to better their living status as well as for their personal well-being. However, there have been hardly any study done on the Chin refugees in Mizoram and therefore the need is immensely felt in this regard.

The refugee children, being in their early adolescence stage which is also a critical stage of growth and development, in Mizoram as well as those in other parts of the world have the right for personal and academic well-being. It is very much important to explore this area that whether or not they have basic academic skills. An academic study dealing with the psychological security, self-efficacy and learning capability of refugee children could pave a long way in providing the required aids or intervention addressing the same. Therefore, the topic has been chosen for the present study with the hope that this will have positive implications for knowing the levels of psychological security, self-efficacy and learning capability of refugee children as well as the interrelationship among them for improving their status despite their vulnerable existence.

1.8 Statement of the Problem

The forced displacement of refugee children from their home country affects their lives drastically. This study is an attempt to explore the post migration experiences of refugee children and its impact on their psychological security, self efficacy and learning capability. Hence, the problem has been stated as "Psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram"

1.9 Research Questions

The following research questions were formulated considering the nature of the study:

1. What is the level of psychological security of Chin refugee children in Mizoram?
2. What is the level of self-efficacy of Chin refugee children in Mizoram?
3. What is level of learning capability of Chin refugee children in Mizoram?
4. Is there any difference in the levels of psychological security, self-efficacy and learning capability of Chin refugee children based on gender?
5. Is there any difference in the psychological security, self-efficacy and learning capability of Chin refugee children based on parental occupation?
6. Is there any difference in the psychological security, self-efficacy and learning capability of Chin refugee children based on parental education?
7. Is there any relationship among psychological security, self-efficacy and learning capability of the Chin refugee children in Mizoram?
8. In what ways do refugee children's post migration experiences shape their sense of psychological security, self-efficacy and learning capability?

1.10 Objectives of the Study

In order to find out the research questions, the following objectives were framed:

1. To examine the level of psychological security of Chin refugee children in Mizoram.
2. To investigate the level of self-efficacy of Chin refugee children in Mizoram.
3. To find out the level of learning capability of Chin refugee children in Mizoram.
4. To analyse the differences in the levels of psychological security, self-efficacy and learning capability of Chin refugee children based on gender.
5. To examine the differences in the psychological security, self-efficacy and learning capability of Chin refugee children based on the parental of parental occupation.

6. To analyse the differences in the psychological security, self-efficacy and learning capability among Chin refugee children based on parental education.
7. To assess the correlation among psychological security, self-efficacy and learning capability of Chin refugee children.
8. To explore the post-migration experiences of the Chin refugee children in Mizoram with special reference to their psychological security, self-efficacy and learning capability.

1.11 Hypotheses of the Study

The following hypotheses were framed to test the statistical differences among the variables:

1. There is a significant difference in psychological security of the refugee children with reference to their gender.
2. There is a significant difference in the psychological security of the refugee children across the dimensions based on gender.
3. There is a significant difference in the self-efficacy of the refugee children with reference to gender.
4. There is a significant difference in the self-efficacy of the refugee children across the dimensions based on gender.
5. There is a significant difference in learning capability of the refugee children with reference to gender.
6. There is a significant difference in the learning capability of the refugee children across the dimensions based on gender.
7. There is a significant difference in psychological security, self-efficacy and learning capability of the Chin refugee children based on parental occupation.
8. There is a significant difference in psychological security, self-efficacy and learning capability of the Chin refugee children based on parental education.
9. There is a correlation among psychological security, self-efficacy and learning capability of the Chin refugee children.

1.12 Operational Definitions of Key Terms

1.12.1 Psychological Security: According to Zotova (2011) who has stated that, “Psychological security is the state of an individual when he/she can satisfy his/ her basic needs for self-preservation and perceive his/her own (psychological) shelteredness *in socium*” (as cited in Zotova & Karapetyan 2018, p. 103). It basically implies a feeling of security, freedom from fear and anxiety. Therefore, psychological security for the present study entails how much of self-confidence, a sense of security and belonging, support and freedom from fear and anxiety the refugee children have to deal with their everyday life’s demands.

1.12.2 Self-Efficacy: Mookkiah and Prabu have defined “self-efficacy as a person's judgment of his or her own abilities to compose and execute the tasks to achieve optimal performance” (2019, p. 1). They have also mentioned the types of self-efficacy such as: Self-regulatory, social self-efficacy, and academic self-efficacy. The present study is basically concerned with the kind of self-efficacy that deals with the refugee children concerning their level of self-concept, motivation towards life, and psychological resilience to deal with their adverse condition.

1.12.3 Learning Capability: Learning capability refers to the “...approaches applied to learning that assist students to be successful in schools in a way of passing an examination or even obtaining good grades” (Bulent et al. 2015 p. 1355) as well as completing school education. It is in this sense that learning capability is being used for the present study to find out how capable they think they are in dealing with problems and other issues which are related to their academic learning.

1.12.4 Chin: Located in the remote mountain ranges of northwestern Myanmar, Chin State is home to an estimated 500,000 ethnic Chin. While the term “Chin” generally refers to one of the many ethnic groups in Myanmar, the Chin themselves are ethnically and linguistically diverse. At least six primary Chin tribal groups can be identified and sub-categorized into 63 sub-tribes, speaking at least 20 mutually unintelligible dialects (CHRW 2009, p. 9). Chin for the present refers to groups of people who belong to the tribal population of Myanmar and whose languages and cultures share close affinity with Mizo spoken in Mizoram.

1.12.5 Refugee: A refugee is one who has fled his/her country owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it (Eurostat-EC Europa, n.d.). In the context of the present study, refugees refer to the Chin population who has come to Mizoram seeking shelter for fear of violence and persecution in their home country Myanmar. They do not have the choice of returning to their native country due to the escalation of violence and conflict in the country.

1.12.6 Refugee Children: Child refugees or refugee children for the present study consist of children from upper primary classes of 6 to 8 (approximately children in the age group 12 to 14) studying in various schools that have come and sought shelter in Mizoram along with their parents. Majority of these children are enrolled in the schools of the localities they reside with some studying in NGO's sponsored schools run for them. These refugee children in Mizoram are living with their parents, relatives or cousins in different places.

1.13 Chapter Summary

It has been established from time to time that mental health, psychological security and self-efficacy are interrelated in various ways. According to Bandura (1993), "Perceived self-efficacy both fosters enlistment of social support and mediates its beneficial effects on psychological well-being and functioning" (p.134). Refugee's experience of marginalisation refers both to the family's history of marginality in its country of origin and to the social and cultural isolation often faced by the family in the host country as well as the acculturation process adopted by the family (Mohamed 2012, p. 4) and its impacts on the mental health status of refugees become increasingly important. Research into the resilience, protective and risk factors for these children is becoming increasingly important (Mohamed 2012, p. 4) for their sense of well-being in general as well as for success in their academic studies in particular.

The aim of this chapter was to provide well-founded background information regarding the selected topic. It attempted to provide a comprehensive understanding of issues surrounding refugees, child refugees and even Chin refugees in particular from theoretical as well as literary stand point. The chapter reiterated the experiences of refugees as a whole and refugee children in particular. The long existing relationship between Mizoram and the Chin community has also been highlighted as an area of importance.

The following chapters provide literature review (Chapter II), followed by a chapter (Chapter III) detailing the methodology adopted for the study; a chapter (Chapter IV) presenting findings of quantitative data; followed by presentation of the analysis of qualitative data (Chapter V). Finally, interpretation, conclusion, implications, suggestions for future research (Chapter VI) formulated from the study are presented. The next chapter (Chapter III) will present the review of related literature.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 Introduction

The well-being of the students is influenced by different factors in different ways. Some of the influencing factors include psychological security, self-efficacy and learning capability of students. In order to further establish the interrelatedness of these three variables, the scholar has collected various studies undertaken at different places and under different situations in areas related to psychological security, self-efficacy and leaning capability of students for the present study. Not enough studies which exclusively focus on refugee children are available; however, to understand the roles of these three important varibales, studies done on non-refugee children have also been considered and highlighted which are given under. Altogether hundred studies have been reviewed based on the objectives of this study.

2.1 Literature Pertaining to Psychological Security of Refugee Children

Psychological security is the the foundation on which confidence, learning and healthy realtionships are built. So, securing the psychological security in children, especially in the refugee children, becomes an important step towards helping them in rebuilding their lives. The relevant studies (31) which are important for proper understanding of psychological security have been carefully selected and reviewed for the study.

Studies dealing with psychological security of refugees or refugee children

In the case of refugee children, a sense psychological security equips them with the strength to survive and grow despite the difficult circumstance. There are nine studies which exclusively deal with psychological security of the refugee children which have been reviewed for the present study.

Palaiologou and Prekate (2023) found out from their study on refugee children residing in a refugee centre in Greece that the children presented severe traumatic experiences in their home country. The study examined the impact of

current schooling as well as the camp life on their psychological well-being. It was found that school experiences prior to the violence in their home country were greatly enjoyed by these children. The study affirmed that schooling played a crucial role in helping refugee children to build psychological security or resilience to cope with their difficult situation. It was also highlighted that these children came to the host country with a hope of fulfilling their basic needs and aspirations despite the harsh condition in their home country. Schooling or education was seen as a potential factor that could foster their current as well as future well-being, psychologically and otherwise.

Kalyegira (2022) conducted a study to find out the influencing factors of psychological well-being among the refugees in Africa. The study identified as many as ten important themes that influenced the psychological well-being positively as negatively. The availability of basic fundamental needs ranging from food, employment opportunity, access to free education, among others, determined positive influence on the psychological well-being. Likewise, the unavailability of the same would adversely result in frustration. The study elaborated on the importance of skill-based training and education as a means of empowering the refugees especially the younger members. This would facilitate a stronger sense of psychological security and well-being and prevent them from getting frustrated with their state of existence.

Samara et al. (2020) examined the psychological well-being of refugee children in the United Kingdom. The study revealed that refugee children might have experienced violent and traumatic circumstances before coming into a new country which affected them in different ways. From the study it becomes evident that these refugee children showed signs of psychological disturbances ranging from lack of self-confidence, problems with their peers and physical health issues. The finding showed that a good social relationship could pave a long way in developing psychological well-being in the children. In addition, these refugee children were often victims of bullying and bullying could have adverse consequences that could impair their development to a very great extent. The teachers and school could play

an active role in increasing the well-being of the refugee children—psychologically as well as physically.

Gruttner (2019) concluded from his study on refugee students in Germany that school could either strengthen or weaken a sense of social inclusion and psychological well-being in different ways. It suggested that social inclusion and psychological well-being could facilitate a sense of belonging and study readiness in refugee students. Whereas absence of the same could harm learning and study preparation at the same time further the failure in academic careers in the long run. The study also highlighted the need for introducing a course which could foster psychological well-being in the refugee students for social and academic belonging for a wholesome life.

Walther et al. (2019) revealed through their study that there was a high level of psychological distress among refugees in Germany. The study highlighted that psychological distress was particularly prevalent among women, older people, those under threat of deportation, single males and those residing in collective shelter. This in turn adversely affected their employment status, education and participation in other integration courses. The absence of psychological well-being made the refugees vulnerable to mental problems such as depression, anxiety among others. The study emphasized the need for developing psychological well-being in refugees through education and other integration programmes to alleviate their difficult existence.

Jack et al. (2018) showed from their study on university refugee students in London that refugees have gone through traumatic experiences at some point in their lives. This often proves harmful for their psychosocial well-being in different ways. The study demonstrated the importance of promoting psychosocial well-being of refugee students and for that higher institutions could be a good space, among others. This was particularly seen as an essential factor since refugee students were generally motivated to take part in the process of education: however, certain barriers could come in the way. A support in this regard was greatly emphasized by the study

when dealing with refugee students which would foster their psychological well-being.

Rousseau (1995) identified risk factors and case of refugee children. He concluded that migration, family and acculturation are the three major areas that generate risk or protection in refugee children. The movement of people from their original place to a new one is migration and this becomes a strong determining factor in itself. The nature of family environment in the sense that whether or not it is supportive or discouraging becomes another important determining factor. The strategy adopted by refugees towards the new culture after migration becomes another important factor that either generates risk or protection in refugee children. He also acknowledged the roles of society, school and local community in bringing about risk or protective factors in refugee children.

Garmezy (1983) evidenced the importance of a supportive family environment for refugee children as a protective factor. A protective factor basically implies anything that generates negative mental or psychological issues including depression, stress, anxiety, maladjustment, cultural isolation, among others. An indication that if a refugee finds himself/herself in a favourable family environment where he/she gets sufficient support and encouragement, this can act as a fostering agent for positive emotions in the child. A supportive environment becomes an important factor that fosters psychological security or well-being in refugee children even in a state of refugeehood. While the absence of due support from the family increases the chance of risk factors to escalate such as symptoms of mental disorders or insecurity in refugee children.

Zaian et al. (n.d.) conducted a study on the psychological well-being and educational experiences among refugees in Australia. Refugees are victims of violence and other disadvantages in life. These direful experiences including poor education and unemployment, to name a few, affect their well-being and mental health to a very great extent. The study acknowledged the presence of discrimination and racism on refugees in school, household and other responsibilities and lack of educational support from parents or teachers. All these factors often posed a barrier

to their educational progress. The denoted that school experiences, educational experiences and mental health of the refugee students were interrelated and therefore, it should be ensured that education should address these issues in a holistic manner.

Studies dealing with psychological security of non-refugee subjects

During the process of exploring the research done on psychological security of non-refugees, there were 22 studies which dealt exclusively with this dimension which have been reviewed and presented below in chronological order.

Mohammadi et al. (2023) from their study among the undergraduate students in Iran expounded that there was a relationship between loneliness and childhood abuse with psychological security. The findings indicated that childhood abuse was found to be a big potential source of loneliness, and this sense of loneliness consequently resulted in certain psychological problems. In that sense, loneliness was seen as having a direct impact on psychological security. It can be implied from the outcomes of the study that children, having gone through a traumatic experience during their childhood are vulnerable to psychological disturbances than non-refugee children. It recommended that a favourable environment should be given importance for children for developing their psychological security.

Al-Rousan et al. (2022) conducted a study to find out the impact psychological stability had on academic performance among senior secondary school students in Jordan. The study indicated the existence of a positive direct association between psychological stability and academic performance. In other words, the study is positive about the fact that the higher the psychological stability the higher the academic performance is, and vice versa. At the same time, the opposite is also true which is to say that the less psychological stability, the lower the academic performance is. Among other factors, the study emphasized the need for increasing the psychological stability of the students through increasing sports, scientific and artistic activities.

Khalfan and Alzitawi (2022) identified certain causes of psychological insecurity among teenagers through their study on the students in Qatar. The study also established the existing relationship between psychological security and latent

delinquency in these students. Adolescence is the period of change—psychologically, socially and others and adolescents go through a lot at this period of change and this can have certain influences in their lives. Love, affection, kindness, cooperation and support from the family come in handy at this stage and the absence of these may result in psychologically disturbed outcome. The study affirmed that lack of psychological security might lead to fear, anxiety, distrust, hatred, evasion of responsibility or in other words, delinquency. The study therefore recommended that those in authority including teachers should assist their students in inculcating a sense of psychological security in their students.

Tattiana et al. (2022) observed through their study that psychological security was one of the many factors influencing academic engagement and performance in the students. Female students were found to have higher level of psychological security than male students. Through their analysis on the association between the level of students' psychological security, academic engagement and performance, it was revealed that psychological security predicted academic performance positively. The study was also positive about the influence of psychological security on students' engagement and academic performance in the online educational environment in particular.

Yang et al. (2022) conducted a study on college students in China to find out the roles of grit in the relationship between interpersonal stress and psychological security. The finding hinted that interpersonal stress was evident in the students which impacted the level of psychological security in different ways. It was observed that in case of a high level of interpersonal stress, there could result in negative outcomes including ill mental health, among others. Grit in this sense could reduce the negative impact on psychological security. The importance of developing psychological security is that it can positively develop sense of belonging, persistence, self-discipline, motivation, ability to cope with stress and satisfaction for healthy growth and development.

Zamanabadi et al. (2022) through their study among the students in Iran stated the importance of mental strength and psychological security in human life.

The study showed that students in the experimental group displayed higher psychological security than their counterparts after being given training in this regard. It was suggested that providing training was helpful in developing psychological security in the students and therefore attention should be given towards the same. The importance of psychological security, as shown by the study, is that it indicates mental strength in the students which could facilitate their growth and development, motivation and satisfaction towards life for healthy growth and development.

Nichiporenko and Zhenchugova (2021) identified components which were the major influences in psychological security through their study among the university students in Russia. The study concluded that aggression, depression, relationships with teachers and peers, abuse, attitude towards studying and the general atmosphere of the institution were determinants of psychological security in the students. It was also denoted that abuse in any form might disrupt psychological security of the students and therefore, the same should be prevented with care. The significance of psychological security, according to the study is that, it could foster adjustment mechanisms in the students to cope with adverse circumstances. The study also highlighted the need for providing a psychologically secure environment for the students for a full personality development.

Agrawal (2020) found out from the study the relationship among self-esteem, psychological well-being and academic performance of secondary school students with positive outcomes. The study detected a significant positive relationship among these three variables. It has been revealed through the study students with greater self-esteem had better academic scores than students with lower self-esteem. This is an indication that a strong significant positive correlation between self-esteem and psychological well-being existed, while at the same time implying that students having better self-esteem had better well-being in general. The study has also proven that level of self-esteem of students would be positively associated with their psychological well-being.

Baxtiyorovna (2020) in his paper emphasized the fact that psychological security in the school environment and as a mental state was effective in preventing

general anxiety in the students. In the absence of which, certain issues concerning interactions of the students with their classmates and lack of mutual understanding would eventually arise. The paper reiterated the need for providing psychological security at the individual level as well as in the educational environment for full-fledged personal development of the students. The same should be given a serious consideration since it could have a long lasting influence in their readiness to learn their lessons as well as in their future professional pursuits.

Damiral (2020) in his study on the relationship between psychological security and self-confidence among the university students in Iraq denoted the existence of positive relationship between the two variables. It was found that the students had a high level of psychological security but with no significant difference in terms of their gender. The results indicated a positive favour towards male students as far as self-confidence was concerned. In both the cases, it was observed a good level of psychological security; but male students showed higher level of psychological security and thus a higher level of self-confidence. The study stressed the importance of ensuring students' psychological security for better academic and adaptations.

Mustafa et al. (2020) through their study revealed that university students had high level of psychological well-being. It was also found that there was a significant positive relationship between psychological well-being and academic achievement among the students. Recognising the relationship between psychological well-being and academic achievement, the study has emphasized on the need for designing a program to help students having low level of psychological well-being. The findings were indicative that students could be expected to perform well in their studies since a good number of them scored high level and medium of psychological level well-being with a few students scoring low level of psychological well-being.

Paloma et al. (2020) examined the relationship between psychological security and academic performance among the university students in Mexico. The study highlighted the need for introducing workshop-courses towards promoting of psychological well-being of the students because students could be greatly benefitted

by them. Since psychological well-being and academic performance, the teachers should also be made aware of the importance of the courses. The study also highlighted that adaption to new environment, social skills, achievement of goals are greatly dependent on the personal initiative of an individual student; and therefore, to ensure these positive qualities one of the greatest requirements is to develop psychological well-being in the students.

Arnout (2019) conducted a study on whether or not there was a relative contribution of psychological serenity and self-regulated learning strategies in predicting academic engagement among university students in Egypt. The study indicated that female students had a higher level than their male counterparts in all these variables. In the whole educational process of student engagement, it was found that psychological serenity and self-regulated learning strategies were of great significance. These were the major requirements that could lead towards improving the outcome and quality of education in the students. The study established a positive relationship between these two variables for successful learning in the students.

Kodzhaspirova et al. (2019) conducted a study on the importance of providing educational environment which was psychologically and pedagogically sound among the first year undergraduate students in Russia. It was found that as much as providing psychological and pedagogical security of educational environment for successful and smooth adaptation to college was of great significance; it was equally important to strengthen their psychological security to prevent dropouts as well as for adaptability. It was affirmed that imbining a sense of psychological security in the students would be an empowering factor to complete their studies in particular and for their future professional endeavours in general.

Afolabi and Bolagun (2017) conducted a study to find out the impacts psychological security, among others, had on life satisfaction of undergraduate students in Nigeria. The findings showed that psychological security indeed had certain impacts on life satisfaction of the undergraduates. It was shown through the study that the higher the level of psychological security, the higher the students' got equipped for difficult situations with a higher level of coping mechanism to deal with

life's challenges faced by them. The study strongly supported the significance of enhancing the psychological security level of the students not only for facing difficulties but also for the efficient handling of challenges.

Chen and Zha (2017) observed firstborn children to study their psychological security in relation to the attitudes of parents in China. It was established that there was a certain relationship between the two variables. It was emphasized the need for the school to help the children so that they might develop a better sense of psychological security for facing difficulties in life, handling anxiety, worry and other harmful attitudes. Adolescence is a period of stress and anxiety due to various changes in the body among others and therefore it is important to inculcate a proper sense of psychological security in the children. The study also demonstrated that academic pressure, examination pressure and expectations from others among others, were likely disrupt their sense of psychological well-being. There could develop general anxiety in the children due to lack of psychological well-being. The study recommended that the school give utmost importance to ensure children's psychological well-being especially those in the adolescence stage.

Kulikova et al. (2017) through their study on the role of the teachers in ensuring psychological security among the students in Russia pointed out that educational institution is a highly multicultural environment. The interaction of different ethnic groups at various levels happens in the educational institution. It was concluded from the study that the ability or inability of the teachers in creating a psychologically safe environment their students could produce both positive and negative outcomes. For instance, the teachers through his ability to create a psychologically sound environment could foster removal of certain impediments including the fear of self-expression, tension and hiding of one's potential in the students. Basically, the study highlighted that negative and harmful emotions that could harm students' healthy growth and development could be down away with by providing a proper sense of psychological security in the students.

Musa et al. (2016) found out from their study that the students in Nigeria regarded school environment to be insecure and the school did not provide

conditions necessary for ensuring psychological security. This in turn impacted their emotional development and academic performance. In absence of psychological security, negative emotions such as boredom, stress, attention deficiency, and procrastination, among others. The study highlighted that these negative emotions adversely affected their academic performance or potentials; it suggested that teachers, parents, students and other responsible authorities should ensure psychological security of both the students and school environment.

Bordovskaia and Baeva (2015) conducted a study to find out the psychological safety of the educational environment and the psychological well-being of students and teachers in Russia. The study revealed that students with a higher level of psychological well-being tended to show a better sense of emotional comfort, self-confidence and cognitive activity. It was also evident from the study that psychological well-being and security contribute to personal trust and communication in the students, among others. The importance of safety in the school environment for facilitating a sense of psychological well-being and security not only for the students; but also for the teachers as well as effective management of educational institutions was re-underlined by the study.

Karacabay and Bozkus (2015) studied psychological factors and their impact on lifelong education among refugees in Turkey. It was found that psychological factors played a great role in lifelong education and learning approaches among the refugees. The study suggested that memorization and summarization should be discouraged in the educational process and learning should cater to the needs of the learners. Learning for the sake of passing examinations and specifically pointing out of students' mistakes should be discouraged. Teachers should encourage students in a way that they felt self-sufficient and for this the given tasks should neither be too difficult nor easy. Embarrassing students in the presence of their classmates could decrease their self-worth perceptions and therefore it should be avoided at all cost. These psychological factors, among others, should be encouraged as they can be determining factors in the lifelong learning among refugee students.

Smart (2015) elaborated the importance of psychological serenity in life for a successful dealing of challenges in life, and this applies to refugee children as well. When taken in to context, a sense of psychological serenity has the potential to provide refugee children a sense of understanding, the power of insight, the realistic perception, flexibility, high motivation, increase psychological immunity. These are all powerful contributing factors towards an increased sense of psychological security level in refugee children. The challenges faced by the refugee children, which are even traumatic than those of the non-refugee children becomes a source of vulnerability. This is an indication that there is interplay of the cultural aspect and psychological aspect in the whole issue surrounding psychological security with regards to refugee children.

Bordbar et al. (2011) established the interrelatedness of psychological well-being, academic performance and even a demographic variable through their study on the university students in Iran. Despite the facts that students displayed different levels of psychological well-being, it was evident that academic performance was indeed influenced by psychological well-being. It stressed the fact that psychological well-being is a multidimensional concept with certain aspects of its own. The study also denoted that having a sense of psychological well-being could enhance quality of life, problem solving capacity in terms of flexible thinking, better academic performance with a greater sense of satisfaction; even age or the level of maturity was seen to be related to having or not having a sense of psychological well-being to a certain extent. In the study, it was observed that female participants showed higher level of psychological well-being than male participants.

These are 22 studies pertaining to psychological security among normal respondents other than refugees or refugee children as provided above. The previous studies on psychological security or well-being have given much focus on the influencers of psychological security– positive as well as negative. The environments at home, school, society, integration programmes and satisfaction of basic needs have been highlighted as the positive influencing factors of psychological security. Whereas, violence, discrimination, racism, lack of parental and school support have been identified as the major negative influencing factors of psychological security in

refugee children. All of these identified factors have the capacity to contribute towards the general sense of well-being in refugee children, academic learning and learning outcomes in refugee children. However, there is a gap in the literature pertaining to psychological security concerning the Chin refugee children, which has been defined as a sense of security and belonging, support and freedom from fear in the new environment. Based on the available literature on psychological security of refugee children, it can be understood that there are only few studies that deal with refugee children's psychological security. Hence, the need is felt greatly in this regard and especially regarding Chin refugee children.

2.2 Literature Pertaining to Self-Efficacy of Refugee Children

Self-efficacy is the belief in one's capacity to perform any given task to achieve specific goals. It is an important inner drive that fosters and enhances achievement and well-being in individuals. Accordingly, 36 studies which are important for the proper understanding of self-efficacy have been carefully selected and reviewed for the present study.

Studies dealing with self-efficacy of refugees or refugee children

For refugee children, enhancing their self-efficacy is crucial for transforming their difficult circumstances or vulnerabilities into opportunities for growth and empowerment. The following three studies exclusively deal with refugees or refugee children concerning their self-efficacy.

. Tip et al. (2020) showed the relationship between self-efficacy and positive affect among refugees in the United Kingdom and affirmed the importance of self-efficacy in refugees. Refugees go through certain different levels of traumatic experiences before settling in host countries and therefore, the level of self-efficacy is duly affected one way or another. The study highlighted the possible ways to develop self-efficacy in refugees by reducing anxiety, depression, persistence, effort and mastery experiences. Refugees should be given opportunities for employment, learning and social support to achieve their goals. All these factors were helpful in developing self-efficacy among the refugees or their general psychological well-

being. In other words, refugees should be given support to overcome barriers by professionals or others for a sense of self-efficacy and well-being.

Sari et al. (2020) examined factors affecting academic self-efficacy among undergraduates Syrian refugees in Turkey. The study revealed that academic self-efficacy was affected by different factors or variables at varying levels of intensity. For instance, it was exposed that self-regulation and perceived social support directly influenced academic self-efficacy in the students and life satisfaction had a mediating effect on perceived social support, and resilience had self-regulation. The study suggested that to enhance academic self-efficacy of refugee students, self-regulation and social support from the society, life satisfaction and resilience against adversities should be emphasized as well.

Morina et al. (2017) examined the impact of enhancing self-efficacy among refugees who were survivors of violence or torture currently residing in Turkey. It was found that enhanced self-efficacy helped these refugees to be less stressful when coming into contact with traumatic stimuli, and they were also more tolerant towards a distressing task or situations. With the confidence generated by self-efficacy, the refugees had the capacity to deal with different kinds of distressing situations. The study also acknowledged that refugees with enhanced self-efficacy developed better social problem solving skills which were helpful for personal well-being as victims of violence and torture. It was suggested that efficacy training or other interventions in this regard should be introduced for the victims of violence such as refugees.

Studies dealing with self-efficacy of non-refugee subjects

The following 33 studies deal with self-efficacy of non-refugees conducted across the globe. The selected literature is given in chronological order.

Al-Abyadh and Azeem (2022) revealed from their study among the university students in Egypt and Saudi Arabia that there was an interrelationship among academic achievement, self-efficacy and self-management. Also self-management skills influenced self-efficacy and self-efficacy influence academic achievement in the students. For good academic result, each of these variables had their roles in

different ways. Among the variables, it was observed that self-efficacy one of the greatest impacts on students' learning process and even academic success. Students with high level of self-efficacy were more likely to achieve greater academic success because of their higher level of self-confidence and self-assurance. The study indicated that academic achievement could be, in most of the cases, explained by the level of self-efficacy students possessed.

Sharma (2022) conducted a study to find the relationship between self-efficacy and academic performance in English of secondary school students in India. The study also looked into the role of self-efficacy in academic achievement in general. One significant finding of the study was that there was a significant difference between urban and rural students in their academic performance as far as English and self-efficacy were concerned. But there was no difference witnessed based on gender. The study has reiterated that self-efficacy is an important factor that determines not only academic achievement but also success in life for individuals. A high level of self-efficacy truly determines sense of wellbeing which in turns impacts academic performance in the students.

Pajares (2022) analyzes the influence self-efficacy has on academic performances. It has been observed that self-efficacy determines students' choices and courses of action they decide to take up. Normally, students try to stay away from activities or tasks which they think they are not fit for. If they feel confident about doing anything, they tend to pursue that and if not they do not. In performing any task, self-efficacy determines how much effort students will give in fulfilling that, and with how much persistence and resilience. The idea here is that in the presence of high level of self-efficacy, students can be expected to show tolerance and patience in completing the given task. Self-efficacy also has the potential to reduce stress and anxiety when performing the given task. This is due to the simple fact that students can handle any given task with confidence in their ability and this reduces apprehension.

Hayat et al. (2020) revealed from their study among university students in Iran that students' self-efficacy influenced their academic performance by impacting

their learning-related emotion to a considerable extent. Self-efficacy influenced students in developing positive emotions which then again influenced their academic performance. It demonstrated that students who trusted in their own abilities were self-efficacious which motivated them to realize their academic tasks and made plans for their educational activities. In other words, students with high self-efficacy displayed quality efforts towards fulfilling their educational goals. Students with high self-efficacy were found to be more optimistic about their learning and materials to be learnt because they believed in their own abilities.

Akturk and Ozturk (2019) highlighted the relationship among teachers' TPACK levels, students' self-efficacy and the academic achievement in high schools in Turkey. According to the findings of the study, students' academic, social, and emotional self-efficacy with teachers' TPACK levels were highly interrelated and that the academic achievement was influenced by 12%. The general academic achievement in the students was largely determined by the academic self-efficacy in the students. The study also demonstrated that although the impact of teachers' TPACK level on students' social and emotional self-efficacy was of great significance; yet the impact it had on students' general academic achievement was even more significant.

Mehmood et al. (2019) revealed from their study among university students in Punjab the existing relationship between self-efficacy and academic achievement. Not only was there a relationship between the two variables, but also academic performance was affected by self-efficacy. The significant roles played by self-efficacy as identified by the study included motivation, confidence, self-trust and encouragements which encouraged students to work hard in fulfilling educational tasks. This in turn helped the students to have a greater chance of success in their learning or examinations or even in getting better grades. Another important role played by self-efficacy, as demonstrated by the study, was that it equipped the students with readiness to undertake academic challenges with confidence and a greater sense of positivity.

Toharudin et al. (2019) conducted a study to find out the relationship between self-efficacy and self-regulation among senior secondary school students in Indonesia. It was found that both these variables influenced the students to achieve learning objectives in an indirect manner. Concerning the importance of self-efficacy in the students, the study affirmed that it had the potential to keep the students proactive, competitive and creative in performing learning activities. It could also foster self-confidence, decision making skill and motivation to keep striving for achieving academic goals, among others, in the students. The study also demonstrated the important role of teachers in inculcating sense of self-efficacy in the students. However, surprisingly there was no significant relationship found from the study between self-efficacy and self-regulation in the students.

Atoum and Al-Momani (2018) studied the relationship between self-efficacy and academic achievement among secondary school students in Jordan. The study identified the levels self-efficacy of the students and its influence on as well as the influence of gender on academic achievement. The students displayed moderate level of self-efficacy in general. According to the results of the study, it was detected that self-efficacy positively affected academic achievement of the students. In other words, those students with higher level of self-efficacy were likely to have better academic achievement. As far as gender and its influence on academic achievement as well as self-efficacy, it was found no significant impact from the study. The study emphasized that self-efficacy should be given importance since it could determine students' educational success to a very great extent.

Öqvist and Malmström (2017) conducted a study on upper secondary school students in Sweden to find out students' educational motivation and the existing factors behind motivation. It was revealed that, significant as it was, students' educational motivation was not the only factor behind students' educational motivation. The importance of teacher's leadership was highly stressed since it could determine students' educational motivation to a great extent. In the case of teacher's poor leadership, even self-efficacious students were prone to lose their motivation. In order to encourage students to keep up their motivation, the teacher had a significant role to play of being a good leader. Since the goals and aspiration of the students

were large dependent on self-efficacy, it was suggested that educational environment should be maintained in a way that kept the students motivated.

Roosj et al. (2017) revealed from their study among secondary students in Netherlands that self-efficacy, among others played a significant role in making the students being successful university students. The study highlighted the importance of being self-efficacious and was positive about it being a foundation for university success. Those students who engaged themselves in activities in school as well as outside school were likely to develop higher self-efficacy. This kept them more familiar with the academics and generated confidence when they finally got into university. The students developed knowledge and skills by their engagement with formal and informal academic activities in school and at home. All these factors greatly contributed towards enhancing students' self-efficacy which predicted their future success as university students.

Agustiani et al. (2016) exposed from their study on undergraduate students in Uganda that there was a positive relationship between self-efficacy, self-regulation of learning and academic achievements. In case of a positive or negative change in one variable, the remaining variables got affected accordingly. In other words, the study showed that higher the level of self-efficacy of the respondents, the better regulated was the learning; the higher the level of self-efficacy of the respondents, the better performance and vice versa; and likewise, the better regulation of the respondents learned the better performance and vice versa. The study also hinted that students with high self-efficacy tended to show resilience in learning even in case of difficulty. They would take the initiative to understand the subject material by asking questions or other sources. On the other hand, those students who were not sure of themselves or who did not have self-efficacy would choose to give up on trying to understand the subject matter easily in the midst of difficulty or obstacle.

Chanana (2016) conducted a study on the relationship between self-efficacy and academic performance of college students in India. According to the results of the study, it became evident that there was a positive relationship amongst these factors. However, it was found that there was no observable difference in the

relationship between self-efficacy and academic performance in terms of age. The study stressed the importance of developing students' self-efficacy since the relationship between self-efficacy and academic performance at various levels was highly interrelated. It was also hinted that in order to achieve desirable outcomes for any given task, academic or non-academic, self-efficacy could have positive impacts in various ways. Likewise, the study stressed the need for enhancing high self-efficacy in students having low self-efficacy by the teachers for better educational outcome.

Cassidy (2015) conducted a study on the role of self-efficacy in building resilience among the university students in the United Kingdom. It was found that students with high as well as low self-efficacy reacted differently towards a given situation—positively and negatively. The factors necessary for successful academic life such as adaptation process, strategic responses to academic adversity and resilience for academic life were positive influenced and facilitated by self-efficacy. The study suggested for training course in order to build academic self-efficacy or self-efficacy for students because it could be developed in the students. This would be important for helping students to cope with the strenuous demand of academic life or even to deal with adversities in academic life in particular or to cope with life's demands in general.

Jansen et al. (2015) revealed from their study the roles of self-concept and self-efficacy as predictors of educational outcomes among high school students in Germany. Based on the findings, it was denoted that self-concept had more to do with future oriented motivation; in other words, self-concept kept the students motivated by keeping them aware of the future possibilities. On the other hand, self-efficacy was related to the current ability; in other words, self-efficacy kept the students motivated and positive to fulfilling the tasks and challenges at hand. In both the cases, the important roles played by self-concept and self-efficacy became evident and each had the potential to foster motivation for better academic achievement in the students.

Jungert and Rosander (2015) examined the relationship between student influence and self-efficacy among university students in Sweden. For the study,

problem-based learning (PBL) strategy was adopted by the researchers and one of the groups followed the strategy. Based on the findings, it was evident that students who had adopted the strategy displayed significantly higher self-efficacy than those who did not followed the strategy. The conclusion drawn from the study is that self-efficacy played a very important role in keeping the students active and as a result students actively engaged in their studies. This enhanced their academic performance to a very great extent. The study stressed the fact that developing self-efficacy was not important only for boosting academic performance but also for fostering positive educational environment.

Koseoglu (2015) revealed from the study among university students in Turkey that there was a relationship between self-efficacy and academic achievement in the students. In addition, the study also revealed the advantages of having self-efficacy as well as its disadvantages of having low self-efficacy. For instance, students with low self-efficacy tended to have a wrong notion that intelligence was inherent and could not be improved. Whereas, on the other hand, students with high self-efficacy preferred mastery goals, and were ready to take up challenges and new knowledge, as well as performance goals that comprised good grades and surpassing others. Also students with self-efficacy were found to be able to analyze and control their impulses and do well in the face of challenge as well as academically.

Pavani and Agrawal (2015) demonstrated the relationship between self-efficacy and academic achievement among college students in India. The study considered the levels of self-efficacy among high, medium and low academic achievers. In the high achievers which consisted of twenty students and another twenty of medium achievers, it was found that their self-efficacy level was also significantly high. Whereas in the case of low achievers which consisted of twenty students, it was found that there was low level of self-efficacy. Basically, the findings of the study indicated that high achievers also possessed high self-efficacy whereas low achievers displayed low level of self-efficacy. The study also highlighted that self-efficacy could be developed and enhanced rather than it being fixed or a trait.

Gulao (2014) conducted a study on the relationship between self-efficacy and academic achievement on adult learners in Portugal. Findings revealed that students had high level of self-efficacy in general but there was no significant difference found with regards to gender. However, a significant relationship between self-efficacy and academic achievement also detected through the study. The study also emphasized the need for providing positive experiences to enhance their ability for self-learning, self-regulated learning and motivation in different learning situations. In other words, it was suggested that recognising the role self-efficacy in facilitating learning and better academic achievement in the students should be given importance.

Lane et al. (2014) highlighted the relationship between self-efficacy, self-concept and academic achievement among postgraduate students in the United Kingdom. The findings of the study revealed that self-efficacy and self-esteem were significantly related; self-efficacy was seen to be particularly related to performance accomplishments and performance. In other words, self-efficacy determined individual's behaviours and actions towards any situations to a considerable extent, and in this case academic performance in particular. The students maintained motivation in their learning largely due to their high level of self-efficacy which was influenced and moderated by various factors such as coping ability, the desire to pass the examinations and others. When students were advised to review their past successes, their self-efficacy level could be likely to increase which in turn had the potential to perform better in the future.

Ahmad and Safaria (2013) discussed through their study on the way self-efficacy facilitated and encouraged academic achievement among high school students in Pakistan. It was evident from the study that students with high self-efficacy presented higher scores in the test and therefore the relationship between these two variables was strongly established by the study. It was also revealed that students with higher self-efficacy had the readiness and were motivated to pursue more complex subjects in the coming years. The impact of self-efficacy did not end there; it was also found that the social interaction was positively influenced by self-efficacy. Based on the findings, it was evident that students with high self-efficacy had higher goals than students with low self-efficacy.

Shkulakku (2013) conducted a study among university students in Albania to find out the gender differences in self-efficacy and academic performance. The findings of the study revealed a significant difference between genders concerning their self-efficacy levels. However, as far as academic performance was concerned, there not witnessed any significant difference based on gender. There was a significant relationship between students' self-efficacy and academic performance as shown by the findings. In the case of students with high self-efficacy, it was witnessed that they had displayed better academic performance. The finding recommended that efforts should be given to enhance and develop self-efficacy among the students so that they could handle academic tasks and demands effectively and with a greater success.

Meral et al. (2012) investigated the relationship between self-efficacy and academic performance among university students in Turkey. The study affirmed that self-efficacy positively influenced academic performance in the students and it was also a very important factor. It was also predicted that the higher the level of self-efficacy in the students, the higher were the scores in their academic performance. Self-efficacy and academic achievement were two important influencing factors in learning process and the roles they played were significant. Students were found to be more ready to take up difficult activities, displayed more effort and will in dealing with the tasks at hand. Thus they could be expected to show better academic performance in comparison to students with low self-efficacy.

Schunk and Mullen (2012) examined the role of self-efficacy and how it affects motivation along with other factors including goals and self-evaluation progress in the students. The study has concluded that in high performing schools, there is usually a positive environment for learning that supports teachers and students. The importance of school environment and the role it plays in students' self-efficacy formation cannot be neglected. The study has also brought into light the role of parental involvement in helping the students develop self-efficacy especially when students to the new school. It has also been emphasized by the study that low self-efficacy should be taken into consideration and one of the ways to do that is to ensure their smooth transition into the new educational environment. It should also

be ensured by teachers as well as parents that the students are taking part in the socialization process effectively; if not, parents and teachers should do something about it.

Dinther et al. (2011) recognising the important role played by students' thoughts and beliefs in the learning process investigated different factors that affected students' motivation and learning. Through their analysis of different studies by different authors, it was revealed that self-efficacy, among others, was one of the most important factors in this regard. And self-efficacy was in turn influenced by certain other factors. It was affirmed that self-efficacy could be developed through educational programmes; for this enactive mastery experiences or providing students with practical experiences applying the knowledge and skills required for the task at hand was one of the most effective ways to develop self-efficacy in the students. The paper emphasized the need for educational programmes that would develop and increase students' self-efficacy for better academic performance or for their general well-being.

Prat-Sala and Redford (2010) studied the relationship among motivation orientation, self-efficacy and approaches to study among undergraduate students in the United Kingdom. The study revealed that students with high self-efficacy, reading and writing in particular, employed deep and strategic approach to learning, whereas students having low self-efficacy resorted to a surface approach. Another interesting finding of the study was that students with high self-efficacy tended to get deeper in their approach without much change in between. It was the opposite for students with low level self-efficacy. The study was positive about developing self-efficacy in the students since it was central to their learning or their approaches to learning. In other words, high self-efficacy would likely benefit students in their learning.

Chowdhury and Shahabuddin (2007) examined the interactive role of self-efficacy, motivation and academic performance among college students in Bangladesh. It was found that students' level of performance and motivation was greatly influence by self-efficacy; which means that students with high self-efficacy

stayed motivated which in turn enhanced their performance not only in academic scenario but in other tasks as well. The study revealed that students with high academic performance were also students with high self-efficacy. It was suggested that the aim of teaching should not be limited to academic competence alone; it should also cater to building self-efficacy in the students. This self-efficacy would build in the students– motivation, hope and ambitions for successful life in the future.

Hsieh et al. (2007) examined the relationship between self-efficacy and goal orientation among college students in Texas, USA. The study established the interrelatedness of self-efficacy and goal orientation by looking into the academic profiles of students. It was found that backward students with high self-efficacy and goal orientation predicated high academic standing or performance. Likewise, performance-avoidance goals negatively predicted academic performance. In other words, students with high self-efficacy were on a better ground in comparison to students with low academic self-efficacy as far as academic performance was concerned, and they were also positively driven towards the goal of mastering their learning. The study suggested that identifying students with high self-efficacy alone was not enough in order to provide guidance to all the students equally.

Bouffard et al. (2005) conducted a study to find out the intervention of self-efficacy on achievement goals, self-regulation and performance among college students in Canada. The study was positive about the influence of self-efficacy on these variables. It was found that students with low self-efficacy displayed more negative emotion in the presence of challenge. Likewise, students with high self-efficacy demonstrated more positivity towards problem and showed their readiness to attempt more challenging tasks. However, those with low self-efficacy showed lack of readiness in carrying out the new task given to them. Additionally, students with low self-efficacy were found to be rejecting their own correct responses due to their lack of self-confidence and assurance. This resulted consequentially resulted in lower performance in contrast to students with high self-efficacy.

Choi (2005) examined the relationship among self-efficacy, self-percept and academic achievement among college students in America. The finding indicated

that both self-efficacy and self-concept were great predictors of examination grades in the students. The study highlighted the importance of making arrangements in classroom activities that would facilitate students' self-efficacy and self-concept. The classroom environment had the potential to influence students' either positively or negatively. When students were given the right kind of reinforcement such as completing activities in different levels, they could be motivated greatly with a sense of achievement. This in turn would develop their self-efficacy and self-concept which would directly or indirectly influence their academic performance and achievement. The study highlighted the importance of activities in this regard.

Usher and Pajares (2007) conducted a validation study on the role of self-efficacy for self-regulated learning as a predictor of better academic performance among school students in America. The study found uncovered the fact that students with low self-efficacy could result in adaptation issues in habits, behaviours, interest and achievement. Students who did not trust themselves were likely to become discouraged in the face of adversity. Low self-efficacy could prevent students from realizing their own potential in fulfilling the given tasks or students with low self-efficacy could develop an inaccurate understanding of their own abilities and that could prevent them from success in academic life and even life in general. It suggested the identification of low self-efficacy students and developing of high level of self-efficacy to understand their abilities better and for successful adoption of the school life and environment.

Linnenbrink & Pentrich (2003) examined the roles played by self-efficacy in student engagement and learning inside the classroom. Their study shows that students with high self-efficacy are likely to have higher motivation level. It acknowledges that self-efficacy is not consistent at all times and that means that it may vary under various circumstances—external as well as internal. The participation and performance of the students are likely to increase inside the classroom if they have high level of self-efficacy. The teachers can help to develop self-efficacy in the students and therefore it is important for teachers to carry out their teaching learning-process towards this goal. The study argues that while self-efficacy is important for

students for maintaining motivation in learning, it is also equally important for teachers' successful engagement inside the classroom.

Jackson (2002) revealed from a study the relationship between self-efficacy and learning performance among university students in America. Not only that self-efficacy determined learning performance but it also denoted that systematic interventions could enhance self-efficacy as well. This eventually fostered learning performance in the students. The study also hinted that it was possible that students with high self-efficacy might not necessarily put too much effort in the outcome of their achievement. In other words, students with high self-efficacy were confident in their abilities for good achievement and if need be, they might not consider it a loss to get lower outcome if it meant spending more time with those that interested them.

Bouffard-Bouchard et al. (1991) through their study on junior and high school students in Canada confirmed the important role played by self-efficacy for performing different tasks. For instance, it was found that self-regulation was greatly influenced by self-efficacy which is to say that students with high level of self-efficacy had a better sense of self-regulation in maintaining time and performing various tasks. The students were ready to spend sufficient effort while engaging in problem solving tasks with better performance outcomes. In other words, students with high self-efficacy also showed higher level of persistence in performing the tasks before them. With a positive sense of motivation and competence, students with high level of self-efficacy could be expected to show higher academic performance and problem solving ability for the task at hand.

These are 36 studies pertaining to self-efficacy among normal respondents other than refugees or refugee children.

The previous studies have given much focus on the relationships of self-efficacy with academic performances of the students. Self-efficacy as a strong purveyor of learning motivation as well as self-regulation in the students has also been given much focus by the available literature. However, there is a gap in the literature pertaining to self-efficacy which has been defined as a person's belief in his or her abilities to perform any given task, not necessarily in relation to academic

achievements. The study is an attempt to examine self-efficacy of Chin refugee children that has to do with a sense of self-concept, motivation towards life and resilience to deal with adverse situations.

2.3 Literature Pertaining to Learning Capability of Refugee Children

Learning capability fosters adaptability to new environment, enables individuals to integrate into the new culture and enhances resilience to deal with the new demands of everyday life. Studies on the study skills and study habits (33) have been reviewed since they are used interchangeably with learning capability in the context of this research. The relevant aspects of these two variables have been adopted, adapted and implied to the concept of learning capability. Therefore, studies pertaining to learning capability are given under:

Study dealing with learning capability of refugees or refugee children

For refugee children, learning capability enhances social integration, language acquisition and it reduces the risk of negative emotions such as anxiety, stress, depression and other mental issues. The following study exclusively deals with refugees or refugee children concerning their learning capability.

Schumann (1986) reiterated the important role played by language in the acculturation process in refugee children. The success or failure of refugee children in their integration to the new culture is largely determined by their ability to learn and use the local language effectively. This is even more so in the case of refugee children because they come into contact with the host's language more in a regular basis than their parents in school and other circumstances. In this sense, their learning motivation is likely to be enhanced if they are able to use the language effectively which in turn will elevate their learning capability in the new learning environment. This is an indication of the important role played by school or educational experience of refugee children that determines their success or even failure directly or indirectly.

Studies dealing with learning capability of non-refugee subjects

Following are the studies 32 dealings with learning capability among non-refugees or respondents conducted across the globe. The selected literature is given in chronological order.

Abid et al. (2023) conducted a study to find out the way reading habits, study skills and academic achievement were interrelated among the secondary school students in Pakistan with regards to English. There was a strong correlation found among these variables. It was further evident from the study that there was a moderate relationship between study skills and academic achievement. The study was particularly keen on highlighting the relationship between reading and study skills in determining academic achievement in English which could further influence academic success of the students in future. A good reading habit could generate positive attitude towards reading and high achievers were found to be having better reading habit than others. In this sense, whether it is English achievement or academic achievement in general, the study recommended that efforts should be given to develop study skills for improving academic achievement or achieving learning objectives.

Qobil qizi and Qurbonovna (2023) discussed the need and importance of teaching study skills to high school students in relation to foreign language learning. The authors have explored the role of teacher in motivating students to learn effectively of the given tasks. The discussion points out the fact that students are capable of doing academic tasks efficiently and they are aware of the importance of having good study skills. However, what they need is activities that could foster their motivation to make use of the resources and get feedback for whatever task they have completed from the teachers. Among the different factors in study skills, it has been specifically pointed out that for high school students that note-taking and reading aloud have a greater impact on students' academic achievement along with others. The importance of giving training in this regard is that training on study skills will prepare and equip students in completion of education as well as for future academic endeavours.

Motevalli et al (2021) investigated the effectiveness of study skills training on academic achievement among high school students in Malaysia. The results were positive about the relationship between these two factors. As by-products of the study, it was also observed that there was an increase in self-efficacy, planning and motivation which were not necessarily or directly part of the training course. This finding established that one area in the study skills influence the others positively. At the same time, it was also witnessed a decrease in negative emotions as a result of the training course. Consequently, study skills training as part of the educational curriculum was highly emphasized by the study since it could impact students' academic achievement in different ways.

Kamel et al. (2020) investigated the study skills among university students in Saudi Arabia. It was found that majority of the students showed moderate study skills followed by good study skills, and finally by poor study skills. There was no significant difference detected based on gender, study field and even academic level of the students. The scores were the highest in two of the domains namely– concentration/memory and test strategies/test anxiety; whereas, the lowest scores were witnessed in the domains of reading and writing. Significant differences were noted in the domains such as motivation/attitude between male and female; in concentration/memory and organizing/processing information based on academic study; time management, concentration/memory, study aids/note taking, and motivation/attitude) between senior and junior students. The study recommended for the inclusion of study skills course in the curriculum for the benefit of the students.

Hedin and Kann (2019) conducted a study to find out whether or not study skills training had any positive impact on the students as far as their learning was concerned among the students in Sweden. It was found that the students agreed that their ability to analyse study materials and study habit were improved by the programme. The programme initiated the students to adapt their study habits for long term achievement which ultimately influenced the learning outcomes positively. It was revealed that lack of time, persistence and management were some of the bigger problems faced by the students in adapting to the study skills for better learning outcomes. It was noted that self-regulatory aspect was one of the most important

skills for the students. The study therefore recommended that identifying weak study skills students and then giving a training course towards the development of study skills be introduced in the curriculum.

Jafari et al. (2019) explored the status of study habits and their relationships with academic achievement among medical sciences students in Iran. The study detected a direct relationship between study habits and academic achievement from the study. Based on the findings of the study, it was found that the students had a moderate level of study habits in general. The study recommended that it was important to assess students' study habits before their admission into college. In this way, training or guidance should be extended to the students according to their needs. The training or instruction given to the students would enable them to modify or develop study habits which would be helpful in getting better academic achievement in the coming years. Since students were not completely deprived of study habits, it was expected that instruction in this regard would further motivate the students for better academic performance.

Mohamed (2019) conducted a study on college students in Saudi Arabia to find out the study skills used by the students in their studies as well as teachers in their teaching. The study concluded that study skills played a significant role in improving students learning, motivation and decreasing test anxiety as shown by the results. It also recognized the importance of studying skills as the proper use of strategies when accomplishing certain learning tasks, a procedure including one's planning as to what he should do, organizing and coding information to achieve a learning goal and preparing for examinations. According to the findings of the study, it became evident that students with low study skills were also likely have low grades or vice-versa. A good set of study skills had the potential for motivation and examination related anxiety in the students which consequently could determine their academic success to a great extent.

Shahidi et al. (2014) conducted a study to examine the students' use of study skills in universities in Iran. The study revealed that study skills such as class note-taking, promotion of concentration, time management, accelerating studying ability

and preparation for taking exams could be improved. It has also been concluded that improving of study skills may give rise to academic advancement in the students. Also study skills could facilitate motivation in the students and as such better learning outcomes could be expected in the case of a high level of motivation. The study recommended that study skills and study habit courses should be included in the formal curriculum or taught formally to the students for fostering better academic achievement, achieving and completion of learning objectives.

Bulent et al. (2015) conducted a study on the effect of undergraduates' study skills on academic achievement and significances in their study skills in terms of gender and department in Turkey. The results of the study revealed a positive correlation between study skills and academic achievement and also significant differences were found in undergraduates' study skills in terms of gender and departments. It was detected that female had better study skills in comparison to male students. The study identified three important components of study skills including motivation, time management and test preparation-test anxiety and each of the components played their role in the success or failure of students in their academic learning to a great extent. Having a proper set of study skills is the key to successful academic achievement. The study recommended that it would be important to understand these variables along with others that could influence students' study skills positively as well as negatively. For instance, test-anxiety could influence negative outcome and therefore anxiety-reduction interventions could be helpful for improving students' study skills. Focus should be given on those factors that may influence study skills positively.

Kumar (2015) explored the study habits among college students in India. The study highlighted that generally speaking, college students were expected to have learnt effective study habits in school and that they had good study habits by the time they enrolled in college. The importance of good study habits became even more evident as students got higher in their academic journey. The study was positive about the importance of having of study habits for effective learning and for better academic achievement or better grades in college. Based on the findings of the study, it was revealed that students did not follow good study habits regularly. Their study

habits were affected by change in environment along with other factors and as result the performance of the first year students in terms of their grades also declined. In this sense, the study highlighted the relationship between study habits and academic performance or in achieving learning objectives.

Dyer et al. (2014) expounded three important skills and their contribution on effective learning among college students in America. It was reported that note-taking and re-reading increased memory and rereading particularly enhanced factual recall of information. Summarizing was deemed ineffective because the students were not able to recall new information or in some cases no new information at all. The study was, however, positive on the potential impact note-taking, summarizing and note-taking could have on learning and material retention. In case of applying each of these skills in the absence of the original text or source while learning, the outcome might be of little meaning. So the study recommended that note-taking, summarizing and re-reading should be made use of by the students in the presence of the original text for maximal learning outcome. In this manner, they would serve useful purposes in achieving learning objectives.

Jansen and Suhre (2014) explored the impact secondary school study skills preparation among first year college students in the Netherlands. The study affirmed that study skills preparation had a positive impact on study experiences, academic achievement and even persistence. According to the findings of the study, study skills with regards to time management and study skills were particularly effective on first year college students on their academic achievement. It was found that students had better sense of time management, study skills, motivation and their general study behaviour which were influential in improving their academic achievement—directly or indirectly. The students also showed less symptom of study stress as a result of the study skills and consequently they performed their academic tasks more efficiently and with readiness. However, the study also showed that in comparison with the level of satisfaction about the chosen programme and study skills programme in so far as their impact on retention and tutorial attendance, the latter was found to be less significant.

Meneghetti et al. (2014) examined study skills among students in Italy to find out whether or not these study skills had impact on their academic or learning success. It was revealed that the students had certain knowledge about study skills in varying degrees with some students having higher skills while others lower skills. The study emphasized that it was important to create awareness of the study skills in the students as well as which appropriate study skills should be utilized under different stages of learning. In this manner, students' learning success or academic achievement could be fostered positively. The study drew the relationship between knowledge and study skills since study skills alone without a proper knowledge of the given content might prove to be futile. Factors such as motivation, consistency, among others, that contributed towards learning success or higher academic achievement were directly or indirectly linked with the skills employed by the students in different phases of learning. While that being the case, the study was also careful not to give the impression that these skills were the only factors that could foster better academic achievement in the students; for instance, intelligence, among others could interfere along the way.

Moreira et al. (2013) examined some of the predictors of academic performance and school engagement among students in Portugal. Among other factors, the study clearly demonstrated that academic performance and study skills were significantly related. In other words, the finding of the study indicated that students with the best academic results also showed good study skills. Also, motivation also had a certain impact academic achievement in the students. Educational persistence in the students was also greatly facilitated by the study skills each student possessed in dealing with the academic demands or requirements. Educational persistence could also be predicted by study skills of the students; and this educational persistence was of great significance which was either independent or dependent of high academic achievement. In achieving learning objectives or for completion of education, the importance of educational persistence, along with other influencing factors, could not be over-emphasized for general academic success.

Fazal et al. (2012) conducted a study to find out the role of study skills in academic achievement among the students of different colleges in Pakistan. The

immediate focus of the study was to find out academic skills and the roles played in determining academic achievement based on gender. The study highlighted that of the study skills—time management, note-taking and reading were particularly impactful in determining the learning outcomes or academic achievement in the students. Higher achievers or students with good study skills were found to be employing a wide range of study skills in comparison with the low study skills students. Surprisingly, unlike the previous research finding on this topic, the present study did observed differences based on gender, in which girls were found to be having higher study skills in comparison with the male participants. The study concluded that study skills indeed influenced academic achievements in the students and students who employed more skills were also likely to have higher academic success or achievement than those who did not.

Griffin et al. (2012) did an investigation on whether or not learning and study skills impacted academic performance among college students in America. The study did not witness difference in these variables based on gender. It was reported that there were significant relationships among various factors such as attitude, concentration, information processing, motivation, self-testing, use of study aids, time management and test strategies. If students maintained a good practice of these skills, it was likely to predict their academic performance positively in getting better marks or grades. It was recommended that since students' academic performance was positively affected by learning skills, efforts should be taken to improve these skills in the students regardless of gender. In other words, students with good learning and study skills showed better academic results than those who did not have the skills. The learning and study skills would enable the students to effectively participate, perform and complete their academic tasks.

Quinco-Cadosales (2013) examined the study skills of college students in the Philippines and drew the relationship between study skills and academic achievement in the students. The author identified the following study skills such as—organizing and planning their work, preparing assignments or projects, and note-taking and reading. Out of these skills, note-taking and reading were the best predictors for academic achievement in the students. Motivation, among others, in

the students was influenced by their study skills to a great extent. The study suggested that students at this stage had to go through a lot and therefore they needed a proper study habit for good academic achievement and for achieving learning objectives. Although majority of the students were found to be having study skills to a certain extent, there was a need for introducing activities to further develop their study skills for academic achievement.

Rahim and Meon (2013) studied the relationship between study skills and academic achievement among college students in Malaysia. The students were tested in eight areas of study skills and the findings indicated that students with good study skills tended to persist and complete their education than students with low study skills. There was a correlation among the different skills and one skill could enhance others and vice versa which in turn helped in improving academic achievement. Although the study affirmed the relationship between study skills and academic achievement, it denoted that it was not a reliable practice to link or use individual study skills as a predictor of one's academic achievement. In other words, the skills used by an individual student alone did not decide academic success since the appropriateness of the skill for performing academic tasks could differ at various circumstances.

Pepe (2012) conducted a study to find out whether or not there was a relationship between study skills and GPA among college students in Turkey. The study observed that students with low GPA were found to be having weak study skills; similarly, students with high GPA were found to be having higher study skills than others. In this sense, the study drew and established the relationship between study skills and GPA in the students. The study recommended guidance and counseling for improving study skills in the students to perform their academic tasks successfully or to deal with the demands of academic life. It was also important to identify those factors which might negatively impact students' study skills and efforts should be made to remove them for effective learning. Academic success, in this sense, was influenced by study skills to a very great extent.

Crede and Kuncel (2008) examined study habits, skills and academic achievement as well the interrelationships of these variables among college students in America. Based on the findings, out of the three variables, study skill and habit were established as having the greatest influence on academic performance of the students. The impact of the remaining variable, i.e. attitude had a little to no significant impact on the academic performance. It was also revealed that students' personality traits had an influence on academic performance to a certain extent. For instance, the achievement motivation level in the students could also act as a predictor of academic performance. In the case of negative personality traits, the effect would also eventually be negative which might have direct or indirect impact on the academic performance of the students in varying degrees and intensity.

Nouhi et al. (2008) explored the relationships of study skills, habits and academic achievement among medical sciences students in Iran. The study confirmed that study skills had a relationship with academic achievement in the students; however the correlation between study habits and academic achievement was not considered significant. It was observed that male students performed a little bit better than female students as far as the study skills in both the genders were concerned but this too did not have any significant impact worthy of noting. The study recommended that students should learn or should be taught study skills early as university students. Weakness in study skills and habits automatically resulted in weakness in other areas as well and eventually affecting academic achievement in the learners.

Bailey et al. (2007) conducted a study to find out the impact of study skills programme among nursing students in the United Kingdom. For this purpose workshops were conducted for the students in study skills on students' study and writing skills, and level of information literacy. The findings of the study indicated that students who had attended the workshops at least one time improved their academic performance in their next assignments. It was found that students who had participated in the workshops developed the ability to assess their own growth and improvement as well as to meet and cope with the demands of academic learning. The level of their confidence, information literacy and referencing skills, among

others, were found to have been improved which were helpful in completing their assignments and finding relevant information. The study emphasized the need for making the students realize what is expected of them as independent learners while giving them support in this regard. It was also stressed by the study that information literacy skills and study skills should be made part of the curriculum.

Gettinger and Seibert (2002) analyzed the contributions of study skills on academic achievements. The authors identified skills such as repetition-based skills, procedural study skills, cognitive-based study skills, and metacognitive skills for their analysis and done their study on the same. The study concluded that study skills are a prerequisite for academic success for students at different levels of education. These skills could lower the chance of failure while maximizing the opportunity for success by making use of whatever learning opportunities are available at their disposal. Having a good and side range of study skills and then knowing when and how to apply each of these skills at the right time or circumstances is key to academic success and competence, completing education as well as for achieving learning objectives for the students.

Purdie and Hattie (1999) did an analysis on the relationship between study skills and learning outcomes of the previous studies done by different researchers at different times. The conclusion of their analysis suggested that possession of a wide range of study skills at disposal was important for effective learning outcomes in the students. The ability to employ a certain skill alone was not helpful in enhancing the learning outcome; in other words, being able to employ time management skill without the others would not be helpful in achieving learning success or vice-versa. The study also revealed that in most of the cases, students did not bother to utilize the study skills on their own and therefore the intervention of teachers was required. It was suggested that students should be taught how to use these learning skills effectively at appropriate times for positive learning outcomes, academic achievement, success and achieving learning objectives.

Onwebuzie and Daley (1998) observed the role of study skills and their relationships with academic locus of control, self-perception and social

interdependence among the college students in America. The study was positive about the relationship of study skills with these variables in that students with higher study skills tended to display more academic competence in relation to the other students. The findings also indicated that these students had a higher sense of perceived self-worth, intellectual ability and individualistic tendencies as well. The study concluded that study skills had an influence on academic achievement among the college students. These skills also had the potential to improve the memory of students who were at risk in some ways. The understanding of the relationship between study skills and academic achievement was also helpful in identifying academically successful students.

Polansky et al. (1993) conducted a study in an attempt to find out the effect of study skills training and career counseling among college students in America. The study found out that study skills training was quite effective for students' retention in the course of study; whereas career counseling did not have much impact on the retention level of the students. In fact, it was observed that the combined counseling could prove to be harmful for the students rather than being advantageous. The study hinted that combined training of study skills and career counselling could be overwhelming for students with too much to study or work to do which might discourage students in the whole course of their learning journey. The study also highlighted that study skills training influenced students learning mainly in terms of raising their grades. In this sense, the study concluded that study skills and academic achievement were two interrelated variables for learning success of the students.

Cone and Owens (1991) examined the impacts of study skills and college adjustment course on the academic performance among first year college students in America. The study witnessed that those students taking the course performed better than expected with higher grades than the initial expectation. Majority of the attendees of the course had their grades improved or satisfactory academic performance. In this sense, the study argued that higher academic performance had some role with the participation in the course despite the fact that a clear-cut conclusion was not reached. The study was positive of the idea that study skills course had the potential to facilitate academic performance and influence students to

consider their academic career seriously. This in turn might generate positive outcomes in the students concerning their academic performances at various circumstances. It was also denoted that that students lacking even basic study skills were likely to become stressful especially in new academic settings which could prove harmful for their academic success in the long run.

Cone (1991) analyzed the role of a study skills and adjustment course on retention rate among second year undergraduate students in America. The study made a comparison of the students before and after they took up the course to find out the objective. It became evident that among the students who had completed the course, the retention rate became relatively higher than those who did not take up the course. The study argued that retention was probably a secondary outcome of the course with the first priority of the students being obtaining improved grades from the previous semester. In this sense, the author drew a certain relationship between retention rates among the students with the course. The author concluded by saying that the course on study skills and adjustment course not only had the potential to influence the academic performance but also it had an indirect positive impact on students' readiness to continue their studies; or in other words, improved retention rates.

Gadzella et al. (1987) studies the interrelationships among study skills, learning processes and academic achievement among undergraduate students in America. Based on the findings of the study, there were certain study skills which impacted academic achievement and even learning processes. However, there were also certain study skills which did not show any significant influence on academic achievement and learning processes in the students. The study denoted that students who had a good knowledge of effective study strategies were likely to engage themselves in deep processing than those with poor knowledge of the same skills. In certain cases, students displayed poor knowledge of study skills which indirectly impacted their learning and academic performance negatively. It was also reported that skills including note taking, increasing motivation, improving interpersonal relationships and memory improvement were of great significance; at the same time

skills such as textbook reading, examination taking, report writing and oral reporting were not to be neglected since they could interfere in the learning one way or another.

Dendato and Diener (1986) conducted different kinds of among college students study skills training for academic improvement was one of them. The findings indicated that training on study skills alone was not effective in reducing test-anxiety and academic performance improvement or test-anxious students. Likewise, relaxation therapy alone was not found to be effective either. The study pointed out the effective nature of the combined therapy in reducing test-anxiety and improving academic performance among the students. The study recommended that if it was found that students' academic performance was not up to the mark, a timely intervention by giving training on study skills and relaxation therapy could be introduced. If not, a decline in the performance could worsen the academic learning condition in the students which in turn could hamper completion of education or their academic success to a very great extent.

Gadzella and Williamson (1984) analyzed the relationships among study skills, self-concept and academic achievement among undergraduate students in America. Based on the findings it was concluded that these three variables were interrelated with one another in different ways and at varying degrees. Each of these variables positively predicted better grades in the students and this affirmed the interrelatedness of the variables. The study recommended that since study skills predicted academic achievement positively, students could enroll themselves in the course and apply these skills at the practical level. The inclusion of study skills course was highly recommended in the educational programme was highly recommended considering the influencing capability it had on the development of self-worth and better performance in examinations.

McCausland and Stewart (1974) studied some of the factors that contributed to getting good academic achievement among college students in America. In this study the authors examined factors such as academic aptitude, study skills, and attitudes and college GPA along with the existing interrelationships among these factors. The study was positive about the joint role of these factors in enhancing

academic achievement and success in the students. As far as gender differences in relation to these factors were concerned, it was found that female scored higher than male students. The possible cause, as indicated by the research, was that female students were more ready to submit themselves to the system or the demands of the academic institution than male students. Study skills as an independent factor might not directly or necessarily improved grades; yet the role they played in relation to other factors in improving academic achievement showed that they could not be done away with altogether.

The previous studies have deliberately focused on the interrelatedness of study skills and study habits with academic achievements of the students. Study skills include time management, note-taking, critical thinking, comprehension, retaining or reproducing of information, test preparation, among others. Study habits imply the practices and daily routine of an individual learner to improve his learning or learning outcomes. However, there is a gap in the literature pertaining to learning capability that has been defined as a sense of confidence in the abilities to learn, perform and fulfill academic tasks in the new school environment with new demands and subjects. The present study attempts to examine learning capability of Chin refugee children that has not been explored by the previous existing studies.

2.4 Conclusion

It can be observed from the available literature that quantitative methods are more commonly used in studies on refugees in general and refugee children in particular. Although both quantitative and qualitative studies are available, but studies using mixed methods design are lesser compared to other designs. With this identified gap in mind, the present study attempts to fill this existing methodological gap by adopting mixed methods design in studies on refugee children.

Furthermore, although many studies on refugees and refugee children have been conducted across the world, especially in the western countries, yet a research study exploring the post-migration experiences of Chin refugee children could not be found. Therefore, the present study aims to fill this gap by giving a focus on the Chin refugee children's psychological well being and their lived experiences.

2.5 Chapter Summary

The present chapter provided a wide literature pertaining to psychological security, self-efficacy and learning capability through studies conducted by different researchers across the world highlighting the existing gap. This is important for a well-grounded foundation towards the understanding and familiarity of the topic selected for the study. In research done by various researchers, psychological security and psychological stability and even psychological well-being have often been used synonymously at various instances. Similarly, study skills and learning capability for the present study are being used unchangeably. This is an indication of the interrelatedness of these factors in enhancing learning outcome in various ways and each factor comes into play when one of them is at work. However, there have been a few studies done on the correlation amongst psychological security, self-efficacy and learning capability of students. Therefore, the topic has been selected for the present study keeping in mind the existing gap in this area. In the next chapter (Chapter III), a detailed elaboration and discussion on the methodology adopted for the present study will be given.

Chapter III

RESEARCH METHODOLOGY

3.0 Introduction

Methodology forms a vital part of research that lays down the overall guideline and strategy that a researcher should maintain during the course of the research work. The success, reliability, and accuracy and even the outcomes of the enquiry are largely dependent on the soundness of the methodology taken up by the researcher in addressing the identified problems. It offers a detail elaboration on the approach and procedures adopted for data collection as well as analyses. This chapter also offers a detail explanation on the steps undertaken involved in tools development and validation of the same with the efforts undertaken to ensure their reliability and validity. The underlying rationale behind the selection process of the population, sample and even methods employed in the study are also provided in this chapter. A well-defined research methodology offers a valuable contribution in ensuring the credibility of the findings by clearly highlighting the approach and techniques adopted for conducting research. Therefore, methodology forms a substantial part of any serious research work.

Approach to the study

A paradigm is “a way of looking at or researching phenomena, a world view, a shared belief system or set of principles” (Cohen et al. 2018, p. 8) that directs the process of investigation and methodology of the research work (Khatri 2020, p. 1436). It provides a clear philosophical or theoretical ground that defines the purposes and nature of research with enhanced clarity and validity. The broad frameworks of positivist and post-positivist are criticized on several grounds due to their rigid paradigms especially in the context of social sciences research. The positivist view relies on objective or scientific reality that heavily relies on the natural laws of cause and effect. The inflexibility of the positivist paradigm harbours criticism that it leaves no room for dealing with the complex human nature as well as intangible social phenomena. On the other hand, the post-positivist framework

acknowledges the existence of multiple realities and knowledge being subjective against the view presented by the positivist view. One of the greatest disadvantages of the post-positivist view is that, conclusions remains speculative rather than being definitive or unambiguous in nature. Since, this study focuses on the post migration experiences of the refugee children and how such experiences have influenced their psychological security, self efficacy, and learning capability, adopting either positivist or post-positivist approach may not draw the complete understanding of refugee children's experiences. Hence, this study adopts a paradigmatic approach to which calls for the employment of positivist, interpretive, critical and pragmatic paradigms rather than a mere examination of the causal-effect outcomes based on the objective reality of phenomena. Consequently, a mixed methods design has been adopted for the present study since it offers an integration of relevant paradigmatic approaches for a comprehensive analysis and interpretation of research data.

3.1 Research Design

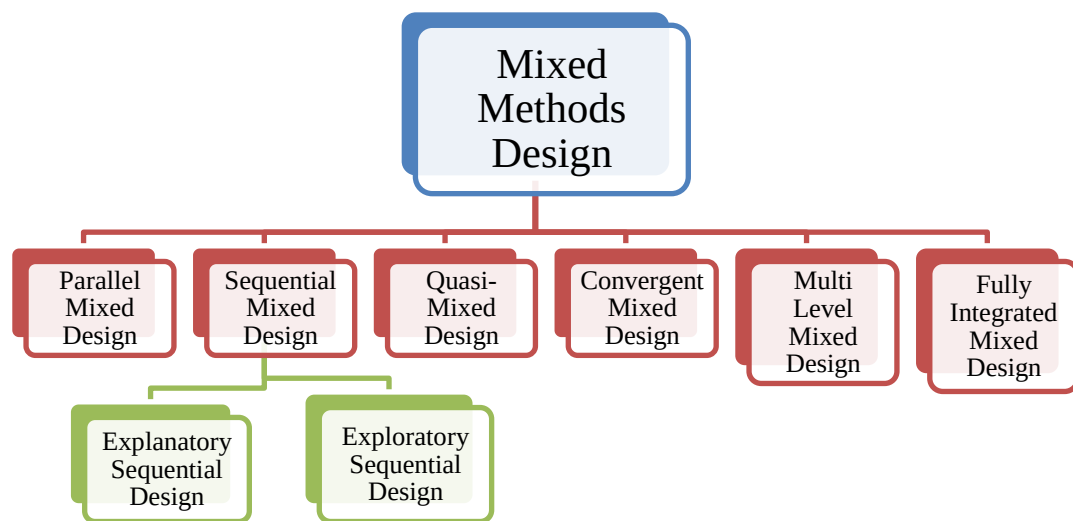
A research design is “framework of methods and techniques chosen by a researcher to combine various components of research in a reasonably logical manner so that the research problem is efficiently handled” (Khanday & Khanam 2019, p. 367). Keeping in mind the nature of the study, descriptive research design was adopted to study the psychological security, self-efficacy and learning capability of Chin refugee children. The descriptive design looks at the current phenomena as it happens and is used to provide an accurate representation of the given phenomena or situation.

A mixed methods design was adopted for answering the research questions. It provides a more reliable way of obtaining information since the strengths of one can compensate the weaknesses of the other, and vice-versa. This is in line with what Teddlie and Tashakkori, and Clark and Ivankova (as cited in Sharma et al., 2023, p. 4). Accordingly, both quantitative and qualitative designs were used for collection and analyses of data from the selected sample. The quantitative design was executed for obtaining data about psychological security, self-efficacy and psychological security of the refugee children. Whereas the quantitative approach was adopted for

collecting data from the refugee children about their experiences as refugees which were in complementary to the research questions addressed using the quantitative approach.

Scholars have identified various kinds of mixed methods design which may be adopted by the researcher based on the nature and requirements of his research. The kinds of mixed method design are represented in the following Figure 3.1.

Figure 3.1 Mixed methods design and its types adapted from Teddli & Tashakori (2009) and Creswell & Clark (2011)



The above Figure 3.1 denotes the different types of mixed methods design used in research. Each of the types has their appropriate uses depending on the nature of research. For the present study, a sequential mixed design was adopted to address the objectives. The sequential mixed design is that design in that “one strand of the research or research approach determines the subsequent strand or approach and in that the major findings from all strands are subsequently synthesized” (Teddli and Tashakkori 2009, p. 26). This design may be further divided into two sub-types including; a) *Explanatory sequential design* in which quantitative data is collected first, followed by qualitative data. The researcher then decides which parts of the quantitative data needs to be explained and how it can be explained. b) *Exploratory sequential design* in which qualitative data is collected first, followed by quantitative

data from a larger sample which is then used to generalize the finding (Creswell and Clark 2011, p. 82-87).

In the context of the present study, following the explanatory sequential design of sequential mixed design, quantitative data was collected first from a larger sample, followed by qualitative data from a smaller sample. The major findings from the quantitative data and qualitative data were then analysed, compared which were subsequently synthesized and triangulated. In this sense, the integrated results and findings from the two sets of data were prepared for the final report of the study.

3.2 Population and Sampling

The population for the present study is consisted of Chin refugee children in the age groups 12-14 studying in classes 6-8 residing in and outside refugee camps in Mizoram. The estimated distribution of refugee population across the state of Mizoram is given in the following table in approximation. However, the estimated numbers provided are for general understanding of the population and are subject to variation and updates which may cause change in the number of population at any given time. The district wise statistics given is as per the report obtained in June, 2024 from State Emergency Operation Center, DM&R, Mizoram government.

Table 3.1 District wise population distribution

Sr. No	Districts	No. of Refugees
1.	Aizawl	3391 (10.28%)
2.	Lunglei	2330 (7.06%)
3.	Siaha	5032 (15.25%)
4.	Champhai	13966 (42.33%)
5.	Kolasib	131 (0.40%)
6.	Serchhip	347 (1.05%)
7.	Mamit	463 (1.40%)
8.	Lawngtlai	5922 (17.95%)
9.	Siatual	188 (0.60%)
10.	Hnahthial	891 (2.70%)
11.	Khawzawl	333 (1.01%)
Total	11	32994

Source: As per the record of government of Mizoram, Disaster Management & Rehabilitation, June, 2024

Table 3.1 shows that there were approximately 32,994 refugees temporarily staying across Mizoram at the time of data collection. The highest influx of the population was observed in Champhai district, followed by Lawngtlai and Siaha districts respectively. Champhai had 13966 (42.33%) refugees living in its territory with the refugee children population of 5232 (15.86%) as given in Table 3.2. The distribution of refugee population in different parts of the state is given in the following figure.

Concerning the number of child refugees in Mizoram, the under given Table 3.2 may be referred for the population distribution and enrolment in different levels of education.

Table 3.2 Population of refugee children and enrollment rate

Sr. No	Items	Total
1	No. of Refuge Children in Mizoram	12,811
	Enrollment Rate (Mizoram)	
	Level of Education where Enrolled	
	a) Higher Secondary	175
	b) High School	107
	c) Middle School	2,057
	d) Primary School	3,995
	Grand Total	6,334

Source: As per the record of the government of Mizoram, Directorate of School Education, June 2024 & Times of India 2024

As per the above Table 3.2, it can be seen that the estimated total number of refugee children in Mizoram was 12,452, and the number of children who were enrolled in schools were 6,334 only. From the above table, it is evident that only half of the refugee children (50.87%) were enrolled in different grades whereas the remaining half of them was not enrolled as per the available data.

Sample and sampling technique

For the present study, a multistage sampling technique was adopted for selecting the sample. The population of refugees varies and is sparse in the different districts of Mizoram. For the first stage of sample selection, only those districts were considered which have high density of refugees. Hence, in the first stage, out of the three districts with highest refugee population– Champhai, Lawngtlai and Siaha (refer Table 3.1), one district, Champhai was selected randomly. For the next stage, selection of schools was done. Since the number of children enrolled in different schools in Champhai varies, it was decided to consider those schools which are located in the border area. These schools cater more to the refugee children given their proximity to the border. In the border area of Champhai, there are ten schools. So, in the second stage, out of the ten schools located in the border area, five schools were selected randomly. Accordingly, Holy Cross School Champhai, Zokhawthar

English Medium School, Zokhawthar M/S II, Government Farkawn Middle School and Government Vaphai Border Middle School were selected. In the third stage, all the children in the age group of 12-14 years and enrolled in class 6-8 in these five schools were selected. This technique was chosen so as to avoid any bias in the selection of the sample, and therefore each available refugee student had an equal chance of being selected. Thus, the sample consisted of 300 refugee children in the age group of 12-14 years.

Table 3.3 Number of sample selected

Sr. No	School	Boys	Girls	Total
1	Holy Cross School	35	40	75
2	Zokhawthar English Medium School	46	48	94
3	Gov't Zokhawthar M/S II	38	41	79
4	Gov't Farkawn M/S	16	17	33
5	Gov't Vaphai Border M/S	9	10	19
	Grand Total	144	156	300

As per the above Table 3.3, it can be seen the number of sample used for the present study. The total number of sample comprised of 300 (Cohen et al. 2018, p. 206) refugee children from Champhai district. There were 144 boys and 156 girls who participated in the study and the number of girls exceeded the number of boys only by 12. The overall respondents, i.e. 300 were selected from different schools in Champhai district.

3.3 Research Tools

The investigator used the following tools for data collection–

- a) Psychological Security Scale constructed by the researcher.
- b) Self-Efficacy Scale constructed by the researcher.
- c) Learning Capability Scale constructed by the researcher
- d) Focus group interview.
- e) Refugee experience narrative

3.3.1 Tools Construction and Standardization

To achieve the objectives of the study, there were three tools which were developed. Although there are a few standardized tools related to psychological security, self-efficacy, however none of the available tools were meant for the refugee children. As far as learning capability is concerned, no study tool could be found specifically catering to this variable. As a result, it was decided to develop a new psychological security scale, and self-efficacy scale and learning capability scale.

3.3.1.1 Steps in the construction of the scales

The development and standardization of a scale is an arduous process and involves a numerous steps before completion. The process adopted in the construction of the psychological security, self-efficacy and learning capability scales is given below

3.3.1.2 Step 1: Item generation

Before generating the items for the three scales, a number of relevant literature, journals, books and studies dealing with psychological security, self-efficacy and learning capability at various instances were reviewed. Based on the literature, the dimensions for all the scales were decided and items for each dimensions were generated.

At the initial stage of item generation, for psychological security having 27 statements with four dimensions viz. home (7), social life (6), school (6) and general life (8) were decided. After that twenty seven statements catering to the four dimensions were generated. Thus, initially there were seven statements related to the home dimension, six statements each for social life and school and eight statements related to general life were generated.

Similarly, a preliminary draft of self-efficacy scale having 27 statements in total, with 5 dimensions viz. physical (5), social (6), emotional (6), academic (6) and linguistic (4) was prepared.

Furthermore, a learning capability scale with 41 statements in total, having 7 dimensions including time scheduling (6), concentration/memory (6), class note taking (4), studying (6), taking/preparing for exams (6), organizing and preparing information (7), and ICT usage (6) was drafted. Then the preliminary drafted tool was sent to the experts for content validation.

3.3.1.3 Step 2: Establishment of validity of the tools

After the item generation for each scale, all the three scales were sent to the experts for the content validity. Content validity refers to whether or not the instrument accurately assesses what it intends to measure. Since the tools relate to the fields of education and it also aims to assess the different psychological dimensions of the refugee children, hence the tools were sent to the experts in the fields of education and psychology. They were requested to analyse and evaluate each item carefully for the content validity. They were also requested to give their feedback and input which were later added, and necessary alteration and modification were made following their recommendations.

3.3.1.4 Step 3: Preparation of pilot test scale

The following changes were made for each of the scales after receiving feedback, recommendations and comments from the experts:

For the psychological security scale, 1 new statement was added making the total number of statements 28, with the dimensions being consolidated into 3, i.e., home (13), school (7) and society (8) from the original 4 dimensions.

Likewise, for the self-efficacy scale, 5 new statements were added making the total number of statements 32, with the dimensions being consolidated into 5, i.e., educational (7), social (8) emotional (6), linguistic (5) and physical (6) dimensions.

Similarly, in the case of learning capability scale, 14 statements were removed as they were deemed irrelevant making the total number of statements 27 from initial 41 statements, with the dimensions being consolidated into 4, i.e.,

cognitive (7), motivation & engagement (5) self-regulation (9), and resilience & adaptability (6) from the initial eight dimensions.

3.3.1.5 Step 4: Pilot study

After establishing the content validity of the tools, the final drafts of the scales were prepared for the pilot study as given below–

1. Psychological security scale consisting of 28 statements;
2. Self-efficacy scale consisting of 32 statements and;
3. Learning capability scale consisting of 27 statements.

The pilot study of the tools was administered on hundred refugee children. To ensure the reliability of the scales, the tools were administered twice with a gap of twenty days. A clear and concise instruction as to how the participants were to provide their responses against each item was given on the first page along with the relevant demographic variables. They were also informed that there was no right or wrong answer and each participant was also encouraged to provide their own opinion truthfully. Each tool was administered on three different days in both cycles to ensure that children responded to the questionnaires properly and they were not hurriedly responding. While the tools were administered on 100 refugee children, however, after data cleaning process, only sixty children's responses were considered for the data analysis.

3.3.1.6 Step 5: Item discrimination

After the pilot study, to ensure the validity and reliability of the tools, item discrimination was employed. For that the scores were evaluated, assessed and organized in an ascending order. The scores were divided into 27% upper and 27% lower which were used for item analysis and discrimination.

For the psychological security scale, the mean and standard deviation were computed for each statement (28) in both the upper and lower groups respectively. The t-value was computed to determine the significance of differences in scores for the two groups. Then the statements with t-values equal to or greater than 2.00,

signifying significance at the 0.05 level of confidence were accepted; whereas the statements having t-values less than 2.00, signifying non-significant, were rejected. Following the item discrimination procedure, a total of 12 statements were rejected, while the remaining 16 significant statements were accepted for the final scale. The mean and standard deviation values including the discrimination values for the upper and lower groups are presented in the *Appendix no. VI*. Thus, the number of significant items was 16, while the remaining 12 statements were not significant at 0.05 and 0.01 levels of confidence. The significant items were accepted whereas the other 12 non-significant items were rejected.

Similarly for the self-efficacy scale, the mean and standard deviation were computed for each statement (32) in both the upper and lower groups respectively. The t-value was computed and to determine the significance of differences in scores for the two groups. Then the statements with t-values equal to or greater than 2.00, signifying significance at the 0.05 level of confidence were accepted; whereas the statements having t-values less than 2.00, signifying non-significant, were rejected. The mean and standard deviation values including the discrimination values for the upper and lower groups are represented in *Appendix no. VII*. Based on the analysis, a total of 4 statements were rejected, while the remaining 28 significant statements were accepted for the final scale.

Likewise, for the learning capability scale, the mean and standard deviation were computed for each statement (27) in both the upper and lower groups respectively. The t-value was computed and to determine the significance of differences in scores for the two groups. Then the statements with t-values equal to or greater than 2.00, signifying significance at the 0.05 level of confidence were accepted; whereas the statements having t-values less than 2.00, signifying non-significant, were rejected. The mean and standard deviation values including the discrimination values for the upper and lower groups are represented in *Appendix no. VIII*. Based on the item analysis, a total of 2 statements were rejected, while the remaining 25 significant statements were accepted for the final scale.

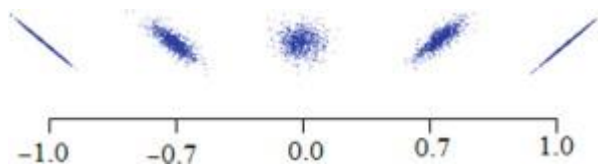
3.3.1.7 Step 6: Establishment of reliability

For every constructed tool, it is important to ensure the reliability of the test tool. There are several ways or methods to assess the reliability of a given tool. To determine that the developed tools are highly reliable and can be used for the final data collection, the tools were used twice during pilot study. Hence, to determine the consistency of the tools, Pearson's correlation coefficient was used. Further, to ensure the internal consistency of the tool, Cronbach's alpha was calculated for each of the research tools.

Pearson's correlation coefficient

It is a statistical technique to measure the association and strength (given by the coefficient r between -1 and +1) of a linear relationship between two variables. If the outcome is significant, it can safely concluded that correlation exists between the two given variables (Samuels & Gilchrist 2014, p. 1).

Figure 3.2 Correlations between two numerical variables



Note: Adopted from David 2014

As it can be seen from Figure 3.2, when the coefficient $r = 1.0$, there is a perfect correlation whereas 0.0 indicates absence of correlation, and -1.0 indicates a negative correlation between the two variables (David 2014, p. 84).

Similarly, the formula for calculating Pearson's correlation coefficient is:

$$r = \frac{[n(\sum xy) - \sum x \sum y]}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

(Stewart 2025, para. 2)

In this formula, x represents the independent variable, y is the dependent variable, n is the sample size, and $\sum$ is the summation of all values. In order to establish the

relationship between the first test and the second test, Pearson's correlation coefficient was calculated for the three scales. The results are given below:

The correlation coefficient value for the psychological security was found to be $r = 0.706$, which indicates that there was a moderate positive correlation between the two sets of data. Thus, reliability for the psychological security scale was established.

Likewise, the correlation coefficient value for the self-efficacy scale was found to be $r = 0.875$, this indicates that there is a strong positive correlation between the two sets of data. In this way, the reliability of the self-efficacy scale was assured.

Additionally, the correlation coefficient value for the learning capability scale was found to be $r = 0.728$, this indicates a moderate positive correlation between the two sets of data. Thus, the reliability of the psychological security scale was established.

Cronbach's alpha

The Cronbach's alpha is a widely used statistical test for checking the internal consistency and reliability of a scale. It concerns itself with how well the items within a scale correlate with one another; and assesses the extent to which a scale produces consistent outcomes or result. The alpha coefficient values in this test range from 0 to 1, with higher values signifying greater internal consistency and reliability. The formula used for in this calculation is–

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum_{i=1}^k \sigma_i^2}{\sigma_T^2} \right)$$

(PQStat Software, n.d.)

- k is the number of items (questions or variables) in the test.
- sd_i^2 is the variance of the scores on each item.
- sd_t^2 is the variance of the total scores on all items.

In order to establish the inter-item reliability of the psychological security scale, the Cronbach's alpha test was adopted. The alpha coefficient value was found

to be 0.810, which indicates that the scale is reliable and has internal consistency for measuring the psychological security of the refugee children.

Likewise, the Cronbach's alpha was calculated for the self-efficacy scale also. The alpha coefficient value was found to be 0.835 which indicates that the scale is quite reliable and has internal consistency for measuring the self-efficacy of the refugee children.

Finally, to establish the reliability and internal consistency of the learning capability scale constructed by the researcher, the Cronbach's alpha test was adopted. The alpha coefficient value for this tool was 0.867 which indicates that the scale is quite reliable and has internal consistency for measuring the learning capability of the refugee children.

3.3.1.8 Step 7: Final form of the scales

After computing the t-value for each statement, only those statements which were significant at 0.05 level of confidence were accepted. The significant statements were carefully analysed and selected so that they represented the significant components of psychological security, self-efficacy and learning capability. Furthermore, some important demographic variables that were relevant for the study such as name, age, gender, school, area, medium of instruction, mother tongue, parental occupation, and year of arrival were provided on the first page and this constituted Section I. In Section II, the statements were provided along with the instruction. The detail procedures are given below for each scale:

The final scale of the psychological security consisted on 16 statements from the original 28 statements with 3 dimensions. The dimensions were home (5), school (5), and society (6). That constitutes the final psychological security scale.

Similarly, the final form of the self-efficacy consisted of 28 statements from the original 32 statements while the 5 dimensions were retained. These dimensions were educational (5), social (8) emotional (6), linguistic (4) and physical (6) respectively. That constitutes the final self-efficacy scale.

Likewise, the finale form of the learning capability scale consisted of 25 statements from the original 27 statements while the 4 dimensions were retained. These dimensions were: This constitutes the final learning capability scale.

3.3.1.9 Step 8: Norms and interpretation

Norms are the basis for interpreting the individual score in relation to a group performance. The raw score on its own does not have any meaning unless it is compared and analysed in accordance with the standardized norms or procedures. Using the norms, the raw scores are interpreted in relation to a larger score and provide context or a reference point for evaluating the performance, behaviour of individuals or groups. They are very much helpful in identifying the patterns, trends or deviations.

In order to establish the norms for the present study, the researcher first administered the tools on 300 refugee children in the age group 12-14 years. The scores were then analysed following the standard procedures for establishing the norms. It was decided that Z-score norm should be used for establishing the norms for the present study.

The Z-scores with the corresponding raw scores for psychological security, self-efficacy and learning capability scales are given in the *Appendix no. IX, X and XI* respectively.

3.3.3.10 Step 9: Scorings

All the three research tools follow a five point Likert scale with options 'Strongly Agree', 'Agree', 'Neutral', 'Disagree' and 'Strongly Disagree' where '5' stands for 'Strongly Agree', '4' stands for 'Agree', '3' stands for 'Neutral' and '1' stands for 'Strongly Disagree'.

Based on the Z-score norms, psychological security, self-efficacy and learning capability scores of the refugee children were classified into 7 levels. These levels were further combined and sub-classified into 3 categories for the interpretation of the scores i.e., High, Average and Low respectively. Accordingly,

the scores were ultimately categorized into three levels. The detail categorization of the levels using Z-score norms can be found in table below:

Table 3.4 Norms for interpretation of the levels of psychological security, self-efficacy and learning capability based on Z-score

Sr. No	Range of Z-score	Levels	Interpretation
1	+2.01 and above	Extremely good	High
	+1.26 to +2.00	Good	
2	+0.51 to +1.25	Above average	Average
	-0.50 to +0.50	Average	
	-0.51 to -1.25 to	Below average	
3	-1.26 to -2.00 to	Poor	Low
	-2.01 and below	Extremely poor	

As per the above Table 3.4, the scores were classified into high, average and low using Z-scores for the present study. This applies to all the scores obtained from the psychological security, self-efficacy and learning capability scales.

3.3.2 Focus group interview

To triangulate the data collected through the questionnaires and to understand the refugee children's post-migration experiences specifically with respect to their psychological security, self-efficacy and learning capability, focus group interviews were conducted in each of the schools selected for this study. A focus group interview is a widely used qualitative research design to investigate personal experiences of an individual concerning a given event or events. A focus group provides "a rich and detailed set of data about perceptions, thoughts, feelings and impressions of people in their own words" (Stewart & Shamdasani 2014, p. 15). While both focus group interview and focus group discussion are often used synonymously, the difference between these two methods is found in their areas of concern. While focus group interviews stress more on individual responses and opinions; focus group discussions emphasize more on group interaction and collective insights (Stewart & Shamdasani 2014, p. 15; Patton 2012, p. 475). One of

the advantages of a focus group interview is that it offers a scope for the participants to talk about their views and perspectives without any inhibition under a relatively natural environment. With children, it “encourages interaction between the group rather than simply a response to an adult’s questions” and it is less intimidating for children than individual interviews (Cohen et al. 2019, p. 529; Greig & Taylor 1999, p. 132).

For the present study, in conducting the focus group interview having six phases as outlined by Dilshad & Latif, 2013 has been adapted:

1. Planning: At this stage, the researcher should be clear about the objective of the study, select the subjects, time and location as well as the number of questions to be asked to the children and the interview would be conducted in the classroom. The researcher having defined the objectives, identified participants, developed interview guides and format including time and location proceeded to conduct the interview.
2. Group composition: The recommended size is 4 o 12 participants (Morgan 1998, p. 43), whereas 6 to 8 participants are recommended by others (Fowler 2009, p. 117.). The participants may be selected from the same societal and cultural backgrounds. Accordingly, the number of participants for each group was limited to 10 students for each session.
3. Conducting the focus group interview: At this stage, the researcher informs the rules of the interview, introduces the questions one by one while at the same time facilitating the interaction. Normally, it takes about one to one and half hour to carry out the interview. So, for the present study, the interview was conducted for 45 minutes.
4. Recording the responses: The responses of the participants are recorded in two ways: i. taking notes, and ii. tape-recording. It is important to record the responses for data analysis. For the present study, the responses of the children were recorded digitally and after getting consent from the concerned authorities as well as participants along with the researcher’s notes. In instances where recording was not allowed, the researcher manually took notes of their responses.

5. Data analysis: The transcription of the records is very essential and desirably this should begin soon after the interview ends. Accordingly, the responses of the children were carefully reviewed and transcribed before analyzing the data.
6. Reporting the findings: The final stage includes conducting– first, analyzing and reporting summary of the main ideas; and second, giving the subject's words verbatim. So, the responses of the children were organised into affirmative and negative categories in relation to the given topic. In this manner, similar responses were summarized before the final report was written.

Accordingly, the focus group interview questions (see *Appendix no. IV* for interview questions) pertaining to psychological security, self-efficacy and learning capability were framed based on the rigorous reading of literature dealing with these themes and also in consultation with the experts in the field. The students for focused group interview were selected randomly from each school.

Using the criteria of thematic saturation, the number of group interview in each school was decided. The thematic saturation in qualitative research implies that during the process of data collection, no additional issues or insights are identified and data begin to repeat so that further data collection is redundant, signifying that an adequate sample size is reached. At that given point, data collected have captured the diversity, depth, and nuances of the issues studied– and thereby demonstrate content validity (Hennink & Kaiser 2021, p. 2). Hence, in most of the schools, maximum of two group interviews could be conducted as it was found that by the second interview, the responses began to be repeated and no more themes could be found. Thus, the total number of focused group interviews conducted with the refugee children was 90. As stated earlier, the selection of the participants for the focus group interview was done randomly from both boys and girls refugee children in each school. The number of focus group interviews and number of participants from each school is given in the table below:

Table No 3.5 No. of participants in focus group interview schedule from the five schools

Sr. No	School	No. of FGD	Boys	Girls	Total
1	Holy Cross School	2	9	11	20
2	Zokhawthar English Medium School	2	10	10	20
3	Gov't Zokhawthar M/S II	2	8	12	20
4	Gov't Farkawn M/S	2	10	10	20
5	Gov't Vaphai Border M/S	1	4	6	10
	Grand Total	9	41	49	90

As it can be observed from Table 3.5, 90 children participated in the focus group interview. Accordingly, 20 students (boys = 9, girls = 11) were selected from Holy Cross School; 20 students (boys = 10, girls = 10) were selected from Zokhawthar English Medium School; and 20 (boys = 8, girls = 12) students were selected from Government Zokhawthar M/S II. From Government Farkawn M/S, 20 students (boys =10, girls = 10) were selected; and another 10 children (boys = 4, girls = 6) were selected from Government Vaphai Border M/S respectively.

3.3.3 Refugee experience narrative

To understand the post-migration experiences of the children further and to create a non-intimidating and comfortable personal space to recount their views and express themselves, children were asked to write their narratives. A narrative can be verbal or written and a narrative analysis is a one of the ways of analyzing qualitative data. In the context of social theory or research, it is used to describe– a) a tale or story and, b) a form of talk or writing that aims a story (Earthy & Cronin, 2008, p. 4) relating to a particular event or experience. It has been stated that (Butina, 2015, p. 193-94; McLeod 2024, p. 3 & 4), a narrative analysis does not have a set procedures for analyzing. However, it may use one of the four approaches:

1. Thematic: This approach places the content within the text as the primary focus and what the stories the participants narrate are then grouped into thematic categories.
2. Structural: It gives importance to the way a story is told, and this is as important as the story itself. It looks into the narrative structure so as to identify what is beyond the content.
3. Dialogic/Performance: It gives importance to how language is used, nonverbal communication and audience engagement to better understand the story being told.
4. Visual Narrative: It refers to the incorporation of images into the narrative. It is a broad area that encompasses words and images.

For the present study, in order to investigate the unique experiences of the refugee children, a form of written narrative inquiry (see appendix 1b for refugee experience narrative guideline) was used for data collection from the refugee children. To write their narrative, the children were given a clear written guideline in English, Mizo and Paite. However, they were given full freedom to express themselves the way they wanted. The objective was to relate their narrative with their psychological security, self-efficacy and learning capability dimension. The respondents were given the sheets and their responses were collected after one week. Thematic analysis of the narratives was mainly adopted in analyzing the narrative data.

3.4 Credibility of Qualitative Aspects of Data

The qualitative research is often seen as hugely imbued with subjectivity since qualitative data analysis is not straightforward and there is no simple formula or recipe for this (Patton 2002, p. 423). Credibility or trustworthiness in qualitative research is analogous to internal validity in quantitative research (Stahl and King 2020, p. 26). Therefore, to maintain the credibility of the qualitative aspects of data and to overcome research biases and flaws in analyzing the qualitative data, triangulation was adopted for the present study. According to Patton, “Triangulation refers to the use of multiple methods or data sources in qualitative research to

develop a comprehensive understanding of phenomena” (as cited in Carter et al. 2014, p. 545).

3.4.1 Method triangulation

It involves the use of multiple methods to collect and analyse data about the same phenomena including interviews, observations, field notes, surveys, and narratives (Carter et al. 2014, p. 545; Stahl and King 2020, p. 26), but are not limited to these alone. The present study also adopted method triangulation in analyzing and interpreting the qualitative data to maintain credibility. In order to achieve the objectives of the study, data were collected using different methods ranging from questionnaires for quantitative data; while interview and narrative were also adopted for collecting qualitative data. This adds to the credibility, validity and reliability of the data by removing chances of the investigator’s bias while gathering and analyzing information from the respondents. The findings from the multiple methods were then carefully analysed, compared and triangulated before reaching the final conclusion.

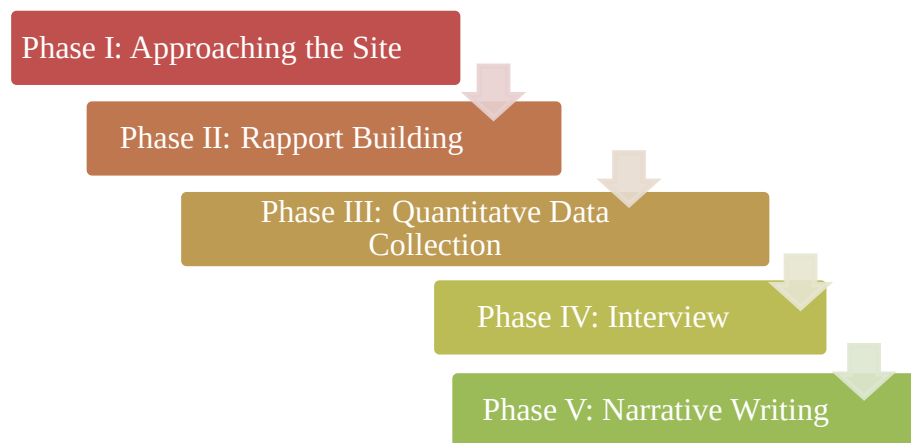
3.4.2 Thick description

One of the most widely used triangulation methods in qualitative research is thick description. In this method, “the dialogue should be reported as accurately as possible” and the wording of quotations must be exact” so that “the voices, feelings, actions, and meanings of interacting individuals are heard” (Dallas Baptist University 2015, n.d; Denzin, 1989, p. 83). The thick description method is a crucial aspect of qualitative research because it goes beyond surface level observations for a wholesome and comprehensive understanding of human experience (McLeod 2024b, p. 8). The present study also employed thick description in analyzing and interpreting qualitative data. The present study presented the original statements articulated by the respondents for contextual and comprehensive understanding of the complex experiences of the refugee children. This adds to the validity and reliability of the analysis and interpretation of qualitative data of the present study.

3.5 Data Collection Procedure

All the three tools, i.e., psychological security scale, self-efficacy scale, and learning capability were administered to 300 refugee children in Champhai district. The data collection was done through multiphase approach during the course of six month time, having five (5) phases. The detail of data collection procedure adopted in this research is given in the following chart:

Figure 3.3 Phases of data collection procedure



From the above Figure 3.3, it can be seen the phases of data collection employed for the present study. The detail elaboration of each phase is given in the following:

Phase I (Approaching the site): The first phase involved locating, selecting and visiting the schools where there were more refugee students. The headmasters, teachers and concerned authorities were approached and informed about the nature and purpose of the research. Accordingly, five middle schools that were in close proximity with the borders were selected and permission was obtained to collect data from the refugee students studying in these schools.

Phase II (Rapport building): The second phase involved rapport building with the refugee students. The researcher visited the selected schools and interacted with the students with the permission of the authorities. Through the informal interaction with the students, relevant questions to understand their background were

asked. The nature and purpose of the study was properly explained to the refugee students by showing them a sample of questionnaires. It was also demonstrated the way they should proceed with the questionnaires in giving their responses.

Phase III (Quantitative data collection): The students were handed the questionnaires in the third phase. Each student gave their responses in the presence of the researcher after a proper instruction was given to them. The researcher assured the students that their responses would be strictly kept confidential, and that there was no right or wrong answer since data was collected for research purposes only. No time limit was given to the students and the researcher kept a careful watch during the whole process of data collection just in case the respondents needed clarification.

Phase IV (Interview): The fourth phase consisted of conducting the group interview with the students. Students were selected randomly for interview and their consent was taken before proceeding with the interview schedule. Altogether, the interview was conducted in nine sessions, with each session consisting of ten (10) students each; it was conducted in such a way that each session of the interview schedule did not last for more than 45 minutes.

Phase V (Narrative writing): In the fifth phase of data collection, students who were willing to write their experience were approached. They were given sheets of papers where they would write their experiences. After a gap of one week, students' narratives were collected. Accordingly, the experience narratives were collected from 34 refugee students consisting of 13 boys and 21 girls from the selected five schools.

3.6 Ethics

Research ethics has been described as “a set of moral principles that a researcher should follow to... protect the dignity, rights and welfare of research participants” (Ahuja & Bhaishya 2024, p.2). During the process of data collection, the research ethical standards were carefully maintained so as not to harm the welfare of the participants. The selected school principals, teachers, concerned authorities

and children were dealt with the principles demanded by research ethics. In this sense, the participants had the option to give their consent orally or by signing a consent form before participating in the research procedures such as answering the questionnaires, interview schedule or writing the narrative; none was forced against their will and were informed to decline their participation if at all they did not feel comfortable at any given time.

3.7 Procedure of Data Analysis

The detail procedures followed in data analysis are given under:

3.7.1 Quantitative data analysis technique

The quantitative data collected was checked for the normal distribution at the initial stage to determine the appropriate statistical techniques to be used. The scores obtained using each tool was checked for their normal distribution separately. In order for data to be considered normally distributed, there are certain statistical requirements that must be fulfilled.

1. The skewness value of any given data should not be above the value of the double standard error.
2. The standard error value of the skewness should be less than 1.96.
3. The kurtosis value should be less than 3.

Upon fulfilling these basic requirements, data can be declared normal and one may go for the parametric tests.

3.7.1.1 Psychological security

The normality of psychological security scores was ensured in the following manner:

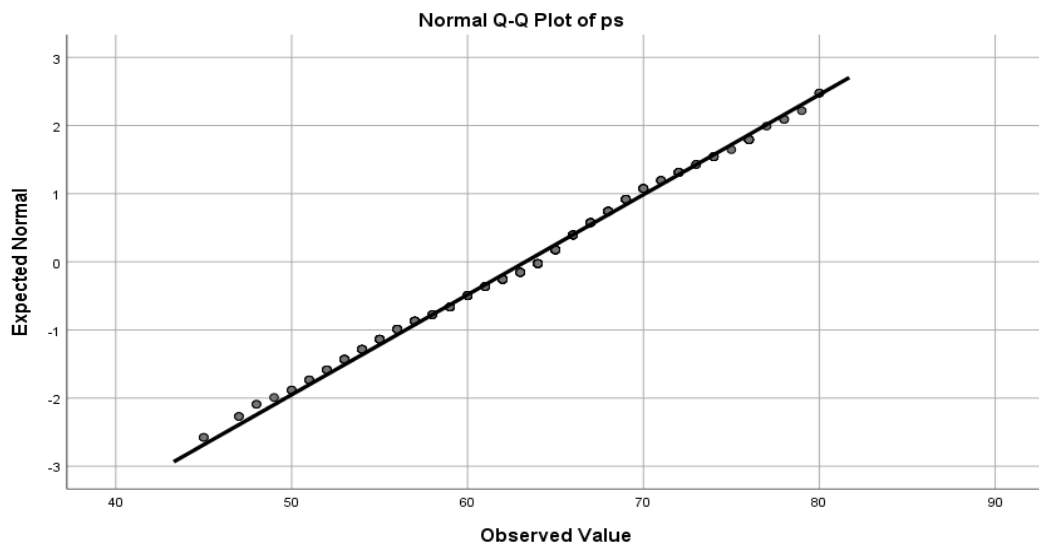
Table 3.6 Test of normality for psychological security data

Sr. No.	Statistics	Std. Error	Shapiro-Wilk		
			Statistics	df	Sig.
Skewness	-.122	.141			
Kurtosis	-.089	.281	.991	300	.071

The above Table 3.6 shows that the skewness value is $-.122$, the standard error value is $.141$ and, the kurtosis value is $-.089$ respectively. The skewness value does not exceed the value of the double standard error. Similarly, the kurtosis value is also less than 3 for the test of normality in the case of psychological security data. The obtained p-value from Shapiro-Wilk test is $.071$, which is greater than the criterion value 0.05 , indicating that the data is normally distributed.

In the following figures, the Q-Q plot and box plot of psychological security values are given.

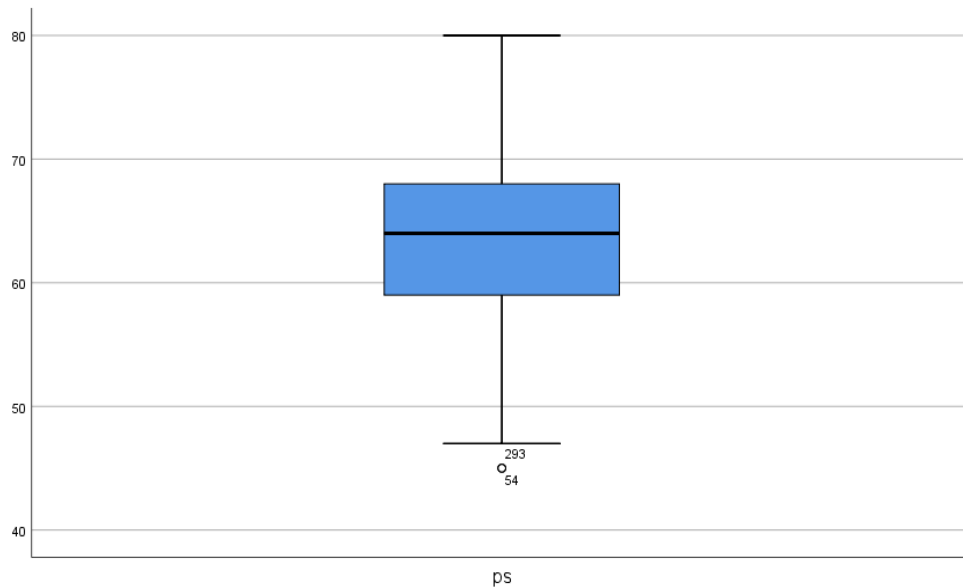
Figure 3.4 Normal Q-Q plot of psychological security scores



As it can be seen from Figure 3.4, the data points closely follow the diagonal line and there are no observable outliers, suggesting that the data is normally distributed.

The following figure shows the normality of psychological security data.

Figure 3.5 Box plot of psychological security values



As per the above Figure 3.5, it can be seen that the data is normally distributed and the values are symmetrically distributed around the mean. There are no observable outliers or extreme values in the graph.

3.7.1.2 Self-efficacy

The normality of self-efficacy scores was ensured in the following manner.

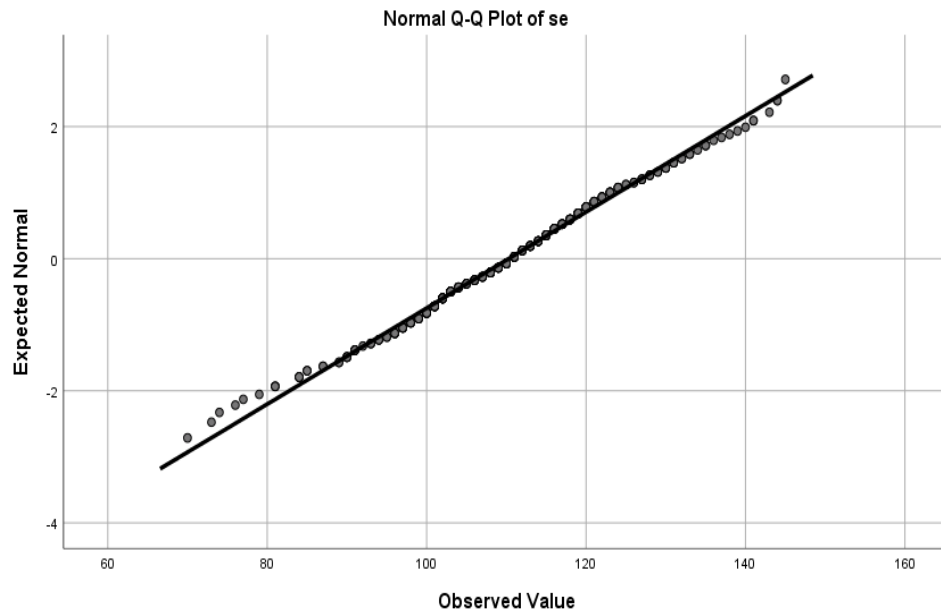
Table 3.7 Test of normality for self-efficacy data

Sr. No.	Statistics	Std. Error	Shapiro-Wilk		
			Statistics	Df	Sig.
Skewness	-.069	.141			
Kurtosis	.195	.281	.994	300	.320

The above Table 3.7 shows that the skewness value is -.069, the standard error value is .141 and, the kurtosis value is .195 respectively. The skewness value does not exceed the value of the double standard error. Similarly, the kurtosis value is also less than 3 for the test of normality in the case of self-efficacy data. The obtained p-value from Shapiro-Wilk test is .320, which is greater than the criterion value 0.05, indicating that the data is normally distributed.

In the following figures, the Q-Q plot and box plot of psychological security values are given.

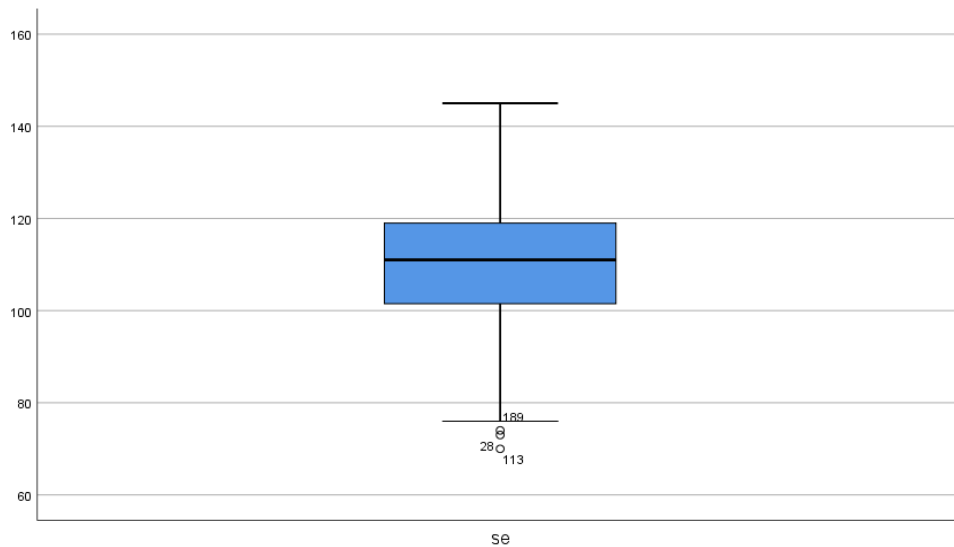
Figure 3.6 Normal Q-Q plot of self-efficacy scores



As it can be seen from Figure 3.6, the data points closely follow the diagonal line and there are no observable outliers, suggesting that the data is normally distributed.

The following figure shows the normality of self-efficacy data.

Figure 3.7 Box plot of self-efficacy values



As per the above Figure 3.7, it can be seen that the data is normally distributed and the values are symmetrically distributed around the mean. There are no observable outliers or extreme values in the graph.

3.7.1.3 Learning capability

The normality of learning capability scores was ensured in the following manner.

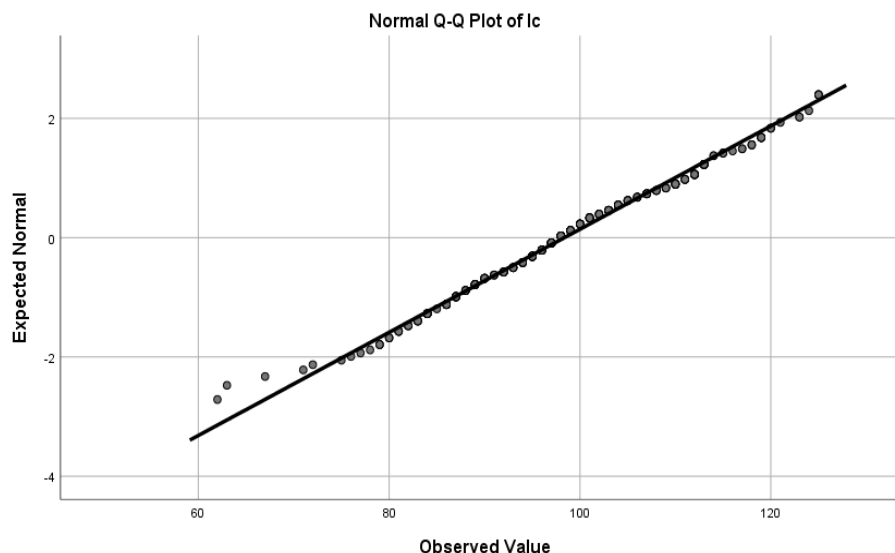
Tabl3 3.8 Test of normality for learning capability data

Sr. No.	Statistics	Std. Error	Shapiro-Wilk		
			Statistics	df	Sig.
Skewness	-.018	.141			
Kurtosis	.044	.281	.992	300	.088

The above Table 3.8 shows that the skewness value is -.018, the standard error value is .141 and, the kurtosis value is .044 respectively. The skewness value does not exceed the value of the double standard error. Similarly, the kurtosis value is also less than 3 for the test of normality in the case of self-efficacy data. The obtained p-value from Shapiro-Wilk test is .088, which is greater than the criterion value 0.05, indicating that the data is normally distributed.

In the following figures, the Q-Q plot and box plot of psychological security values are given.

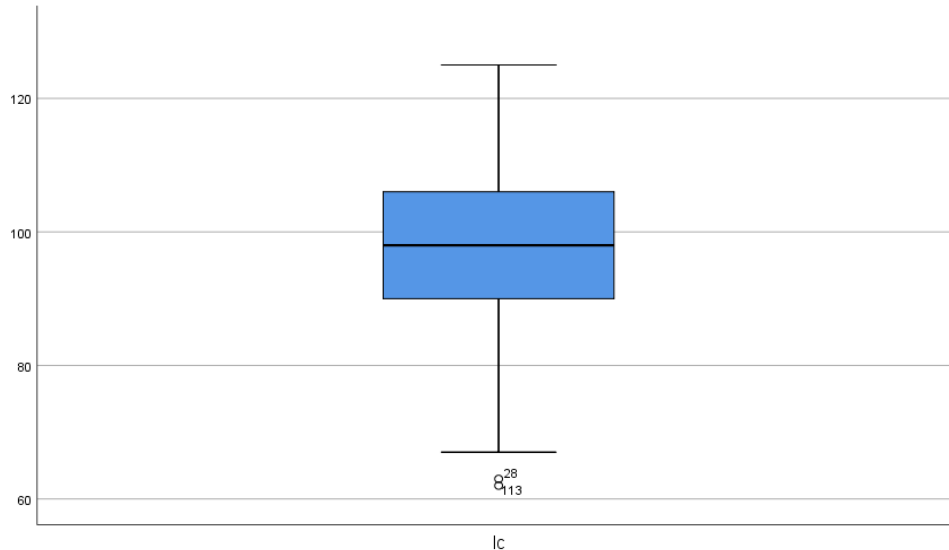
Figure 3.8 Normal Q-Q plot of learning capability scores



As it can be seen from Figure 3.8, the data points closely follow the diagonal line and there are no observable outliers, suggesting that the data is normally distributed.

The following figure shows the normality of learning capability data.

Figure 3.9 Box plot of learning capability values



As per the above Figure 3.9, it can be seen that the data is normally distributed and the values are symmetrically distributed around the mean. There are no observable outliers or extreme values in the graph.

After ensuring that the three sets of data were normally distributed, the parametric test was adopted for analyzing data. The details of statistical techniques used for analyzing quantitative data are given in the following including where and when each technique was used in the present study.

1. **Descriptive statistics:** The descriptive statistical techniques such as mean, standard deviation, percentages, Z-score were employed to understand, analyse and classify the scores of the students into different categories based on the nature of the scores.
2. **Test of significance for mean difference:** It is used to discover whether there are statistically significant differences between the means of two groups or for the same group under two conditions, drawn from random samples with a normal distribution and using parametric data in the dependent variable (Cohen et al. 2018, p. 777). For assessing the significance of differences in mean scores based on gender, the t-test was adopted for analyzing data.
3. **ANOVA:** It is used for investigating differences with two or more groups and assuming that each datum value is independent of the other. Using ANOVA

is premised on the assumptions that there is a normal distribution of the data drawn from random sampling and homogeneity of variances (Cohen et al. 2018, p. 781). For assessing the impacts of parental occupation and parental occupation on the three variables such as, psychological security, self-efficacy, and learning capability ANOVA and LSD Post Hoc analysis were was employed for analyzing data.

4. ***Coefficients of Correlation:*** The correlation coefficient informs about the relations between two variables, i.e. two continuous variables- interval or ratio scale. It refers to measures of association and does not necessarily indicate causal relationships between two variables (Cohen et al. 2018, p. 770). For assessing the existing correlations among the three variables, i.e. psychological security, self-efficacy and learning capability; and how each influenced one another, the Pearson's product Moment Correlation was employed for analyzing data.

3.7.2 Qualitative data analysis

The analysis of qualitative data can be done in different ways and there is no single formula for converting and presenting data into findings (Patton 2022, p. 432).

It basically includes organizing, describing, understanding, accounting for, and explaining data, making sense of data in terms of the participants' definition of the situation, noting patterns, themes, categories and regularities... (Cohen et al. 2018, p. 643)

In this sense, there are several ways of analyzing qualitative data depending of the nature of the given data. The method used for analyzing interview data as well as narrative data can be different in its approaches. For the present study, the methods used for analyzing interview data and narrative data are given under:

3.7.2.1 Focus group interview data analysis

The focus group interview data were analyzed using a structured, question-wise qualitative content analysis approach, adapted from the framework analysis proposed by Ritchie and Spencer (1994). The interviews were conducted using a

predetermined set of questions to systematically summarize participants' responses on the given issues, i.e. psychological security, self-efficacy and learning capability. Therefore, considering the nature of the data, this approach was considered suitable for analyzing the focus group interview data for the present study.

Stage 1 Transcription: At the initial stage, the responses gathered from the focus group interviews which were digitally recorded were transcribed verbatim.

Stage 2 Familiarisation: The transcripts were read several times to become familiar and understand the data better as recommended by Braun and Clarke (2006). At this stage, due consideration was given not only to content of responses but also to contextual details including emphasis, repetition, agreement as well as disagreement.

Stage 2 Organizing: The responses to the interview questions were organized based on the interview questions at this stage. The responses were carefully analyzed and grouped according to dominant and divergent responses. The intention was to find out and identify dominant response patterns within each question. However, unique responses or variation in responses which were different from the collective responses were also recorded so as not to overlook the individual differences as recommended by Miles and Huberman (1994).

Stage 3 Matrix Format: At this stage, the data were systematically arranged and organized wherein the interview questions formed the primary categories with the grouped responses presented under each of the categories. The matrix formatting enabled clear comparison of the patterns of responses within the groups. In addition, the verbatim quotations were also selectively presented to highlight both dominant as well as less dominant perspectives of the children.

Stage 4 Reporting: At this stage, the final report was written following the structured, question-wise qualitative content analysis approach. Further, the report was substantiated with relevant theories and verbatim quotations of the children,

In this sense, the credibility of the focus group interview data analysis was ensured by repeated reading of transcripts and representation of verbatim extracts of the children. Furthermore, to reduce subjective bias, matrix formatting and inclusion

of both the collective responses and diverse perspectives of the children were employed which also enhanced transparency of the data.

3.7.2.2 Refugee experience narrative analysis

For refugee experience narratives, thematic analysis was employed which was adapted from Braun and Clarke (2006). This method was employed in consideration with the nature of data.

Phase 1: Familiarization with the data. This involves repeatedly reading the transcriptions, searching for meaning and patterns in the data and making notes of initial ideas. In this research, reading was theoretically done based on previous research and theory.

Phase 2: Generating Initial Codes within the data. This phase requires systematic coding throughout the entire data set. Further guidance for coding was sought from Coffey and Atkinson (1996). In this research, those statements or ideas or extracts which were relevant for the present study were summarized and organised systematically into codes before generating the themes.

Phase 3: Searching for Themes. Here, codes are sorted into possible themes and thought is given to the relationships between codes. For the present study, the initially generated codes were further organized and categorized to form a meaningful pattern and the relationship of the themes were also carefully conceptualized at this stage.

Phase 4: Reviewing Themes. This phase involves checking themes linked to the coded extracts and to the whole data set. The checking and re-checking of themes is part of a cyclical process. A thematic map, or network, is produced at this phase. For the present study, the generated themes were carefully reviewed to ensure that the themes were accurate, unique, and distinct and it represented the data accurately.

Phase 5: Defining and Naming Themes. Themes in this phase are further refined and defined. In the present study, the identified themes were accepted along with the subthemes.

Phase 6: Producing the Report. This final phase involves selecting examples of extract to show themes within the data, carrying out final analysis of these extracts

and referring back to theory and research questions. In the present study, following the thematic analysis, the final report was written by substantiating it with the relevant theories and extracts from the narratives written by the children.

3.8 Chapter Summary

The present chapter provided an overview of the research methodology adopted for the present study. Details of population distribution, development of tools used for collecting quantitative data as well as quantitative data have been discussed deliberately. The methods adopted for establishing norms have also been highlighted in detail. This chapter aimed to establish the credibility of the research design adopted in the present study to ensure quality outcomes. The next chapter will present the elaborate analysis of quantitative data used in the present study.

CHAPTER IV

ANALYSIS OF QUANTITATIVE DATA

4.0 Introduction

The present chapter focuses on the quantitative data, its examination and comprehensive analyses. It attempts to provide a comprehensive assessment and evaluation of the levels of psychological security, self-efficacy and learning capability of the Chin refugee children in Mizoram.

The data for the study was collected using the self-constructed tools, namely: Psychological Security Scale, Self-Efficacy Scale, and Learning Capability Scale. The gathered responses of the participants were carefully organized and subjected a comprehensive analysis using the relevant statistical techniques. The analysis was conducted keeping in mind the objectives of the study. The findings of the analysis are given in a meaningful manner which is in accordance with the objectives the objectives of the study as presented in the first chapter.

1. To examine the level of psychological security of Chin refugee children in Mizoram.
2. To investigate the level of self-efficacy of Chin refugee children in Mizoram.
3. To find out the level of learning capability of Chin refugee children in Mizoram.
4. To analyse the differences in the levels of psychological security, self-efficacy and learning capability of Chin refugee children based on gender.
5. To examine the effects of parental occupation on psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram.
6. To analyse the effects of parental education on psychological security, self-efficacy and learning capability among Chin refugee children.
7. To assess the correlation among psychological security, self-efficacy and learning capability of Chin refugee children.
8. To explore the experiences of the Chin refugee children in Mizoram.

4.1 Profile of the respondents

Majority of the refugee children lived with their parents, while there were a few of them (4) who had lost their parents and were staying with their relatives. There were also a few children (5) who had lost their mothers; and there were 20 children who had lost their fathers. The linguistic background of the children was found to be quite diverse and as many as 10 different languages were spoken by the children. Majority of the respondents were speakers of the three languages, while the remaining 6 languages were spoken by some of the children. The three main languages spoken by the children included: a) Mizo spoken by 80 (26.67%) of the children; b) Paite was spoken by 144 (38%); c) Falam was spoken by (31.67%); d) Others which comprised of languages such as Hakha, Ngawn, Thlanrawn, Ramthlo, Zangiat, Mindat, Matu, etc. were spoken by 4 (3.67%) of the respondents.

The refugee children in the age group 12-14 years were selected for the sample. The number of children who were 12 years old was 71 (23.67%); there were 85 (28.33%) children aged 13 and; there were 144 (48%) children aged 14 respectively. Strictly speaking, it can be assumed that age appropriate admission was not given to these children by different schools. This is indicated by the fact that many of the respondents were found to be in the primary section while the general expectation being that they should have been in the middle section. The schools did not have established criteria to decide in which class a student would be admitted. The general practice was that students were admitted to their desired classes based on their last year's academic record, i.e. a student was given admission to class VIII if his report showed that he had completed class VII in Myanmar. However, with the students who were found unable to meet the required academic demands of the respective classes, which was often the case than not, were demoted to the lower classes (based on the conversation with some of the teachers). This was done with the recommendation of the class teacher in consultation with the principal or headmaster. As a consequence, there were students who were retained in classes lower than was normal. So, not only were older children (above 14) who were in the middle section, there were also children (above 12) who were still retained in the primary section. During data collection for the present study, utmost care was taken

to include respondents aged between 12-14 years and enrolled in middle school level only, and any students who were below or/and/above that age group and studying in primary or secondary level were excluded from the sample.

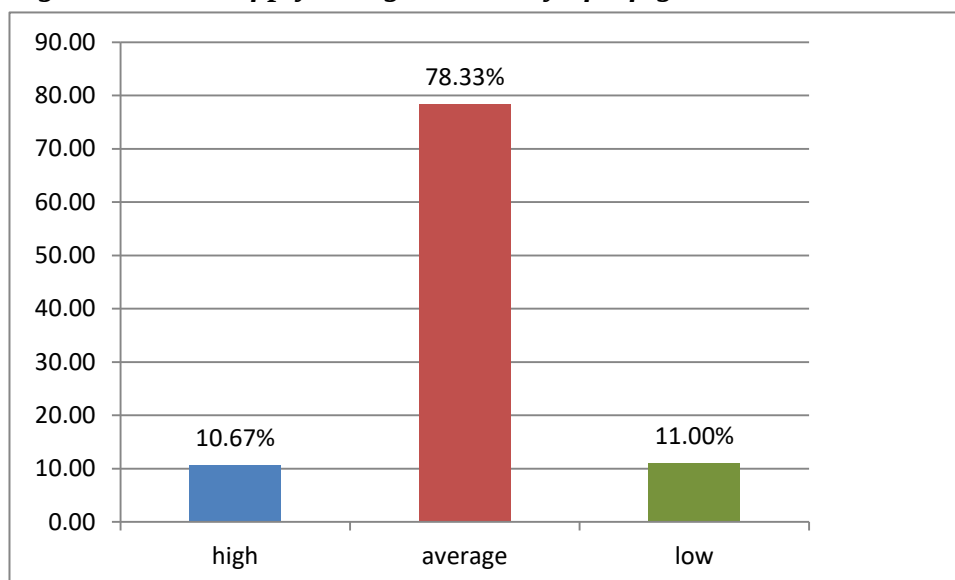
4.2 Level of Psychological Security of Chin refugee Children in Mizoram

The first objective was to find out the level of psychological security of Chin refugee children in Mizoram. For achieving the first objective of the study, psychological security tool having sixteen (16) statements was used for data collection among the Chin refugee students studying in different schools. The distribution of the refugee children in different levels of psychological security is shown in Table 4.1 and Figure 4.1.

Table 4.1 Level of psychological security of refugee children

Component	N	Mean	SD	High	Average	Low
Psychological Security	300	63.29	2.541	32 (10.67%)	235 (78.33%)	33 (11%)

Figure 4.1 Level of psychological security of refugee children



As per Table and Figure 4.1, out of the 300 respondents, it has been found that there were 235 (78.33%) children with an average level of psychological security which constitutes the highest percentage. This was followed by 33 (11%) children with a low level, while the remaining children 32 (10.67%) had a high level

of psychological security. As per the Table 4.1, the mean score of the refugee children in psychological security is 63.29 and the standard deviation is 2.541 respectively.

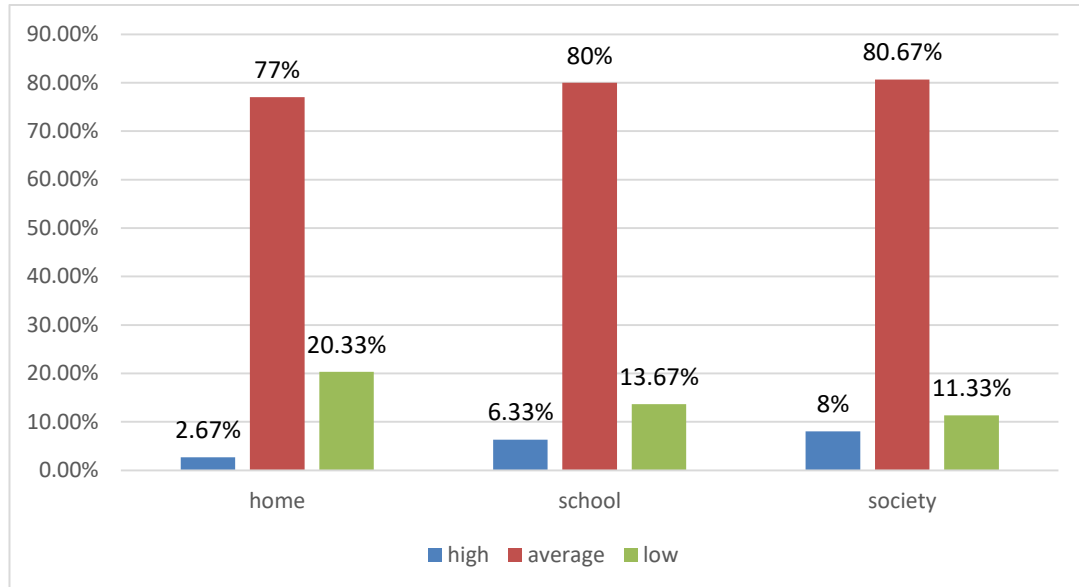
4.2.1 Levels of psychological security of the refugee children across the dimensions

The study examined the score of the refugee children in each dimension. The analysis of the scores according to the dimensions provides a comprehensive understanding of refugee children's psychological security. The dimension wise levels of psychological security of the refugee children are given in the following table and figure.

Table 4.2 Levels of refugee children in home, school and society dimensions

Dimension	N	Mean	Std. Deviation	High	Average	Low
Home	300	25	2.54	8 (2.67%)	231 (77%)	61 (20.33%)
School		20.68	2.74	19 (6.33%)	240 (80%)	41 (13.67%)
Society		22.82	3.45	24 (8%)	242 (80.67%)	34 (11.33%)

Figure 4.2 Distribution of the refugee children in psychological security across the dimensions



As per Table 4.2 and Figure 4.2, the mean score of the refugee children in *home dimension* is 25, and the standard deviation is 2.54. Out of 300 children, as many as 231 (77%) of the refugee children had a high level, this was followed by 61 (20.33%) with a low level, and as low as 8 (2.67%) had a high level in this dimension.

Based on Table 4.2 and Figure 4.2, the mean score of the refugee children in *school dimension* is 20.68, and the standard deviation is 2.74 respectively. Out of 300 respondents, as high as 240 (80%) of the refugee children demonstrated an average level, this was followed by 41 (13.67%) with a low level, and 19 (6.33%) of the children were in high level of psychological security.

As it can be observed from Table 4.2 and Figure 4.2, the mean score of the refugee children in *society dimension* is 22.82, while the standard deviation is 3.45 respectively. Out of the 300 respondents, majority of the refugee children consisting of 242 (80.67%) displayed an average level; this was followed by 34 (11.33%) with a low level, and 24 (8%) with a high level in this dimension.

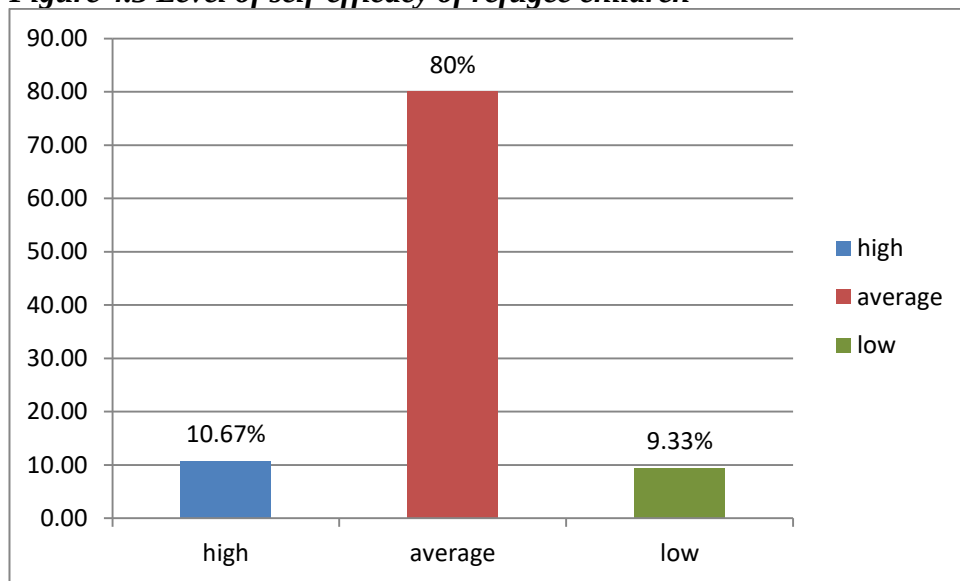
4.3 Level of Self-Efficacy of Chin Refugee Children in Mizoram

The second objective of the study was to find out the level of self-efficacy of Chin refugee children in Mizoram. For achieving this objective the self-efficacy tool having sixteen (29) statements was used for data collection. The distribution of the refugee children in different levels of self-efficacy is shown in Table 4.3 and Figure 4.3 in percentages:-

Table 4.3 Level of self-efficacy of refugee children

Component	N	Mean	SD	High	Average	Low
Psychological Security	300	110.29	13.75	32 (10.67%)	240 (80%)	28 (9.33%)

Figure 4.3 Level of self-efficacy of refugee children



Based on the above Table and Figure 4.3, it can be observed that out of the 300 respondents, it has been found that there were 240 (80%) children with an average level of self-efficacy which constitutes the highest percentage. This is followed by 32 (10.67%) children with a high level while the remaining 28 (9.33%) children were found have a low level of self-efficacy. As per Table 4.3, it can be seen that the mean score of the refugee children in self-efficacy is 110.29, and the standard deviation is 13.75 respectively. As shown in Table and Figure 4.3, it can be seen that children with a high level and low level were almost equal in number.

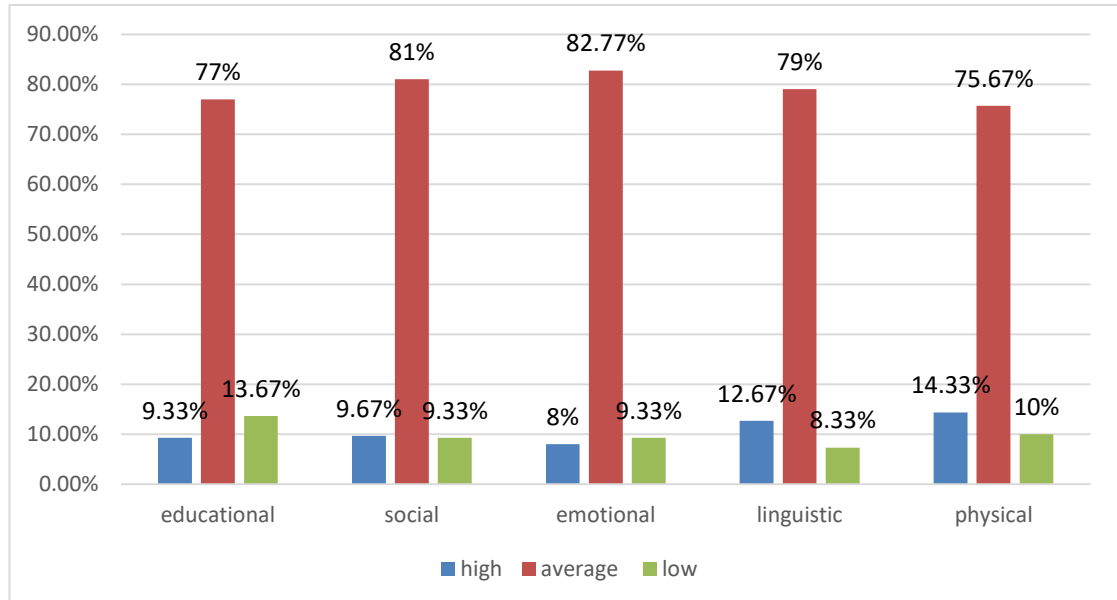
4.3.1 Levels of self-efficacy of the refugee children across the dimensions

The study examined the scores of the refugee children in each dimension. The analysis of the scores based on the dimensions gives a clearer picture of the children's performances with regards to their self-efficacy level. The levels of self-efficacy of the refugee children across the dimensions are given in the following tables.

Table 4.4 Levels of refugee children in educational, social, emotional, linguistic and physical dimensions

Components	N	Mean	Std. Deviation	High	Average	Low
Educational	300	19.22	3.21	28 (9.33%)	231 (77%)	41 (13.67%)
Social		29.58	4.61	29 (9.67%)	243 (81%)	28 (9.33%)
Emotional		21.94	3.46	24 (8%)	248 (82.67%)	28 (9.33%)
Linguistic		15.84	2.29	38 (12.67%)	237 (79%)	25 (8.33%)
Physical		23.71	3.41	43 (14.33%)	227 (75.67%)	30 (10%)

Figure 4.4 Distribution of the refugee children in self-efficacy across the dimensions



As per Table 4.4 and Figure 4.2, it can be observed that in *educational dimension*, the mean score is 19.22, and the standard deviation is 3.21 respectively. Out of 300 respondents, as high as 231 (77%) of the refugee children had an average level, this was followed by 41 (13.67%) with a low level, and 28 (9.33%) had a high level of educational self-efficacy.

As per Table 4.4 and Figure 4.2, it can be seen that in *social dimension*, the mean score is 29.58, and the standard deviation is 4.61 respectively. Out of 300 respondents, majority of the refugee children consisting of 243 (81%) had an average level; this was followed by 29 (9.67%) with a high level, and 28 (9.33%) with a low level.

Further, it can be observed that in *emotional dimension*, the mean score is 21.94 and the standard deviation is 3.46 respectively. Out of 300 respondents, majority of the children 248 (82.77%) had an average level, followed by 28 (9.33%) children with a low level and there were 24 (8%) children with a high level in this dimension.

Similarly, it can be observed from the above table and figure, in *linguistic dimension*, the mean score is 15.84, and the standard deviation is 2.29 respectively.

Out of 300 respondents, majority of the children 237 (79%) had an average level, followed by 38 (12.67%) children with a high level and there were 25 (8.33%) children with a low level in this dimension.

Based on Table 4.4 and Figure 4.4, it can be observed that in *physical dimension*, the mean score is 23.71 and the standard deviation is 3.41. Out of 300 respondents, majority of the refugee children 227 (75.67%) had an average level; this was followed by 43 (14.33%) with a high level, and 30 (10%) with a low level in this dimension.

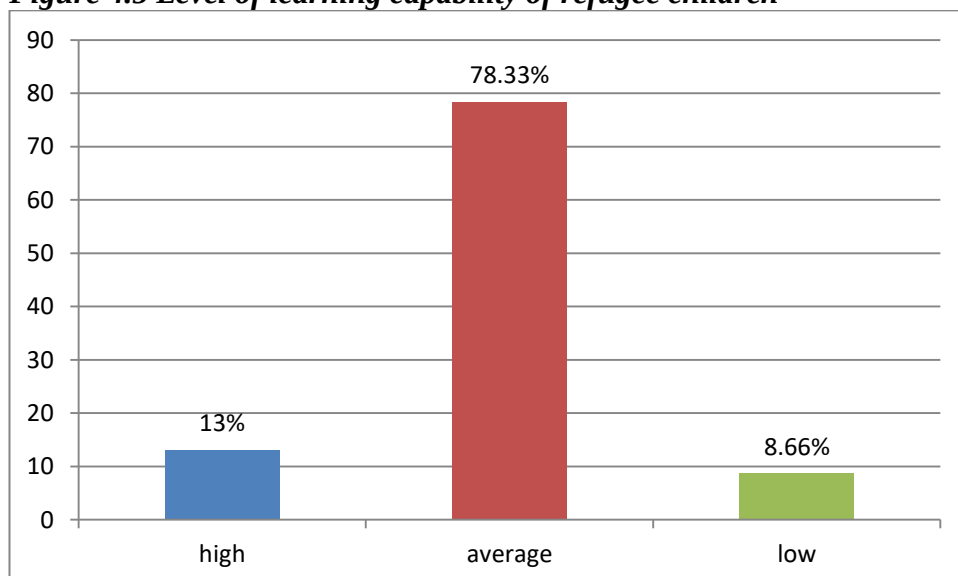
4.4 Level of Learning Capability of Chin Refugee Children in Mizoram

The third objective of the study was to find out the level of learning capability of Chin refugee children in Mizoram. In order to achieve this objective, the learning capability tool having twenty five (25) statements was utilized for data. The distribution of the refugee children in the different levels of learning capability is presented in Table 4.15 and Figure 4.5 in percentages below:

Table 4.5 Level of learning capability of refugee children

Component	N	Mean	SD	High	Average	Low
Learning Capability	300	98.36	11.56	39 (13%)	235 (78.33%)	26 (8.67%)

Figure 4.5 Level of learning capability of refugee children



As per the above Table 4.15, it can be seen that out of the 300 respondents, there were 235 (78.33%) refugee children with an average level of learning capability and this makes the largest percentage. This is followed by 39 (13%) children with a high level, while the remaining 26 (8.67%) children were found to have a low level. It can be further observed from the above table 4.15, that the mean score is 98.36, and the standard deviation is 11.56.

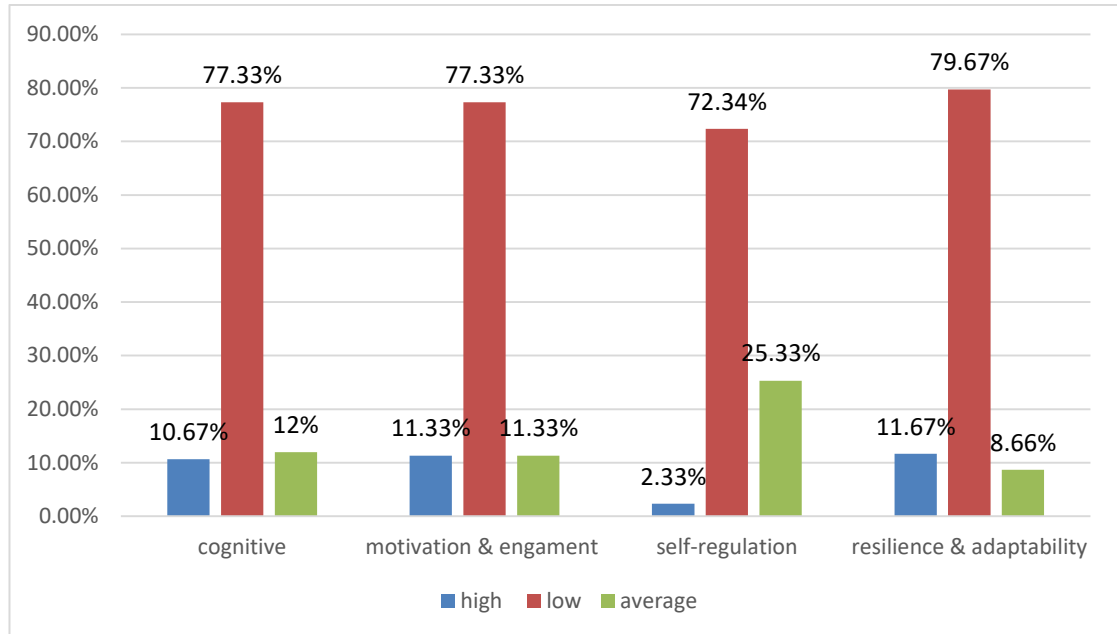
4.4.1 Levels of learning capability of the refugee children across the dimensions

The study evaluated the scores of the refugee children in each dimension. The analysis of the scores based on the dimensions provides a comprehensive understanding of the refugee children's stance with regards to the level of their learning capability. The levels of learning capability of the refugee children across the dimensions are given in the following table and figure.

Table 4.6 Levels of refugee children in cognitive, motivation & engagement, self-regulation, and resilience & adaptability dimensions

Components	N	Mean	Std. Deviation	High	Average	Low
Cognitive	300	26.85	3.79	32 (10.67%)	232 (77.33%)	36 (12%)
Motivation & Engagement		12.38	1.60	34 (11.33%)	232 (77.33%)	34 (11.33%)
Self - Regulation		34.59	4.90	7 (2.33%)	217 (72.34%)	76 (25.33%)
Resilience & Adaptability		24.54	3.23	35 (11.67%)	239 (79.67%)	26 (8.66%)

Figure 4.6 Distribution of the refugee children in learning capability across the dimensions



The above Table and Figure 4.6 show that the mean score of the refugee children in the *cognitive dimension* is 26.85, and the standard deviation is 3.79. Out of 300 respondents, majority of the refugee children comprising of 232 (77.33%) had an average level; and this was followed by 36 (12%) of children with a high level, and 32 (10.67%) with a low level in this dimension.

In *motivation & engagement* dimension, it can be observed that the mean score is 12.38, and the standard deviation is 1.60 respectively. Out of 300 respondents, as many as 232 (77.33%) of the refugee children had an average level; equal number of children 34 (11.33%) was found in high and low levels in this dimension. As it can be seen from the above table, the percentages of the students in the high and low levels are the same in this dimension.

Further, it can be seen from the above table, the mean score in *self-regulation dimension* is 34.59, and the standard deviation is 4.90. Out of 300 respondents, as high as 217 (72.34%) of the refugee children had an average level; this was followed by 76 (25.33%) with a low level, and 7 (2.33%) with a high level in this dimension.

Based on the above Table and Figure 4.6, it can also be observed that in *resilience & adaptability dimension*, the mean score is 24.54, and the standard deviation is 3.23 respectively. Out of 300 respondents, majority of the refugee children consisting 239 (79.67%) displayed an average level; this was followed by 35 (11.67%) with a high level, and 26 (8.66%) with a low level in this dimension.

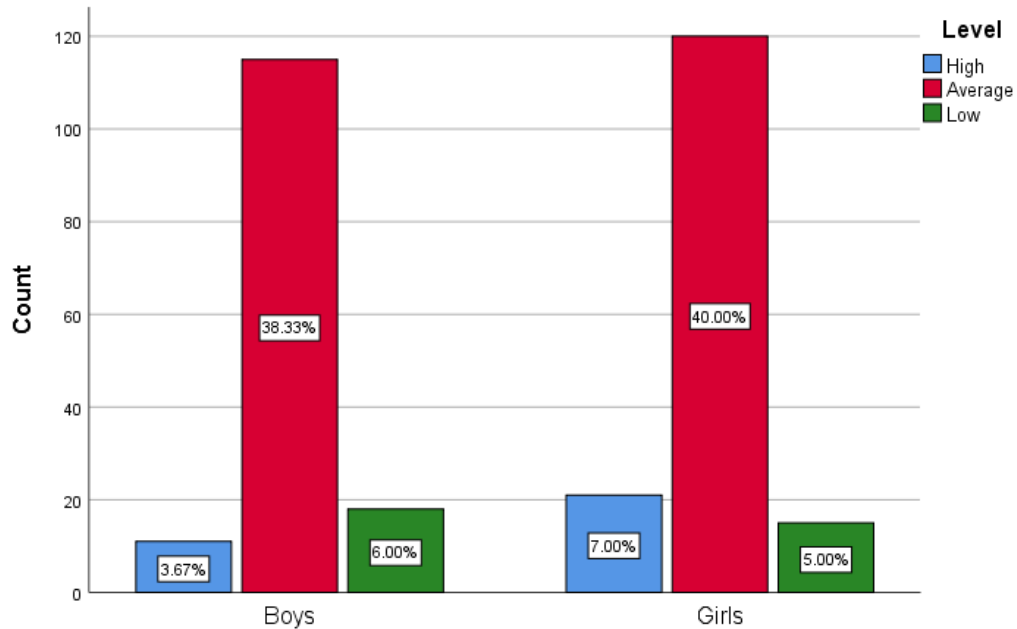
4.5 Gender and Levels of Psychological Security, Self-Efficacy and Learning Capability of Chin Refugee Children

The fourth objective of the study was to find out the level of psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram with reference to gender.

4.5.1 Gender and psychological security of the refugee children

Gender is an important variable which determines differences in the perception of security in individuals. Male and female can differ greatly in the perception of their own security or safety, and female are likely to feel less secure compared to male mainly due to some environmental factors (Ouali et al. 2020). However, demographic factors such as gender, age, years of service did not influence psychological security among basic education teachers (Mohammed 2025). There have been instances where male and female are found to be equal in their self-efficacy against the general expectation that female tend to feel less secure compared to male in various circumstances. Similarly, the Chin refugee children's psychological security status was examined in order to ascertain the existing difference between boys and girls or there was none. The gender wise distribution of refugee children's psychological security levels is given in the following figure.

Figure 4.7 Gender wise levels in psychological security



From the above Figure 4.7, it can be observed that out of 144 boys, there were 39.13% with average level of psychological security, followed by 5.35% with high level and 3.68% with low level. Whereas out of 156 girls, there were 40.13% with average level of psychological security, followed by 6.69% with low level and there were 5.02% of girls with high level.

The descriptive analysis of gender wise distribution of psychological security suggests that there is a difference in the psychological security levels of boys and girls. So, to determine whether the observed difference is statistically significant or not, the independent sample 't' test was conducted. The following hypothesis was framed for this:

H1: There is a significant difference in the psychological security with reference to gender.

To test this hypothesis, it was changed into the following null form:

H0: There is no significant difference in the psychological security with reference to gender.

The result of the ‘t’ test analysis is given below:

Table 4.7 Difference in psychological security of refugee children with reference to gender

Groups	Number	Mean	SD	MD	t – value	Df	Sig. (2-tailed)	Remark
Boys	144	62.15	6.796	-2.194	-2.819	298	0.005	Significant
Girls	156	64.34	6.677					

As it can be observed from Table 4.7, the mean value for boys is 62.15 and the standard deviation is 6.796. For girls, the mean value is 64.34 and the standard deviation is 6.677 respectively. The calculated ‘t’ value (298) is -2.819 and the p value is 0.005. Since the $p < 0.05$, i.e. 0.005, this suggests that there is a significant difference between boy and girl refugee children in their psychological security. Hence, the null hypothesis i.e. ‘*There is no significant difference in the psychological security with reference to gender*’, is rejected. This suggests that boy and girl refugee children differ significantly in terms of their psychological security.

4.5.1.1 Comparison of psychological security of the refugee children across the dimensions with reference to gender

The study examined the level of psychological security of the refugee children across the dimensions such as *home*, *school* and *society* by taking gender as a determining factor. Since boys and girls have different levels of security in different settings, it was considered important to assess if the refugee children differ in their level of psychological security in different dimensions. Hence, to assess this, the following hypotheses were framed as given below:

H1: There is a significant difference in the home dimension of psychological security with reference to gender.

H1: There is a significant difference in the school dimension of psychological security with reference to gender.

H1: There is a significant difference in the society dimension of psychological security with reference to gender.

To test these hypotheses, they were changed into the following null forms:

H0: There is no significant difference in the home dimension of psychological security with reference to gender.

H0: There is no significant difference in the school dimension of psychological security with reference to gender.

H0: There is no significant difference in the society dimension of psychological security with reference to gender.

The results of the 't' test analysis are given below:

Table 4.8 Difference of refugee children in the dimensions with reference to gender

Dimensi on	Group	N	Mean	SD	MD	t – value	df	Sig. (2- tailed)	Remark
Home	Boys	144	19.35	2.431	-.285	-2.850	298	0.005	Significant
	Girls	156	20.18	2.584					
School	Boys	144	21.55	1.753	1.670	5.521		0.000	Significant
	Girls	156	19.88	3.216					
Society	Boys	144	22.35	3.582	-2.280	-2.280		0.023	Significant
	Girls	156	23.26	3.272					

As it can be observed from Table 4.8, in *home dimension* the mean value for boys is 19.35 and the standard deviation is 2.431; for girls, the mean value is 20.18 and the standard deviation is 2.584 respectively. The calculated 't' value (298) is -2.850 and the p value is .005. Since the $p < 0.05$, this indicates that there is a significant difference between boys and girls in *home dimension*. Hence, the null hypothesis, i.e. '*There is no significant difference in the home dimension of psychological security with reference to gender*', is rejected. Therefore, based on the results it can be concluded that the girl and boy refugee children differ significantly in terms of their psychological security in *home dimension*.

Further, based on Table 4.8, it can also be observed that, in *school dimension* the mean value for boys is 21.55 and the standard deviation is 1.753; for girls the mean value is 19.88 and the standard devaiton is 3.216 respectively. The calculated t

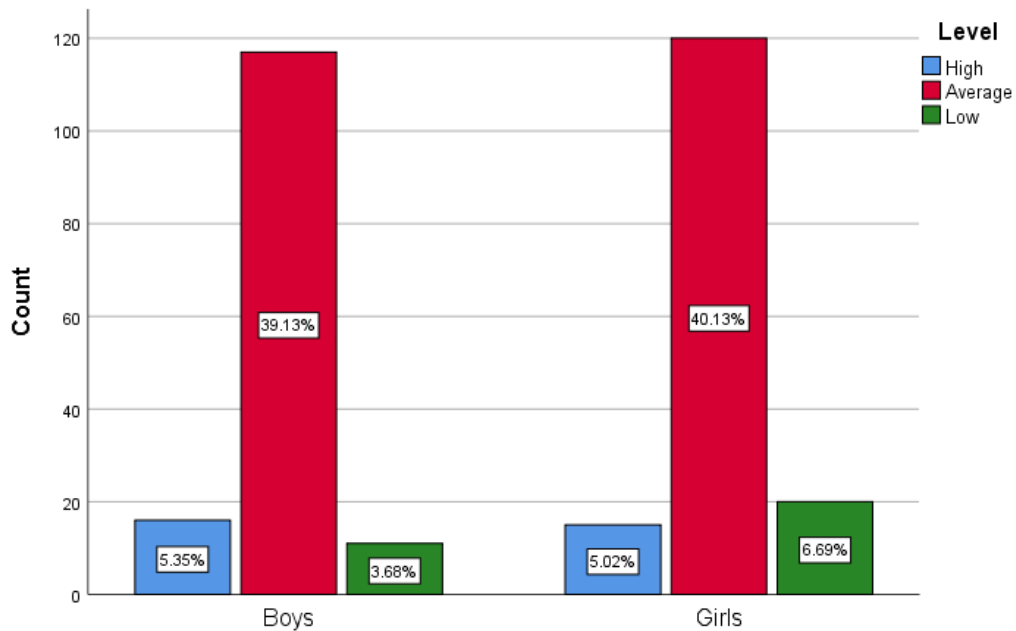
(298) is 5.521 and the p value is .000. Since the $p < 0.05$, i.e. 0.000, this indicates that there is a significant difference between boys and girls in the school dimension. Hence, the null hypothesis, i.e. '*There is no significant difference in the school dimension of psychological security with reference to gender*', is rejected. Thus, it can be concluded that there is a significant difference in *school dimension* of psychological security between the boys and girls.

Similarly, in the Table 4.8, in *society dimension* it can be seen that the mean value for boys is 22.35 and the standard deviation is 3.582; for girls the mean value is 23.26 and the standard deviation is 3.272 respectively. The calculated 't' value (298) is -2.280 and the p value is 0.023. Since the $p < 0.05$, i.e. 0.023, it indicates that there is a significant difference between boys and girls in *society dimension*. Hence, the null hypothesis, i.e. '*There is no significant difference in the society dimension of psychological security with reference to gender*', is rejected. Thus, it can be concluded that there is a significant difference in *society dimension* of psychological security between the boys and girls.

4.5.2 Gender and self-efficacy of the refugee children

Gender is often seen as a strong determinant of self-efficacy in individuals which is influenced by perceived gender roles, cultural factors and personal experiences. Self-efficacy can be developed in individuals and it also finds its manifestation in varying degrees from individual to individual, but the whole process of its development and manifestation differs in male and female (Moraga-Pumarino et al. 2025). The Chin refugee children's self-efficacy was analysed to test if there was any existing difference between boys and girls. The gender wise distribution of refugee children's self-efficacy levels is given in the following figure.

Figure 4.8 Gender wise levels in self-efficacy



Based on the above Figure 4.8, it can be seen that out of 144 boys, there were 39.13% with average level of self-efficacy, followed by 5.35% with high level and there were 3.68% with low level. On the other hand, out of 156 girls, there were 4.13% with average level of self-efficacy, followed by 6.69% with low level and there were 5.02% with high level.

The descriptive analysis of the data as presented in the figure 4.8 suggests that there is a difference in the self-efficacy of boys and girls. To determine whether the observed difference is statistically significant or not, the independent sample ‘t’ test was conducted.

The following hypothesis was framed for this:

H1: There is a significant difference in self-efficacy with reference to gender.

To test this hypothesis, it was changed into the following null form:

H0: There is no significant difference in self-efficacy with reference to gender.

The result of the ‘t’ test analysis is given below:

Table 4.9 Difference in self-efficacy of refugee children with reference to gender

Groups	Number	Mean	SD	MD	t – value	df	Sig. (2-tailed)	Remark
Boys	144	110.63	12.857	0.658	0.413	298	0.680	Non-significant
Girls	156	109.97	14.557					

As it can be observed from Table 4.9, the mean value for boys is 110.63 and the standard deviation is 12.857; for girls the mean value is 109.97 and the standard deviation is 14.557 in self-efficacy. The calculated ‘t’ value (298) is 0.413. Since the $p > 0.05$, i.e. 0.680, it indicates that there is no significant difference between boys and girls in self-efficacy. Hence, the null hypothesis i.e. ‘*There is no significant difference in self-efficacy with reference to gender*’, is accepted. Therefore, it can be concluded that boys and girls did not exhibit any significant difference in their self-efficacy.

4.5.2.1 Comparison of self-efficacy of the refugee children across the dimensions with reference to gender

The study examined the self-efficacy level of the refugee children across the dimensions such as *educational, social, emotional, linguistic* and *physical* by taking gender as a determining factor. In order to achieve this task of examining the scores, the researcher calculated the mean scores and standard deviation, and conducted the independent sample ‘t’ test for assessing and evaluating the differences in the mean scores. The following hypotheses were framed as given below:

H1: There is a significant difference in the educational dimension of self-efficacy with reference to gender.

H1: There is a significant difference in the social dimension of self-efficacy with reference to gender.

H1: There is a significant difference in the emotional dimension of self-efficacy with reference to gender.

H1: There is a significant difference in the linguistic dimension of self-efficacy with reference to gender.

H1: There is a significant difference in the physical dimension of self-efficacy with reference to gender.

To test these hypotheses, they were changed into the following null forms:

H0: There is no significant difference in the educational dimension of self-efficacy with reference to gender.

H0: There is no significant in the social dimension of self-efficacy with reference to gender.

H0: There is no significant difference in the emotional dimension of self-efficacy with reference to gender.

H0: There is no significant difference in the linguistic dimension of self-efficacy with reference to gender.

H0: There is no significant difference in the physical dimension of self-efficacy with reference to gender.

The results of the 't' test analysis are given below:

Table 4.10 Difference of the refugee children in the dimensions with reference to gender

gender

Dimension	Group	N	Mean	SD	MD	t – value	df	Sig. (2-tailed)	Remark
Educational	Boys	144	19.38	3.059	.305	0.823	298	0.411	Non-significant
	Girls	156	19.08	3.338					
Social	Boys	144	29.69	4.430	.207	0.387		0.699	Non-significant
	Girls	156	29.48	4.782					
Emotional	Boys	144	22.24	3.105	.589	1.475		0.141	Non-significant
	Girls	156	21.65	3.751					
Linguistic	Boys	144	15.70	2.315	-.273	-1.033		0.302	Non-significant
	Girls	156	15.97	2.260					
Physical	Boys	144	23.62	3.093	-.170	-0.432		0.666	Non-significant
	Girls	156	23.79	3.684					

As per the above Table 4.10, it can be observed that the mean value for boys is 19.38 and the standard deviation is 3.059; for girls the mean value is 19.08 and the standard deviation is 3.338 in *educational dimension*. The calculated ‘t’ value (298) is 0.823 and the p value is 0.411. Since the p value > 0.05, i.e. 0.411. Hence, the null hypothesis i.e. ‘*There is no significant difference in the educational dimension of self-efficacy with reference to gender*’, is accepted. Therefore, it can be concluded that boys and girls did not exhibit any significant difference in *educational dimension*.

Based on Table 4.10, it can be seen that the mean value for boys is 29.69 and the standard deviation is 4.430; for girls the mean value is 29.48 and the standard deviation is 4.782 in *social dimension*. The calculated ‘t’ value (298) is 0.387 and the p value is 0.699. Since the p value > 0.05, i.e. 0.699, it indicates that there is no significant difference between boy and girl refugee children in *social dimension*. Hence, the null hypothesis i.e. ‘*There is no significant difference between boys and girls in the social dimension with reference to gender*’, is accepted. Therefore, it can be concluded that boys and girls did not exhibit any significant difference in *social dimension*.

As per Table 4.10, it can be observed that the mean value for boys is 22.24 and the standard deviation is 3.105; for girls the mean value is 21.65 and the standard deviation is 3.751 in *emotional dimension*. The calculated 't' value (298) is 1.475 and the p value is 0.141. Since the p value > 0.05 , i.e. 1.475, it suggests that there is no significant difference in *emotional dimension* with reference to gender. Hence, null hypothesis i.e. '*There is no significant difference in the social dimension of self-efficacy with reference to gender*', is accepted. Therefore, it can be concluded that boys and girls did not exhibit any significant difference in *emotional dimension*.

Based on Table 4.10, it can be seen that that the mean value for boys is 15.70 and the standard deviation is 2.315; for girls, the mean value is 15.97 and the standard deviation is 2.260 in *linguistic dimension*. The calculated 't' value (298) is -1.033 and the p value is 0.302. Since the p value > 0.05 , i.e. -1.033, it suggests that that boys and girls did not show any significant difference in the linguistic dimension. Hence, the null hypothesis i.e. '*There is no significant difference in the linguistic dimension of self-efficacy with reference to gender*', is accepted. Therefore, it can be concluded that boys and girls did not exhibit any significant difference in *linguistic dimension*.

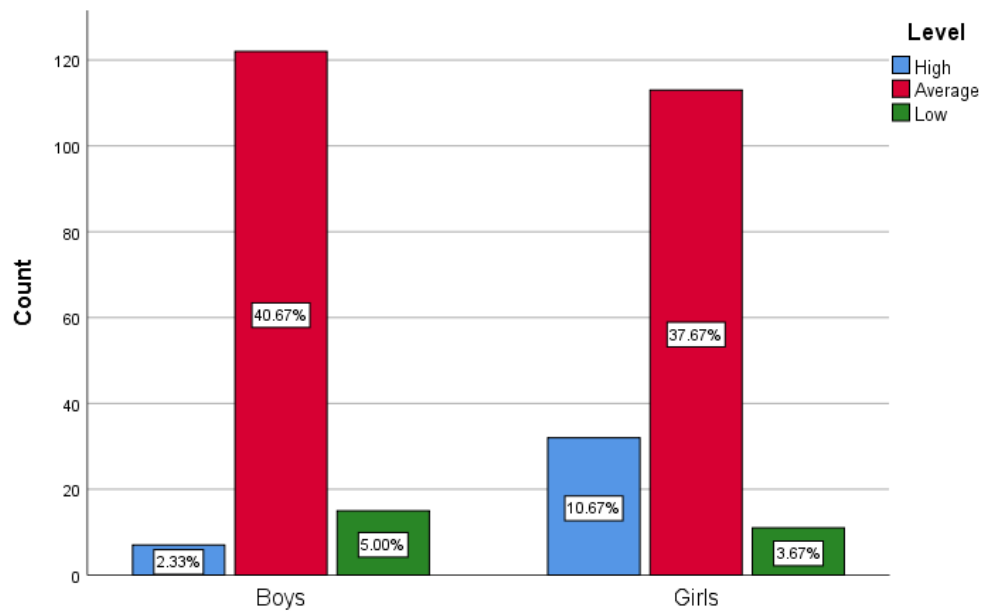
As per Table 4.10, it can be observed that the mean value for boys is 23.62 and the standard deviation is 3.093; for girls the mean value is 23.79 and the standard deviation is 3.684 in the *physical dimension*. The calculated 't' value (298) is -0.432 and the p value is 0.666. Since the p value > 0.05 , i.e. -0.432, it suggests that boys and girls did not show any significant difference in the *physical dimension*. Hence, the null hypothesis, i.e. '*There is no significant difference in the physical dimension of self-efficacy with reference to gender*', is accepted. Therefore, it can be concluded that boys and girls did not exhibit any significant difference in the *physical dimension*.

4.5.3 Gender and learning capability of the refugee children

Gender can be a significant influencing factor of learning in individuals. As a consequence, boys and girls are often found to exhibit certain differences in behaviour, social interactions and academic performance which influence their

learning in different ways (Feng et al. 2023). In order to test the existing differences between boy and girl refugee children, their learning capability levels were analysed. The gender wise distribution of refugee children's learning capability levels is given in the following figure

Figure 4.9 Gender wise levels in learning capability



Based on the above Figure 4.9, it can be observed that out of 144 boys, there were 40.67% with average level, followed by 5.00% with low level and there were 2.33% with high level in learning capability. Whereas out of 156 girls, there were 37.67% with average level, followed by 10.67% with high level and there were 3.67% with low level in learning capability.

The descriptive analysis of the data as shown in Figure 4.9 suggests that there is a difference in learning capability of boys and girls. To determine whether the observed difference is statistically significant or not, the independent sample 't' test was conducted.

The following hypothesis was formulated:

H1: There is a significant difference in learning capability with reference to gender.

To test the hypothesis, it was changed into the following null form:

H0: There is no significant difference in learning capability with reference to gender.

The result of the ‘t’ test analysis is given below:

Table 4.11 Difference in learning capability of refugee children with reference to gender

Groups	Number	Mean	SD	MD	t – value	df	Sig. (2-tailed)	Remark
Boys	144	97.54	11.679	-1.567	-1.174	298	0.241	Non-significant
Girls	156	99.11	11.440					

As it can be observed from Table 4.11, the mean value for boys is 97.54 and the standard deviation is 11.679; for girls the mean value is 99.11 and the standard deviation is 11.440 in learning capability. The calculated ‘t’ value (298) is -1.174 and the p value is 0.241. Since the p value > 0.05, i.e. 0.241, it indicates that there is no significant difference between boys and girls in learning capability. Hence, null hypothesis i.e. ‘*There is no significant difference in learning capability with reference to gender*’, is accepted. Therefore, it can be concluded that boys and girls did not exhibit any significant difference in their learning capability.

4.5.3.1 Comparison of learning capability of the refugee children across the dimensions with reference to gender

The study examined the level of learning capability of the refugee children across the dimensions such as *cognitive, motivation & engagement, self-regulation, and resilience & adaptability* by taking gender as a determining factor. In order to achieve this task of examining the scores, the researcher calculated the mean scores and standard deviation, and subsequently conducted the independent sample ‘t’ test for assessing and evaluating the differences in the mean scores. The following hypotheses were framed as given below:

H1: There is a significant difference in the cognitive dimension of learning capability with reference to gender.

H1: There is a significant difference in the motivation & engagement dimension of learning capability with reference to gender.

H1: There is a significant difference in the self-regulation of learning capability with reference to gender.

H1: There is a significant difference in the resilience & adaptability dimension of learning capability with reference to gender.

To test the hypotheses, they were changed into the following null forms:

H0: There is no significant difference in the cognitive dimension of learning capability with reference to gender.

H0: There is no significant difference in the motivation & engagement dimension with reference to gender.

H0: There is no significant difference in the self-regulation dimension with reference to gender.

H0: There is no significant difference in the cognitive dimension with reference to gender.

The results of the 't' test analysis are given below:

Table 4.12 Difference of the refugee children in the dimensions with reference to gender

Dimension	Group	N	Mean	SD	MD	t – value	df	Sig. (2-tailed)	Remark
Cognitive	Boys	144	27.10	3.559	.495	1.130	298	0.259	Non-significant
	Girls	156	26.61	3.994					
Motivation & Engagement	Boys	144	12.22	1.254	-.321	-1.752		0.081	Non-significant
	Girls	156	12.54	1.563					
Self-Regulation	Boys	144	34.17	4.891	-.801	-1.417		0.157	Non-significant
	Girls	156	34.97	4.888					
Resilience & Adaptability	Boys	144	24.05	3.430	-.939	-2.540		0.012	Significant
	Girls	156	24.99	2.966					

Based on Table 4.12, it can be observed that the mean value for boys is 27.10 and the standard deviation is 3.559; for girls the mean value is 26.61 and the standard deviation is 26.61 in *cognitive dimension*. The calculated ‘t’ value (298) is 1.130 and the p value is 0.259. Since the p value > 0.05, i.e. 0.259, it suggests that there is no significant difference between boys and girls. Hence, the null hypothesis i.e. ‘*There is no significant difference between boys in the cognitive dimension of learning capability with reference to gender*’, is accepted. Therefore, it can be concluded that the refugee children did not exhibit any significant difference in *cognitive dimension* with reference to gender.

As per Table 4.12, it can be seen that the mean value for boys is 12.22 and the standard deviation is 1.254; for girls the mean value is 12.52 and the standard deviation is 1.563 in *motivation & engagement dimension*. The calculated ‘t’ value (298) is -1.752 and the p value is 0.081. Since the p value > 0.05, i.e. 0.081, it suggests that there is no significant difference between boys and girls. Hence, the null hypothesis suggesting that– ‘*There is no significant difference between boys and girls in the motivation & engagement dimension with reference to gender*’, is accepted. Therefore, it can be concluded that the refugee children did not exhibit any

significant difference in *motivation & engagement dimension* with reference to gender.

Based on Table 4.12, it can be observed that the mean value for boys is 34.17 and the standard deviation is 4.891; for girls the mean value is 34.97 and the standard deviation is 4.888 in *self-regulation dimension*. The calculated 't' value (298) is -1.417 and the p value is 0.157. Since the p value > 0.05, i.e. 0.157, it suggests that boys and girls differ significantly in this dimension. Hence, the null hypothesis i.e. '*There is no significant difference between boys and girls in the self-regulation dimension with reference to gender*', is accepted. Therefore, it can be concluded that the refugee children did not exhibit any significant difference in *self-regulation dimension* with reference to gender.

As per Table 4.12, it can be seen that the mean value for boys is 24.05 and the standard deviation is 3.430; for girls the mean value is 24.99 and the standard deviation is 2.966 in *resilience & adaptability*. The calculated 't' value (298) is -2.540 and the p value is 0.012. Since the p value < 0.05, i.e. 0.012, it indicates that there is a significant difference between boys and girls. Hence, the null hypothesis suggesting that– '*There is no significant difference in the resilience & adaptability of learning capability with reference to gender*', is rejected. Therefore, it can be concluded that the refugee children do exhibit a significant difference in *resilience & adaptability dimension* with reference to gender.

4.6 Parental Occupation and Psychological Security, Self-Efficacy and Learning Capability of Chin Refugee Children

To determine the effects of parental occupation on psychological security, self-efficacy and learning capability, ANOVA was utilized. The analysis aims to determine if the parental occupation significantly affect the psychological security, self-efficacy and learning capability of the refugee children.

4.6.1 Parental occupation and psychological security of the refugee children

The descriptive statistics showing the parental occupation of the Chin refugee are given under:

Table 4.13 Descriptive statistics of parental occupation

Types of Occupation	N % (Mother)	N % (Father)
Unemployed	6 (2%)	21 (7%)
Unorganized	176 (58.7%)	104 (34.7%)
Organized	115 (38.3%)	166 (55.3%)
Gov't Job	3 (1%)	9 (3%)
Total	300	300

As per Table 4.13, out of 300 mothers, 176 (58.7%) mothers were engaged in the unorganized sector such as farming, daily labourer, business, and skilled labourers; there were 115 (38.3%) mothers who were engaged in organised sector such as private schools, church and other organizations that formed the second highest group. There were 6 (2%) mothers who were unemployed and there were 3 (1%) mothers who were government employees. In the case of fathers, there were 166 (55.3%) who were engaged in the organised sector; there were 104 (34.7%) who were engaged in the unorganized sector; there were 21 (7%) who were unemployed, and there were 9 (3%) who were engaged in the government sector.

Table 14.13 displays the effects of parental occupation on psychological security of the refugee children in Mizoram. In order to test the differences of the refugee children in their levels of psychological security based on parental occupation, the following hypotheses were framed:

H1: There is a significant difference in the psychological security of the refugee children based on mother's occupation.

H1: There is a significant difference in the psychological security of the refugee children based on father's occupation.

H1: There is a significant interaction between mother's and father's occupation in relation to the psychological security of the refugee children.

To test these hypotheses, they were changed into the following null forms:

H0: There is no significant difference in the psychological security of the refugee children based on mother's occupation.

H0: There is no significant difference in the psychological security of the refugee children based on father's occupation.

H0: There is no significant interaction between mother's and father's occupation in relation to the psychological security of the refugee children.

The results of the ANOVA analysis are given below:

Table 4.14 Two-way ANOVA for effects of parental occupation on psychological security

Category	df	F-Value	p-value
Corrected Model	11	1.615	0.094
Parental Occupation (Mother)	3	2.781	0.041
Parental Occupation (Father)	3	1.053	0.369
Parental Occupation (Mother) * (Father)	5	1.112	0.354

The above Table 4.14 shows that the calculated F-value for the effects of mother's occupation on self-efficacy of the refugee children is 2.781, and the p-value is 0.041. Since the p value < 0.05, i.e. 0.041 which suggests that mother's occupation has a significant effect on psychological security of the refugee children. Hence, the null hypothesis suggesting that– '*Mother's occupation does not have a significant effect on psychological security of the refugee children*', is rejected. Whereas, the calculated F-value for the effects of father's occupation on psychological security is 1.053 and the p-value is 0.369. Since the p-value > 0.05, i.e. 0.369, this suggests that father's occupation did not have a significant impact on psychological security of the refugee children. Hence, the null hypothesis suggesting that– '*Father's occupation does not have a significant effect on self-efficacy of the refugee children*', is accepted.

There was also no observable interaction between mother's occupation and father's occupation on psychological security; the calculated F- value is 1.112 (5, 288) and the p-value is 0.354. Since the p value > 0.05 , i.e. 0.354, this suggests that there was no significant interaction between parents' occupation. Hence, the null hypothesis i.e. *'There is no significant interaction between mother's and father's occupation in relation to the psychological security of the refugee children'*, is accepted. Likewise, the F-value for the overall model is 1.615 (11, 299) and the p-value is 0.094. Since the p value > 0.05 , i.e. 0.094, it can be concluded that parental occupation does not have a significant effect on psychological security of the refugee children although mother's occupation has an observable significant effect. The calculated R-Squared = 0.058, this means that the model explains about 5.8% of the variance in psychological security. The adjusted R-Squared = 0.022, this means that the model explains approximately 2.2% variance in psychological security is explained by mother's occupation after adjusting the number of predictors. This suggests that while parental occupation has some effect, a substantial portion in psychological security remains unexplained by this model.

Since mother's occupation has a significant effect on psychological security (p-value = 0.041), a post-hoc test was run to determine which categories of mother's occupation differ from each other.

Table 4.15 Multiple comparisons using Post-Hoc Tests of parental occupation (mother) on psychological security

Occupation	Name of Job	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Unemployed	Unorganized	-4.26	2.797	.129	-9.76	1.25
	Organized	-6.12*	2.821	.031	-11.67	-.57
	Gov't Job	-11.00*	4.763	.022	-20.38	-1.62
Unorganized	Unemployed	4.26	2.797	.129	-1.25	9.76
	Organized	-1.86*	.808	.022	-3.45	-.27
	Gov't Job	-6.74	3.922	.087	-14.46	.98
Organized	Unemployed	6.12*	2.821	.031	.57	11.67
	Unorganized	1.86*	.808	.022	.27	3.45
	Gov't Job	-4.88	3.940	.216	-12.64	2.87
Gov't Job	Unemployed	11.00*	4.763	.022	1.62	20.38
	Unorganized	6.74	3.922	.087	-.98	14.46
	Organized	4.88	3.940	.216	-2.87	12.64

*. The mean difference is significant at the 0.05 level.

Since a significant difference was observed across the different kinds of mother's occupation in relation to psychological security, the post-hoc test (LSD) was conducted to locate where the differences lied.

A careful analysis on mother's occupation's effect on the psychological security levels of the refugee children, it can be observed that there is a significant difference.

As per the above Table 4.15, the differences observed are as follows:

1. Unemployed vs. Organized: The mean difference is -6.12 and the p-value is 0.031. This indicates that psychological security was lower among children whose parents were unemployed compared to parents working in organized sectors.
2. Unemployed vs. Government Job: The mean difference is -11.00 and the p-value is 0.022. This suggests that psychological security was lower among children whose parents were unemployed compared to parents working as government servants.

3. Unorganized vs. Organized: The mean difference is -1.86 and the p-value is 0.022. This suggests that psychological security was lower among children whose parents were engaged in unorganized sectors compared to organized sectors.
4. Government Job vs. Unemployed: The mean difference is -11.00 and the p-value is 0.022. This suggests that psychological security was higher among children whose parents were government servants compared to unemployed parents.
5. Organized vs. Unemployment: The mean difference is 6.12 and the p-value is 0.031. This suggests that psychological security was higher among children whose parents were engaged in organized sectors compared to unemployed parents.

Figure 4.10 Means plot of mothers' occupation



It can be seen from Figure 4.10, the difference in psychological security was the highest in the case of children whose mothers were engaged in government jobs such as teaching, clerks and others; this was followed by mothers who were engaged in the organised sector such as church, NGO's, etc.; this was followed by mothers who were engaged in the unskilled sector such as business, daily labourers, etc. The difference in psychological security was the lowest in children whose mothers were unemployed. It can be concluded that mother's occupation in government, organized

and unskilled sectors are associated with higher psychological security compared to unemployed mothers.

4.6.2 Parental occupation and self-efficacy of the refugee children

Table 4.16 shows the effects of parental occupation on self-efficacy of the refugee children in Mizoram. In order to test the differences of the refugee children in their levels of self-efficacy based on parental occupation, the following hypotheses were framed:

H1: There is a significant difference in the self-efficacy of the refugee children based on mother's occupation.

H1: There is a significant difference in the self-efficacy of the refugee children based on father's occupation.

H1: There is a significant interaction between mother's and father's occupation in relation to the self-efficacy of the refugee children.

To test these hypotheses, they were changed into the following null forms:

H0: There is no significant difference in the self-efficacy of the refugee children based on mother's occupation.

H0: There is no significant difference in the self-efficacy of the refugee children based on father's occupation.

H0: There is no significant interaction effect between mother's and father's occupation in relation to the self-efficacy of the refugee children.

The results of the ANOVA analysis are given below:

Table 4.16 Two-way ANOVA for effects of parental occupation on self-efficacy

Category	df	F-Value	p-value
Corrected Model	11	1.104	0.357
Parental Occupation (Mother)	3	1.808	0.146
Parental Occupation (Father)	3	1.033	0.378
Parental Occupation (Mother) * (Father)	5	0.286	0.921

The above Table 4.16 highlights that the calculated F-value for the effects of mother's occupation on self-efficacy of refugee children is 1.808 (3, 288) and the p-value is 0.146. Since the $p > 0.05$, i.e. 0.146, which suggests that mother's occupation does not have a significant effect. Hence, the null hypothesis i.e. *'Mother's occupation does not have a significant effect on self-efficacy of the refugee children'*, is accepted. Whereas the calculated F-value for the effects of father's occupation on self-efficacy is 1.033 (3, 288) and the p-value is 0.378. Since the $p > 0.05$, i.e. 0.378, which suggests that father's occupation does not have a significant effect. Hence the null hypothesis suggesting that– *'Father's occupation does not have a significant effect on self-efficacy of the refugee children,'* is accepted. There was also no observable interaction between mother's and father's occupation; the F-value is 0.286 (5, 288) and the p-value is 0.921. Since the $p > 0.05$, i.e. 0.921, this indicates that there was no significant interaction between parents' occupation. Hence, the null hypothesis i.e. *'There is no significant interaction between mother's and father's occupation in relation to the self-efficacy of the refugee children'*, is accepted. Likewise, the F-value for the overall model is 1.104 (5, 299) and the p-value is 0.357, since the $p > 0.05$, i.e. 0.357, it can be concluded that parental occupation does not have any significant effects on self-efficacy of the refugee children. The calculated R-Squared = 0.040 and the adjusted R-Squared = 0.004 also indicate that parental occupation's effect on self-efficacy is extremely weak and insignificant.

4.6.3 Parental occupation and learning capability of the refugee children

Table 4.18 displays the effects of parental occupation on self-security of the refugee children in Mizoram. In order to test the differences of the refugee children

in their levels of learning capability based on parental occupation, the following hypotheses were framed:

H1: There is a significant difference in the learning capability of the refugee children based on mother's occupation.

H1: There is a significant difference in the learning capability of the refugee children based on father's occupation.

H1: There is a significant interaction between mother's and father's occupation in relation to the learning capability of the refugee children.

To test these hypotheses, they were changed into the following null forms:

H0: There is no significant difference in the learning capability of the refugee children based on mother's occupation.

H0: There is no significant difference in the learning capability of the refugee children based on father's occupation.

H0: There is no significant interaction between mother's and father's occupation in relation to the learning capability of the refugee children.

The results of the ANOVA analysis are given below:

4.17 Two-way ANOVA for effects of parental occupation on learning capability

Category	df	F-Value	p-value
Corrected Model	11	1.184	0.297
Parental Occupation (Mother)	3	1.356	0.256
Parental Occupation (Father)	3	1.890	0.131
Parental Occupation (Mother) * (Father)	5	0.465	0.802

The above Table 4.17 shows that the calculated F-value for the effects of mother's occupation on learning capability of the refugee children is 1.367 (3, 288) and the p-value is 0.256. Since the p value > 0.05 , i.e. 0.256, which suggests that mother's occupation does not have a significant impact. Hence the null hypothesis i.e. *'Mother's occupation does not have a significant effect on learning capability of the refugee children'*, is accepted. Whereas, the calculated F-value for the effects of father's occupation on learning capability is 1.890 and the p-value is 0.369. Since the p value > 0.05 , i.e. 1.890, this suggests that father's occupation did not have any significant effects. Hence, the null hypothesis suggesting that– *'Father's occupation does not have a significant effect on learning capability of the refugee children'*, is accepted. There was also no observable significant interaction between mother's and father's occupation; the F-value is 0.465 (5, 588) and the p-value is 0.082. Since the p value > 0.05 , i.e. 0.082, it suggests that there was no significant interaction between parents' occupation. Hence, the null hypothesis i.e. *'There is no significant interaction between mother's and father's occupation in relation to the learning capability of the refugee children,'* is accepted. The F-value for the overall model is 1.184 (11, 299) and the p-value is 0.297. Since the p value > 0.05 , i.e. 0.297, it can be concluded that parental occupation does not have a significant effect on learning capability of the refugee children. The calculated R-Squared = 0.043 and the adjusted R-Squared = 0.007 also indicate that parental occupation's effect on learning capability is extremely weak and insignificant.

4.7 Parental Education and Psychological Security, Self-Efficacy and Learning Capability of the Chin Refugee Children

To determine the effects of parental education on psychological security, self-efficacy and learning capability, ANOVA was utilized. The analysis aims to determine if parents' educational qualification has any statistically significant effect on psychological security, self-efficacy and learning capability of the refugee children.

4.7.1 Effects of parental education on psychological security of the Chin refugee children

The descriptive statistics of the parental education levels of the refugee children are given under:

Table 4.18 Descriptive statistics of parental education

Educational Level	N % (Mother)	N % (Father)
1 (Primary)	107 (35.7%)	88 (29.3%)
2 (Middle)	78 (26%)	106 (35.3%)
3 (High School)	101 (33.7%)	84 (28%)
4 (Higher secondary)	5 (1.7%)	5 (1.7%)
5 (College & above)	9 (3%)	17 (5.7%)

As per Table 4.18, it can be observed that in the case of mothers, there were 107 (35.7%) who had completed primary level; there were 78 (26%) who had studied up to middle school, 101 (33.7%) who had studied up to high school level; there were 5 (1.7%) who had studies up to higher secondary level and there were 9 (3%) who had studied up to college. In the case of fathers, there were 88 (29.3%) who had studied up to primarily level; there were 106 (35.3%) who had studied up to middle level; there were 84 (28%) who had studied up to high school level; there were 5 (1.7%) who had studied up to higher secondary level and there were 17 (5.7%) who had studied up to college level.

Table 4.19 displays the effects of parental education on psychological security of the refugee children in Mizoram. In order to test the differences of the refugee children in their levels of psychological security based on parental education, the following hypotheses were framed:

H1: There is a significant difference in the psychological security of the refugee children based on mother's occupation.

H1: There is a significant difference in the psychological security of the refugee children based on father's occupation.

H1: There is a significant interaction between mother's and father's education in relation to psychological security of the refugee children.

To test these hypotheses, they were changed into the following null forms:

H0: There is no significant difference in the psychological security of the refugee children based on mother's occupation.

H0: There is no significant difference in the psychological security of the refugee children based on father's occupation.

H0: There is no significant interaction between mother's and father's education in relation to psychological security of the refugee children.

The results of the ANNOVA analysis are given below:

Table 4.19 Two-way ANOVA for effects of parental education on psychological security

Category	df	F-Value	p-value
Corrected Model	19	1.116	0.334
Parental Education (Mother)	4	0.579	0.678
Parental Education (Father)	4	0.579	0.678
Parental Education (Mother) * (Father)	11	0.819	0.622

From the above Table 4.19, it can be observed that the calculated F-value for the effects of mother's education on psychological security of the refugee children is 0.579 (4, 288) and the p-value is 0.678. Since the p value > 0.05, i.e. 0.678, which indicates that mother's educational level does not have any significant effect on psychological security. Hence, the null hypothesis i.e. '*Mother's education does not have a significant effect on the psychological security of the refugee children,*' is accepted. Similarly, the calculated F-value for the effects of father's occupation on psychological security is 0.579 (4, 288) and the p-value is 0.678. Since the p value >

0.05, i.e. 0.678 which indicates that father's educational level does not have any significant effect on psychological security. Hence, the null hypothesis suggesting that— '*Father's education does not have a significant effect on the psychological security of the refugee children*', is accepted. There was also no observable significant interaction between mother's and father's education; the F-value is 0.819 (11, 288) and the p-value is 0.622. Since the p value > 0.05, i.e. 0.622, it suggests that there was no significant interaction between parents' education. Hence, the null hypothesis i.e. '*There is no significant interaction between mother's and father's education in relation to the psychological security of the refugee children*', is accepted. The F-value for the overall model is 1.116 (19, 299) and the p-value is 0.334. Since the p value > 0.05, i.e. 0.334, it can be concluded that parental educational level does not have any significant effect on psychological security of the children. The calculated R-Squared = 0.070 and the adjusted R-Squared = 0.007 also indicate that parental educational effects on psychological security of the refugee children is extremely weak and insignificant.

4.7.2 Effects of parental education on self-efficacy among Chin refugee children

Table 4.20 displays the effects of parental education on self-efficacy of the refugee children in Mizoram. In order to test the differences of the refugee children in their levels of self-efficacy based on parental education, the following hypotheses were framed:

H1: There is a significant difference in the self-efficacy of the refugee children based on mother's occupation.

H1: There is a significant difference in the self-efficacy of the refugee children based on father's occupation.

H1: There is a significant interaction between mother's and father's education in relation to the self-efficacy of the refugee children.

To test these hypotheses, they were changed into the following null forms:

H0: There is no significant difference in the self-efficacy of the refugee children based on mother's occupation.

H0: There is no significant difference in the self-efficacy of the refugee children based on father's occupation.

H0: There is no significant interaction between mother's and father's education in relation to the self-efficacy of the refugee children.

The results of the ANOVA analysis are given below:

Table 4.20 Two-way ANOVA for effects of parental education on self-efficacy

Category	df	F-Value	p-value
Corrected Model	19	0.644	0.870
Parental Education (Mother)	4	1.006	0.405
Parental Education (Father)	4	0.717	0.581
Parental Education (Mother) * (Father)	11	0.787	0.653

As it can be seen from Table 4.20, the calculated F-value for the effects of mother's education on self-efficacy is 1.006 (4, 288) and the p-value 0.405. Since the p-value > 0.05, i.e. 0.405, it suggests that mother's educational level does not have any significant effect on self-efficacy. Hence, the null hypothesis i.e. '*Mother's education does not have any significant effect on the self-efficacy of the refugee children*', is accepted. Similarly, the F-value for the effects of father's education on self-efficacy of the children is 0.717 (4, 288) and the p-value is 0.581. Since the p value > 0.05, i.e. 0.581, it suggests that father's educational level does not have any significant effects on self-efficacy of the children. Hence the null hypothesis i.e. '*Father's education does not have any significant effect on the self-efficacy of the refugee children*', is accepted. There was also no observable significant interaction between mother's and father's education; the F-value is 0.787 (11, 288) and the p-value is 0.653. Since the p value > 0.05, i.e. 0.653, the null hypothesis i.e. '*There is*

no significant interaction effect between mother's and father's education on self-efficacy of the refugee children', is accepted. The F-value for the overall model is 0.644 (19, 299) and the p-value is 0.870. Since the p value > 0.05, i.e. 0.870, it can be concluded that parental educational level does not have any significant effect on self-efficacy of the children. The calculated R-Squared = 0.042 and the adjusted R-Squared = 0.023 indicate that parental educational effects on self-efficacy of the refugee children is extremely weak and insignificant.

4.7.3 Effects of parental education on learning capability among Chin refugee children

Table 4.21 displays the effects of parental education on learning capability of the refugee children in Mizoram. In order to test the differences of the refugee children in their levels of learning capability based on parental education, the following hypotheses were framed:

H1: There is a significant difference in the learning capability of the refugee children based on mother's occupation.

H1: There is a significant difference in the learning capability of the refugee children based on father's occupation.

H0: There is a significant interaction between mother's and father's education in relation to learning capability of the refugee children.

To test these hypotheses, they were changed into the following null form:

H0: There is no significant difference in the learning capability of the refugee children based on mother's occupation.

H0: There is no significant difference in the learning capability of the refugee children based on father's occupation.

H0: There is no significant interaction between mother's and father's education in relation to the learning capability of the refugee children.

The results of the ANNOVA analysis are given below:

Table 4.21 Two-way ANOVA for effects of parental education on learning capability

Category	df	F-Value	p-value
Corrected Model	19	0.708	0.810
Parental Education (Mother)	4	0.876	0.479
Parental Education (Father)	4	0.974	0.422
Parental Education (Mother) * (Father)	11	0.672	0.764

As per Table 4.21, it can be observed that the calculated F-value for the effects of mother's education on learning capability is 0.876 (4, 288) and the p-value is 0.479. Since the p value > 0.05, i.e. 0.479, it suggests that mother's education does not have any significant effect on learning capability. Hence the null hypothesis i.e. *'Mother's education does not have a significant effect on learning capability of the refugee children'*, is accepted. Whereas the calculated F-value for the effects of father's education on learning capability is 0.974 (4, 288) and the p-value is 0.422. Since the p value > 0.05, i.e. 0.974, it suggests that father's education does not have any significant effect on learning capability of the children. Hence, the null hypothesis i.e. *'Father's education does not have a significant effect on learning capability of the refugee children'*, is accepted. There was also no observable significant interaction between mother's and father's education; the F-value is 0.672 (11, 288) and the p-value is 0.764. Since the p value > 0.05, i.e. 0.764, it suggests that there was no significant interaction between parents' educational levels. Hence, the null hypothesis suggesting that– *'There is no significant interaction between mother's and father's education in relation to the learning capability of the refugee children'*, is accepted. The F-value for the overall model is 0.708 (19, 299) and the p-value is 0.810. Since the p value > 0.05, i.e. 0.810, it can be concluded that parental educational level does not have any significant effect on learning capability of the children. The calculated R-Squared = 0.046 and the adjusted R-Squared = 0.019 indicate that parental educational effects on learning capability of the refugee children is extremely weak and insignificant.

4.8 Correlation among Psychological Security, Self-Efficacy and Learning Capability of Chin refugee children

The correlation among psychological security, self-efficacy and learning capability of the Chin refugee children was computed using Pearson product moment coefficient of correlation.

The following hypothesis was framed for this:

H1: There is a correlation among psychological security, self-efficacy and learning capability of the Chin refugee children.

To test this hypothesis, it was changed into the following null form:

H0: There is no correlation among psychological security, self-efficacy and learning capability of the Chin refugee children.

The results of the analysis of the Pearson product moment coefficient of correlation are given in the following table below:

Table 4.22 Correlation among psychological security, self-efficacy and learning capability of Chin refugee children

Categories	Mean	SD	Psychological Security	Self-Efficacy	Learning Capability
Psychological Security	63.29	2.541	1	.561**	.468**
Self-Efficacy	110.29	13.75	.561**	1	.705**
Learning Capability	98.36	11.56	.468**	.705**	1

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

The above Table 4.23 depicts the correlation among psychological security, self-efficacy and learning capability of the Chin refugee children in Mizoram.

The correlation between psychological security and self-efficacy is $r = .561$; this suggests a moderate positive correlation between the two variables. As psychological security increases, self-efficacy tends to increase and vice-versa,

indicating that the existing relationship is noticeable but not extremely strong. Similarly, the correlation between psychological security and learning capability $r = .468$, suggesting a moderately strong positive correlation between the given two variables. The increase in psychological security leads to increase in learning capability and vice-versa. The correlation between psychological security and self-efficacy suggests a meaningful relationship which is substantial and noticeable.

Looking at the correlation between self-efficacy and learning capability with $r = 0.705$, suggesting that there is a strong positive correlation between the two given variable. As one variable increases, the other variable also increases. Hence, the null hypothesis i.e. *'There is no correlation among psychological security, self-efficacy and learning capability of the Chin refugee children'*, is rejected. Therefore, it can be concluded based on the results that there is a moderate positive correlation among the three variables such as psychological security, self-efficacy and learning capability of the Chin refugee children in Mizoram.

4.9 Chapter Summary

The analysis of quantitative data has provided a comprehensive insight into the refugee children regarding their psychological security, self-efficacy and learning capability from different angles. Through the analysis of quantitative data, the refugee children's status concerning their psychological security, self-efficacy and learning capability has been highlighted. Some of the influencing factors that, directly as well as indirectly, impacted the refugee children's psychological status, self-efficacy and learning capability have been clearly explained by the analysis. In the next chapter, thematic analysis of qualitative data will be presented.

CHAPTER V

QUALITATIVE DATA ANALYSIS AND FINDINGS

5.0 INTRODUCTION

The present chapter provides the analysis and findings of qualitative data collected for the study. The qualitative data include interview data and experience narratives collected from the refugee children. The analysis of qualitative data provides a comprehensive insight into the lived experiences of the refugee children from the general perspective to minute detail. The thematic approach to data analysis was utilized for analyzing qualitative data, and the detail of the approach has already been discussed in Chapter III. To ensure anonymity of the refugee children due to the ethical consideration, the participants have been assigned numbers while reporting their responses and the extracted quotations are presented in verbatim in Mizo, Paite and English. The analysis of qualitative data is given as under.

5.1 To Explore the Post-migration Experiences of the Chin Refugee Children in Mizoram

The eighth objective of the study was to explore the experiences of the refugee children with special reference to their psychological security, self-efficacy and learning capability. The assumption is that the forced migration of refugee children from Myanmar to India might have impacted them and the quantitative approach of data collection might not be able to capture the diverse experiences of these children. Hence, data were collected using the interview schedule and narratives written by the respondents. The analysis of the interview data and narratives data are given under.

5.1.1 Focus group interview data analysis

The focused group interview data were first transcribed and each transcription was gone through several times before reaching the conclusions. The common ideas or information and even any unique responses given by the respondents were identified and grouped together before the next step of analysis was undertaken. The interview data was analysed by relating it to psychological

security, self-efficacy and learning capability of the refugee children. The methods used in focus group interview data analysis have been given in detail in page no. 113-115, Chapter III. The analysis of the data collected from participants is given below:

The focus group interview questions concerning psychological security, self-efficacy and learning capability of the refugee children asked during the interview along with the analysis are given below. These three variables are greatly influenced by home environment, social and school interactions and even general sense of safety in individual. In the case of children, in order for learning to take place smoothly, all these external as well as psychological factors become really significant. The responses from these questions are helpful for understanding the refugee children's state of existence in relation to their surroundings and this becomes important for estimating their sense of security, self-efficacy and learning capability.

1. How is your home environment? How peaceful, calm and secure do you feel in your home?

The question aimed at understanding the home environment in which the refugee children spent time with their parents daily. The intention was to see if the home environment was stable and harmonious for the children because a peaceful home is one of the pre-requisites for children. One of the ways to do that is to understand the parents' interpersonal relationship within the confines of home.

So, when asked a question related to their parents, majority of the participants said that they were staying with their parents, while there were also some who said that they were not living with their parents.

A girl participant said in response to the question about their parents by saying:

G3: Ka nute chu an inhauh vak ngai pawh ka hre chuang lo. Chhunah ka pain hna a thawk a, ka nu inah a awm a, ka pa a lo hawin an inhauh ngai pawh ka hre lo. Kan in chu a hrehawmna em em pawh ka hre chuang lo, kan mamawh ang ang chu kan nei ve zel thei a. Chubakah kan inneitute nen kan inpawh

thaa min ngaihsak bawk a, a nuam a ni mai. (I do not think my parents argue a lot. My father goes to work during daytime and I don't think they argue when he comes back from work. I don't think my home is too uncomfortable because we have what we need. Also we are having a good relationship with the owner and we are given good care and that is nice)

The participant could hardly recall a moment when her parents had an argument after coming to Mizoram. Further, they could afford the basic necessities for their daily life. This is an indication that the home environment was relatively calm, peaceful and secure despite their refugee status.

Another participant stated his experience with his parents in this manner. He said:

B4: A hma pawhin an inhau ve tho a, tunah pawh an inhau ve thin tho, a pangngai a ni mai. Kan in chu a nuam a ni mai, chuan ka nu leh pate bula awm pawh a nuam ka ti. (They used to have arguments before, and sometimes they still argue even now, and that is normal I think. I like my home and my parents)

The intention was to find out if the difficult life as refugees generated more arguments in the parents of the participants. However, from the statement of the participant, it can be assumed that the cause of arguments could have been due to other reasons which were not mentioned during the interview. The arguments between the parents as witnessed by the participant were more or less the same as before, and it cannot be concluded that it was aggravated by the forced migration. For majority of the refugee children, it can be concluded that the home environment was relatively peaceful that becomes a contributing factor towards a sense of security, self-efficacy and learning capability.

2. *What is your experience at the place you live and at your school? Do you often get some unexpected attention/staring from people/classmates, etc. when they come to know your name or that you are a refugee? How does that make you feel?*

The social relationship and interactions that take place in society and school can determine an individual perception about themselves. In a healthy and supportive environment, whether at home, society or school, the individual is likely to develop a positive psychological security and this in return enhances their self-efficacy. This question aimed to understand the children's sense of security in society as well as in schools along with the ways in which their refugee status affected their general psyche being in the company of others.

In response to this question, most of the children expressed that they are well received in their social circle and schools; normally they do not encounter staring or unnecessary attention from the locals just because they were refugees. They also reported that they hardly cared if people knew their status as refugees or not.

A boy remarked:

B10: Aih, miin min en bik chuang lo a, hlim hmel deuhin min en zawk a. Refugee kan ni tih an hriat loh vangin a nuam pawh a ni chuang lo; min rinhlelh hmel em em lo. (No, we don't get any unexpected staring from the people but they smile at us. We don't feel good just because the people don't know that we are refugees; they don't even give us a suspicious look)

Similarly one of the girls expressed:

G28: Miin min en ngai em em pawh ka hre lo a. Mahse min lo en pawh ni se a hrehawm ka ti chuang lo. A then chuan min en rigawtin refugee kan nih leh nih loh te pawh an hre thei. A chang leh min zawt bawk a. Mahse a hrehawm ka tihphah chuang lo. (I do not think people stare at us. I do not feel bad even if they stare at us. Some people can tell if we are refugees just by looking at us. Sometimes people also ask if we are refugees or not)

They also expressed that local people talk to them normally and also ask about their whereabouts and well beings:

G7: A pangngai reingin min en a min be bawk. Refugee nih vangin min en dan a dang paw'n ka hre chuang lo. Miin refugee kan nih leh nih loh min

zawh pawhin tha deuhin min zawt mai a, khawiah nge kan awm tih te min zawt a, tha deuhin ka sawi mai. (They look normal and talk normally to us. I don't think they look at us differently because we are refugees. When the locals ask if we are refugees or not or where we are staying, they ask normally and I just tell them)

When asked if they were embarrassed about their Burmese identity or their status, majority of them said that they were not bothered by any of those concerns. A girl participant said that:

G2: Hming min zawh pawhin ka sawi zak chuang lo, sikul leh thiante bulah pawh. Mizo tawngin eng nge awmzia tih te min zawt a, a nih loh pawhin Mizo hming ka nei leh neih loh te pawh a chang chuan min zawt thin. Kan khaw awmna te pawh min zawt thin. (I don't feel embarrassed when they ask my name in school or when I am with friends. Sometimes they ask the meaning of my name in Mizo or if I have a Mizo name or not. They also ask me about my previous home)

For the refugee children, their names were likely to be different from the conventional Mizo names, which was often the case than not. However, even a difference in their names or telling their friends about their previous homes that could reveal their Burmese identity did not seem to be a source of discomfort for the participants. As seen from the statement given by the participant, she did not feel self-conscious even if she had to share her name or her identity with others.

However, there were a few of the students who said that they do get unnecessary staring from people just because they were refugees and they also felt perturbed when the local people addressed them 'refugees'. Some of the children also expressed that sometimes they also encountered people who asked them to go back to their country and that made them feel unsafe here. One of the girls said:

G5: A chang chuan 'refugee an nia' min ti thin. 'Refugee-ho lah hi an tam si, haw vek se a tha ang, an ninawm em mai, an ramah awm ve mai rawh se' te an tia. Khatianga an tih kha chuan a nuam lo thei lutuk. (Sometimes people

refer to us as or call us ‘they are refugees’. ‘There are too many of them and that is annoying, all of them should go home and live in their own country.’ It does not feel nice when the locals make this kind of remark)

So, while for most of the children, the sense of security is not impacted by people’s stare or calling them refugees, there were a few of them who felt conscious of their status as refugees and people addressing them as *refugees*.

It can be understood from the children’s responses that majority of the refugee children did not encounter unexpected attention from their friends or the locals. In most of the situations, the people around them did not talk to them with suspicion or with a sense of doubt that could make them uncomfortable. For many of the refugee children, it did not make any difference and also did not have any impact if people around them knew they were refugees or not. It did not have any impact on their sense of security if others knew they were refugees or not. However, there were a few children had some negative experiences in the forms of unexpected staring or being asked certain questions which impacted their sense of security.

3. Since people often put blame on refugees for any bad things like stealing, breaking of things, etc. Do you try to avoid everyone just to be on the safe side or for fear of being blamed?

The question aimed at comprehending the refugee children’s psychology concerning being held as culprits for anti-social activities committed by others in the society. If they felt threatened about their safety or being blamed, it is an indication that their psychological serenity can be disturbed leaving them stressed and insecure.

Based on the responses, it can be understood that majority of the participants remarked that they did not hear so much about bad things committed by the refugees. A participant said:

Boy3: Chutiang chu ka hre lo. Thil bo tih velah pawh raltlan an puh awm pawh ka hre lo. Raltlanin thil lo ru pawh ni se, ka hlauhthawn phah chuang lo. (I don’t hear that kind of thing. I also don’t hear people blaming the refugees

when things get stolen. Even if any refugee steals anything, that does not make me feel scared)

Consequently, it can be inferred that the fear of being blamed was out of the question. It is also an indication that much of their experience was a positive one rather than a negative experience. It can be inferred that majority of the refugee children were unaware of such unhappy instances after migration. It may be concluded that the children did not live their lives in constant fear of being the victims of other's dishonesty in the host society, and this becomes an important contributing factor towards their wellbeing as individuals as well as refugees.

4. Have you made new friends here? How much do you trust them and how much help do you expect to get from them in the time of need?

A sense of trust plays a significant role in life. With trust, individuals feel safe to be in the company of others that becomes significant for building a sense of psychological security, self-efficacy and learning capability. The question aimed at understanding how much the refugee children trusted their new friends or the people in general.

Based on the responses, it can be said that majority of refugee children could not make many new friends. In response to the questions about friends, most of them referred to their friends in Myanmar and how much they trusted them and missed them. They said that they had good friends and neighbours in Myanmar. They said that they could not meet many of their friends anymore but they still cherished their friendship. One of the boys expressed his emotion by saying:

B1: Thiante chu ka nei tam mai Myanmar-ah. Hetah pawh ka nei tho sikula velah pawh, a mahse kan khuaah thiante ka nei tam zawk. Hetah chuan sikula classmate thenkhatte bak chu midang ka kawm lutuk lo. (I had many friends in Myanmar. I have school friends but they are mostly my classmates but apart from them I don't keep many friends)

One of the children cherished her friendship by remarking that if she met her friend in the new setting also, they would still be good friends:

G6: A hmaa ka thiante nen inhmu leh pawh ni ila kan la inkawm ngeih tho ka ring. (I think we would still be good friends if I we meet now)

The participant believed that separation had not changed anything between her and her friends. She still regarded them as their friends even at that given point of time. This is an indication that the participant's emotional stability had not been negatively affected by her status as a refugee and migration.

Some of the children also said that they had made many friends in Mizoram than in Myanmar:

B3: Kei chu Mizoramah thian ka nei tam zawkin ka hria. School-a thiante bakah kan awmnaah pawh thiante ka nei teuh a, a changin an inah ka leng a, a changin kan inahte pawh an lo leng thin (I think I have more friends in Mizoram. I have friends from school and neighbourhoods. Sometimes I go to their houses and they also come to our house)

So far as children's relationship and trust with the new friends is concerned, most of them said that they trusted people around them, especially their fellow refugees even if they knew them before or not. One of the boys said:

B7: Ka thianpa te pawh an chungkuain an rawn chhuk thla ve tho a. A hmaa kanvenga awm thin mi dang dangte pawh hetah awm an awm ve tho. A ngai reng an nia, a hmaa kan hriatsa tam takte an ni a, rinhlelhna chhan tur a awm pawh ka hre lo. (All of friend's family also came here. Some of the people from our previous locality are also living here. They are the same people and I don't see why they should not be trusted)

According to the participant, it can be understood that some of his friends and the people he knew before coming to Mizoram, were still around. For this participant, many acquaintances and previous neighbours were still around along with familiar faces who he did not know personally. So he did not consider them to be a threat living amongst those people. This is an indication that he had no trust issue with the people around him and that he was able to get along without a sense of insecurity; the same sentiment was shared by majority of the children.

Another participant commented about trusting others in this manner:

B2: Midang pawh refugee pawh ka ring ve tho. A ngai reng te an ni tho a, rin lohna chhan tur em em a awm chuang lo. (I trust the local people and other refugees equally. They are the same people only and I don't see why I should not trust them)

The participant did not simply distrust others. He could trust other around him and he did not seem to have any problem with trusting the people he had known in Myanmar before coming to Mizoram as well as those around him. This is an indication that their mental stability was more or less intact even after forced migration.

However, a few the children said that they had some trust issues with regards to their previous friends and neighbours. One student said with a joking tone about trusting his friends or others who had stayed in Myanmar. He said:

B5: A hma ang chuan kan thenawmte ka ring lo maithei. Kan thenawm vela awmte chu ka hre tho a mahse mimal takin kan inhre lo a. Myanmar-a mite an ni loa midang an ni taw a. (May be I will not trust our neighbours like I did before. I know people from my neighbourhoods but they are not the same people from Myanmar, they are also refugees but I don't know them personally)

The participant described his feeling in terms of possibility and not as a statement. The depth of distrust he might possibly feel upon meeting old acquaintances cannot be said to be too for him. This is an indication that the participant's mental stability was not greatly affected by the movement to a new place; in fact his mental state was relatively stable with a slight leaning towards a slight sense of distrust.

While many of the children said that they trusted the people around them-neighbours, classmates back in their home country as well as in Mizoram, a few of them did not trust the locals- neighbours and classmates as they had had a few bad experiences with them, especially related to their identity.

A girl participant said:

G17: Kei chu tuna kan awmnaa mite hi rin mai har tih chang ka nei a, a chhan chu hmelhriat lohte vek an ni tlangpui a. Khawchhung mite ka ring lo vek chuang loa mahse an vai chuan ka ring vek lo. (Sometimes I find it difficult to trust the people around me, because they are new people. I don't distrust every local people but at the same time it does not mean I trust every local equally)

From all the responses that the students had given, it can be understood that most of them had good friends in Myanmar compared to Mizoram whom they trusted. However, there were some students who expressed that if they could go back now to Myanmar, they might not trust their old friends in the same way like they did before like telling their secrets to them. They would still trust their friends and neighbours in Myanmar but they might not trust them fully like they did before. A few of the children could make new friends after coming to Mizoram and they trusted them. Nevertheless, there were also some children who did not trust the locals as seen from their responses. Among the refugee children, some of them had trust issue in their dealings with the people in the new social environment.

5. How do you find your school environment? Do you participate in school activities here? Is there a difference in your participation in schools activities in Myanmar and in present school?

School is one of the important settings whose environment influences children's sense of security and also their self-efficacy. A safe, nurturing and equitable school environment affects children's overall wellbeing specially their psychological security, self-efficacy and learning capability. A positive self-efficacy is a prerequisite that enables any individual to perform any given task with confidence. The outcome can be anything from success to failure, but without having the required efficacy the individual may not have motivation to take part in any school activities. The above question aimed to explore children's experiences in schools' activities and how capable they felt in partaking in curricular and co-

curricular activities. The more the refugee children participated in various school activities, the more secured they felt in school and in their level of self-efficacy.

Concerning the co-curricular activities in the schools, majority of them were positive about them. This can be seen from the responses of the participants.

A boy participant commented:

B3: School thiltih velah a hma chuan kan tel thin a. tunah pawh infiamna tih velah chuan kan tel tho a. Football, volleyball leh thil dang pawh sikul banah thiante nen kan khel thin. Ka thiam lutuk lo a mahse infiamna lam hi chu a nuam ka ti ve hrim hrim. (We used to participate in various activities organized by the school. Even now, we still take part in school activities like sports and others. I play football, volleyball and others with my friends and classmates during game period and even after school hour. I am not very good but I enjoy games and sports very much)

It can be understood that most of the children participated in school activities; they did not see so much difference between the previous schools and the present schools where they were studying. With a certain amount of confidence, they participated in co-curricular activities of the school including outdoor games and sports.

However, a girl participant expressed her unwillingness to take part in school activities now although she used to actively take part in activities in her previous school in Myanmar:

G10: A hmaa kan sikulah chuan infiamna velah kan tel nasa thei lutuk, mahse tunah hi chuan kan tel lutuk vak lo. Kan sikul tharah hi chuan miin miin thiam lo min ti ang tih ka hlau a, ka ti vak lutuk lo. (We used to take part in co-curricular activities in our previous school, but we don't take part so much in different activities here because I am afraid that my classmates might think I am not good enough and they might laugh at me. That is why I don't participate in the co-curricular activities so much)

The participant mentioned that she did not take part in different games and sports activities in the present school. She said that her participation in the activities in the previous school was much more frequent than it was now. This is an indication that her sense of self-efficacy was not the same as before as indicated by her nervousness to take part in co-curricular activities in the present school. She was concerned about her inability to live up to the expectations of her friends and classmates and that made her nervous. This is an indication that she did not feel as comfortable in the present school as she was in her previous school.

6. Do you feel that the syllabus you study here and the syllabus you used to study before are too different? Which one do you like more and why?

Furthermore, refugee children are susceptible to learning difficulties in the new schools due to a sudden change caused by forced migration. This can be detrimental towards their sense of learning capability making them feel insufficient about their capability in learning the new syllabus. In order to understand this aspect of refugee children's problems, children were asked to reflect on their syllabus.

In response to this question, most of the children remarked that the present syllabus was easier in some ways. They also mentioned that there were certain differences between the syllabi in some aspects which they were not able to specifically point out. Some of their responses are given in the following concerning the two syllabi and their impression about them.

A girl participant commented:

G14: A inang lo lutuk mahse heta English kan zir hi a har zawk. Chuan Mizo leh Hindi hi subject thar kan la zir ngai loh a nia. (Both the syllabi are different but not too different, but here English is more difficult. And Hindi and Mizo are new subjects for us that we have to study)

The participant was of the opinion that the two syllabi were too different from one another. For her, English was a difficult subject mainly because she thought that the level of English taught in the present school was much higher than what she used to study before. She also said that she had to study two new subjects, i.e. Hindi and

Mizo and these two subjects were not easy for her. Majority of the students shared a similar kind of sentiment by showing their agreement.

Another girl expressed her opinion about the two syllabi saying:

G22: Aw, zirlai chu a inang lo angrengh. A chang chuan a ninawm deuh thin a mahse zirlaiah ka tui loh phah em em chuang lo. (Yes, the present syllabus and the previous syllabus are different. Sometimes it becomes boring but I do not lose interest because of the syllabus)

For the participant, the differences she observed in the syllabi became a source of boredom at times or even irritating. She said that she did not lose interest in her studies because of the observable differences and one could detect a sense of motivation in her tone despite certain challenges.

Similarly, another boy participant also presented his observation by saying:

B19: Aw, zirlai chu a inang lo lutuk. Heta Mizorama kan zir hi a hmaa mi aiin a awlsam zawk daih. A hmaa kan zirlai chu a tam lutuk, hetah chuan zirlai a tlem zawkin ka hria. (Yes, the syllabi are too different. The syllabus we study in Mizoram is easier than the previous one. The previous syllabus was too heavy and I think the lessons here are much lighter)

He found the present syllabus easier than the previous one and he also commented that the syllabi were very much different from one another. From his statement, it can be understood that, like many of his friends, he liked the present syllabus because he found it easy and less heavy.

However, there was one participant who claimed to like the previous syllabus better than the present one. He said:

B16: A hmaa kan zir a awl ka ti zawk. Subject thenkhat hi a har thei lutk a, a bikin English leh Hindi te hi a hark a ti. English pawh kan zir ve thin tho a mahse tuna kan zir hi a harsa ka ti zawk (The previous syllabus was easier than the present one. Some of the subjects are too difficult like English and

Hindi. We used to study English but before also but I feel the level of what we study now is much higher)

For this participant, unlike the majority his preference was the previous syllabus. That could be due to various influencing factors, one may assume that it was due to lack of proficiency in the local language. Subjects like English proved to be difficult for majority of these children in particular; at the same time, all the subjects were equally difficult to a certain extent because the textbooks' language was English except for some subjects.

7. Are you able to understand all subjects equally well? If no, which subjects are easy and which subjects are more difficult for you? What do you do when the subject becomes difficult?

For some of the participants the new syllabus or lessons proved to be challenging in some ways. This was mainly due to the language of the textbooks and the medium of instruction in some instances. Their opinions regarding the nature of the subjects based on the easiness and the difficulty as they saw them, they had a few things to share, and the same are given under.

A girl participant commented:

G13: Subject hi a har ka ti deuh vek a. Mahse a bikin Mizo, Hindi leh English te hi a dang aiin a har a. Maths leh Science-te hi chu a har lutuk chuang lo. (All the subjects are somewhat difficult. But Hindi, Mizo and English are more difficult than the others. Mathematics and Science are not too difficult for us)

For the participant Mizo, Hindi and English were more difficult than other subjects; while Mathematics and Science were relatively easy for her. For majority of the refugee students, these three subjects were particularly challenging because these were normally not part of their syllabus in their previous schools which was also mentioned by them in certain instances. It was also agreed by majority that Mathematics and Science were relatively easier here in Mizoram.

Another boy expressed a similar kind of sentiment by saying:

B18: Aih, hrethiam vek lo. Zirlai hi English-in hlin a inziak vek zel a, hriatthiam a harsa thei lutuk. Mahse exam-ah chuan chhan dan tur ka hre ve zel tho. (No, we don't understand all the subjects equally. All the textbooks are in English and it is difficult to understand. But I manage to answer the questions during exams)

When asked if they could understand all the subjects equally, majority of them said that they could not. The inability to understand the subjects was mainly caused by English. However, during examinations he somehow managed to answer the questions. The inability to understand the lessons well did not dissuade the respondent from writing the examinations, and a similar sentiment was expressed by majority of the children. This is an indication that the learning capability level was not too low among the children despite certain hindrances.

For a girl participant, when asked the same question, this was her response. She said:

G23: English leh EVS hi a har ka tia, Maths hi chu a har vak lo. (English and EVS are more difficult than others, and Mathematics is easy)

She found even Environmental Studies subject difficult apart from English, and Mathematics was relatively easy for her. This is in line with what her friends had said regarding the subjects.

A boy participant said:

B20: Mizo a awl ka ti ber. Inah pawh Mizo tawng kan hmang a, chuang chuan a awl ka ti a. Mahse a hmain sikulah kan zir ngai loh vangin zia leh chhiar hi chu ka thiam lutuk chuang lo a, mahse hriatthiam a awl. (Mizo is very easy for me. At home also we use Mizo and that is why I think it is easy. But we did not have Mizo subject in our previous school, so reading and writing is a little bit difficult. But it is easy to understand)

He found Mizo to be the easiest subject. It can be assumed that the participant was a speaker of Mizo and that made learning the subject relatively easy for him. However, in the case of majority of the participants, Mizo was challenging because it was not part of their syllabus in their previous schools and they had never studied as a school subject. In addition, since many of them spoke their own home languages, Mizo became challenging for them. But like all other subjects, they were able to learn the lessons well if they studied properly with a proper explanation from the teachers.

8. Are you able to do your homework or classwork by yourself?

To understand how capable they felt in responding to their academic demands, the students were asked about their homework and their study schedule. Based on their responses it was found that majority of the participants could complete their homework by themselves without much problem and had a normal study habit. Their responses from the interview are given under.

A participant said:

B16: Homework leh zirlai dang hi chu a hun chhung chuan pangngai deuhin kan ti ve mai a. (We normally do homework regularly and study other lessons during our study routine)

This is an indication that the student, like majority of his friends completed his homework and lessons as directed by the teachers. They were able to complete the assigned tasks such as homework on time without relying on others. They had the capability or the confidence to fulfill academic demands of the school which is an indication that their level of learning capability was not too unsatisfactory.

Similarly, another participant also gave her comment by highlighting her study habit by saying:

G15: Aih, homework leh tih tur zirtirtuin a sawi bak chu kan zir vak lo. (No, we do not study apart from doing homework or what the teacher asks us to do)

For the participant, apart from doing homework and whatever was asked by the teachers, there was not much effort given towards her lessons on a regular basis. This was collectively agreed by majority of the participants concerning the amount of personal studies they did on a regular basis.

Another participant expressed a similar idea by saying:

B20: Homework-te hi chu tih ve zel hi kan tum a. Mahse a kan note vel leh zirlai hi chu mahni thu chuan ka zir em em lo. (We try to do homework regularly. But I do not normally study notes and other lessons on our own)

It can be understood that any homework given by the teachers was completed without much difficulty on the part of the participants. So, it may be concluded that the syllabus here in Mizoram was not too heavy for them after all. With that little amount of time being given for their studies or lessons, these students were still able to meet the demands of their daily learning requirements. This is an indication that their learning capability in general was not too low or inadequate considering how they managed to cope with the demands of their life as students on a day to day basis.

Based on the analysis of the interview data, it can be observed that majority of the participants had more positive experiences regarding their relationship with others as refugees in a new social setting and environment, whether it was at home, schools and in their studies. A few of the children, however, shared their unfavorable experiences also. Most of the children felt secure in the new environment and adjusted well in their society, with new classmates and could make new friends also. However, there were a few children, who felt conscious of their refugee status and hence could not mingle with the members of the society and also their classmates. Most of the children also displayed a good self-efficacy since many of the children reported that people's unpleasant behaviour did not affect them much and they did not give much thought to that which suggests their emotional self-efficacy. Children's responses also reveal that most of them had good learning capability as they could manage the new syllabus well and also could complete their tasks by themselves. They felt the learning environment was conducive and expressed their ability to manage the academic demands well. Nonetheless, many of them could not

cope up with the syllabus because of the medium of instruction and language of education in their schools. From the analysis of the interview data, one may come to the understanding that the refugee children in general may be regarded as having a relatively good level of psychological security, self-efficacy and learning capability, if not high.

5.2 Refugee Experience Narrative

The experience narratives were collected from 34 refugee children consisting of 13 boys and 21 girls. Each piece of narrative was read and reread several times before identifying the themes. Any interesting ideas or information related to the objectives of the study were selected and coded accordingly. The respondents were given a clear instruction on how they should proceed with the narrative writing; accordingly the coded items were grouped under the three major themes. While data were being analysed, certain ideas or information relevant to the research objectives were also discovered, and this resulted in the formation of subthemes. Following the thematic analysis, the entire data, after assigning all the similar ideas and information to each of the three themes, were analysed before the final report was drafted. The thematic map highlighting the major themes including the subthemes is shown in.

Figure 5.1 Thematic map and subthemes

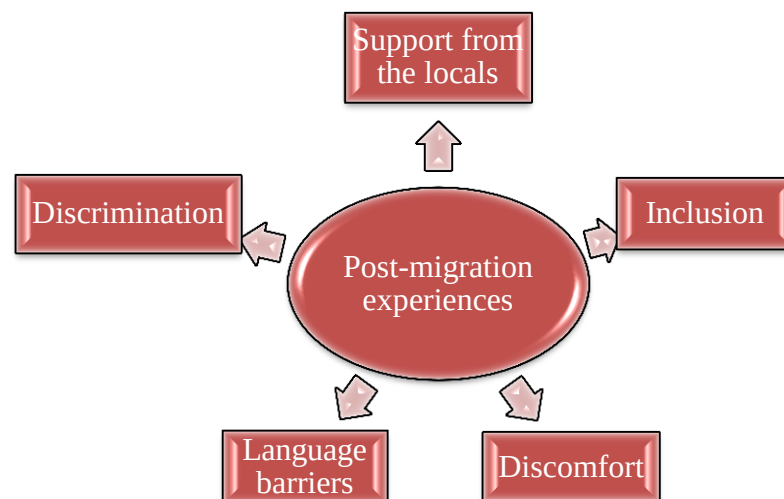
THEME 1	THEME 2	THEME 3
Post-migration social experiences	Hope for future/returning	Post-Migration School experiences
Support from the locals	Pessimism about Myanmar's future	Relationship with teachers
Inclusion	Aspiration to return	Relationship with classmates and others
Discomfort		Challenges
Language barriers		School environment
Discrimination		

As per the above Figure 5.1, it can be observed that the first theme is *post-migration social experiences*. It has five sub-themes such as: 1) *support from the locals*, 2) *inclusion*, 3) *discomfort*, 4) *language barriers*, and 5) *discrimination*. The second theme is *hope for future/returning* and it has two subthemes such as: 1) *pessimism about Myanmar's future*, and 2) *aspiration to return*. The third theme is called *school experiences* and it has four subthemes such as: 1) *relationship with teachers*, 2) *relationship with classmates and others*, 3) *challenges*, and 4) *school environment*. The thematic map with sub-themes formulated from the narratives is presented in the following figure.

5.2.1 Theme 1: Situating post-migration experiences

The first theme deals with the experiences of the refugee children after coming to Mizoram. The analysis also highlights the kind of relationship these refugee children had with the local population and their impression about Mizoram, starting from the post-migration period and after.

Figure 5.2 Theme 1 and its five subthemes



The above Figure 5.2 shows theme 1 called *post-migration experiences* along with the five subthemes such as: 1) *support from the locals*, 2) *inclusion*, 3) *discomfort*, 4) *challenges*, and 5) *discrimination*. The analysis of each theme is given in the following.

5.2.1.1 Support from the locals

The subtheme highlighted the kinds of support received by the refugees after coming to Mizoram. It can be understood that the support was provided as in-kind assistance in some instances and psychological or emotional in others. As many as 18 children (56%) spoke positively about getting assistance and support from the locals.

A girl participant discussed her experience with the locals after coming to Mizoram with a happy tone. She said.

G28: Ka omna mun ka veng ka paam te uh tawh zawng lung ki tuak tak leh ki it ki lem takin awm ung. (We live in good terms with our close neighbours and also where I stay)

The narrator explained that there was no friction in the society between them and the locals living in the neighbourhoods. Rather there was a relatively peaceful atmosphere where they could live in peace with one another, sharing love and cordial relationship.

The next participant conveyed a similar kind of positive sentiment through his narrative in this manner:

Boy1: I feel that it is not really bad of being [to be a] refugee in this country [state] because many people from this country [state] are very kind and treated friendly to me.

The participant's impression about the locals was a positive one, suggesting that the refugees were given assistance they needed after coming to Mizoram. He was happy with the sympathetic welcome given to the refugees.

Another participant also recognized the support provided by the locals and she explained:

G9: I feel happy and pleasure [pleased] to stay in Mizoram because people are very good and kind to us. Since people are good, we got many help [much help], donation from different associations.

She expressed through her narrative that the people were kind and much support was given to the refugees by different local organizations. This is an indication that the refugee community, after coming to Mizoram, were not left to fend for themselves.

A boy participant communicated his like for staying in Mizoram in this manner:

B2: Mizoram hi a nuam em em a keini tan chuan thil ropui lutuk a ni a, keini phe chu min ngaihtuah thei em em a, keini tan chuan lawmthu sawi sen loh a ni ringawt a. (Mizoram is nice and it is a great thing for us to be here, they care about us a lot and we are grateful for that)

This is an indication that not only material support was extended to the refugees but also they were taken well by the locals. One may come to the understanding that the refugees were warmly welcomed into the land and well-cared for.

Another girl through her narrative described her experience with a positive tone saying:

G16: Mizoram hi nuam ka ti em em a, Mizorama kan unauten tha takin min lo dawngsawannaah ka lawm tak zet a ni. (I really enjoy being in Mizoram, I am thankful for the welcome given to us by the people)

The locals did not show any sign of skepticism towards the refugees coming to Mizoram for refuge.

Through the narrative given by another participant, one could come to the understanding that the refugees greatly acknowledged and appreciated the efforts of the locals. She said:

G22: I feel like I am very safe in my home town [present residence] and the support of local communities and organizations plays a vital role in helping me rebuild my lives [life].

There is a feeling of security or safety resonated through the narrative of the participant. This, as she said, gave her mental strength to improve her life despite the difficult circumstance. She was not deprived of the opportunity to rise as an individual for a better life being in Mizoram.

A boy participant related his experience of living in Mizoram in this way:

B10: Galtai ka hihna tawh kisai hi leh galtai ka hih mah bangin mite in ong neu et loin hehpih huai ong sa in ong panpih zaw uh hi. (People do not look down on us for being refugees, rather we are approached with a feeling of sympathy by them)

In describing his experience as a refugee, the participant was more deeply moved by the locals' kindness towards the refugees than by their indifference. This provides a hint towards understanding of the existing relationship between the locals and the refugee population, which was mainly characterized by mutual care and attention. The participant said that the locals showed sympathy towards the refugees with sincerity. Some of the locals even went to the extent of sharing whatever they had with some of the refugees.

In the narrative given by a participant, one could come to the understanding of the general attitude of the refugees being in Mizoram. The capability to cope with their difficult circumstance could be attributed to the support received at the hands of the locals as enunciated by a participant as in:

B3: Tun dinhmunah chuan harsatna dang kan tawh te a nih loh chuan nuam ka tiin ka rilru a hahtdam. (I like staying in Mizoram as of now and my mind is at peace unless some new problem arises)

He further stated that:

Thenawm khawvengten kawng engkimah min chhawmdawl a, YMA-ten min puibawm zel a. (The neighbours are kind to us and along with them, YMA is always there for us in times of need)

He did not stop there as he continued to say his general experience in the light of a feeling of happiness. He said:

Mipui zalenna ram a ni baw k a, thin thiin zan mu te pawh kan chhing, duh duhin motor hman tur a awm te, current leh tui hnianghnar takin a awm baw k a nun khawsak a tiawlsam. (Since it is a place where people have freedom, I can sleep peacefully at night, public vehicles are available anytime, and there is good electricity and sufficient water supply. All of these make life easy)

The humanitarian aid provided by the local non-governmental organizations such as YMA and the church, to mention a few, is noteworthy. Even the dominating atmosphere of kindness and mutual understanding between the concerned groups in the neighbourhoods is also of great significance. All of these proved to be a source of relative comfort and security for the refugees as seen from the narrative.

The sympathy of the locals towards the refugees was expounded by majority of the children. However, a girl related her negative experience in Mizoram in this way:

G8: Khuasung khawngah galtai te hangin, van khawng lim mang lua cih khawl i zak ciang, eilah galtai hi mawk ei ciang a, kuaman ong muak khawl lo, ong neu muh pah mawk in a inn vuah zong hawh di khawng lem ci mel lo in, galtai hihna tawh i lung neu mahmah thei, a hihang mi khempeuhin tua dan lungsim nei loinkhat khat tein ong hehpih in an neih bang ong pia in. (Since we are here as refugees, it is very sad for us because people look down on us. Sometimes when things get stolen people tend to blame and stare at us, it is very shameful to be refugees in the society because nobody dare to greet us or welcome us to their houses. But not everyone has the same kind of

ill intention in their minds and some even sympathise with us and share what they have with us also)

The experience related by the participant is also reflective of the lived experiences of the refugees anywhere. In the midst of all kinds of positive experience, there had been instances where the refugee children had to deal with the suspicion and disdainful gazes of the the locals in the new society. This becomes a source of great insecurity and doubt for refugees in general. It can be understood that amidst sympathy and care received at the hands of the locals, refugees are often subjected to unhappy circumstances just as the participant had related her lived experience through her statement.

5.2.1.2 Inclusion

The subtheme highlighted the positive experience of the refugee children in Mizoram. This can be seen from the narratives of the 19 children (59.37%) that highlight the inclusive nature of Mizo society towards the refugees. Their general mentality and reactions towards certain situations as well as their relationship with the locals could be positively influenced by a sense of gratitude they felt being in Mizoram as refugees. Some of the extracts from the narratives are given in the following.

A participant expressed her gratefulness for the kind of reception rendered to her which is reflective of the general attitude of the refugees at a given time. She wrote:

G2: The people in here are good, kind and generous to us. We have many [a similar] chance like others who are in the local.

The idea conveyed through her statement implies that she was happy for the people's compassion towards the refugee population. She did not notice any difference in the way they were being treated in comparison to the locals; she was also of the opinion that similar chances were given to them like the locals and she was grateful for that. She further expressed:

I am happy staying in Mizoram because we are safe and get peace in here like our country.

The respondent even compared living in Mizoram to her pre-migration status with a happy tone. This is an indication that she felt a sense of security and did not have any concern for her safety while being a refugee.

In the narrative by another participant, a hint of appreciation unfolded when the narrator said:

G10: Ka lungdam mahmah hi. Tua bang bek hi loin Mizoram a om tein i unau pih te in haksatna tuak hi ciin a hih theih bangin hong huhin hong pan pih uh a (We are looked upon as one of the locals and I am grateful for that. Not only that, the people always come to us in times of need and they do their best to help us)

There was an awareness of the fact that they were refugees living in a foreign soil. However, that did not prove to be the source of mental or emotional distress for the narrator which is also representative of the general emotion of the refugee population.

One respondent expressed her indebtedness to Mizoram and the locals in a very touching manner as:

G18: Mizoram is my home now. The people here are wonderful, and they have made me feel like I belong here. It has given me so much-a new start, a sense of belonging and the courage to face whatever challenges lie ahead of us.

For the narrator, Mizoram had given her a sense of stability, mental strength and a promise for a new beginning to get herself prepared for the possible adversities of the coming days. There was also awareness to a certain extent about some of the initiatives taken by Mizoram government for the welfare of the refugee children especially in providing education to them. She explained:

G17: Mizoram kumpi in free tak leh suak tak tak sangkah thei na thu hong piak man in zong lungdam mah mah ing. (I am very much grateful for the

Mizoram government's policy that allows me to attend school with considerable freedom)

There is a hint of gratitude being expressed to the government of Mizoram and its policy towards extending the opportunity of receiving education to the refugee children. Without any trace of being indifferent towards the refugee population, education was provided to all and the narrator expressed her appreciation through her statement.

5.2.1.3 Discomfort

The refugee children's narratives also contained a sense of discomfort in certain instances. The list of apprehensions experienced by 6 respondents (18.75%) is presented in the following. However, for these children, their experiences were not marked by unhappy circumstances only. In fact, these formed some and not the complete part of their overall experience. The subtheme highlighted a sense of discomfort in the following manners:

One of the participants explained the manner in which he found himself in upon reaching Mizoram as a refugee. He stated the experience that:

Boy3: Nunphung te a inang chiah lo a pawn han chhuah nikhua te hian thawmhnaw hak duhdan leh incheidan te pawh tlemin a dang a, a ram leilung awm dan te, bazar te a inang lo a, mahse han ti leh thin ila a nuam a chhan chu a chhunga mi chengte an fel a, thil tih hi a nuam vek a ni. (When we go outside life style is slightly different here in the choice of dress code and the way we dress ourselves are slightly different including the landscape and even markets. But I feel that it is still a nice place because there are good people and I enjoy doing things here)

There is a hint of self-consciousness about the differences as described by the narrator. The unfamiliar surroundings caused a temporary emotional tension at least in the earlier phases of refugee children's lives in Mizoram. The differences in life-style often requires a person to adjust himself to the new environmental setting, and

the narrator, through the description of his experience, also felt a moment of culture shock and discomfort as a result of migration.

Another participant explained the main cause of his discomfort in this manner. He stated:

B5: Ka rilrua ka vei leh nuam ka tih loh chu raltlan tih tawngkam hi a ni a. Himna zawnga rawn kal unau te maw, Myanmar ram atanga rawn pem te' tih te emaw tal ni se. (The one thing that bothers me and makes me uncomfortable is the word 'refugee'. I wish people would call us their kinsmen who have sought safety or people who have migrated from Myanmar to Mizoram)

This is an indication that the speaker is self-conscious about his refugee identity despite the fact that he has not encountered any form of threat that put his safety at stake. The speaker perhaps attributed using the word 'refugee' created a dividing line between the locals and the migrants that placed the refugees at the periphery. This made him uneasy at the emotional level.

A girl participant described her feeling and experience about living in Mizoram with a tone of mixed emotions. She said:

G6: Mizoram hi nuam ka ti em em a, mahse kan ram a nih tak tak loh avangin rilru hi a bet thei lo a, mahse kan ram a buai nasat avangin rilru Mizoramah kan rawn raltlan a, Mizorama kan unauten hmangaih tak leh that takin min lo dawngsawng a. (I like Mizoram very much, but my mind cannot settle completely since it is not our native country. We have come to Mizoram as refugees and we are welcomed by the people)

The awareness of being an outsider in a foreign country becomes evident through her narrative. The participant did not have any particular feeling of dislike against Mizoram or the people, but the fact that she was a non-native resident as well as the awareness of it proved to be a source of discomfort and uneasiness for her.

Another girl illustrated her feeling towards Mizoram in this manner:

G10: Mizoram hi nuam ka ti a, mahse kan pian leh seilenna a nih loh ‘vang erawh chuan mikhual rilru putna chin kan nei ve baw k a. (I like Mizoram, but there are moments where I feel like a stranger because it is not the place of my birth or where I grew up)

The respondent was aware of her status as a refugee which she equated with being a guest in a foreign country. It can be inferred from her narrative that her discomfort as a foreigner had led to moments of withdrawal at certain times. The longing to return where she was deeply rooted can also be detected from this narrative.

A boy related his apprehension about being a refugee in this manner:

B14: Ka pai toh cil in ei gam leh gam dang te i om dan kipan ki lamdangnate zong ka thei pah hi. Tua a hih manin galtai nun takna pen nuam ka sa kei ing. (After experiencing the differences between the other country and mine after coming here [Mizoram], I do not think life as a refugee is easy)

Upon learning the cultural differences of Mizoram and his native country, the participant was struck by the reality of being a refugee. As the reality sank in, the boy became aware of his difficult situation even more. The realization of his sad plight did not prove to be a light matter for the boy, and this is seen through his narrative.

5.2.1.4 Language barriers

There were two boys (6.25%) who spoke about the challenges they faced with regards to language. It is worth looking into their narratives to gain some insight into the nature of the challenges they faced as refugees with regards to language.

A boy explained his difficulty in understanding the local language in this manner:

B1: I could not understand Mizo until now. It is a big difficulty for me.

A good number of refugee children came into contact with Mizo language for the first time after migration. Without the ability to use the local language effectively to

a certain extent, it became problematic for them. Their dealings with others in the society as well as the incorporation and integration of the new culture could be greatly limited as a result of their language incompetence.

Another boy related his difficulty concerning the language in this way:

B6: We have to face many challenges like not understanding the language.

The inability to use the given language is a big concern. For the refugee children, it can be understood that language incompetence had been a source of great challenge and difficulty. The narrator also specifically pointed out that language incompetence as one of the many challenges being a refugee.

5.2.1.5 Discrimination

The narrative experiences of the refugee children also had reflections on discrimination that they faced or felt after migrating to Mizoram. A quick look into the meaning of discrimination will be helpful in understanding the kinds of discrimination that the refugee children had been dealing with. It has been described, “Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, or sexual orientation” (APA 2024, para.1). The refugee population has to deal with discrimination as a result of their country of origin or cultural background apart from others. The kind of discrimination triggered by the national origin has been described as nativism. In the light of these definitions, the discrimination encountered by the 10 refugee children (31.25%) has been analysed.

In his encounter with the shopkeeper, the participant experienced an unhappy circumstance. He related his experience in this way:

B6: Sometimes local people *low-estimate [look down]* on us, a shopkeeper hardly cares about us and talks well to us.

The participant attributed this unfavourable encounter to his status as a refugee. He had the impression that the locals looked upon the refugees with a feeling of scorn

and suspicion. In this, one may come to the conclusion that there was a hint of discrimination in his narrative.

Another participant spoke of his experience with the locals in a negative way. He said:

B1: One of these is ignorance [willful ignorance]. When I went to shop they ignore [d] me and pretending [ded] they don't [didn't] know that I was there. Some simply rises up the prices more [raised the prices].

For this participant, there had been instances where he was purposefully neglected by the locals. He said that upon realizing that his customer was a refugee, the shopkeeper even increased the prices of certain items. In the opinion of the narrator, all of these negative experiences stemmed from his status as a refugee.

One of the boys described his unpleasing experiences with the locals in this manner. He stated:

B8: A tua khawm kikal ah haksatna pawl khat leh mi te'n ong muhdahna tampi tak ka tuak kha hi. (I always come across certain problems wherever I go, and there have been instances where people looked down on me)

In the opinion of the participant, the locals did not regard so highly of the refugees. Although he did not specify the problems in his narrative, it could be understood that he attributed these unpleasing encounters with the locals to his status a refugee.

Another participant related his experience in this manner. He stated:

B2: Keini hi a hnam hnuaihnnung zawk kan nih avangin a chang chuan a nuam lo thin. (We are the backward community and thinking about this often leaves me with certain concern)

The narrator expressed a sense of vulnerability he felt in his mind. He felt that he was at the mercy of others when he thought about his situation. Being a refugee, he felt that his situation was overwhelming and consequently, he had so much concern that at any given time he might become an object of ridicule.

A girl participant described her experience in this way. She explained:

G6: Raltlan kan nihna angin hmuhsitna tawngkam chu ka dawng ve nual a mahse chutia han sawi tham chu a ni lo (As refugees we have been subjected to discriminatory remarks but none is a big deal that is worth mentioning)

The awareness of the narrator about her refugee status becomes evident through her statement. There had been instances, not only once, where she was subjected to unpleasing remarks from others about her status. This caused certain emotional discomfort in the narrator.

Another boy expressed his vulnerable status as a refugee that left him apprehensive about his safety. He described:

B12: Raltlan tete min tih hi chuan ka rilru a na ve thi. Vawi khat phei chu ka thawnlet dawn cheu maw'n le min ti a. (It hurts when we are called unwanted refugees. There was one time someone even said to me that perhaps I should be deported)

The narrator was of the opinion that as a refugee he was not welcomed into the society and the general people looked upon the refugee with a sense of hostility. Even their presence alone became a source of friction in the society in which the refugees were the possible victims at any given time. The narrator was quite concerned about his safety and felt that his security was at stake.

A boy participant described his disconcerting encounters with the locals in this way. He said:

B14: Pau a kipan zong bangmah thei pah lo mite i nuihsan leh i ko siatna te khawng ki thuakin lungkhiatna te zong ong khang to sem sem a. (People mock me and call me names for not understanding the language, and my worry keeps increasing)

The narrator was of the opinion that mocking and name-calling he witnessed were due to his refugee status and this kept him self-critical and apprehensive. The issue did not end there, since it can be seen that language incompetence even made the

whole matter worse for the narrator. The narrator's worry kept escalating rather than subsiding as a refugee in different situations.

Another girl related her experience of living in Mizoram as a refugee with a negative tone. She described:

G18: Galtai ka hihna hangin hong ki neu muh a hong ki thu sim loin mite pampaih neng niam in ka om hi...Ka gam uh a hoih lohna hangin zong mi pawl khat te in galtai ciin hong neu muh uh hi. (As a refugee I am met with silent disdain and contempt, highlighting our country's challenges and calling us 'refugees' with a mocking tone)

The participant said that she did not experience any sort of verbal discrimination directly. However, she said that she was able to discern the people's dislike for the refugees through their dealings with them. She also made a claim that people often used the word "refugee" in the presence of the refugees as a reminder of where they came from as well as the backwardness of their native country.

A girl participant described her experience as a refugee in this way. She said:

G16: Galtai mi ka hih man in mi pawl khat in hong neu muh in zong hong ki deidan pian pah mawk hi. (As a refugee I encounter prejudice from some people and at times get singled out by others)

As a refugee, the narrator felt that she was often subjected to prejudice and mockery from others. She attributed the unpleasant experience to her refugeehood in a foreign country. She was of the opinion that some of the negative encounters she had had with others were inevitable due to her refugee status.

Another girl expressed her difficult experience as a refugee in this manner. She described:

G17: Galtai ka hih lam ka ki thei mah hi ahang mipawl khat te in hong enneu in Myanmar galtai te hong cihi ciang ka lungsim na lua. (I am very much aware of my status as a refugee because some people look down on us and often call us Burmese refugees, and this hurts)

Based on the statement of the narrator, the refugees were the victims of some people who mocked them for their refugee status. She associated “Burmese refugees” with a negative connotation that implied a derogatory remark consciously made by others against the refugees.

A girl compared their current status as refugees in this sense. She said:

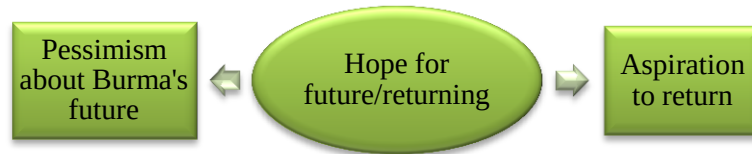
G1: We are met with disdainful gazes by some...It is undoubtedly challenging, evoking sentiments similar to a servant living in constant apprehension of royal disfavour.

The narrator expressed her insecurity as a refugee by comparing her situation to a servant. This provides a hint about some form of discrimination and fear experienced by the concerned individual. She said that people projected their dislike towards the refugees through their unkind staring, if not in other ways. This made living life as refugees even more critical and challenging according to the opinion of the narrator.

5.2.2 Theme 2: Hope for future/returning

Many of the students’ narratives centred on their longing for their home country and their apprehension towards if they would be able to return or not. This particular strand of narration was named as the theme ‘Hope for future/returning’. The theme is an exploration on the workings of their emotions that highlight a sense of longing and hope and the way they saw their future. This becomes a significant aspect of their overall experiences as refugees living in a host country. This theme also had two subthemes which are presented below:

Figure 5.3 Theme 2 and its two subthemes



As per the above Figure 5.3, representing theme 2 called *hope for future/returning* and it has two subthemes such as: 1) *pessimism about Myanmar's future*, and 2) *aspiration to return*. The analysis of the subthemes is given in the following.

5.2.2.1 Pessimism about Myanmar's future

The narratives written by nine children (28.12%) contain a sense of pessimism concerning the future of Myanmar. It can be understood that the participants had a common desire for Myanmar's resurgence and they fervently hoped for a better future. However, they did not see that day arriving soon as indicated by their expositions. It can be understood that these refugee children, according to level of their mental capacity, often thought about Myanmar's future in their own ways.

One of the participants expressed his concern in the following manner. He said:

B3: Kan ram a that leh vat hi chu keima thlirdan hi chuan ka ring lo. Haw leh chu duh mah ila, tunah chuan ram buai vingin haw ngaihna awm chuang lo.
(Even if I want to go back now, that is not possible at the moment because of the conflict. I don't really think that things will get better in our country soon)

He could not provide an estimated supposition regarding the time when things would be normal again in Myanmar. He was simply of the opinion that Myanmar would continue to be in this unpredictable state for an indeterminate period of time.

Consequently, he prepared himself mentally to prolong his stay in Mizoram if required.

Another participant expressed a similar kind of sentiment when he said:

B4: A tlem berah kum 7 tal hi chu boruak a that ka ring lo mahse haw leh vat chu ka chak lutuk. (I really want to go back to Myanmar but I think it will take at least 7 years before things get better again [in Myanmar])

From the statement, it can be understood that the children longed for their home country but did not have hope of things getting better soon in Myanmar.

A participant expressed his despair saying:

B5: That leh hun chu a awm ang, mahse tha leh tur chuan a la rei ka ring a ni, buaina dang a awm belh zel a (A time will come when things are better again, but I think it will take a long time for things to get better again because new problem always comes up)

He simply said that he could not say how much time it would be before things got better again in his native country.

Another participant expressed his feeling in the following manner. He said:

B6: I still have a hope that Myanmar will become a peaceful place. But it may last for 1 year or 5 years.

It could be observed that the participant was still hopeful about things becoming better again in Myanmar in future. However, one could understand that a sense of frustration running through his statement.

A girl participant said regarding the situation in Myanmar in this manner:

G10: Kawlgam hun hoih kik nong zong i biak Pasion kiangah thu ka ngen zel hi. (I always ask God to bring wellbeing to Myanmar)

It could be understood that there was a realization of the gravity of the situation in Myanmar on the part of the narrator. She felt helpless and she did the only thing she

could do in that difficult situation, i.e. pray. She prayed to God seeking miracle that would bring about wellness in Myanmar.

Another girl participant described her feeling in the following manner. She said:

G6: Ka rindan chuan kan ram hi a that leh vat ka ring lo. Buaina zawng zawng chingfel tur chuan hun rei tak a ngai ang (It will take so much time to resolve all the conflict. I do not think Myanmar will get better soon)

Her narrative shows a hint of exasperation when she said that she did not think that Myanmar would become better for a considerable time in the future.

A girl participant expressed her sense of frustration as a result of the things she heard about Myanmar from time to time. She said:

G7: Myanmar ram hi a that mai mai chu ka ring chiah lo a chhan chu...a tha lam aiin a chhe lam hlir hriattur a tam zawk thin vang a ni. (I do not expect things to improve in Myanmar anytime soon...because we hear more bad news than good news)

The narrator said that she often heard more bad news about Myanmar's situation. This gave her a sense of uncertainty regarding Myanmar's future and that is seen through her narrative.

Another girl expressed her desperation about Myanmar's present condition as well as her uncertainty about its future through her narrative. She explained:

G10: Kei chuan Myanmar ram hi a that mai ka ring lo, ram buai zualpui hi reh mahse lal duh an awm ang a, hel neuh neuh a chhuak anga ram hi chu a that mai mai ka ring lo. (I do not expect things to get better soon in Myanmar, there will be internal conflict amongst the people for supremacy with more insurgent groups even if the present conflict gets resolved)

Myanmar is a highly diverse country and a home to different ethnic groups. The fight for supremacy against one another is a common phenomenon and without a strong

political system operating at the centre, things could get troublesome. The narrator also expressed her concern by stating that mitigating the present conflict was not the overall solution for Myanmar. In fact there was uncertainty from all angles and the narrator saw the complexity of the situation in Myanmar.

A girl participant also discussed her concern about Myanmar's future in the following. She described:

G13: Myanmar ram buai hi a reh mai mai ka ring lo, buaina zualpui reh mahse buaina neuh neuh a awm ang a, ram hi chu a fel mai a rinawm loh. (I do not see the conflict in Myanmar ending soon, and even if the present fight is over, new issues will likely arise)

Myanmar has been in a state of conflict for so many generations. For the narrator, the current fight was just like the previous ones which she thought would eventually end up in another bigger fight for supremacy and power among the different groups. For her, the present conflict was just the beginning of more uncertainty to come. A sense of distrust and frustration could be detected from her narrative.

5.2.2.2 Aspiration to return

There were 14 children (43.75%) who expressed their aspiration towards returning to Myanmar someday. However, there were 8 (25%) participants who had no intention to return immediately whereas the remaining 8 (25%) participants wanted to go back as soon as possible. It is worth noting that in the case of those wanting to prolong their stay in Mizoram, the idea of not being able to return to Myanmar did not bother them so much. The analysis of the narratives of the children is given in the following. For those wanting to prolong their stay in Mizoram, one of the greatest reasons was the desire to continue their studies before going back.

According to one of the participants who said that he did not mind staying in Mizoram even if he could not return again. He said:

B3: Haw lo pawh ni ila Mizorama awm hi a nuamin mahni unaute kara awm hi a thlamuanthlak. (But, even if I cannot return [to Myanmar] also, I don't mind living in Mizoram among the people who are like brothers and sisters)

There was a sense of security and being at home living in Mizoram. It was not his greatest aspiration to return to Myanmar at that given point of time.

A participant expressed his intention to continue his stay in Mizoram through his narrative. He said:

B4: Chuan haw leh pawh ka tum vak tawh lo. ID card te aadhaar te kan siam theih leh phei chuan kan cheng tlang ang. (I don't have any strong intention of returning (to Myanmar) as of now. If we can obtain an ID card and Aadhaar card, we will continue to stay here)

The participant said that if he could procure those documents, he might not return to Myanmar again. The statement conveys a sense of stability and confidence on the part of the narrator and he did not feel the need to return to his native country for a better life.

Another participant also said:

B5: Tha leh ta pawh ni se kan chhungkua chuan kan haw nghal mai ka ring lo...haw leh thei dawn lo pawh ni ila, pawl ka ti tawh lo hial a ni. (And I don't think my family will return immediately even if the situation gets better soon...even if I could not go back, I don't mind it anymore)

His family and he were not bothered by the idea of not being able to go back soon. In fact, he did not mind it at all even if he had to stay in Mizoram for a good amount of time. This is an indication that he had found his peace in the new place and it did not matter so much whether he could go back or not anymore.

One of the participants explained his plans for the future by saying:

B1: I have no plan to go back to Myanmar until Myanmar become[s] normal. May be I finished [after finishing] class12 here, I will go back to my country.

The participant was currently in middle section and expressed his desire to finish matriculation before going back to Myanmar. This is an indication that he was relatively peaceful and saw no reason to hurry his return to Myanmar as seen from his narrative. Another three or more years in Mizoram was no concern for him at all.

Another participant conveyed a similar sentiment like the previous participants regarding his plans to return to Myanmar. He said:

B10: Kawlgam a hoih hang in ciah sawm pai nai lo in, Mizoram ah sang zawp suak sawm ing. (I want to complete my studies in Mizoram before returning even if things get better again in Myanmar)

The participant wanted to complete his studies in Mizoram, by that he could have meant matriculation or above. He wished for peace and stability in Myanmar but going back immediately was not part of his future plans.

A participant shared his plan in the following manner. He said:

B9: Kawlgam khua hun hoih zen zen leh bel ciah kik sawm mah ing, a hih hang bel ciah sawm pah keng...sang te ka zawm suak nuam phot hi. (I will go back when things get better, but I will not go back immediately...I want to complete my schooling first)

The participant expressed his desire to go back to Myanmar someday. But he had no intention to go back immediately as he said that he wanted to complete his studies first. He wanted to go back but he did not wish to go back immediately, implying a sense of security he enjoyed living in Mizoram.

Another participant related his intention by saying:

B11: I think Myanmar will getting [get] better but I'll no [not] go back because in this country there is more knowledge and high education [better education]. I want to keep studying and keep going to school.

The plan to return was out of the picture for this participant until he completed his studies. There was awareness on the part of the participant about the availability of

higher quality education and educational opportunities here in Mizoram. He did not see it as a good idea to return to Myanmar if it meant withdrawing himself from the available opportunities before him.

A girl participant expressed her feeling by saying:

G14: Kawlgama ciah ding pen ka lung gulh pen khat hi...Mizoramah sang ka kah theih sung kah sawm zel ing. (My greatest wish is to go back to Myanmar.....but I want to continue my studies in Mizoram as long as possible)

The desire to go back was very much strong in the narrator's feeling. However, it can be seen from her statement that it was not part of her future plan to do so. She did not have the intention or plan to go back until she completed her studies in Mizoram. This is an indication that her mind was relatively peaceful.

While some of the children wanted to continue staying in Mizoram, there were also some (7 participants) of them who wanted to go back. A participant expressed her wish to go back in this manner. She said:

G2: If there is peace and harmony in our country, I want to go back.

Her greatest desire was to go back immediately. The moment things got improved in Myanmar would also be the moment she returned to Myanmar. The narrator's mind was relatively unstable in Mizoram, and this implies that she was constantly looking for the right opportunity to take her leave.

Another boy expressed his feeling by saying:

B7: And everyday I think about my home feeling a deep longing. I yearn for the day when we can return, and life will be normal again.

It could be understood that there was a sense of loneliness in the statement of the participant. It felt like a distant dream to think about life being normal in Myanmar. However, he had not given up hope and patiently waited for better days to come so that he could return to his home country.

A girl participant described her aspiration to return by saying:

G5: Kawlgam a man lang thei thei in hun ong hoih kik nang lametna lianpi tawh...a hih theih leh ciang kik ding ut...Kawlgam ah ciah kik nuam ingh. (I have a great hope that Myanmar will become good again soon...and as soon as things get better I will return...and I really wish to go back to Myanmar)

She had a great hope for Myanmar's future and was eagerly waiting for the day she could return. As soon as things improved in Myanmar, she would return and that formed her greatest wish being a refugee in Mizoram.

A boy described his feeling by saying:

B2: Tha leh ta se haw leh chu kan tum, nuam tih thuah chuan a nuam zawk a ni. (If things get better again I have a plan to go back because it is much nicer)

The participant said that he was staying in Mizoram with a plan to return someday. When speaking in terms of preference, he chose Myanmar because he thought the place was nicer than Mizoram. There was a deep sense of longing for his original home in his statement.

Another girl participant shared her feeling by saying:

G15: Kawlgam a hoih kik leh bel a hoih hun hun in ciah nuam ing. (I want to go back as soon as things improve in Myanmar)

For the participant, Mizoram was not a home where she could stay with a settled mind. She constantly hoped and looked for the day to return to her native country.

A girl participant expressed her longing to return by saying:

G16: Ka lungsimah ciah kik nopna lungsim ka nei zel hi...Kawlgam khua hun hoih kik ding cih pen kei ka lametna a hi hi. Khua hun hoih in hih buaina te a veng khit teh ka khua leh tui mah ah ciah kik ding cih pen kei ka lungngulna hi. (I always have the desire to go back in my mind...My hope is that things

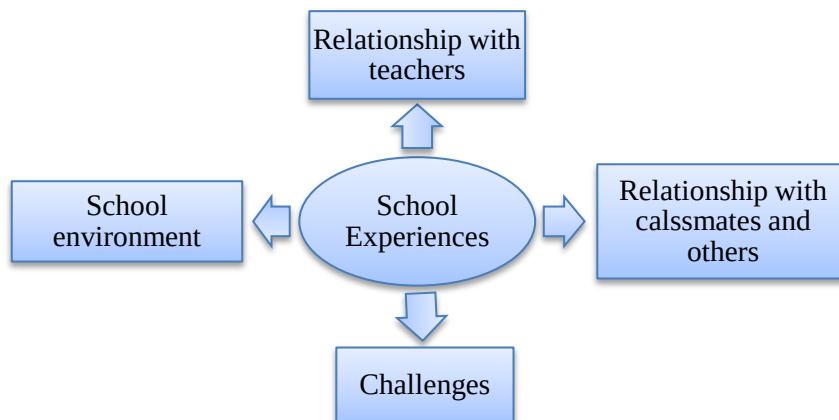
will improve in Myanmar. When the fight is over, I will get back to my native country and this is my dream)

For the narrator, the idea of returning one day was very exciting and she was haunted by that feeling from time to time. It can be understood that there was a deep sense of longing and nostalgia in the narrator’s statement.

5.2.3 Theme 3: School experiences

The third theme deals with school experiences of the refugee children. It has four subthemes which are represented in Figure 5.4, followed by the analysis of each subtheme

Figure 5.4 Theme 3 and its four subthemes



As per the above Figure 5.4, representing theme 3 called *school experiences* and it has four (4) subthemes such as: 1) *relationship with teachers*, 2) *relationship with classmates and others*, 3) *challenges*, and 4) *school environment*. The analysis is given in the following.

5.2.3.1 Relationship with teachers

In relation to their school experiences, many children described their relationship with their teachers. There were 17 children (53.12%) who focused on

their bonding with the teachers while writing their narratives. The teacher-student relationship is very important because it can “...regulate students' mental emotions, improve students' participation in class, cultivate students' learning ability, and promote students' academic achievement and goals.” (Dai 2024, p.1). This is bound to have certain desirable outcomes in the children in their mental, cognitive and physical wellbeing.

The first participant described his relationship with the teachers in the following manner. He said:

B3: Zirtirtute pawhin min ngaihsakin min duhsak ve bawk. (Our teachers care for us and do what is good for us)

It can be understood that the teachers were ready to help their students including the refugee students. The teachers and the students had a good relationship and this was highlighted from his narrative.

Another participant expressed a similar kind of sentiment in describing his relationship with the teachers. He said:

B4: Kan teacher-te pawhin min duhsak, kan thiam loh te pawh tha deuhin in hrilh thin. (Our teachers care about us, and they also explain to us whatever we have any difficulty in our studies)

This is an indication that the teachers did not discriminate between regular and refugee children in the classroom. Each student was treated with equal importance and consideration. This can be seen from the narrator's statement.

A boy participant described his impression about the teacher saying:

B5: Teacher-te lah chu an fel em em bawk si. Min hau ngai lo a, thil kan zawh pawhin tha deuhin min lo hrilh thin. (The teachers are very good to us. They don't scold us and they always welcome us if we approach them with any questions)

The teachers were good to all the students including the refugee students. This is an indication that the narrator had a positive relationship with the teachers where he was studying.

A girl participant expressed her impression about the teachers in the following manner. She said:

G3: Our teachers are very good to us. They gave so much understanding, patience and kindness.

It can be understood that the teachers were supportive in their dealings with the students. This is indicated by the statement of the respondent when he described his impression about the teachers as having those good qualities. This is an indication of a positive relationship between students and teachers.

A boy participant described his experience with the teachers by saying:

B15: Sia/siamah tein galtai ka hihna hang in ong neumuh leh ong tuam bol lo a hih manin ka lungdam mah mah hi. (The teachers do not look down on me or tease me because I am a refugee, and I am happy for that)

From the statement of the narrator, it can be understood that the teachers did not resort to using negative remarks that could make the refugee children uncomfortable in the class. Without differentiating regular children from refugee children or vice versa, the teachers treated every student with equal importance and care.

Another girl described her experience with the teachers by saying:

G18: Sang lam pan a hi zong in teachers te nuam mah. Galtai i hih hang galtai hi uh teh ciin ong neu bol khawl lo...sangkah lah nuam ki sa veve. (Talking about school, I like the teachers. They do not disregard us because we are refugees...I really like going to school)

The kindness and understanding of the teachers towards the students including the refugees made the participant like the school and her teachers. The teachers treated every student with equal care and understanding and this made the participant feel welcomed in the school. This is an indication that there was a good relationship between the students and teachers.

A girl participant related her experience with the teacher with a positive tone. She said:

G13: Kan school-ah pawh min ngaihsakin, an theih ang tawkin min duhsak kan ti a. (We are given proper attention and feel that we are treated with support and kindness)

The participant's experience was characterized by a positive impression about the teachers. The teachers took good care of them and they treated every student in the same manner and here was no sign of discrimination on the part of the teachers in dealing with their normal and refugee students in the classroom. This is an indication that there was a positive relationship between the students and teachers in the school.

5.2.3.2 Relationship with classmates and others

The subtheme highlights the kinds of existing relationship between the respondents (19 participants, i.e. 59.37%) and their classmates. It paints a picture on the nature of relationship among the students.

One of the participants related his relationship with his classmates or the students in school in this manner. He said:

B3: Chuan thianten min tiduhdah ngai lo, tawngkam dawnsawn nuam loten min fiam ngai lo bawk. (Also my friends never mistreat me physically, and they also never tease me verbally)

The respondent had a good relationship with his classmates and other students. He had not encountered any situation where he was physically mistreated or felt uncomfortable for being a refugee student in the school. Rather his fellow students were good and kind to the respondent and this is an indication that he had a good relationship with his classmates and others in the school.

Another boy described his classmates in the following manner. He said:

B4: Classmate-te pawh an fel ka ti, buaina min siamsak ngai lo kan inkawm ngeih lutuk. (My classmates are very friendly and they don't make problem for me and we all are good friends)

The respondent said that his classmates were good and kind to him. He had a good and healthy relationship with others in his class. This is an indication that the respondent had a positive and thriving relationship with his classmates.

A girl participant also shared her relationship with her classmates and others in the following manner. She explained:

G7: Ka thiante pawh an thain zirtirtute pawh ka chungah an tha a nuam ka ti. (My friends are good and the teachers are also good to me and I like it)

This is an indication that the participant had a good relationship with her classmates, students and others in general. Her friends were supportive, suggesting that there was a good relationship between the respondent and other students in school.

5.2.3.3 Challenges

Some children (25%) had encountered certain challenges in school or their studies as refugee students studying in different schools. The analysis of the challenges faced by the children in the context of school or their studies is given in the following.

A girl participant described some of the challenges she faced in this manner when she said:

G2: I could not speak and write in Mizo and English fluently and I feel bad.

The inability to understand and use the local language effectively caused problem for the participant. A lot of classroom explanations are normally given either in English or Mizo depending on the type of school. So, for the participant this posed a great challenge in his understanding of the lessons at various circumstances.

A boy participant shared the difficulty he encountered in joining school in Mizoram through his narrative. He said:

B6: A new schooling life is risky but I made up my mind. I am too old and they are too young to make new friendship.

According to the participant, it can be understood that the age difference between him and his classmates became an issue for him. He was not given admission to the standard where he was supposed to be, and as such he had to sit with the students who were younger than him. This became a challenge for him since he found it difficult to make new friends. This is an indication that his relationship with his classmates was not an ideal one.

Another boy participant related his experience of schooling in the following manner by saying:

B7: I had [have] no issues with my studies except for these subjects (Mizo and Hindi), and I wasn't bullied.

For this participant, studying Mizo and English became a big challenge. These two subjects in particular were not part of the syllabus in his previous school, therefore, the participant found it rather difficult to study. This is an indication that a lot of refugee children had the same kind of difficulty with these two subjects when they came to Mizoram for the first time as refugees.

A girl participant expressed some of the challenges she faced as a refugee student in a new school environment. She said:

G3: I felt not satisfied [embarrassed] when people called [call] us 'Paite' and 'raltlan' (refugee)...because people laughed to [at] us when we misread in English as we are not good in reading.

According to the participant, the word "Paite" and "refugee" became a source of unease and insecurity. These two terms are often perceived as derogatory in nature and the respondent had the same kind of feeling as seen from her narrative. In addition, mispronunciation of words in English often generated laughter among her classmates, implying her weakness in the subject and that proved to be a source of

discomfort for the participant. This is an indication of her sense of insecurity in the midst of her classmates as well as in the school.

A boy participant described some of the issues he had to face as a refugee student in the following manner. He explained:

B8: Sang kah laiin mi te tawh kiho khawpna ka neih ciang zong Mizo pau theih lohna tawh mi ten ong simmawh a. (While having a conversation in school, other laughed at me for not being able to understand Mizo)

A girl participant said that she felt insufficient for not being able to understand the local language properly. She said:

G5: Mizo pau ka theihloh pen nop sa keng. Ahih hang Mizo pau ka theihloh lam ong telsiam uh a hih man in lung duai tak in ong gen kik veve uh hi. (I feel bad for not being able to speak Mizo. Because they know that I don't understand Mizo, they just tell me what I don't understand with understanding)

The respondent said that he kept a thick skin in order to deal with difficulty he faced as a refugee child in school. There had been times when other laughed at him and teased him for his status. This is an indication that, his student life was not easy for him as he had to deal with certain issues, suggesting his insecurity as an individual at the same time.

Another boy shared the difficulty he faced in hi studies by saying:

B15: Laisim sangkah naah ham ka sa hi...Pau theih loh na hang mahin sia te in lai ong explain ciang in tel lo ka hih manin hamsa. (I have some problem in my studies...I cannot understand the explanation given by the teachers because I do not understand the [local] language)

One of the greatest problems faced by the participant was his inability to understand the local language. He did not enjoy going to school or listening to the classroom explanation because that made him uncomfortable. This is an indication that language incompetence on the part of the participant became a source of insecurity and discomfort as a refugee student.

5.2.3.4 School environment

In most of the cases, the refugee children have been integrated in different schools across Mizoram. The experiences of the refugee 20 children (62.5%) concerning the school environment will through some insight into the kinds of reception given to the refugee children. The analysis is given in the following.

A participant related his experience about the school atmosphere as he saw it by saying:

B3: Khawchhakmi ni mahila zirtirna min pek a dang chuang lo inangtlang vekin min en a nuam ka ti thei lutuk. (I like going to school and we are provided with the same kind of education and treatment although we are from Myanmar)

A boy participant described his experience of the school environment with a happy tone by saying:

B5: Sikul kal chu a nuam ka ti em em a ...indeuh leh hmusit zawnga min en pawh an awm ngai lo va, teachers te lah chu an fel em em bawk si. (I really like going to school ...there is nobody who teases or treats us with contempt, the teachers are also very good to us)

According to this participant, the school environment was welcoming for every student. He enjoyed going to school and being on the campus because the whole atmosphere was not discriminating. This is an indication that the school environment was inclusive and every student had the chance to participate in various activities according to his or her capacity.

Another participant explained her school experience by saying:

G4: Mizoram lama sangkah dan nuam ka sa hi. Lai sim, sports cih bangin a tuam tuam oma hih manin nuam ka sa, suak ta zong ka kisa mah mah hi. (I like the schooling system in Mizoram. Studying, various sports activities are interesting, and I feel so much freedom)

According to the participant, there was a sense of freedom in the school along with co-curricular activities arranged for the students from time to time. She enjoyed taking part in various activities organized by the school. This is an indication that the school atmosphere was liberating which made her able to express her personality without inhibition, and she liked going to school for that reason, if not others.

A girl participant described her school experience with a positive emotion when he said:

G8: I am really enjoying it. The teachers and students have been so welcoming...it's comforting to be able to connect with others, even in such a different environment.

It could be understood that the participant had a good interpersonal relationship with the teachers, students and others in the school. Her mind was at peace being a student

in the school where she was studying. There was an awareness of the fact that she was a refugee, but that did not stop her from having a great time. This is an indication that the participant did not feel any discriminatory treatment from the teachers and her fellow students in the school.

Another girl recounted her school experience in this manner when she said:

G10: School-ah pawh vuina tur a awm lo...lehkha tha takin min zirtir a zaidam takin engkim min tihpui avangin nuam ka ti em em a ni. (I have nothing to complain in school...we are taught with so much patience and I really enjoy going to school)

For the participant, the school was a happy place where she learnt new things without so much pressure from the teacher or the school. The atmosphere of the school, she described, was very supportive and welcoming for every student, regular and refugee with equal degree.

5.3 Chapter Summary

This chapter is an attempt to present the analysis of refugee children's varied experiences collected through the focus group interview and their narrative writings. The analysis highlights that majority of the children had good relationships with the locals in the society, a relatively peaceful home environment, a sense of belonging, good relationship with their teachers and classmates in schools. There have also been instances where a few of them had certain negative experiences such as some forms of discrimination, challenges and uneasiness were felt and witnessed. The whole refugee experience is also characterised by mixed emotions since some of the children expressed pessimism concerning Myanmar's future, while there were also some who had chosen to remain optimistic. This provides a rich understanding of the lived experiences of the refugee children in Mizoram despite the many challenges in certain instances, it can be concluded that majority of the participants were relatively secure, had average self-efficacy and learning capability despite their refugee status in Mizoram. The next chapter (Chapter VI) will provide detailed discussions on the

findings of the quantitative data and qualitative data as well as discussion on the educational implications of the present study.

CHAPTER – VI

MAJOR FINDINGS, DISCUSSIONS, EDUCATIONAL IMPLICATIONS, LIMITATIONS, DELIMITATIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.0 Introduction

The present chapter focuses on the major findings, discussion, educational implications, limitations, recommendations and suggestions for further research. It examines the findings in the light of the previous studies as well as by linking with the theoretical frameworks proposed in Chapter I. The findings are presented in order of their appearance in the objectives of the study.

6.1 Research Objectives Revisited

One of the primary aims of this study is to explore and understand the post-migration experiences of the Chin refugee children with special reference to their psychological security, self-efficacy and learning capability. The objectives of the study are reiterated below:

1. To examine the level of psychological security of Chin refugee children in Mizoram.
2. To investigate the level of self-efficacy of Chin refugee children in Mizoram.
3. To find out the level of learning capability of Chin refugee children in Mizoram.
4. To analyse the differences in the levels of psychological security, self-efficacy and learning capability of Chin refugee children based on gender.
5. To examine the effects of parental occupation on psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram.
6. To analyse the effects of parental education on psychological security, self-efficacy and learning capability among Chin refugee children.
7. To assess the correlation among psychological security, self-efficacy and learning capability of Chin refugee children.

8. To explore the post-migration experiences of the Chin refugee children in Mizoram with special reference to their psychological security, self-efficacy, and learning capability.

6.2 Major Findings of the Study

The major findings of the study are given under–

6.2.1 Level of psychological security of Chin refugee children in Mizoram

Out of 300 Chin refugee children, most of them (78.33%) had average level of psychological security. While children with low level of psychological security consisted of 11.00%, and the remaining 10.67% was made up of children having high level of psychological security. With respect to the dimensions under psychological security, these were the findings:

- i. The study shows that in *home dimension*, majority of the children (77%) had average level, followed by children (20.33%) with low level, and children (2.67%) with high level respectively.
- ii. The findings indicated that in *school dimension*, majority of the children (80%) showed average level, followed by (13.67%) children with low level, and children (6.33%) with high level.
- iii. The data also revealed that in *society dimension*, majority of the children (80.67%) had an average level, followed by children (11.3%) with a low level, and children (8%) with a high level.

6.2.2 Level of self-efficacy of Chin refugee children in Mizoram

Out of 300 participants, most of the children (80%) had an average level of self-efficacy, followed by 10.67% children with a high level, and 9.33% children with a low level. With respect to the dimensions (5), these were the findings:

- i. (i) The study reveals that in *educational dimension*, majority of the children (77%) had average level, followed by 13.67% children with low level, and 9.33% children with high level.

- ii. The findings highlights that in *social dimension*, majority of the children (81%) had average level, followed by 9.67% children with high level, and 9.33% children with low level.
- iii. The data reveals that in *emotional dimension*, majority of the children consisting of 82.67% had average level, followed by 9.33% children with low level, and 8% children with high level.
- iv. The findings indicated that in *linguistic dimension*, majority of the children comprising of 79% had average level, followed by 12.67% children with high level, and 7.33% children having low level of linguistic self-efficacy.
- v. The study showed that in *physical dimension*, majority of the children consisting of 75.67% had average level, followed by 14.33% children with high level, and 10% children having low level physical self-efficacy.

6.2.3 Level of learning capability of Chin refugee children in Mizoram

The study revealed that out of 300 respondents, majority of children (78.33%) had an average level of learning capability, followed by 13% children with a high level, and 8.67% children having a low level. With respect to dimensions, these were the findings:

- i. The data revealed that in *cognitive dimension*, majority of the children consisting of 77.33% had average level of learning capability, followed by 12% children with low level, and 10.67% children had high level.
- ii. The study highlighted that in *motivation & engagement dimension*, majority of the children constituting 77.33% had average level, followed by 11.33% children with high level and another 11.33% children were found to have low level.
- iii. The findings indicated that in *self-regulation dimension*, majority of the children comprising of 72.34% children had average level, followed by 25.33% children having low level, and 2.33% children with high level.
- iv. The study showed that in *resilience & adaptability*, majority of the children consisting of 79.67% children had average level, followed by 11.67% children with high level, and 8.66% children with low level.

6.2.4 Differences in the levels of psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram based on gender

The major findings are listed below:

- i. The study revealed that there was a significant difference between boys and girl refugee children with reference to their psychological security. The findings show that with girl refugee children exhibited a higher level of security compared to their boy counterparts in *home* and *society dimensions*. But in *school dimension*, boys exhibited a better security level compared to their girl counterparts.
- ii. The findings indicated that there was no observable difference between boys and girls in their level of self-efficacy. Further, no significant difference was found in *educational, social, emotional, linguistic* and *physical dimensions* with regards to their gender.
- iii. The data indicated that there was no significant difference in the learning capability of the refugee children based on gender. Furthermore, in *cognitive, motivation & engagement, self-regulation dimensions*, there was no significant difference with reference to gender. However, in *resilience & adaptability dimension*, girls exhibited a higher level than their boy counterparts.

6.2.5 Effects of parental occupation on psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram

The major findings are:

- i. The results indicated that mother's occupation had a significant effect on psychological security of the refugee children; while father's occupation did not. However, the overall effect of parental occupation on psychological security of the refugee children is not significant.
- ii. The parental occupation did not have any significant effect on self-efficacy of the refugee children.

- iii. The results suggested that the parental occupation did not have any significant effect on learning capability of the refugee children.

6.2.6 Effects of parental education on psychological security, self-efficacy and learning capability among Chin refugee children

The major findings are:

- i. Parental educational status did not have any significant effect on psychological security of the refugee children.
- ii. Parental educational status did not have any significant effect on self-efficacy of the refugee children
- iii. Parental educational status did not have any significant effect on learning capability of the refugee children.

6.2.7 Relationship among psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram

The major findings are:

- i. There is a moderate positive correlation between psychological security and self-efficacy.
- ii. There is a moderate positive correlation between psychological security and learning capability.
- iii. There is a strong positive correlation between self-efficacy and learning capability.

6.2.8 Post-migration experiences

The findings from the experience narratives written by the participants as well as from the interview data were analysed qualitatively. In line with the findings from the quantitative data, the children's responses revealed that many of the children had average psychological security and felt safe in their home and social environment, had better sense of their self-efficacy as they believed in their ability to deal with the unexpected circumstances, and average learning capability as they

could do their homework on their own and wanted to complete their education in spite of the adverse situation which reflected their resilience.

The analysis of the experience narrative showed predominantly themes such as: *Theme 1: Post-Migration Social Experiences* with its subthemes including– a) *Support from the locals*, b) *Inclusion*, c) *Discomfort*, e) *Challenges* and, f) *Discrimination*. *Theme 2: Hope for Future/Returning* with its subthemes including– a) *Pessimism about Myanmar's Future* and b) *Aspiration to Return*. *Theme 3: School Experiences* with its subthemes including– a) *Relationship with Teachers*, b) *Relationship with Classmates and Others*, c) *Challenges* and, d) *School Environment*.

Students' responses and experience narratives can be further broadly categorized into two–

(i) Positive experiences

- i. The post-migration experiences of the refugee children were composed mainly of positive experiences: most of the children (56%) agreed that support from the locals was satisfactory, and a great number of participants (56.37%) shared their gratitude for the inclusive nature of the society.
- ii. Most of the refugee children (53.12%) had a good relationship with their teachers, many (59.37%) had a good relationship with their classmates and others, and most of them (62.5%) liked their school environments.
- iii. Many of the refugee children (43.75%) expressed their intention to continue their stay in Mizoram for several years before returning, an indication to their peaceful state of mind.

(ii) Negative experiences

- i. Many of the children (18.75%) shared their experiences of discomfort mainly caused by the differences in lifestyles and cultural practices of the host society; some of them (6.25%) had faced certain challenges in their dealings with others which were mostly caused by their inability to use the local language. There were a few of the refugee children (3.25%) who claimed to have experienced some forms of discrimination.

- ii. Many of the children (around 28.12%), due to various reasons, wished to go back to Myanmar.
- iii. Many of the children (around 25%) faced challenges in schools related to their studies because of lack of understanding Mizo and the difficulty of subjects such as English and Hindi.

6.3 Discussion on the Findings of the Present Study

The major findings of the study are discussed in the following.

6.3.1 Discussion on the findings related to the levels of psychological security, self-efficacy and learning capability of Chin refugee children

Discussion: The findings of the study reveal that most of the refugee children have an average level of psychological security, self-efficacy and learning capability. In the case of psychological security, the findings are in alignment with the previous studies done in the field (ALharbi et al. (2017); Davies and Webb (2000); Smara et al. (2020) and; Veronese et al. (2022) which state that refugee children are not found to be highly psychologically insecure as they have higher inner strengths and resilience. Despite the fact that refugee children are prone to emotional and psychological problems, it has been found that the psychological well-being of the refugee children is not very low. The studies have pointed out that physical insecurity might lead to certain psychological problems and affect the psychological functioning of an individual, however in the case of refugees, it cannot be determined with certainty. Nevertheless, a certain level of physical security can positively foster psychological security or well-being.

Similarly, the findings of the present study show that majority of the children had average level of self-efficacy. This is in alignment with Solhaug et al. (2025) who concluded that the self-efficacy levels of the refugee children are relatively stable; Allsopp et al. (2019) reported that refugee children exhibit a strong sense of self-efficacy; Khayyat and Mousa (2022) also highlight from their study that refugee children possess a moderate level of self-efficacy.

So far as learning capability is concerned, most of the children's learning capability was found to be average. Similar findings have been reported by many of the previous studies also. As indicated by the interview data as well as narratives, for majority of the children, the difficulty of the local language, school language and syllabus did not make them feel less confident in their learning capability as indicated by the findings of both quantitative as well as qualitative data. Many children reported to face some difficulty with the local language, subjects such as English, Hindi, among others, and these posed some kinds of challenge for them.

Further, the average levels in psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram could largely be attributed to the good relationships with the society, a satisfactory support received from the locals and good school environments. The Socio-Ecological Theory by Bronfenbrenner describes "the individual in the center surrounded by various systems" (as cited in Kilanowski 2017, p. 295); and "...individuals as embedded within larger social systems and describe the interactive characteristics of individuals and environment..." (Golden & Earp 2022, p. 364). The theory talks about the influence of the environment on the development of an individual's behaviour. The kind of relationship with the environment determines the individual's attitude both in positive and negative ways. In the context of the present study, the average levels in psychological security, self-efficacy and learning capability can be explained by their positive relationships with the people in their surroundings. The refugee children's relationship with others, which is marked by a positive experience, has given them a sense of security, belonging and stability in Mizoram.

Further, according to Bandura (1977), self-efficacy arises from four main sources— mastery of experiences, vicarious experiences, social or verbal persuasion, and physical and emotional states (as cited in Woldgabreal 2014, p. 36). This suggests that an individual's thoughts, feelings, motivation and behaviour are influenced by one's judgement about their own abilities or self-efficacy. The average level of self-efficacy of the refugee children may be explained by the positive appraisals they received from their teachers, classmates, neighbours and their friends in the new society. The people they interacted with on a regular basis were

sympathetic and kind towards them; they lived in a society which was inclusive in nature. The average level of self-efficacy of the refugee children is not unusual considering the kind of society the refugees lived in. This in turn affects their psychological security and learning capability in positive ways.

The average level in learning capability of the refugee children can be attributed to the welcoming nature of the society or culture of the host state: at home, schools and society. Social cognitive theory also stresses the significance of social environment- social relationships, cultural norms and the broader social system- on learning, among other. Considering the nature of the host society, the refugee children were provided with a great opportunity for integration, acculturation, inclusion in schools and others that affected their learning capability, self-efficacy and psychological security, directly or indirectly.

Furthermore, this is also in alignment with the findings from the interview data as well as narratives written by the children. In schools and social settings, the refugee children did not feel particularly intimidated by their refugee status and they had the strength and motivation to deal with adversities. Their responses to the interview questions revealed their conviction that they could do what their friends were capable of doing in fulfilling any given task. Similarly, their experience narrative also underscored the similar findings as many of the children expressed feeling safe and accepted in the host society.

The findings from the interview data and narratives also indicate that majority of the refugee children were positive in their experience with the locals or with the new society after migration. The children were very satisfied with their social and school environment; they could make new friends and many of them wanted to complete their studies in Mizoram only even though they longed for their home country. However, there were a few children who also expressed their unpleasant experiences, viz. being called out a 'refugee', being stared at unnecessarily, mocked for their accent or low language proficiency which could correlate with some of the children's low level of psychological security, self-efficacy and learning capability.

6.3.1.1 Gender and psychological security

The findings of the study indicate that girls were found to possess a significantly better level of psychological security compared to boys. Further, with regard to the dimensions the following were the findings:

(a) Girls exhibited higher levels of security in home and society dimension compared to boys.

(b) Boys indicated a better level of security in school dimension compared to girls.

Discussion: It has been established by different studies that women are better at expressing their emotion compared to boys (Aggarwal, 2024); and this is the result of biological traits as well as social influences at various instances (Chaplin, 2015). These emotional qualities place women on a better ground for mental well-being and interpersonal interactions even when they find themselves in a similar situation with men. The assumption being that women are better equipped to build relationships with others through their expressive quality than men in a similar given situation. While both boys and girls were given similar kinds of opportunity and support, the fact that girls exhibited a higher sense of security can be attributed to the better quality of relationships they had formed with others in their surroundings. While boys being more reserved in their emotional expressions were prevented by societal norms and conventions from establishing relationships with others. This in turn hindered them from bonding with others which is also an important source for psychological security. The emotional repressive nature of boys as a result of social conditioning found its manifestation in being lower in their psychological security in comparison to their girl counterparts. Since the time of their arrival in Mizoram, that roughly spanned four years at the time of data collection, girls were likely to exhibit a higher sense of security in the absence of imminent physical threats, compared to boys who often take time to express their emotion.

The better level of psychological security of the boys in the school setting compared to girls is in line with the previous findings (Howe, 1997; Forster, 1989 and; Kelly, 1988;) which reported that boys participated more willingly in

interactions and received more feedback from teachers. This placed them on a better ground compared to girls. Similarly, boys seemed to dominate hands-on activities such as laboratory work, computer class as well as in the playground (Francis, 2004). In this sense, boys can be regarded as having more access to resources during school hours as well as outside school hours, while girls do not. The gender difference in the security level can also be attributed to the educational system, school organization and culture and school's role itself (Smyth, 2007).

The findings from the interview and experience narrative also suggest the same. During the interview, the researcher could notice the girls were more reluctant to give their responses willingly compared to boys. While boys readily showed their agreement or disagreement towards the responses given by their friends and classmates, girls were more reserved in expressing their feelings. The girl participants did not readily express themselves with even their classmates or teachers who they did not personally have a good relationship with. Additionally, boys were more open to new challenges especially those involving physical activities and the schools had a lot to offer in this regard.

6.3.1.2 Gender and self-efficacy

The finding of the study shows that–

There is no significant difference between boys and girls in their level of self-efficacy

Discussion: A sense of self-efficacy is an individual mental state which is wholly and undoubtedly personal and is not completely dependent on gender. According to Bandura, “Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments” (as cited in Carey & Forsyth 2009, para. 1). One's sense of general self-efficacy is largely dependent on individual experiences, social influences and cultural contexts and is not solely determined by gender since various factors come into play. There is no denying the fact that gender difference exists and its influence can be felt in different ways. In the context of Mizo society, the freedom enjoyed by female members is not a new phenomenon. The Chin society shares close affinity with Mizo

society in Mizoram, and the treatment meted to the female members is relatively emancipating rather than restrictive in its essence. This applies to the Chin society as well. Therefore, finding themselves in a society that is liberating and supportive in its fundamental nature, the better levels exhibited by girls in home and society dimensions of psychological security in comparison to boys did not come unexpected. That being said, even in the case of boy refugees, the new social environment did not impose any fresh restriction which was not found in their native society. However, in comparison to their female counterparts, it can be considered that they were just less expressive in voicing their emotion concerning their new experience with the new society.

Using gender as a defining factor for one's sense of general self-efficacy without considering societal, individual and traditional factors is an incomplete supposition. In describing the sources of self-efficacy, it has been stated that, "... if people receive realistic encouragement, they will be more likely to exert greater effort and to become successful than if they are troubled by self-doubts" (Wood & Bandura 1989, p. 365). Self-doubts, stress, anxiety, pessimism in an individual, among others, indicating negative emotions will trigger a lower sense of self-efficacy. Individuals who find themselves in an unsupportive and unfavourable environment that does not acknowledge one's worth as an individual are likely to develop a lower sense of self-efficacy rather than due to their assigned gender identity as male and female. The finding of the present study on the level of self-efficacy between boys and girls with no significant difference can be explained by the kinds of interactions at the interpersonal and socio-cultural levels of the present society. The encouraging nature of the local society complemented by sympathetic attitude towards the refugees at that given point of time has resulted in the normal level of self-efficacy in the refugee children. This is an indication that the refugee children had reasonable degree of confidence in their ability to perform any given tasks. Consequently, the comparison between both the genders reveals that neither boys nor girls had any observable difference, suggesting that the general sense of self-efficacy was satisfactory in boys and girls with none being the better one or the worse.

During the interview and in their narratives also, similar findings were observed where both boys and girls exhibited moderate levels of self-efficacy in dealing with different issues arising out of their post migration situation.

6.3.1.3 Gender and Learning Capability

The finding of the study indicates that–

There is no significant difference in the learning capability among the Chin refugee children based on their gender

Discussion: The findings of the present study corroborates with the other studies. Marantika (2022) reported that gender cannot determine one's learning ability or capability although it can contribute to the different learning outcomes because of gender based subject preferences. Smyth (2007) also concluded that gender differences become evident in the kinds of subjects and courses selected by male and female students but not in their capability. During the interview and also from refugee children's narratives, it could be noted that both girls and boys were equally eloquent and enthusiastic for their learning and wanted to complete their education at any cost.

Looking into the theories of learning, an individual's learning is influenced by so many different factors. For instance, behaviorism emphasizes observable behaviour and reinforcement, cognitivism focuses on mental processes, and constructivism is interested in the construction of knowledge through social interaction and reflection (Gianoukos 2024, p. 99). This posits the idea that learning capability is influenced by positive emotional factors such as motivation, interest, among many, which enhance one's learning. Similarly, "...cultural factors affecting education include communication styles, student-teacher relationships, and parental involvement" (Wang 2024, p. 1) also greatly influence one's learning capability or even outcomes. Other factors such as cognitive abilities and physical health or well-being also greatly contribute to learning outcomes or capability. As indicated by the previous findings, subject preferences may differ, but not necessarily because of gender. Learning capability in that sense is influenced by internal and external

factors rather than gender directly. The ability to process and remember information and to think critically and the ability to adapt oneself in any given situation are inherent qualities. However, they can be shaped by learning and experiences of an individual throughout life. The social environment, school environment, cultural environment and positive relationships with others at home and their surroundings can foster these qualities. In the case of refugee children concerning the absence of difference in the learning capability based on gender, is no exception to the rule. Being on good terms with their environments, in the case of both boy and girl refugee children in Mizoram, there was no observable difference. On the other hand, the refugee children had a medium level of learning capability, suggesting that they were able to tackle challenges in their studies through the support from the teachers, peers, society and the welcoming environment of the school.

A similar finding has been reported by the narrative written by the refugee children regarding their school experiences. Most of the school experiences as described by the refugee children were marked by positive encounters and that explained the average level as well as the absence of difference with reference to gender in learning capability.

6.3.2 Discussion on the findings related to the effects of parental occupation on psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram

(i) Mother's occupation has a significant effect on psychological security, while father's occupation did not.

Discussion: The findings of the present study are in line with the previous findings (Ghanbari, 2017) which underscores that the children of employed mothers have better chance for a quality life in terms of mental, social, and emotional than unemployed mothers which are important factors for psychological security. Similarly, Singh (2018) has also concluded that mother's employed status could have psychological benefits for children. Similarly, findings from the previous studies (Singh & Mishra, 2021; Padillah, 2023; Martínez-Jiménez, 2023 and; Aparicio

Fenoll et al., 2025) have also concluded that parental occupation could contribute to mental wellness of the children.

Although both the parents' occupation status did not predict the overall psychological security level of the refugee children, mother's occupation did exhibit a significant effect on psychological security of the children. Job security or employed status prevents the occurrences of psychological distress such as anxiety, depression, among many, in an individual. Those parents who are not perturbed by job insecurity are more likely to provide care and attention to their children, which in turn precipitate a sense of better psychological security in children. In this sense, children benefit greatly from a healthy familial environment; and the great sense of psychological security will find its manifestation in their dealings with other people in the society. A good relationship with others is ensured indirectly leaving no room for negative emotions that adversely impacts one's sense of psychological security. On the other hand, a disharmonious family environment caused by unemployed parents often results in stress and psychological tension. A child's psychological and physical growth can be hampered by the unemployed status of parents, placing the child's psychological well-being at stake. Treanor and Troncosco (2022) remarks that children, refugee or normal "...do not exist in isolation but are, on the whole, members of families and they are directly and indirectly affected by their prevailing economic conditions" (p. 8). One of the important defining factors for a family's socio-economic status is parental income or employed/unemployed status of parents. In the case of unemployed parents, children in the family are inevitable victims of financial strain that makes them susceptible to psychological complexities including insecurity and stress that harms their social relationship, physical and mental health with a long term negative consequences. As the finding indicated, parental occupational status had a significant impact on refugee children's psychological security. It can be concluded that, in the case of children staying with both parents, those that had either employed mother or father were on a better ground so far as their level of psychological security is concerned, rather than children who had both parents unemployed, as indicated by the finding of the study.

(ii) *Parental occupation did not have any significant effect on self-efficacy of the refugee children.*

Discussion: The present finding is in contrast to the previous findings (Christoffersen, 1994; Fuller-Thomson, 2013) that have concluded that parental unemployed status is detrimental to one's sense of self-efficacy.

The findings from the previous studies found the effect of parental occupation on self-efficacy in children. However, in the context of the Chin refugee children, no such effect was found. One of the reasons can be attributed to the fact that most of the parents of the refugee children, post their migration, have found job similar to the one they were doing in their home country. Majority of the parents were engaged in all kinds of labour intensive work such as farming, construction work, cleaning, manual handling, and others. Some of them were engaged in skilled work such as driving, masonry with a few of them running their own micro business even before migration. The post-migration experiences with regards to parental occupation indicated no major change except for a few of the children; in fact it was a negligible percentage. For instance, many of the parents got back to the similar kinds of work that they used to do in the pre-migration period. Many of the parents, especially who were into farming were allocated land on lease just like the rest of the local farmers. It was also hard to find parents who did not have some kinds of job to support their families at that given point of time. In this sense, the post-migration family environment was relatively as stable as it was in pre-migration period. As a result, the parents cannot be said to have been totally unemployed after migration as indicated by the research data. From a cultural point of view, majority of the people in Mizoram are agricultural farmers with part time daily wagers especially in rural parts of the state. So far as parental occupation, the difference between refugees and locals in the kinds of work they do becomes insignificant that places them on a similar ground. Since self-efficacy is affected due to disturbance in person's physical, social and emotional state, the absence of any significant major change concerning their parental occupational status, the Chin refugee children were likely to maintain their normal sense of self-efficacy even in post-migration period as indicated by the finding of the present study.

(iii) Parental occupation did not have any significant effect on learning capability of the refugee children.

Discussion: In parallel with the present findings, Jensen et al. (2024) revealed that parental occupation did not have any impact on children's learning or a negligible impact at best.

The present findings indicated that parental employed status did not have a significant effect on the learning capability of the refugee children though previous findings report a support for parental employed status for improving children's learning capability. In the case of refugee children, however, as long as they were able to study and motivation to complete their study, status of parental occupation did not have any significant impact on them. Besides, learning capability is an intrinsic quality which is personal and is largely dependent on perseverance of the individual learner rather than some external factors. While it is not wrong to argue that parental occupation can improve the social standing of any given individual, but learning capability is not greatly dependent on external factors. Humans are imbued with unique capabilities that enable them to regulate their own behaviour, emotion through which learning takes place. This happens through the interaction of personal factors, environmental components and behaviour itself (Bandura, 1999).

6.3.3 Discussion on the findings related to effects of parental education on psychological security, self-efficacy and learning capability

(i) Parental education did not have any significant effect on psychological security of the refugee children.

Discussion: The findings of the present study is in contrast to the previous findings (Quesnel-Vallée & Taylor, 2012; Singh & Mishra, 2021b) where they found that parental education had certain effect on the mental well-being of children and indicated that young adults whose parents were less educated had lower mental health than adults whose parents were highly educated, suggesting negative psychological impacts of low level of education in parents.

The psychological security in children is largely influenced by a healthy family environment, positive social relationship where the physical as well as emotional needs are met. In the absence of these factors, all kinds of psychological problem such as doubt, stress, anxiety, insecurity, among many, will become prominent. In the case of the refugee children, the overall findings indicated that they had a normal level of psychological security. That being the case, it can be assumed that refugees were safe from physical threats with a relatively predictable home and social environments as expressed by children during their interview and narratives. They also had good relationships with teachers, peers and other members of the society which has been supported by findings of the narratives as well. In the context of the present study, there were more prominent factors that came into play other than parental education in the psychological security of the refugee children. In a culture where they enjoyed acceptance by the locals, the refugee children navigated their lives with a sense of belonging that became a strong foundation for physical and mental well-being or psychological security. With positive experiences at their disposals, the refugee children's relationship with the environments was built on a sense of trust (McLeod 2008, p. 4) leaving no room for anxiety and insecurity.

(ii) Parental education did not have any significant effect on self-efficacy of the refugee children.

Discussion: Children need support from parents and teachers to develop a feeling of competence and belief in their skills (McLeod 2018, p. 12) for a positive sense of self-efficacy. Parental educational level could be one of the factors on a child's self-efficacy as indicated by the previous finding (Hortaçsu 1994), but there are many other factors that come into play. In fact, apart from the four main sources of self-efficacy as propounded by Bandura, other factors viz. parental educational levels are only secondary. The four sources of self-efficacy are (Usher and Pajares 2008, p. 752-54):

- a) In spite of failure, children gradually develop skills or competence through efforts. This is called mastery of experience.

- b) By observing and comparing themselves with others, children realize their worth. This is vicarious experience.
- c) Encouragement from parents, teachers and peers, children develop confidence in their capabilities. This is called verbal or social persuasion.
- d) Stress, anxiety, fatigue and mood of children towards a given task or situation. This is called emotional and physiological states.

When children are able to perform any given task with a relatively satisfactory outcome; with the right kind of support from parents, teachers and peers, their sense of self-efficacy is like to increase. On the other hand, in the absence of any kind of positive reinforcement, children are likely to suffer from a lower sense of self-efficacy. The negative emotional and physical states will have adverse impacts on children's sense of self-efficacy. Therefore, in the context of the present study, the absence of a significant effect on their self-efficacy by parental educational levels can be attributed to the positive experiences of the refugee children. Their experiences with the environments, which were mainly characterized by positive ones, can be explained through the sources of self-efficacy, as propounded by Bandura.

(iii) Parental education did not have any significant effect on learning capability of the refugee children

Discussion: The mediating role of parental education as a significant influencing factor on children's learning has been recognized by various studies (Dickson et al., 2016; Zhang, 2022; Norudin et al. 2024 and; Dubow et al., 2024). However, it is also equally valid to say that children's perception about their own ability greatly influences their actual learning or learning capability (Eccles 2005, p. 196). The influence of parental education on children's learning capability may become less prominent if due support—physical, social, emotional and material, is given to the children by the concerned individuals. For instance, in a stable home environment, the chance for children engaging in learning activities becomes higher. The supportive environments in society and school can also foster learning outcomes in children to a very great extent even without a high level of formal educational

qualifications on the part of the parents. The refugee children in Mizoram had access to educational resources just like the locals with a nurturing environment at home, school and society. In a situation where physiological needs, safety and security, love and belonging, self-esteem and self-actualization (McLeod 2007, p. 3) were relatively met, better learning outcomes can be expected. One's learning capability is largely influenced by cognitive ability, motivation level, social interactions, and learning environment, among many. As shown by the present finding, in the case of refugee children, parental educational level did not impact their learning capability, suggesting that many other factors came into play other than parental educational levels. It can be concluded that parental education does have a significant influence on learning capability in children but it is not a sole determining factor. As indicated by the present finding, learning capability is the result of the interplay of internal and external factors with parental education being one of them. This applies to refugee children and non-refugee children with equal degree. In the presence of a stable home and social environments, the influence of parental education on learning capability becomes less pronounced than in other situations, as is also indicated by the data of the present study.

6.3.4 Discussion on the findings regarding the relationship among psychological security, self-efficacy and learning capability of Chin refugee children

Psychological security and self-efficacy have a moderate positive correlation; self-efficacy and learning capability have a strong positive correlation; and psychological security and learning capability have a moderate positive correlation.

Discussion: In parallel with the findings of the present study, Naaz and Khalid (2023) indicated the need for addressing students' physiological safety, belongingness, esteem, and self-actualization needs to foster a supportive and enriching learning environment; Burleson and Thoron (2014) also concluded from their study that fulfilling the basic needs can improve the learner's ability to learn and achieve in the given learning environment; Deshmukh et al. (2021) reiterated the importance of understanding Maslow's Hierarchy of Needs for fostering a supportive and motivating learning environment that enhances students' success.

The positive correlation among psychological security, self-efficacy and learning capability suggests that refugee children with higher levels of psychological security tend to exhibit higher levels of self-efficacy as well as learning capability, and vice versa. In their study on the relationship between self-efficacy and psychological well-being or security, it has been stated self-efficacy facilitates positive relations with others, personal growth, purpose, optimism and even resilience in the students (Sabouripour et al., 2021). Similarly, Maujean and Davis also concluded that the psychosocial functioning of an individual was greatly related to one's sense of psychological well-being or security (as cited in Salimirad & Srimathi, 2016). Elaborating on the intertwined nature of self-efficacy and learning capability or even learning outcomes, it has been stated a higher level of self-efficacy is able to foster confidence in the learner by making him more diligent and resourceful in seeking the required information (Zimmerman 1990). It has also been established that “motivation, self-regulation and academic achievement” (Usher & Pajares 2008, p. 791) are influenced by self-efficacy. In the absence of psychological security at home, school and even society, learning capability can be greatly hindered by stress, anxiety, lack of motivation and confidence with a sense of pessimism in an individual. This does not apply only to the refugee children only but to other individuals also. The deficiency of positive emotions in an individual is likely to be an impediment for establishing good relationships with others or personal growth and success in different aspects of life. As indicated by the finding of the present study, it can be concluded that psychological security, self-efficacy and learning capability are truly interdependent, influencing one another in various ways. Consequently, the elimination of one of the variables in an individual implies impeded growth— psychologically, socially and academically.

6.3.5 Discussion on the findings related to the post-migration experiences of the refugee children

Children had both positive and negative post-migration experiences affecting their psychological security, self-efficacy and learning capability

Discussion: The interview data and experience narratives from the children revealed that many of the children had average level of psychological security and they felt safe in their home, social and school environments. They could trust their neighbours, classmates and the local people which indicated their sense of psychological security. However, there were also a few of the children who felt insecure in the new environment. Their inability to use the local language with proficiency, a sense of distrust towards the local people and the unfavourable remarks they received from others were some of the reasons for their low level of psychological security. The findings of the study underscore the role of integration strategy that enables the individual to reach a synthesis between home culture and host culture (Berry, 1997) and helps in determining the level of psychological security of an individual.

With regards to their self-efficacy, majority of the responses showed a relatively positive level which indicated that they believed in their ability to deal with difficult circumstances whether in the society or in school. Having said that, some of the children were there who were not very confident of their ability to deal with the existing environment or the future adverse circumstances.

Similarly, with regard to their learning capability, their statements also showed their readiness to participate in curricular and co-curricular activities organized by their schools or to take up new challenges. However, there were also a few of them whose responses hinted their lower level of learning capability. This was mostly manifested in their unreadiness to take part in school activities— academic as well as non-academic, due to the fear of being an object of ridicule from their classmates and others. Furthermore, some of the children also explicitly expressed the difficulty of the syllabi along with some subjects. As Bandura (1977) states, the self-efficacy and learning capability of a person is dependent on their experiences—the mastery experiences or the vicarious experiences. The children's different levels of self-efficacy and learning capability points towards the variety of experiences they had in their home country as well as in the host country. Such experiences as it could be gleaned from their interviews and narratives, played an important role in shaping their self-efficacy and learning capability.

Further, the findings of the interview data and experience narrative align with the quantitative data of this study where it was found that most of the children were in average level with reference to their psychological security, self-efficacy and learning capability. The analysis of the qualitative data reveals the factors which affect their psychological security, self-efficacy and learning capability, viz. social inclusion; support; comfort; language related barriers; interpersonal relationship with social members, teachers and peers and also their ambitions and aspirations for future.

6.4 Educational Implications

The present study investigated the psychological security, self-efficacy and learning capability of the Chin refugee children in Mizoram. The findings indicate that majority of the children reported average levels in these three psychological parameters that implies that they did not experience extreme distress or fear, low-self esteem or poor self-perception. But at the same time, they did not feel highly safe or supported as indicated by their average levels. Particularly in psychological security, there was a significant difference between boys and girls, in which girls reported better levels than boys, suggesting that boys needed more support in this regard. Since there was no observable difference between boys and girls concerning their self-efficacy and learning capability, it suggests that educational interventions should be inclusive and gender-neutral in approach.

While these children were not in a state of psycho-educational crisis, their average levels indicate vulnerability and they were at the threshold where educational strategies can be utilized for positive changes. In this sense, school can function as a place for fortifying children's psychological, self-efficacy and learning capability levels by playing its roles as a preventive and protective agent. The educational implications of the present study are given below:

1. ***Classroom environment and teacher sensitivity:*** A stable, predictable and emotionally sound classroom environment proves to be helpful for children with emotional issues. Teachers must be able to recognize emotional needs of the children in order to provide timely and sympathetic support to the children. A trauma and cultural sensitive programmes should be made part of

the teacher education programme. A positive teacher-student interactions and maintaining classroom routines that foster predictability to reduce stress and tension in the children should also be encouraged.

2. **Teacher training programmes:** Teachers should be given training or some kind of awareness programme that informs them about the issues surrounding refugees or refugee children. This will come in handy when dealing with refugee children in school, recognising their weaknesses and strengths as well as areas where refugee children need support in relations to other normal students in the class.
3. **Bridge course/curriculum:** The refugee children normally experience a great change through their migration to the host country. When they get admitted to school, they are required to study a completely whole new syllabus. This becomes a source great of challenge for the children who are new to the syllabus. Providing a bridge course to fill the gap in their knowledge and the transition to the new curriculum becomes really important.
4. **Peer relationship and inclusion:** A sense of belonging and acceptance is important for general wellbeing. Refugee children often live under the fear of being rejected by their peers due to their different linguistic and cultural backgrounds. Therefore, mixed group classroom activities should be promoted for social integration among the students. Classroom discussions which are inclusive in nature surrounding respect and and cultural diversity should be promoted. The school should also maintain a strict anti bullying guideline for the students and expecially for refugee children having their own cultural and identity backgrounds from the rest of the non-refugee students.
5. **School culture and cultural identity:** An individual sense of security is closely linked to the recognition and respect rendered to him, and this applies to refugees as well. The integration of certain Chin cultural nuances will make the Chin refugee children feel at home. For this, curricular and co-curricular activities may be integrated with culturally inclusive programmes and activities where the refugee children are provided space to express their unique cultural identity. The school should also make accommodations

through a multilingual policy where they are allowed to use their home languages at least in the earlier stages of their arrival.

6. ***Curriculum and emotional development:*** The refugee children can be under a heavy pressure due to academic stress or social pressure. Introducing Social and Emotional Learning (SEL) for emotional literacy, reflective writing, storytelling, emotional coping strategies and problem solving skills into the curriculum will be helpful for fostering psychological wellbeing for the refugee children.
7. ***Mental health awareness and preventive supports:*** The school should employ a counsellor who is able to provide psychological or mental support to the refugee children. Teachers should be trained so that they may identify children with signs of distress and anxiety so that assistance can be given on time. Mental health workshops should also be organised by the school focusing on stress management, self-care and identity development.
8. ***Gender-specific/neutral approaches:*** The observable difference in psychological security between boys and girls highlights the need for a gender specific approach in dealing with the refugee children. But at the same time, the absence of difference in self-efficacy and learning capability between boys and girls suggests that a gender-neutral approach should also be encouraged. The interventions should be both gender-specific as well as gender-neutral to provide the right kind of emotional support as the circumstances demand.
9. ***Refugee support strategies:*** Schools can offer a language support programme for the refugee children since some of them found subjects such as English, Hindi and Mizo were more difficult than others through a bridge course. Textbooks and learning resources which are culturally relevant for understanding refugee issues may be developed and taught in schools for promoting cultural and mutual understanding amongst the students. Schools can establish a refugee support network that monitors enrolment, academic performances and attendance of the refugee children. This network may also be utilized for addressing their grievances on the school campus.

6.5 Limitations

Limitations of the present study include:

1. While children took active part during the interview, lack of a high proficiency on the part of the researcher in using the languages spoken by the respondents including Paite, Falam and Burmese may have impeded casual and informal conversation from taking its full course as well as building an optimal rapport with some of the children.
2. Due to time constraints, the interview schedule needed to be adjusted to fit within the time limit given by the school authorities. An in-depth interview schedule would have been even more enriching and meaningful to further understand the refugee children's lived experiences.
3. Despite the rapport building sessions and a sensitive interviewing, some participants responded in words/phrases which was difficult to interpret in some cases.

6.6 Delimitations

Delimitations of the present study include:

1. The data was collected only from Chin refugee children who were enrolled in government and private middle schools in Mizoram during the course of data collection in 2024 although there were many children who were out of schools in different parts of the state.
2. The present study has been delimited to Chin refugee middle school going children while there were many other children enrolled in primary, high school and higher sections.

6.7 Recommendations

Fostering psychological security, self-efficacy and learning capability of the refugee children is significant for the comprehensive development and well-being of the refugee children. Here are the recommendations to achieve this:

1. **Community support:** Support from the locals, society and individual members are very much helpful for enhancing the psychological security, self-efficacy and learning capability of the refugee children. This support can take different forms including verbal and material support from others in the society.
2. **Inclusion:** The inclusive nature of the society generates a sense of security in the refugee children. When the refugee children feel that they are accepted, they tend to develop a sense of belonging. This in turn will make them feel comfortable and thereby develop a stronger sense of confidence in their ability as individual for better relationships with others and improving their learning outcomes.
3. **Integration programmes:** Organizing integration programmes to inform refugee children about the cultural practices of the host society to promote acculturation is important. They should be informed of their roles, rights, duties and responsibilities as refugees in their present society so that the integration process can occur smoothly.
4. **Mental health support:** Refugee children are prone to mental disorder as a result of their dire experience. Community especially the Church, YMA, MHIP and other organisations should provide counsellors and resources to ensure that these children do not suffer from extreme form of stress, anxiety, insecurity and other mental issues that can impede their well-being.
5. **Family and community engagement:** Many refugees are often intimidated by the new school system, language incompetence and regulatory restrictions by laws. An orientation programme for the parents, involving community leaders in school events and decision making processes and an awareness programme informing their children's educational rights as well as their own duties should be organised.
6. **Vocational training/support for mothers:** Since the mother's occupation could have a certain impact on the psychological security and learning capability as indicated by the findings of the study, vocational training or support may be provided to refugee mothers according to their capacities.

With the implementation of the recommendations, refugee children will have the required opportunity to develop a better sense of psychological security, self-efficacy and learning capability. Their holistic development will be ensured not only at the given moment but in the years to come.

6.8 Suggestions for Further Research

Following have been suggested for further research:

1. The data for the study was collected within a span of six months. Further research can be conducted using a longitudinal research design with qualitative approach to observe the changes in psychological security, self-efficacy and learning capability as well as to identify the influencing factors of these variables in refugee children over a course of time.
2. This study collected data only from refugee children; further studies can collect data from parents also to understand deeply children's psychological status more deeply.
3. The present study relied mostly on students' responses to the quantitative tools and their interviews and narrative writings, further studies can also investigate external factors including home and school environments through qualitative survey of each of the refugee children to determine their influence on the general sense of well-being and learning capability or outcomes.
4. This research used mixed methods research design, further studies can be conducted using qualitative research design viz. phenomenological study for a truly in-depth study for understanding the lived experiences of refugee children.
5. A critical analysis of the academic achievement and its influencing factors among the refugee students may be taken up for future research. This will throw light on the status of refugee education and the factors that hinder learning in refugee students.

6.9 Conclusions

In its general sense, psychological security implies a state of mind that is characterised by a feeling of safety, freedom from fear and tension, and belonging with the right kind of optimism and resilience. Likewise, self-efficacy entails a sense of confidence or mental strength in one's state of being to perform any given task. Furthermore, learning capability implies the confidence in one's ability to fulfill one's learning tasks which are helpful for passing the exams; or in performing curricular as well as curricular activities at school as well as home. Concerning the levels of psychological security, self-efficacy and learning capability of the Chin refugee children was average. Findings indicate that there is a significant difference in psychological security based on gender while in self-efficacy and learning capability, there was no observable difference based on gender. It has also been established from the study that the psychological security was influenced by gender. A normal to high correlation among the three variables was also validated by the study. Since majority of the children reported average levels of psychological security, self-efficacy and learning capability, it suggests that the children did feel particularly safe and supported. Since a significant difference was observed in psychological security based on gender while there was no significant difference in self-efficacy and learning capability, it suggests that educational interventions should be both gender-specific as well as gender-neutral in approach. Mizoram has been providing education to refugee children without any discrimination following the instruction of RTE Act 2009 (Directorate of School Education, 2021). This becomes one of the most effective ways to ensure good levels of psychological security, self-efficacy and learning capability. Elementary education is provided to refugee children in the age group 6-14 years in Mizoram, and this is an important step towards lifelong wellbeing and security much needed by the refugees. The role of school as a preventive and protective agent along with the support of the locals for fostering psychological security, self-efficacy and learning capability become really significant. It can be surmised that educational, counseling, cultural intervention programmes for positive social interactions and a conducive learning environment in school and society need to be ensured. By implementing these inclusive practices

which are culturally responsive and inclusive in nature, the psychological security, self-efficacy and learning capability of the refugee children can be raised to the higher levels for educational success and long term general wellbeing.

APPENDICES

Appendix-I: Booklet of Psychological Security Test Scale

PSYCHOLOGICAL SECURTY SCALE (English)

By Dr. Kabita Kumari & Lalramengmawia

Section-I

Please fill in the following entries:

Date: ____/____/____

1. Name: _____

2. Age: _____ Gender: Male ☐ Female ☐ 3. Class: _____

4. School: _____ Place: _____
☐ ☐ ☐

5. Type of School: Govt. ☐ Aided ☐ Private ☐ NGO Run ☐

6. Medium of Instruction: Mizo ☐ English ☐ Any Other: -

7. Mother Tongue: _____

8. Parental Occupation:	Present	Previous
Mother		
Father		

9. Parental Educational Qualification: Mother: _____ Father: _____

10. Year of Arrival in Mizoram: Before 2021 ☐ 2021 ☐ 2022 ☐
2023 ☐ 2024 ☐

Sl. No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I trust my family to take good care of me when I am sick.					
2.	I have a sense of belonging and acceptance at home.					
3.	My home environment is stable and predictable.					
4.	I have positive memories associated with my home.					
5.	I can face any challenge with calmness.					

6.	I feel safe and respected in my school.					
7.	I enjoy attending classes and participating in school activities.					
8.	I trust my teachers to guide me academically.					
9.	I have positive relationships with my classmates.					
10.	My school environment is inclusive and welcoming.					
11.	I feel accepted and valued by the society.					
12.	I have a sense of belonging in this country.					
13.	I trust the local authorities to protect my rights.					
14.	I have positive interactions with neighbours and community members.					
15.	I am aware of available support services in the community.					
16.	I am proud of being part of the Chin refugee community in Mizoram.					

PSYCHOLOGICAL SECURITY SCALE (Paite)

Section-I

A nuaia thu te dawn in:

Date: ____/____/____

1. Min: _____

2. Kum: _____ Numei/Pasal: Pasal ☐ Numei ☐ 3. Tan: _____

4. Sang: _____

Omna Mun: _____

5. Bang Sang Inn: Govt. ☐ Aided ☐ Private ☐ NGO Run ☐

6. Lai Hilhna Dingin Bang Pau Zang: Mizo ☐ English ☐

Pau Dang: _____

7. Pianpih Pau: _____

8. Nu leh Pa Nasep:	Tulai Tak	A Masa
Nu		
Pa		

9. Nu leh Pa Lai Tan: Nu: _____ Pa: _____

10. Mizoramah Tun Kum: 2021 ma lam ☐ 2021 ☐ 2022 ☐ 2023 ☐ 2024 ☐

Section II (Dotna: 70)

Hihdan Ding: A nuai a thu te hoihtakin sim inla, *Dik Mah Mah, Dik, Theilo, Diklo, Diklo Mah Mah*, a dik pen nuaiah ✓ pe in. Dotna te dawng khinin. Na dawmna te ki pulak lo ding hi.

Section-II

I. PSYCHOLOGICAL SECURITY (16) (Paite)

Sl. No.	Statements	Dik Mah Mah	Dik	Theilo	Diklo	Diklo Mah Mah
1.	Ka damloh ciang ka innkuan pih ten hoih taka ong keem dingin ka muang hi.					
2.	Ka innsung vuah ong ki dei tuam lo hi.					
3.	Innkuan sung kician tak a nei te hi ung.					
4.	Ka innsung uah hun lui kipah huai tampi ka nei.					
5.	Ki dem/elna bangteng te dam takin ka maituah thei.					
6.	Sianginn ah ka kha muangin, ong ki neu bol lo hi.					
7.	Sang kah nuam ka sa a, ka ki hel theihna tengah ka paa zel hi					
8.	Ka siangsia ten ong makaihna te ka muang mah mah hi.					
9.	Ka pawlpite toh ka kizopna uh zong hoih mah mah hi.					
10.	Ka sang vuah ki deidanna omlo hi.					
		Dik Mah Mah	Dik	Theilo	Diklo	Diklo Mah Mah
11.	Pawlpi in ong pom in, ong tawisang ki sa ing.					
12.	India gam khua leh tui dan in ka ki ngaihsun hi.					
13.	Khua sung makai ten ka dikna tan pual te ong kepcing sak hi.					
14.	Khua tual mite leh khua sung makai te toh zong ki thutuak ung.					
15.	Khua sungah ong huh a, ong panpih thei dingte zong ka thei hi.					
16.	Mizoram ah Chin galtai pawlpi a ka tel theih ka lungdam hi.					

Appendix II: Booklet of Self-Efficacy Test Scale

SELF-EFFICACY SCALE (English)

By Dr. Kabita Kumari & Lalramengmawia

Sl. No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I feel confident in my ability to learn subjects which are new to me.					
2.	I am capable of understanding difficult topics.					
3.	I am motivated to actively participate in classroom discussions.					
4.	I confidently take part in school competitions.					
5.	I believe I can improve my grades through effort.					
6.	I am confident in my ability to make friends and build relationships with others.					
7.	I believe I can communicate effectively with people from different backgrounds.					
8.	I am capable of resolving conflicts and disagreements in a peaceful way.					
9.	I trust myself to speak up and assert my opinions in social situations.					
10.	I am confident in my ability to work with others in group activities.					
11.	I believe I can adapt to new social environments and situations.					
12.	I trust myself to ask for help and support from others when needed.					
13.	I believe I can contribute positively to my new community.					
14.	I am able to stay calm and composed when faced with difficult situations.					
15.	I can recognize my emotions accurately.					
16.	I am confident in my ability to express my feelings and emotions to others.					
17.	I can bounce back from setbacks and disappointments.					
18.	I can help others to manage their emotions effectively.					
19.	I believe I can cope with stress and anxiety in a healthy way.					
20.	I believe I can learn and use other languages (e.g. Mizo, English)					
21.	I am confident in my language skills for daily interactions.					
22.	I trust that I can express myself clearly in writing.					

23.	I am motivated to improve my language proficiency (Mizo, English, Hindi)					
24.	I believe I can take care of my physical health and well-being.					
25.	I trust myself to listen to my body and know when to rest.					
26.	I am capable of setting and achieving physical health goals for myself.					
27.	I am confident in my ability to seek medical help when needed.					
28.	I trust myself to engage in activities that promote my physical strength and endurance.					
29.	I can do all kinds of physical work that other children in my age group can do.					

SELF-EFFICACY SCALE (Paite)

Sl. No.	Statements	Diklo Mah Mah	Dik	Theilo	Diklo	Diklo Mah Mah
1.	Ka laisim te a thak a hih hang, tel thei dingin ka ki muang zo hi.					
2.	Thulu hamsa deuh te zong tel siam zel ing.					
3.	Classroom sungah thu a ki kup uh ciang kei zong ki hel dingin ong ki hanthon zel hi.					
4.	Sangah kidemna a om ciang maizum loin ka ki hel zel hi.					
5.	Hanciamna toh mat tampi tak ka ngah thei ding hi.					
6.	Lawm leh gual nei thei dingin ka ki muang hi.					
7.	Dinmun tuam tuam a ding te toh zong hoih takin ka ki ho thei hi.					
8.	Buaina leh ki muhkhelhna te zong lungmuanna ka suaksak thei hi.					
9.	Mi lakah ka gen nopte ka gen khia ngam hi.					
10.	Mi toh nasep khawp ka siam hi.					
11.	Ka omna mun leh gam toh ki zui a gamtat siam dingin ka ki muang hi.					
12.	A kisapna munah midang te huhna ka ngen ngam hi.					
13.	Mi ki zangthei hi dingin ka ki muang hi.					
14.	Haksatna ka tuak zongin ka patau ngei kei hi.					
15.	Ka lungsim puakzia ka tel hi.					
16.	Ka lungsim puakzia mi lakah pulak siam ing.					
17.	Ka lungkim lohna leh haksatna te ka ki zo sak ngei kei hi.					
18.	Midangte lunggimna ka hehnem zel hi.					

19.	Lungsim gimna leh lungsim tawlna te a hoih thei bang pen in ka zo zo hi.					
20.	Pau dang (Mizo, English) a pau thei ding in ka ki muang hi.					
21.	Nisim hoih takin ka pau siam teng toh mi ka hopih thei hi.					
22.	Ka lungsim a thu om te gelh khia thei ing.					
23.	Pau namtuam te hoih tak a ka zat theihna ding in ong ki hanthot zel hi (Mizo, English, Hindi).					
24.	Ka cidamna toh kisai ka ngaihsun siam hi.					
25.	Ka pumpi ka tawldam sak hun ding ka thei hi.					
26.	Ka pumpi a cidam theihna ding in pan ka la hi.					
27.	Siahuan zot a kul ciang kei leh kei in ki muang ing.					
28.	Ka pumpi cidamna ding in na ka sem hi.					
29.	Ka khangua te sep bang bang ka sem thei hi.					

Appendix III: Booklet of Learning Capability Test Scale

LEARNING CAPABILITY SCALE (English)

By Dr. Kabita Kumari & Lalramengmawia

Sl. No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I have the ability to solve learning problems.					
2.	I can think critically and analyse information effectively.					
3.	I can remember and recall important information.					
4.	I am capable of understanding and applying new concepts and ideas.					
5.	I have the ability to learn from my mistakes and improve my performance.					
6.	I often ask questions to myself and seek clarification when needed.					
7.	I can adapt my learning strategies to different subjects in school.					
8.	I am motivated to learn and explore new things.					
9.	I believe in my ability to succeed in my studies.					
10.	I have the capability to stay focused and engaged in my educational activities.					
11.	I am able to set and prioritize my learning goals.					
12.	I can manage my time effectively to complete tasks and assignments.					
13.	I can constantly stay organized and keep track of my schoolwork.					
14.	I am capable of focused and avoiding distractions during study sessions.					
15.	I am able to seek help and resources when needed to support my learning					
16.	I write down important points during classroom explanations.					
17.	I check and rewrite my notes.					
18.	I start revising the lessons several days before exams.					
19.	I summarize whatever I read in my own words.					
20.	I can bounce back from setbacks and challenges in my learning journey.					
21.	I am able to adapt to new learning environments and situations.					
22.	I am capable of learning from failures and using them as opportunities for growth.					
23.	I can stay positive and motivated even when I face					

	difficulties in my learning.					
24.	I find ways to solve problems even when solutions are not obvious.					
25.	I could embrace change and see it as a chance for learning and development.					

LEARNING CAPABILITY SCALE (Paite)

Sl. No.	Statements	Dik Mah Mah	Dik	Theilo	Diklo	Diklo Mah Mah
1.	Lai lam toh a kisai haksatna ka neihte phu khia zo ing.					
2.	Lai simna lam a theih ding a om ciang, hoih takin ka ngaihsutna ka zang thei hi.					
3.	A theih huai te ka ciamteh thei hi.					
4.	Ka laisim te ka theisiam a, ngaihsutna thak ka zang siam hi.					
5.	Hihkhelhna pan ka ki sin a, ka ki bawlpha zel hi.					
6.	Kei leh kei dawtna ka ki bawl a, a gentelna ka zong khia zel hi.					
7.	Sangah laisim dan tuam tuam in ka sin thei hi.					
8.	Siamna pilna thak zong dingin ong ki hanthot zel hi.					
9.	Ka laisimna ah lawcing dingin ka ki muang hi.					
10.	Laisimna bek ngaihsun in, laisimna vai te ah ka lungsim ka pia hi.					
11.	Ka tup ka sawmna te masa sak pen ing.					
12.	Ka laisin ding te hun lap a ka zawh theihna dingin hun ka ki bawl siam hi.					
13.	Ka sang vai toh a kisai hih ding te ka hih ciat ciat hi.					
14.	Lai ka sim sungin ong buaisak thei te ong nawlkhin thei hi.					
15.	Ka laisinna ong panpih thei ding ka ki sap te ka kaikhawm siam hi.					
16.	Classroom-a a gentelna te uh gelhin ka ciam teh zel hi.					
17.	Ka lai gelh te ka entel in ka gelh pha zel hi.					
18.	Lai phi ma in ka lai te ka enphakik zel hi.					
19.	Ka laisim te ka theisiam dingin a thu kai tom zel ing.					
20.	Laisimna vai ah haksatna te ka ki zo sak ngei lo hi.					
21.	Kei a ding a siamsinna mun thak a hih hang, buaina ka nei kei.					
22.	Ka lohsapna te khantohna dingin ka zang siam hi.					
23.	Laisim ah haksatna ka neih ciangin lungkia lo dingin ka ki hanthon zel hi.					
24.	Haksatna vengsak dingin a lampi ka zong zel hi.					
25.	Na lamdang/ki khelna ka pawmsiam in kei a ding a khantohna a hi ciin ka mu siam hi.					

Appendix IV: Booklet of Interview Schedule

INTERVIEW SCHEDULE QUESTIONS

By Dr. Kabita Kumari & Lalramengmawia

- 1. How is your home environment? How peaceful, calm and secure do you feel in your home?*
- 2. What is your experience at the place you live and at your school? Do you often get some unexpected attention/staring from people/classmates, etc. when they come to know your name or that you are a refugee? How does that make you feel?*
- 3. Since people often put blame on refugees for any bad things like stealing, breaking of things, etc. Do you try to avoid everyone just to be on the safe side or for fear of being blamed?*
- 4. Have you made new friends here? How much do you trust them and how much help do you expect to get from them in times of need?*
- 5. How do you find your school environment? Do you participate in school activities here? Is there a difference in your participation in school activities in Myanmar and in present school?*
- 6. Do you feel that the syllabus you study here and the syllabus you used to study before are too different? Which one do you like more and why?*
- 7. Are you able to understand all subjects equally well? If no, which subjects are easy and which subjects are more difficult for you? What do you do when the subject becomes difficult?*
- 8. Are you able to do your homework or classwork by yourself?*

Appendix V: Booklet of Refuge Experience Narrative
REFUGEE EXPERIENCE NARRATIVE QUESTION

By Dr. Kabita Kumari & Lalramengmawia

Name: _____ Class: _____ Age: _____

Gender: _____ School: _____

Instruction: You can write any kinds of experience you have had till now as a refugee, good or bad; starting from your life in Myanmar, about your journey to Mizoram looking for safety; any kinds of discrimination you have faced since you became a refugee; whether you have hope of things getting better in Myanmar or returning to Myanmar soon; your view towards as a refugee, whether you still have dreams for your future; school experiences such as whether you like going to school and studying or not; about your family; basically, whatever you have experienced as a refugee from the time you left Myanmar till now. You can write as many lines as you want.

Q. Write your experience as a refugee in the space provided.

Appendix VI:

Mean, standard deviation and t-value of upper and lower groups on psychological security scale

Item No.	Upper Group		Lower Group		t-value	Significance
	Mean	SD	Mean	SD		
1	4.56	0.5	4.37	1	0.70	NS
2	4.5	1.49	4.43	0.51	0.09	NS
3	4.94	0.25	3.94	1.69	2.34	*
4	4.63	0.05	3.31	0.95	4.90	*
5	3.94	1.06	3	1.15	2.94	*
6	3.06	1.39	3	1.22	0.5	NS
7	5	0	4.75	1.85	0.14	NS
8	4.81	0.39	4.5	0.61	1.24	NS
9	4.88	0.35	4.75	0.57	0.54	NS
10	4.44	0.61	3.88	1.28	6.75	*
11	4	1	3.56	3.37	1.33	NS
12	3.5	0.88	2.94	1.25	1.51	NS
13	3.75	3.61	3.25	1.03	2.27	*
14	3.88	3.75	3.44	0.99	2	*
15	4.63	0.47	4.94	4.84	0.76	NS
16	3.88	3.60	3.88	3.63	8	*
17	3.25	0.57	3.38	1.28	1.61	NS
18	4.63	0.34	4.19	1.18	6.1	*
19	4.13	0.71	3.38	0.96	2.51	*
20	4.44	0.60	3.88	3.59	2.8	*
21	3.56	0.83	3.13	0.93	6.14	*
22	3.94	0.77	2.88	1.15	3.07	*
23	4.25	0.43	3.31	1.33	138	*
24	3.88	0.6	3.94	0.70	-1.2	NS
25	3.81	0.88	3.94	0.74	-2.16	*
26	4	1.03	2.88	1.26	2.76	*
27	3.31	3.12	3.31	0.98	0	NS
28	4.06	1.29	2.94	1.39	2.37	*

*NS = Not significant * significant at 0.05 level*

Appendix VII:

Mean, standard deviation and t-value of upper and lower groups on self-efficacy scale

	Upper Group		Lower Group		t-value	Significance
Item No.	Mean	SD	Mean	SD		
1	3.56	0.26	3.37	0.6	1.36	NS
2	3.69	1.01	2.4	1.05	3.64	*
3	3.63	0.96	2.75	0.6	2.84	*
4	4.12	0.96	3.88	0.85	2.53	*
5	3.43	1.32	2.94	0.75	6.12	*
6	3.68	1.16	3.37	1.22	3.87	*
7	4.25	0.66	3.75	1.14	7.14	*
8	4.19	0.91	3	0.8	3.72	*
9	3.31	1.40	2.31	0.60	2.62	*
10	3.88	0.25	2.63	0.96	4.63	*
11	4	0.53	2.31	0.50	6.65	*
12	4.13	0.92	3.13	0.6	14	*
13	3.44	1.06	2.37	0.98	13.37	*
14	4.37	0.53	2.75	0.90	4.76	*
15	4.06	0.57	3.44	0.81	2.51	*
16	3.81	0.91	2.25	1	4.62	*
17	3.13	0.24	3.44	1	6.2	*
18	3.63	0.89	2.56	1.21	2.84	*
19	4.44	0.63	3.38	0.81	4.16	*
20	4.06	0.85	3	0.89	3.44	*
21	3.94	0.9	2.38	1.11	19.5	*
22	3.94	0.93	2.62	1.15	5.21	*
23	4.13	0.62	2.94	0.99	4.04	*
24	4.06	0.99	2.19	0.92	5.55	*
25	4.62	0.5	4.5	0.5	3.12	*
26	3.5	0.93	3.62	0.99	-0.19	NS

27	4.13	0.81	2.81	1.27	4.77	*
28	4.18	0.65	3.69	1.04	6.13	*
29	4.25	0.68	3.38	0.81	3.31	*
30	3.94	0.99	3.12	1.15	2.14	*
31	3.94	0.44	3.25	0.86	2.85	*
32	4.12	0.89	3.44	1.03	2.02	*

*NS = Not significant, * significant at 0.05 level*

Appendix VIII:

Mean, standard deviation and t-value of upper and lower groups on learning capability scale

	Upper Group		Lower Group		t-value	Significance
Item No.	Mean	SD	Mean	SD		
1	3.31	1.01	2.5	1.29	2.24	*
2	4.38	0.62	3.44	0.81	3.67	*
3	3.69	0.49	2.62	0.89	4.22	*
4	4.38	0.5	2.81	0.66	7.58	*
5	4.56	0.51	4.13	0.62	2.18	*
6	4.63	0.5	4.06	0.85	2.27	*
7	3.63	0.96	1.63	0.62	7.01	*
8	4.43	0.51	4.06	1.06	5.52	*
9	4.63	0.5	2.81	0.88	6.98	*
10	3.68	0.59	3.18	1.07	9.25	*
11	4.56	0.5	3.5	0.84	1.79	NS
12	4.5	0	2.88	1.04	0.09	NS
13	4.12	0.80	3.56	1.18	4	*
14	4.25	0.68	2.75	0.93	5.20	*
15	4.19	0.83	3.37	0.96	2.56	*
16	3.19	1.52	2.13	0.96	2.37	*
17	4.19	0.54	3	0.89	4.54	*
18	4.19	0.54	3.56	0.96	2.25	*
19	4.5	0.73	3.56	0.96	3.10	*
20	4.94	0.25	3.81	0.25	6.42	*
21	4.31	2.02	3.31	1.65	2.27	*
22	4.5	0.52	3.56	1.15	2.97	*
23	4.13	0.81	2.81	1.11	3.83	*
24	4.5	0.52	3.69	0.79	3.43	*
25	4.19	0.75	3.44	0.89	2.57	*
26	4.38	0.5	3.56	0.89	3.18	*
27	4.38	0.5	3.13	1.15	3.99	*

*NS = Not significant, * significant at 0.05 level*

Appendix IX:

Psychological security raw scores with corresponding Z-scores

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
80	2.45	68	0.69	64	0.10	59	-0.63
80	2.45	68	0.69	64	0.10	59	-0.63
80	2.45	67	0.54	64	0.10	59	-0.63
79	2.31	67	0.54	64	0.10	59	-0.63
78	2.16	67	0.54	64	0.10	59	-0.63
78	2.16	67	0.54	64	0.10	59	-0.63
77	2.01	67	0.54	64	0.10	58	-0.78
76	1.87	67	0.54	64	0.10	58	-0.78
76	1.87	67	0.54	64	0.10	58	-0.78
76	1.87	67	0.54	64	0.10	58	-0.78
76	1.87	67	0.54	64	0.10	58	-0.78
76	1.87	67	0.54	64	0.10	58	-0.78
76	1.87	67	0.54	64	0.10	58	-0.78
76	1.87	67	0.54	64	0.10	57	-0.92
75	1.72	67	0.54	63	-0.04	57	-0.92
74	1.57	67	0.54	63	-0.04	57	-0.92
74	1.57	67	0.54	63	-0.04	57	-0.92
74	1.57	66	0.40	63	-0.04	57	-0.92
74	1.57	66	0.40	63	-0.04	57	-0.92
74	1.57	66	0.40	63	-0.04	57	-0.92
74	1.57	66	0.40	63	-0.04	57	-0.92
74	1.57	66	0.40	63	-0.04	57	-0.92
73	1.43	66	0.40	63	-0.04	57	-0.92
73	1.43	66	0.40	63	-0.04	56	-1.07
73	1.43	66	0.40	62	-0.19	56	-1.07
72	1.28	66	0.40	62	-0.19	56	-1.07
72	1.28	66	0.40	62	-0.19	56	-1.07
72	1.28	66	0.40	62	-0.19	56	-1.07

72	1.28	66	0.40	62	-0.19	56	-1.07
72	1.28	66	0.40	62	-0.19	56	-1.07
72	1.28	66	0.40	62	-0.19	56	-1.07
72	1.28	66	0.40	62	-0.19	56	-1.07
72	1.28	66	0.40	62	-0.19	56	-1.07
71	1.13	66	0.40	62	-0.19	55	-1.22
71	1.13	66	0.40	62	-0.19	55	-1.22
71	1.13	66	0.40	62	-0.19	55	-1.22
71	1.13	66	0.40	62	-0.19	55	-1.22
71	1.13	66	0.40	62	-0.19	55	-1.22
70	0.99	66	0.40	62	-0.19	55	-1.22
70	0.99	66	0.40	61	-0.34	55	-1.22
70	0.99	66	0.40	61	-0.34	55	-1.22
70	0.99	66	0.40	61	-0.34	55	-1.22
70	0.99	65	0.25	61	-0.34	55	-1.22
70	0.99	65	0.25	61	-0.34	54	-1.36
70	0.99	65	0.25	61	-0.34	54	-1.36
70	0.99	65	0.25	61	-0.34	54	-1.36
70	0.99	65	0.25	61	-0.34	54	-1.36
70	0.99	65	0.25	61	-0.34	54	-1.36
69	0.84	65	0.25	60	-0.48	54	-1.36
69	0.84	65	0.25	60	-0.48	54	-1.36
69	0.84	65	0.25	60	-0.48	53	-1.51
69	0.84	65	0.25	60	-0.48	53	-1.51
69	0.84	65	0.25	60	-0.48	53	-1.51
69	0.84	65	0.25	60	-0.48	53	-1.51
69	0.84	65	0.25	60	-0.48	53	-1.51
69	0.84	65	0.25	60	-0.48	53	-1.51
69	0.84	65	0.25	60	-0.48	53	-1.51
69	0.84	65	0.25	60	-0.48	52	-1.66
69	0.84	65	0.25	60	-0.48	52	-1.66

69	0.84	65	0.25	60	-0.48	52	-1.66
69	0.84	65	0.25	60	-0.48	52	-1.66
68	0.69	65	0.25	60	-0.48	52	-1.66
68	0.69	65	0.25	60	-0.48	51	-1.80
68	0.69	65	0.25	60	-0.48	51	-1.80
68	0.69	65	0.25	60	-0.48	51	-1.80
68	0.69	65	0.25	60	-0.48	51	-1.80
68	0.69	65	0.25	60	-0.48	50	-1.95
68	0.69	65	0.25	60	-0.48	50	-1.95
68	0.69	64	0.10	59	-0.63	50	-1.95
68	0.69	64	0.10	59	-0.63	49	-2.10
68	0.69	64	0.10	59	-0.63	48	-2.25
68	0.69	64	0.10	59	-0.63	48	-2.25
68	0.69	64	0.10	59	-0.63	47	-2.39
68	0.69	64	0.10	59	-0.63	47	-2.39
68	0.69	64	0.10	59	-0.63	45	-2.69
68	0.69	64	0.10	59	-0.63	45	-2.69

The above *Appendix no. IX* represents the raw scores of the psychological security of refugee children and their corresponding Z-scores

Appendix X:

Self-efficacy raw scores with corresponding Z-scores

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
145	2.52	119	0.63	111	0.05	101	-0.68
144	2.45	119	0.63	111	0.05	101	-0.68
144	2.45	119	0.63	111	0.05	101	-0.68
143	2.38	118	0.56	111	0.05	101	-0.68
141	2.23	118	0.56	110	-0.02	101	-0.68
141	2.23	118	0.56	110	-0.02	101	-0.68
140	2.16	118	0.56	110	-0.02	101	-0.68
139	2.09	118	0.56	110	-0.02	101	-0.68
138	2.02	118	0.56	110	-0.02	101	-0.68
137	1.94	118	0.56	110	-0.02	100	-0.75
136	1.87	118	0.56	110	-0.02	100	-0.75
135	1.80	118	0.56	110	-0.02	100	-0.75
135	1.80	117	0.49	110	-0.02	100	-0.75
135	1.80	117	0.49	109	-0.09	100	-0.75
134	1.72	117	0.49	109	-0.09	100	-0.75
133	1.65	117	0.49	109	-0.09	100	-0.75
133	1.65	117	0.49	109	-0.09	100	-0.75
133	1.65	117	0.49	109	-0.09	100	-0.75
132	1.58	116	0.42	109	-0.09	99	-0.82
132	1.58	116	0.42	109	-0.09	99	-0.82
131	1.51	116	0.42	108	-0.17	99	-0.82
131	1.51	116	0.42	108	-0.17	99	-0.82
131	1.51	116	0.42	108	-0.17	99	-0.82
130	1.43	116	0.42	108	-0.17	98	-0.89
130	1.43	116	0.42	108	-0.17	98	-0.89
130	1.43	116	0.42	108	-0.17	98	-0.89
130	1.43	116	0.42	108	-0.17	98	-0.89

129	1.36	115	0.34	108	-0.17	98	-0.89
129	1.36	115	0.34	108	-0.17	97	-0.97
128	1.29	115	0.34	108	-0.17	97	-0.97
128	1.29	115	0.34	107	-0.24	97	-0.97
128	1.29	115	0.34	107	-0.24	97	-0.97
127	1.22	115	0.34	107	-0.24	97	-0.97
127	1.22	115	0.34	107	-0.24	97	-0.97
127	1.22	115	0.34	107	-0.24	96	-1.04
127	1.22	115	0.34	106	-0.31	96	-1.04
126	1.14	115	0.34	106	-0.31	96	-1.04
126	1.14	115	0.34	106	-0.31	96	-1.04
125	1.07	115	0.34	106	-0.31	96	-1.04
125	1.07	114	0.27	106	-0.31	95	-1.11
124	1.00	114	0.27	106	-0.31	95	-1.11
124	1.00	114	0.27	106	-0.31	94	-1.18
124	1.00	114	0.27	105	-0.38	94	-1.18
124	1.00	114	0.27	105	-0.38	94	-1.18
123	0.92	114	0.27	105	-0.38	93	-1.26
123	0.92	114	0.27	105	-0.38	93	-1.26
123	0.92	114	0.27	105	-0.38	93	-1.26
123	0.92	114	0.27	104	-0.46	92	-1.33
123	0.92	113	0.20	104	-0.46	91	-1.40
123	0.92	113	0.20	104	-0.46	91	-1.40
122	0.85	113	0.20	104	-0.46	91	-1.40
122	0.85	113	0.20	104	-0.46	91	-1.40
122	0.85	113	0.20	104	-0.46	91	-1.40
122	0.85	113	0.20	104	-0.46	90	-1.48
122	0.85	113	0.20	103	-0.53	90	-1.48
121	0.78	113	0.20	103	-0.53	90	-1.48
121	0.78	112	0.12	103	-0.53	90	-1.48
121	0.78	112	0.12	103	-0.53	89	-1.55

121	0.78	112	0.12	103	-0.53	89	-1.55
121	0.78	112	0.12	103	-0.53	87	-1.69
121	0.78	112	0.12	103	-0.53	87	-1.69
120	0.71	112	0.12	102	-0.60	85	-1.84
120	0.71	112	0.12	102	-0.60	85	-1.84
120	0.71	112	0.12	102	-0.60	84	-1.91
120	0.71	111	0.05	102	-0.60	84	-1.91
120	0.71	111	0.05	102	-0.60	84	-1.91
120	0.71	111	0.05	102	-0.60	81	-2.13
120	0.71	111	0.05	102	-0.60	81	-2.13
120	0.71	111	0.05	102	-0.60	81	-2.13
119	0.63	111	0.05	102	-0.60	79	-2.28
119	0.63	111	0.05	102	-0.60	77	-2.42
119	0.63	111	0.05	102	-0.60	76	-2.49
119	0.63	111	0.05	102	-0.60	74	-2.64
119	0.63	111	0.05	102	-0.60	73	-2.71
119	0.63	111	0.05	102	-0.60	70	-2.93

The above *Appendix no. X* represents the raw scores of self-efficacy of the refugee children and their corresponding Z-scores

Appendix XI:
Learning capability raw scores with corresponding Z-scores

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
125	2.30	106	0.66	98	-0.03	90	-0.72
125	2.30	106	0.66	98	-0.03	90	-0.72
125	2.30	105	0.57	97	-0.12	90	-0.72
125	2.30	105	0.57	97	-0.12	90	-0.72
124	2.22	105	0.57	97	-0.12	90	-0.72
123	2.13	105	0.57	97	-0.12	89	-0.81
123	2.13	105	0.57	97	-0.12	89	-0.81
121	1.96	105	0.57	97	-0.12	89	-0.81
120	1.87	104	0.49	97	-0.12	89	-0.81
120	1.87	104	0.49	97	-0.12	89	-0.81
120	1.87	104	0.49	97	-0.12	89	-0.81
119	1.79	104	0.49	97	-0.12	89	-0.81
119	1.79	104	0.49	97	-0.12	89	-0.81
119	1.79	104	0.49	97	-0.12	89	-0.81
119	1.79	104	0.49	97	-0.12	89	-0.81
119	1.79	104	0.49	97	-0.12	89	-0.81
118	1.70	104	0.49	97	-0.12	88	-0.90
118	1.70	103	0.40	97	-0.12	88	-0.90
118	1.70	103	0.40	97	-0.12	88	-0.90
117	1.61	103	0.40	96	-0.20	88	-0.90
117	1.61	103	0.40	96	-0.20	88	-0.90
116	1.53	103	0.40	96	-0.20	88	-0.90
115	1.44	103	0.40	96	-0.20	87	-0.98
115	1.44	103	0.40	96	-0.20	87	-0.98
114	1.35	103	0.40	96	-0.20	87	-0.98
114	1.35	103	0.40	96	-0.20	87	-0.98
113	1.27	103	0.40	96	-0.20	87	-0.98

113	1.27	102	0.31	96	-0.20	87	-0.98
113	1.27	102	0.31	96	-0.20	87	-0.98
113	1.27	102	0.31	96	-0.20	87	-0.98
113	1.27	102	0.31	96	-0.20	87	-0.98
113	1.27	101	0.23	95	-0.29	87	-0.98
113	1.27	101	0.23	95	-0.29	86	-1.07
113	1.27	101	0.23	95	-0.29	86	-1.07
113	1.27	101	0.23	95	-0.29	86	-1.07
113	1.27	101	0.23	95	-0.29	86	-1.07
113	1.27	101	0.23	95	-0.29	86	-1.07
113	1.27	101	0.23	95	-0.29	86	-1.07
113	1.27	101	0.23	95	-0.29	86	-1.07
112	1.18	101	0.23	95	-0.29	86	-1.07
112	1.18	101	0.23	95	-0.29	85	-1.16
112	1.18	100	0.14	95	-0.29	84	-1.24
112	1.18	100	0.14	95	-0.29	84	-1.24
112	1.18	100	0.14	94	-0.38	84	-1.24
112	1.18	100	0.14	94	-0.38	84	-1.24
112	1.18	100	0.14	94	-0.38	84	-1.24
112	1.18	100	0.14	94	-0.38	84	-1.24
111	1.09	100	0.14	94	-0.38	84	-1.24
111	1.09	100	0.14	94	-0.38	84	-1.24
111	1.09	100	0.14	94	-0.38	83	-1.33
111	1.09	100	0.14	94	-0.38	83	-1.33
110	1.01	100	0.14	94	-0.38	83	-1.33
110	1.01	100	0.14	94	-0.38	83	-1.33
110	1.01	100	0.14	94	-0.38	82	-1.42
110	1.01	100	0.14	93	-0.46	82	-1.42
110	1.01	99	0.06	93	-0.46	82	-1.42
110	1.01	99	0.06	93	-0.46	81	-1.50
110	1.01	99	0.06	93	-0.46	81	-1.50

110	1.01	99	0.06	93	-0.46	81	-1.50
109	0.92	99	0.06	93	-0.46	81	-1.50
109	0.92	99	0.06	93	-0.46	80	-1.59
109	0.92	99	0.06	93	-0.46	80	-1.59
108	0.83	99	0.06	92	-0.55	80	-1.59
108	0.83	99	0.06	92	-0.55	79	-1.67
108	0.83	99	0.06	92	-0.55	79	-1.67
108	0.83	99	0.06	92	-0.55	79	-1.67
107	0.75	98	-0.03	92	-0.55	78	-1.76
107	0.75	98	-0.03	92	-0.55	77	-1.85
107	0.75	98	-0.03	92	-0.55	76	-1.93
107	0.75	98	-0.03	91	-0.64	75	-2.02
107	0.75	98	-0.03	91	-0.64	72	-2.28
107	0.75	98	-0.03	91	-0.64	71	-2.37
106	0.66	98	-0.03	90	-0.72	67	-2.71
106	0.66	98	-0.03	90	-0.72	63	-3.06
106	0.66	98	-0.03	90	-0.72	62	-3.15

The above *Appendix no. XI* represents the raw scores of learning capability of the refugee children and their corresponding Z-scores

Appendix XII:

Consent Form

Research Title: Psychological Security, Self-Efficacy and Learning Capability of Chin Refugee Children in Mizoram

Objective and Procedure:

1. I understand the purpose of this research and that I am voluntarily participating. The procedures have been explained clearly.
2. I consent to the collection and storage of data as described, with my confidentiality being protected at all times.
3. The potential risks and benefits of this research have been explained, and I agree to participate under these conditions.

Data Collected:

1. _____
2. _____
3. _____

Name: _____

Date: _____

Researcher's Signature: _____

Signature: _____

Appendix XII:

Experience Narratives of the Children

Name: _____ Class: _____ Age: _____
Gender: Female School: St. Mary's School

Instruction: You can write any kinds of experience you have had till now as a refugee, good or bad: starting from your life in Burma, about your journey to Mizoram looking for safety; any kinds of discrimination you have faced since you became a refugee; whether you have hope of things getting better in Burma or returning to Burma soon; your view towards life as a refugee, whether you still have dreams for your future; school experiences such as whether you like going to school and studying or not; about your family; basically, whatever you have experienced as a refugee from the time you left Burma till now. You can write as many lines as you want.

(**Tihdan Tur:** Raltlan in nih anga i thiltawn eng pawh, a nuam leh hrehawm lamte ziaak chhuak la; Burma-a in awm lai atanga tanin, himna zawnga Mizoram pana inrawn kaldan te; raltlan in nih hnuah mi hmuhsitna te in tawh tawh em; Burma ram a that leh vat i ring em emaw Burma-a haw leh vat theih i ring em; raltlang i nih anga i thil thir dan hrim hrim, i hma hun atana i beiseina neih te; school te, sikul kal leh lehkhazir te nuam i ti em; in chhungkaw chungchang; Burma inrawn chhuahsan atanga tun thlenga i thil tawn eng pawh. I duh zat zat a seiin han ziaak teh.)

(**Hihdan Ding:** Galtai na hihna tawh ki sai, a nawnpa leh haksatna, na tuakte gelh in la. Kawlgam a na omlai a ki pat, lungmuanna zong a Mizoram/India nong pai toh dan te zong gelh in, galtai na hihna tawh ki sai a, mi ong neubawlna na thuakte zong gelh in. Kawlgam in hun hoih a neih kik ding na lamenna, a hih kei leh ciah na sawm kikna; galtai na hih bangin na mailam hunah na lametna te, sang lam tawh ki sai a hi zong in, sangkah a laisim nuamna sa na hia, innkuansung vai te zong, kawlgam na taisan a kipat tuni dong a, bang teng tuak kha na hiam cih teng khempuuh, a vek pi in gelh khia in)

Q. Write your experience as a refugee in the space provided.

Galtai ka hihna tawh ki sai a nawnpa leh haksatna ka thuak
te in Hostel ah om in gam dang a om ka nuneu te in Hostel fee
ong piaksak hi. Hostel ah Sister te leh lawm leh gual teng tawh om
khawm ngai ngai ungh. Mitam om na ahih mah bang a inn a daan in
Nu leh Pa te ong thudon bang in ong kidon manloh pen haksatna sa ingh.
Nat na, damloh na khat peuh neileng ong kidon man lo in ka lung
leng zong bah sa keng. Tua a hih man in ka thuak zawh tan² thuak
in a nalo bang in om zaw ingh. Sister nu'n khat vei² teh ka
vek un ong lam sak, la ong sa sak, ong ki mawl sak leh nasep
man ciang moh ong hawm pen nop sa ingh. Lawm te tawh nasep
hawm pau pah² ungh. Ka vek un ka ki ciangnuh te zong nop ka sa hi.

Tua in nasep zong ong lawp sak in cim kawm in nasep omlo hi. Sang pai ciang leh sang tuah ciang zong lawm teng mah tawh ton khawm ngeei ngai in pau² ungh. Lung khamna, lung gimna, lung kimloh na, hehna, dahna te om ciang ih gen ding lawm om in tua pen nop tuam mah² hi. Sang ah zong lawm te tawh ki ho thei-in ki thuah thei kim ungh. Sya, syama te zong nop in class sung ah khat vei² ciamnuih ong bawl pih nate uh zong nop sa ingh. Thu hoih no² ciap teh theih ding tuam² zong Sya te'n ong gen zel hi. Lai bek² hilo in cimnang, thu theih nang tuam² leh game te zong ong kimawl pih zel uh hi. Assembly ciang zong sang naupang khempuuh exercise ong lakpih in ong lampih zel uh hi. Tua bek hilo sang ah zong nasem zel ungh. Nung kal in district sports om in Taekwondo ah ka kihel kha hi. Ka pai in zong lawmteng mah in ong pai pih in ka kilai ciang zong tha ong pia ziah² uh hi. Match man ciang zong juice leh moh ong pia in ong phat kee uh in tha ong piak beh² lai uh hi. 2nd ka ngah zen² hang ka thanem ding dah uh in tha ong nak piak beh mah² uh hi. Tua te zong nop sa ingh. Kei a ding in ka mangih ngeiloh ding thu khat hi. Lawm dang te zong aki mawl uh ciang tha pia khawm ngeei ngai ungh. Akih hang ken Mizo pau theilo. Ong ki hopih te ka tel loh tampi tak om in kimawl ding ciang zong a rule te ong kigen in tel lo pi² in ki mawl hai² ingh. Sang ah zong Sya te'n Mizo pau in thu a gen uh ciang ka telloh tam mah² in ka lawm te kiang ah dong kik² ingh. Khat vei² ciang ong hawm thawh ding leh nawnng kai ong sak ding uh dah in ka dot ngamlah hun zong om thei zel hi. (Mizo pau ka theihloh pen nop sa keng. Akih hang Mizo pau ka theihloh lam ong telsiam uh a hih man in lung duai tak in ong gen kik ve² uh hi). Hostel ah na khat peuh gen ding ai kei zong nget ding pen kih ta ingh. Bang hang cih leh ken English leh Mizo

pau theilo ka hih man hi. Sister te tawh ki ho ding zong
hahsa sa ingh. Amau ong gen te ken lah tello in ka tel sun²
zong dawng kik thei leng. Kawlgam din mun pen tel mel om lo hi.
Bang piang ding bang tuak ding theilo in a mun² lau huai in muan
na kip ding munte omlo hi. Tua ahih man in Champhai ah lung muang
takin om theih ding leh sang lah theihna ding ka inn kuanpih te'n
ong vai hawm sak hi. Mi te' neu bawl na ka thuak zel hi. Cial tai
ci-in ong thei te in ong nawt bawl in a mit un zong ong et daan
te ki lamdang deuh hi. Mi lah ah zong ei a omlo mah tawh ki bang
tel hi. Kawlgam a man lang thei² in hun ong hoih kik nangk lam et
na kuanpi tawh thungen den ingh. Inn leh lo, khuapih, tuipih, inn kuanpih
te leh ka inn te zong phawh in a hih theih leh ciah kik ding ut
ingh. Ka inn kuanpih te tawh an kuang um khawm nate, hun hoih hun
pha ka zat nate deih kik in inn ciah kik ding ut ingh. Kawlgam a om
ka laum ka gual te tawh hun ka zat khawm nate, ka sangkah
khawm nate ut phawh in Kawlgam ah ciah kik nuam ingh. Hun a
kitalah zong a ki laih kei zong in mai lum ah Kawlgam ciah kik in
ka laite ka zawp kik ding, sang ka zop kik ding lungguh ingh. Tusung
lai sim tawh ki gam la mah² ingh. Bang hang cih leh annual sports te
district sports te om in class te zong neilo ka hih man in lai sim zong
tha dah gawp in tur zong Sister te inn thak hon pawl om in nasep
ding tam mah² hi. Lai te sim luato zaw in nasep lam tulai tak tam
hih zaw ungh. Sun a nasem in gim mah² ka hih man in nitak
laisim hun sung ah ihmu thei zel ingh. Sang ah zong class khat²
te ah ihmu pah² ingh. Ka lungsim in inn ah omleng ut tan² lum
in ut dan² in om in ut hun² in laisim thei ding cih ong phawh
sak zel hi. Gim hun, tawl hun leh lung kiat hun a om ciang
zong kap sim zel ingh. Ahih hang thuak zawh loh luat cih bel
om nai kei in tu ciang² nop sa lai tel ingh. Hih teng ka om ciang

in ka inn kuan pih ka Nu ka Pa te, ka Pi ka Pu te tawh :
ka om khawp lai hun te aman pha a hih lam ong phawk sak
hi. Nu leh Pa te itna leh ong khualna te uh tel pan ingh. Gal
tai kawm leh laisim ding in ka pai na in thu tam pi² ong ngaih
sun sak in haksat na tuam² te leh mihring te' lung sim te zong
ong tel sak sawn hi. Kawlgam in nidang bang in boih lii in
gal tai te kita leh a om lai te hi ta leh cidam tak in inn lum lo
lum te a zuat lii zawh nang in ka lam et na hi. Tua leh ka sang
kah nate zom thei in ka ut ka sep nop ka ngim ka gel na te
atang tung ding zong lam en ingh. Topa in ka thunget nate ong
sang ding in zong lam en ingh. Hih bang in ka lungsim sung a
om teng konggelh khia hi. Pau khialh na, at khialh nate ka neih leh
ong mai sak un ci-in ong thum ingh. Hih ka at khialh na in zong
ka lungsim ong zang tuam sak hi. Hih bang a gelh na ding lai ong
hawm Sya te tung leh ong sim sak Sya te tung ah ka lungdam.

Name: _____ Class: _____ Age: _____

Gender: Male School: _____

Instruction: You can write any kinds of experience you have had till now as a refugee, good or bad: starting from your life in Burma, about your journey to Mizoram looking for safety; any kinds of discrimination you have faced since you became a refugee; whether you have hope of things getting better in Burma or returning to Burma soon; your view towards life as a refugee, whether you still have dreams for your future; school experiences such as whether you like going to school and studying or not; about your family; basically, whatever you have experienced as a refugee from the time you left Burma till now. You can write as many lines as you want.

(**Tihdan Tur:** Raltlan in nih anga i thiltawn eng pawh, a nuam leh hrehawm lamte ziaak chhuak la; Burma-a in awm lai atanga tanin, himna zawnga Mizoram pana in rawn kaldan te; raltlan in nih hnua mi hmuhsitna te in tawk tawh em; Burma ram a that leh vat i ring em emaw Burma-a haw leh vat theih i ring em; raltlang i nih anga i thil thlir dan hrim hrim, i hma hun atana i beiseina neih te; school te, sikul kal leh lehkhia zir te nuam i ti em; in chhungkaw chungchang; Burma in rawn chhuahsan atanga tun thlenga i thil tawn eng pawh. I duh zat zat a seiin han ziaak teh.)

(**Hihdan Ding:** Galtai na hihna tawh ki sai, a nawpna leh haksatna, na tuakte gelh in la. Kawlgam a na omlai a ki pat, lungmuanna zong a Mizoram/India nong pai toh dan te zong gelh in, galtai na hihna tawh ki sai a, mi ong neubawlna na thuakte zong gelh in. Kawlgam in hun hoih a neih kik ding na lamenna, a hih kei leh ciah na sawm kikna; galtai na hih bangin na mailam hunah na lametna te, sang lam tawh ki sai a hi zong in, sangkah a laisim nuamna sa na hia, innkuansung vai te zong, kawlgam na taisan a kipat tuni dong a, bang teng tuak kha na hiam cih teng khempeuh, a vek pi in gelh khia in)

Q. Write your experience as a refugee in the space provided.

Kei ni chhungkua hi Myanmar Tahan a aum kan ni a,
1 february 2021 atang khan kan ram chu buai tan in, 27
March 2021 khan nasa taka buai tur ang a sawi a aum
avangin 25 March 2021 vel khan Tio-ah a zan a zanin
kan chhungte nen mawtawrin kan tlan a, chu mi hnuah
boruak a zia aum avangin kan haw leh ta a, kan haw
hnu ni rei lo teah a vawi khat nan silai puak ri kan hre
ta a, kan hlau thawngin kan mangang em em a, ka pa
Tio lamah zin a ngai a, chu tah chuan kan hlauh ve em
avangin kan zui ve ta a, chu mi hnuah Tahan kan in bulah
bomb a tla a, Pathian zarah kan in a fuh lo a kan
lawm hle. Tio-ah chuan tla eng emaw zat kan aum
hnuah dawr kan siam a, Christmas leh kumthar te pawh
Tio-ah chuan kan hmang ta a. Chu mi hnuah Tio-ah
chuan an in kap ta a, himna zawngin Tio kamah kan
riak a, a hnuah Zokhawthar lamah kum 2022 khan kan
tlan ta a, Zokhawthar-ah tla 2 kan aum a Tio-a kan
aum na in kawm charah mipui sipai an aum a Burma

sual sipai in zarah an rawn run a POF te chu
kan in chhungah te an lo tlan chhia a, mipui sipai
pahnih chu an man a an ti hlum a ni. Chu mi zan,
chuan inah kan aum lo, Zokhawtharah kan lo tlan
chhia hmana kan him a ni. 11 APRIL 2022. Khan
Champhai lamah school kal turin kan rawn chhuk a,
B.C schoolah kan lut a, school kan kal a, a tirah
chuan Champhai khua kan nel lo vin kan mikhuat raih
mai a, kan aum ngai lohna te a nih avangin a tir
chuan nuam lo kan ti a, schoolah te pawh thian kan
la neih loh avangin a chang chuan nuam lo kan ti ve
thin a. Zirna lamah chuan kan rin aian a lo har lo a,
kan lawm hle. School kan kal chho zel a thian te
pawh kan lo nei ngah ve ta zela, ka thian te pawh
an thain, kan chungah an tha em em a. Zirtirtu te pawh
kan chungah an tha a nuan kan ti lutuk. Kan harsatna
pakhat chu Aadhaar card kan neih loh avangin intisiak
na chi hrang hrangah kan tel theih lo chang a aum
thin a ni.

Burma ram hi a that mai mai chu ka ring chiah lo
a chhan chu boruak han thir hian a tha lam aian
a chhe lam hriattur a lam zawk thin vang a ni.

Pathian zarah kan dam a nih chuan school kal chhun
zawm zelin Architect nih ka tum.

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BRIEF BIO-DATA OF THE CANDIDATE

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Situating the Problems of Refugees: A Critical Discussion

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Abstract

Life as a refugee is often characterised by various problems as a result of the sudden change from the familiar environment to the new and unfamiliar environment. These common problems which of the refugees are often prove to be a source of great discomfort which can affect their self-concept and their general wellbeing. The present paper is an attempt to critically analyse some of these problems that often hinder refugees from successfully rebuilding their lives in the new country. It offers a comprehensive deliberation on the problems of the refugees situating the same to individual, social, cultural and educational levels in the case of refugee children. The paper is also an attempt to provide ways to tackle these serious problems experienced by all refugees alike by offering practical suggestions as well as theoretical solutions to these challenges. The seriousness of the problems surrounding the refugees lies in the fact that they place the refugees' health at a constant risk which in the long run can eventually develop in chronic illnesses and other mental issues.

Keywords: Social integration, post-migration, refugee children, general wellbeing

INTRODUCTION

Refugees across the world are subject to problems that often leave them vulnerable and insecure in their day to day lives. The unfortunate circumstance caused by forced migration due to conflict, violence and civil war in the native country often pose uncertainty in all walks of life making their lives extremely difficult and problematic. The problems surrounding life as a refugee become a great matter of concern. As it has been stated–

1. host societies' mistrust, hostility and discrimination expressed in overt or subtle ways towards refugees, asylum seekers and immigrants have a harmful impact on their biopsychosocial well-being, often triggering feelings of helplessness, anger, frustration and general mistrust;
2. society's discriminatory attitudes and behaviors may lead refugees and asylum seekers to avoid social and health services even when needed, and to transfer their negative feelings onto helping professionals... (da Silva Rebelo et al., 2018, p.1)

These problems are not exclusive to a certain group of refugees. The adult refugees, when they are deprived of basic necessities in life are likely to suffer from certain forms of mental issues including anxiety, tension, depression and stress. Similarly, the process of growth and development can be adversely affected especially in children since they are heavily influenced by experience encountered at this stage. It has been stated that "...refugee children are at significant risk of developing psychological disturbance as they are subject to a number of risk factors" and a number of "physical health

problems...required further medical attention” (Fazel & Stein 2002, p. 367). All these problems hinder their relationship with others in the host society leading to a more chaotic life which affects the process of social integration.

A successful social integration becomes significant for rebuilding life and this is even more so in the case of refugees. A successful blending into the new culture is a prerequisite for a well-balanced life as well as for general wellbeing especially in the case of refugees. It has been rightly stated that for self-esteem, a positive assessment and for a successful adaptation to the new culture (Feng et al., 2024). In this sense, the relationship with others in the new society are greatly shaped by the integration strategy adopted the refugees. Therefore, this paper explores the problems faced by refugees, both children and adult included, by situating them to home, school and society. Each refugee’s experience is unique and is therefore not same in all circumstances. However, one may also draw a certain similarity in all these experiences which are common to all the refugees and this becomes important for understanding their lives as refugees post-migration along with the drawbacks.

Objective

The study explores problems faced by refugees after migration to the new country by substantiating the discussion with available studies on the similar topic.

Problems Faced by Refugees: A Critical Discussion

Refugees often encounter problems and challenges upon entering the new country, some of these are expected while some are unexpected due to several reasons. Some of shared problems experienced by refugees at any given point of time are discussed in the following:

1. **Social Exclusion:** For refugees who have come to the new society are likely to be placed at the periphery. One of the biggest disadvantages of being socially excluded is discrimination and rejection which often lead to hostility, stereotyping and lack of access to essential services (Biyizinka, 2025). This happens when there is lack of support from the locals who look at the refugees with a sense of distrust and suspicion. In such a circumstance, the refugees are reduced to a further state of depravity, poverty and vulnerability. This becomes a very significant problem faced by the refugee and it is also a hint that the refugees continue to be victims even after migration and their lives are filled with challenges and problems and the struggle continues in the new social environment.
2. **Economic Integration:** The refugees encounter the problem of finding a new job in the new country. It has been rightly stated that unemployment problem (Byrd, 2022) is one of the greatest challenges faced by refugees after migration. This in turn prevents them from having economic independence and survival itself becomes a great concern for them. Without economic independence, poverty escalates and they are deprived of even the most basic necessities in life making their lives extremely miserable. Thus, economic integration is a big problem for the refugees at any given time and this problem is not new to the refugees worldwide.
3. **Health Concern:** The refugees are prone to certain physical as well as mental health problems due to lack of access to health support services. For instance, due to wide prevalence of “epidemics, malnutrition and other diseases...with mental health problems receive little or no attention” along with unemployment and homelessness (Clinton-Davis & Fassil, 1992, p. 510) and even poverty, the health status of the refugees are at stake. Therefore, their physical health along with wellbeing

becomes a great concern in the case of refugees. Since all these problems and challenges are part of their daily lived experience as refugees, they continue to live their lives as victims even in the new country after migration.

4. **Cultural Barrier:** The differences in cultural practices are found to be a source of discomfort for the refugees when they come into contact with the new culture. One of the adverse effects of cultural differences is that they can lead to misunderstanding and conflict. Another cultural aspect that becomes a source of problem for the refugees is language barrier which can lead to isolation and limited opportunities for social integration (Ashura 2021, p. 193). The cultural related barriers and the friction caused by the same have become a source of great problem for the refugees as well as the host society.
5. **Deportation:** One of the biggest concerns faced by refugees is the constant fear of deportation despite the existing legal protection. Some of the harmful consequences of living in the constant state of being deported are “chronic anxiety, restricting movement and social engagement and avoiding healthcare” (Yamanis et al. 2021, p 2). These are some of the important components for a well-balanced life for individuals. As a result, life as a refugee becomes even more chaotic and problematic in comparison to life as a non-refugee. Further, isolation from social life or interaction is harmful for mental health and behaviour in an individual.
6. **Educational Problems:** In the case of the refugee children, they are deprived of education despite the right being given to them. Some of these problems stem from lack of resources and trained staff to work with refugee children, language barriers and lack of information on enrolment procedures on the part of the refugees. In addition, the refugee children, when they first join a new school, they underperform (UNHCR & UNICEF 2019, p. 7 & 11). In addition other issues, refugee children’s educational problems become one of the most significant matters that need a careful consideration. The reason being that education empowers and prepares an individual for life and this becomes an important weapon for the refugee children for a better future.
7. **Loss of Identity:** Migration is often accompanied by cultural bereavement and the sad plight of being uprooted has been described by Eisenbruch stating that, “The loss of one’s social structure and culture can cause a grief reaction” (ac cited in Bhugra & Becker 2005, p. 19). The refugees, having been uprooted from the familiar cultural and social environments are now forcibly placed in a whole new environment and this can become a source of stress and discomfort for the victim population. It has been said that, “Cultural changes in identity can be stressful and result in problems with self-esteem and mental health” (Bhugra & Becker 2005, p. 21). The loss of identity caused by cultural bereavement forms one important problem shared by all refugees in varying degrees and this becomes one of the paramount experiences of the refugees around the globe.
8. **Discrimination:** Discrimination can happen at various levels and in different ways at any given circumstances. The kind of discrimination which is common to all refugees despite the difference in cultural backgrounds is discrimination based on racial background. Racism is one of the root causes of discrimination against refugees around the world Pittaway & Bartolomei 2000, p. 21). This is often accompanied by gender based discrimination and violation of human rights. Another important source of intolerance and discrimination against refugees is anti-foreigners’ attitude or xenophobic discrimination (Achiame, 2016). The prejudice against refugees on the grounds that they are foreigners becomes one of the biggest sources of discrimination and hatred towards refugee population around the world. This forms another deep-rooted problem for the refugees and it is not

new to their experience as displaced people.

These are some of the problems that refugees face in their daily life after migration or resettlement to the new society. These are not exclusive to some groups of refugees only, but are common to all the refugees despite different cultural or backgrounds. Furthermore, the list of problems does not end there nor is it limited to those few problems highlighted in the discussion. These problems require serious consideration and attention since they can prove to be a source of tension, anxiety and other physical as well as psychological disadvantages for the victim population.

Conclusion and Suggestions

The refugee's experience is characterised by problems and issues which are unique in their own ways. Some of the ways to tackle these problems associated to refugeehood include:

1. **Social Support:** Strengthening the social support system becomes a significant way to tackle these problems or challenges faced by the refugees. Since the wellbeing of the refugees are often found to be at risk (Amare et al., 2024), the kind of support can be both physical as well as psychological in nature. Furthermore, understanding the barriers that prevent the refugee population from accessing the available social support with a special focus on the more vulnerable groups including children and women.
2. **Acculturation:** In order to address barriers caused by cultural, racial along with ethnic backgrounds, acculturation can prove to be useful for both the refugee population as well as the host culture. The change is situation often experienced by the refugees as well as those at the receiving ends can be successfully addressed by the acculturation strategies of Berry (1997). By advocating the integration strategy, i.e. the successful blending of two cultures without disowning one's original culture while at the same time integrating the new culture (Berry, 1997), much of the conflict can be tackled successfully.
3. **Health Support System:** Since refugees' health is often found to be at risk and they are subject to health conditions such as "anxiety, sadness, hopelessness, difficulty sleeping, fatigue, irritability, anger and physical pains" (WHO, 2025), efforts to should be given to provide health services to the refugees. The health services could be both psychological and physical in nature.
4. **Language Support:** Lack of language proficiency can be a source of discomfort, frustration and discouragement for the newly displaced people such as refugees (Alefesha & Al-Jamal, 2019). In the case of refugee children, the inability to use and understand the new language of the country can demotivate them in their studies and as a consequence socialization process, interaction and building relationship can be detrimentally affected. These are all important contributing factors for a holistic growth and development in children and the absence of which may result in some psychological as well as physical health issues. Similarly, in the case of adult refugees, lack of proficiency in the local language can be a source of anxiety and distress which may intimidate them from accessing available support services under circumstances.

In order to address the problems surrounding the refugees and their problems, including those which have not been highlighted in the present discussion, there needs to be a culturally and socially responsive service systems put in place. Efforts should be directed towards promoting positive social interactions to prevent conflict due to difference in cultural and ethnic backgrounds. In the case of the refugee children, access to education should be extended and ensured that their right to education is not denied even after migration.

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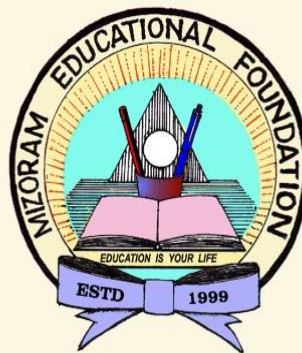




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Self-Efficacy of Chin Refugee Children in Champhai District

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Abstract

The present study is an attempt to examine the self-efficacy of Chin refugee children residing in Champhai district. The study was conducted on 60 refugee children who were in the age group 12-14 years studying in Holy Cross School, Champhai. The findings of the study show that most of the refugee children had an average level of self-efficacy, this was followed some children having a low level, and there were only a few children who had high level of self-efficacy. Further, the results of the gender based comparison of self-efficacy reveals that girls had a higher level of self-efficacy against their boy counterparts. The findings of gender wise comparison across the five dimensions of self-efficacy reveal that the boys and girls did not differ significantly in educational, social and physical dimensions; whereas in the remaining two dimensions, i.e. emotional and linguistic dimensions, significant difference was found between both the genders.

Keywords: *Self-efficacy, wellbeing, motivation, refugee children*

Introduction

Self-efficacy is one of the important aspects of psychological wellbeing and it basically entails positive emotion and a sense of confidence in one's state of being. It does not imply an inherent quality or trait that an individual possesses nor one's actual capacity in accomplishing any given task. Rather it is a belief in one's ability to perform any task which may or may not bear the outcome one expects in the actual performance. A positive sense of self-efficacy reflects confidence in one's capacity to succeed in any given situations or fulfilling a task. Self-efficacy has

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different dimensions and each individual's level of self-efficacy may vary in different situations. In this sense, self-efficacy is not a general trait and is shaped by one's experiences, social persuasion, observing other's performances and physiological states under normal circumstances.

According to Bandura, self-efficacy is "...people's beliefs in their capabilities to produce desired effects by their own action" (as cited in Maddux 2009, p. 336). He further states that,

Self-efficacy beliefs and expectations refer to a person's perception that he or she has the skill and capacity to undertake a particular action or task. Self-efficacy beliefs are an integral component of social cognitive theory (1986), which provides a framework for analyzing human thought, motivation and action. (as cited in Bartimote-Aufflick et al. 2015, p. 1-2)

In other words, an individual's thought, motivation and action are determined by one's perception about their ability or inability to accomplish any given task. In this sense, an individual's success or failure is also greatly dependent on one's sense of self-efficacy. This is an indication that a positive sense of self-efficacy or belief in their own capabilities becomes really significant for an individual to become successful in life.

On the other hand, the lack of positive sense of self-efficacy can be detrimental for an individual's holistic personal growth and development. For instance, it has been denoted that, "...lack of self-efficacy can inhibit students' ability to perform tasks..." (Freudenberg et al. 2010, p. 480) and that eventually leads to "...less persistence and lower achievement" (Schunk 1982, p. 92) in an individual. In order to deal with any type of insecurity, a positive sense of self-efficacy to deal with the danger becomes really significant, and this is even more so in the case of refugee children.

The present study endeavours to examine the self-efficacy of the Chin refugee children in Mizoram. These refugee children who have migrated to Mizoram as a result of violence and conflict in their home country, i.e. Myanmar, are unable to return to their native country. After experiencing the tumultuous time while fleeing their homeland and adjusting to a new environment, it remains to be seen the level of self-efficacy. Since refugee children are a vulnerable group, understanding their psychological or mental stance becomes really significant, and uncovering their self-efficacy status is one of the ways to achieve that goal. By looking into their self-efficacy status, one will come to the understanding about how the refugee children cope with new challenges and personal insecurity posed by their refugeehood and how it impacts their psychological growth and development.

Theoretical Framework

Bandura has highlighted the four major determinants of self-efficacy for an individual along with a few other contributing factors; these are (as cited in Bijl & Shortridge-Baggett 2001, p. 4-7):

1. Mastery of Experiences

This is the strongest of the determinants because it relies on one's own experience. A successful past experience becomes an influencing factor for the upcoming performances. Based on his past success or failure, an individual tends to either have a positive or negative sense of self-efficacy.

2. Vicarious Experience

Seeing another person successfully completing a task can boost the confidence in another person observing the act. This happens when the individual identifies with the other person or sees the other person as a role model. Through observation, the individual passes a positive judgement about his own capabilities or his own sense of self-efficacy. .

3. Verbal Persuasion

When an individual is provided with the right kind of suggestion, advice or instruction, the concerned individual will have confidence in his capabilities that enhances his sense of self-efficacy. In other words, positive feedback enhances self-confidence while negative one discourages the individual about his own capabilities.

4. Physiological Information

When engaging in tasks that require physical and emotional strength, if the presence of "tension, anxiety and depression", are "interpret[ed] fatigue, pain, hypoglycaemia as indicators of low physical efficacy" (Bijl & Shortridge-Baggett 2001, p. 5), it becomes negative factors. However, if the physical or emotional reactions are regarded as a sign of readiness, it can boost one's sense of self-efficacy.

5. Other Sources

Strecher et al. have listed certain personality traits or factors such as self-esteem, self-confidence and hardiness which they call locus of control (as cited Van der Bijl and Shortridge-Baggett 2001, p. 6). In other words, some people are endowed with a strong personality trait while others are not. One's personality trait is seen as one of the influencing factors of self-efficacy.

These become the important sources through which an individual forms a judgement about their capabilities as well as their sense of self-efficacy. The same

theoretical framework is used for the present study in analyzing the self-efficacy of the Chin refugee children.

Rationale of the Study

Refugee children are prone to certain mental issues including stress, anxiety, depression, maladjustment, frustration, loneliness, and complexity, among many. These negative emotional or psychological traits are often linked with a sense of low self-efficacy in individuals. The refugee children being vulnerable due to forced displacement and unfamiliar surroundings, their personal growth and development is likely to be hindered. In addition, a sudden change is likely to affect their sense of self-efficacy in different ways. The inability to communicate in the language of the host country with their neighbours and classmates, learning new subjects in school, inability to understand the medium of instruction in school, adapting to new culture, are all deeply felt by the refugee children. A sense of motivation, personal wellbeing and satisfaction are largely determined by one's level of self-efficacy at any given task. Similarly, one's performance, goal and success in life are also greatly influenced by one's sense of self-efficacy. Therefore, it becomes really significant to understand the mental stances of the refugee children by examining their sense of self-efficacy at various instances in order to provide the required assistance to the refugee children for improving their general sense of wellbeing.

Review of Literature

Al Issa (2024) reported that traumatic experiences were linked to self-efficacy among the Palestinian refugee children. In some cases, these negative experiences induced resilience against the general expectation as indicated by the findings of the study. It was concluded that since boys were exposed to more trauma, their resilience was likely to be higher than girls of the same age group. The study listed out certain factors that influenced self-efficacy among the refugee children including gender, size of the household and academic grades.

Chastwek et al. (2021) argued from their study that many of the behavioural problems in refugee children, who had arrived in Germany, are likely the outcome of teachers' negative perception towards them. Due to lack of professional competence on the part of the teachers, the refugee children are often subject to stereotyping and associated with certain psychological or behavioural issues. The study highlighted that the teachers' sense of self-efficacy or professional competence needs to be carefully examined. This is important for interpreting mental health or psychological assessments of refugee children including their sense of self-efficacy.

Alharbi (2018) conducted a study to find out the self-efficacy level of Syrian refugee children. The findings indicated that those refugee children residing outside

the refugee camps showed a higher level of self-efficacy in comparison to their fellow refugee children living outside the camp. It was also found that the self-efficacy level was moderate for those outside the camp. The findings of the study were attributed to the relatively better living conditions of the refugee children outside the camps at home, school and outside. It was also concluded that these refugee children had a negative view towards themselves when comparing themselves to the normal children.

Tip et al. (2020) affirmed the significance of self-efficacy in the context of the refugee children through their study. The basic premise for this conclusion is that rebuilding self-efficacy in refugee children as well as refugees is has an indirect positive outcome in the long run as in employment, language proficiency, cultural understanding, and social capital. This becomes an important determining factor that reduces the chance of developing anxiety and stress in the refugees. With this positive sense of self-efficacy, they are equipped to have a control over their physical and emotional states in their day to day life as refugees.

Hypotheses

1. There is no significant difference between boys and girls in terms of their self-efficacy.
2. There is no significant difference between boys and girls in the different dimensions of self- efficacy.

Objectives of the Study

1. To find out the level of self-efficacy of the Chin refugee children in Champhai district.
2. To find out the level of self-efficacy of Chin refugee children based on gender.
3. To find out the levels of self-efficacy of Chin refugee children across the different dimensions of self-efficacy.
4. To determine the difference between boys and girls with regards to their self-efficacy across the dimensions.

Methodology

The study uses the descriptive survey design. Hence, the primary data was collected from the refugee children using Self-Efficacy Scale constructed by the researcher. The data was analysed with the help of descriptive statistics such as mean, standard deviation and 't' test.

Sampling Technique

For the present study, random sampling technique was adopted for data collection. Out of 150 refugee students studying in Holy Cross School, 60 students aged between 12-14 years were randomly selected for the present study.

Findings of the Study

The major findings of the study are given in the following:

Objective 1: To find out the level of self-efficacy of the Chin refugee children in Champhai district

The first objective aims to find out the level of self-efficacy among Chin refugee children in Mizoram. For achieving the first objective of the study, self-efficacy tool having twenty nine statements developed by the researcher was used for data collection. The calculated scores are shown using percentages in the following table.

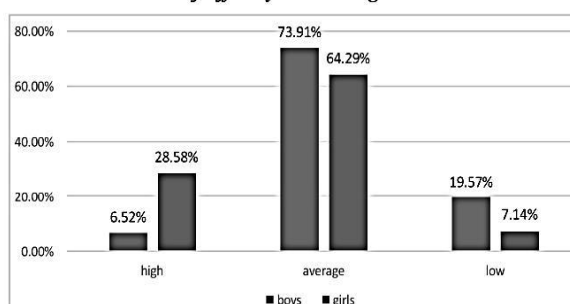
Table 1 Self-Efficacy of Chin refugee children in percentages

Level	No.(%) of Children	Mean	SD
High	8 (13.33%)	101.30	10.550
Average	42 (70%)		
Low	10 (16.67%)		

From the above Table 1, it can be seen that there are 42 (70%) children having an average level, followed by 10 (16.67%) children with a low level, and this was followed by 8 (13.33%) children with a high level of self-efficacy. It can also be observed that the mean value for self-efficacy is 101.30, and the standard deviation is 10.550 respectively.

Objective 2: To find out the level of self-efficacy of Chin refugee children based on gender

The second objective aims to investigate the level of self-efficacy of Chin refugee children based on gender.

Figure 1 Students' level in self-efficacy based on gender

Based on the above Figure 1, it can be seen that out of 46 boys, there were 34 (73.91%) boys having an average level in self-efficacy, followed by nine (19.57%) boys who had low level of self-efficacy and only 3 (6.52%) boys displayed high level of self-efficacy. On the other hand, out of 14 girls, there were 9 (64.29%) girls having an average level of self-efficacy, followed by 4 (28.57%) girls who had high level, and only 1 (7.14%) girl showed low level of self-efficacy.

Table 2 Gender difference in self-efficacy

The descriptive analysis of the data reveals a difference between the boys and girls in terms of their self-efficacy, it remains to be seen whether the observed difference is statistically significant or not. Hence, using the *t* test, the data was analysed to find the statistical difference between both the genders. The results of the *t* test are given below:

Group	N	Mean	SD	MD	t-value	df	Sig. (2-tailed)	Sig. level
Boys	46	99.43	9.467	-7.994	-2.601	58	.021	Significant
Girls	14	107.43	11.921					

As it can be observed from the Table 2, the mean value for boys is 99.43, and the standard deviation is 9.467, whereas, the mean value for girls is 107.43 and the standard deviation is 11.921. The 't' value is -2.601 and the p value is 0.021 which is lower than 0.05 which indicates that there is a significant difference in the self-efficacy of children based on their gender. Therefore, the null hypothesis H₀: There is no significant difference between boys and girls in their level of self-efficacy, is rejected. The comparison of the mean values for boys and girls indicate that girls displayed a better level of self-efficacy in comparison to their boy counterparts.

Objective 3: To explore the level of self-efficacy of Chin refugee children across dimensions

The third objective aims to find out the level of self-efficacy of the refugee children across dimensions. Self-efficacy has twenty nine (29) statements in total which are divided into five dimensions, namely: educational having five statements; social having eight statements; emotional having six statements; linguistics having four; and physical having six statements. The calculated scores for each dimension are shown using percentages in the following tables

Table 3 Students' levels of self-efficacy in different dimensions

Dimensions	High	Average	Low	Mean	SD
Educational	7 (11.67%)	47 (78.33%)	6 (10%)	16.55	2.90
Society	6 (10%)	49 (81.67%)	5 (8.33%)	26.65	5.05
Emotional	9 (15%)	47 (78.33%)	4 (6.67%)	20.85	3.517
Linguistic	5 (8.33%)	50 (83.33%)	5 (8.33%)	14.38	2.15
Physical	7 (11.67%)	48 (80%)	5 (8.33%)	22.63	2.72

As it can be seen from the Table 3, in the educational dimension, out of 60 children, there are 47 (78.33%) children having an average level, with 7 (11.67%) with a high level and 6 (10%) with a low level. The mean value is 16.55, and the standard deviation is 2.90 respectively in educational dimension.

In the society dimension, out of 60 children, there are 49 (81.67%) children having an average level, with 6 (10%) having a high level with 5 (8.33%) having a low level in society dimension. The mean value is 26.65, and the standard deviation is 5.05 respectively in society dimension.

The emotional dimension, there were 47 (78.33%) children having an average level, followed by 9 (15%) children having a high level, and this was followed by 4 (6.67%) children having a low level in emotional dimension. The mean value is 20.85, and the standard deviation is 3.517 respectively in this dimension.

In the linguistic dimension, it can be seen that there are 50 (83.33%) children having an average level, with 5 (8.33%) children each having high and low levels in linguistic dimension. The mean value is 14.38, and the standard deviation is 2.15 in linguistic dimension.

The physical dimension, it can be observed that there are 48 (80%) children having an average level, followed by 7 (11.67%) having a high level and there were 5 (8.33%) having a low level in physical dimension. The mean value is 22.63 and the standard deviation is 2.72 respectively. The above table reveals that most of the

children had average self-efficacy in all the dimensions, however, many students (10%) were found to have low self-efficacy in educational dimension compared to other dimensions. Further, compared to all dimensions, many children (15%) were found to have high self-efficacy in emotional dimension.

Objective 4: To determine the difference between boys and girls in their level of self-efficacy level based on the dimensions

The fourth objective aims to investigate the level of self-efficacy of the refugee children across the dimensions based on gender. The gender-wise scores of the students in self-efficacy across the dimensions are given in the following tables.

Students' level in educational dimension based on gender

The calculated scores of the students in educational dimension based on gender are given in the following tables.

Table 4 Comparison of students' level in educational dimension based on gender

Group	N	Mean	SD	MD	t-value	df	Sig. (2-tailed)	Sig. level
Boys	46	16.48	2.865	-.307	-.345	58	.731	N/S
Girls	14	16.79	3.093					

As per the Table 4, the mean value for boys is 16.48 and the standard deviation is 2.865; and for girls the mean value is 16.79 and the standard deviation is 3.093. The calculated 't' value is -.345 and the p value is 0.731 which is >0.05 , indicating that there is no significant difference in the educational dimension based on gender. Therefore, the null hypothesis H_0 : There no significant difference in educational dimension based on gender, is accepted.

Students' level in society dimension based on gender

The calculated scores of the students' self-efficacy in social dimension based on gender are given in the following tables.

Table 5 Comparison of students' level in society dimension based on gender

Group	N	Mean	SD	MD	t-value	df	Sig. (2-tailed)	Sig. level
Boys	46	26.30	5.236	-.481	-.960	58	.341	N/S
Girls	14	27.79	4.371					

Based on the above Table 5, the mean value for boys is 26.30 and the standard deviation is 5.236; and for girls the mean value is 27.79 and the standard deviation is

4.371 respectively. The calculated 't' value is -.960 and the p value is 0.341 > 0.05 p value, and therefore the null hypothesis H0: There is no significant difference in the society dimension based on gender, is accepted.

Students' level in emotional dimension based on gender

The calculated scores of the students in home dimension based on gender are given in the following tables.

Table 6 Comparison of students' level in emotional dimension based on gender

Group	N	Mean	SD	MD	t-value	df	Sig. (2-tailed)	Sig. level
Boys	46	20.52	2.588	-2.407	-2.734	58	.008	Significant
Girls	14	22.93	3.731					

As per the Table 6, the mean value for boys is 20.52 and the standard deviation is 2.588; for girls the mean value is 22.93 and the standard deviation is 3.731 respectively. The calculated 't' value is -2.734 and the p value is 0.008 which is < 0.05, indicating that there is a significant difference in the emotional dimension based on gender. Therefore the null hypothesis H0: There is no significant difference in the emotional dimension based on gender, is rejected. The alternate hypothesis, i.e., H1: There is a significant difference in the emotional dimension based on gender, is accepted. The comparison of the mean values between boys and girls shows that girls have a higher level in emotional dimension against their boy counterparts.

Students' level in linguistic dimension based on gender

The calculated scores of the students in linguistic dimension based on gender are given in the following tables.

Table 7 Comparison of students' level in linguistic dimension based on gender

Group	N	Mean	SD	MD	t-value	df	Sig. (2-tailed)	Sig. level
Boys	46	13.78	1.712	-2.575	-4.530	58	.000	Significant
Girls	14	16.36	2.307					

Analysis

As per the Table 7, the mean value for boys is 13.78 and the standard deviation is 1.712; for girls, the mean value is 16.36 and the standard deviation is 2.307 respectively. The calculated 't' value is -4.530 and the p value is 0.000 < 0.05, indicating that there is a significant difference between boys and girls in linguistic dimension.

Therefore the null hypothesis i.e. H₀: There is a significant difference in the linguistic dimension, is rejected. The alternate hypothesis, i.e. There is a significant difference in the linguistic dimension based on gender, is accepted. The comparison of the mean values between boys and girls shows that girls have a higher level than their boy counterparts in linguistic dimension.

Students' level in physical dimension based on gender

The calculated scores of the students in physical dimension based on gender are given in the following tables.

Table 8 Comparison of Students' level in physical dimension based on gender

Group	N	Mean	SD	MD	t-value	df	Sig. (2-tailed)	Sig. level
Boys	46	22.35	2.415	-1.224	-1.486	58	.143	N/S
Girls	14	23.57	3.502					

Analysis

From Table 8, it can be observed that the mean value for boys is 22.35 and the standard deviation is 2.415. For girls, the mean value is 23.57 and the standard deviation is 3.502. The calculated 't' value is -1.486 and the p value is 0.143 which is >0.05, indicating that there is no significant difference between boys and girls in this dimension. Therefore, the null hypothesis H₀: There is no significant difference in the physical dimension based on gender, is accepted.

Major Findings and Discussions

The major findings of the study are given under:

1. Majority of the refugee children (70%) had an average level, followed by children (16.67%) having a low level and there were a few (13.33%) children having a low level of self-efficacy.
2. Girls were found to have a higher level of self-efficacy than boys.
3. Most of the children had average self-efficacy in all the dimensions, however, many students (10%) were found to have low self-efficacy in educational dimension compared to other dimensions. Further, compared to all dimensions, many children (15%) were found to have high self-efficacy in emotional dimension.
4. Boys and girls did not differ significantly in educational, social and physical dimensions; whereas in the remaining two dimensions, i.e. emotional and

linguistic dimensions, significant difference was found between both the genders.

The findings of the present study indicate that the self-efficacy level of most of the Chin refugee children in Champhai district were average. As Bandura has noted, a successful experience (Kudo & Mori 2015, p. 15) and the absence of negative experiences such as bullying, criticism and failure in their relationship with others kept these refugee children resilient. It can also be attributed to verbal persuasion which is often cited to be a relevant source of self-efficacy (van Dinther et al., 2011, p. 105). In this sense, refugees in general have often received positive encouragement and support from the locals, teachers and friends in different situations. The general experience of refugees is characterised by positive social interactions and this explains their relatively normal level of self-efficacy. Although self-efficacy is subjective and varies from person to person, yet in the case of the Chin refugees or refugee children by “giving them a sense of security lead to social inclusion” (Altinay et al. 2023, p. 7). In other words, the sympathy received by the refugees at the hands of the locals has improved their sense of wellbeing, self-concept and hence has positively impacted their self-efficacy. The influence of gender on self-efficacy, not only in the case of refugees, is a highly subjective matter and may vary based on the contexts. For instance, the present tool aimed to find out the self-efficacy level using a tool having five dimensions. As the results of the finding indicate, the differences between boys and girls became more prominent in two of the dimensions, i.e. emotional and linguistic. This is in line with the previous studies that stated that “Females displayed higher language arts self-efficacy than males” (Huang 2013, p.1); and also, “Women being better on emotional intelligence score...deals with managing and expressing emotions...which is one of the major strengths for women (Khurana et al 2022, p. 70). This is an indication that there have been instances where female display better control over emotion as well as mastery in any given language. However, gender influence on self-efficacy is much more complex than it is generally assumed to be and therefore further studies may be required to understand this complex relationship.

Conclusion

The study examines the self-efficacy level of Chin refugee children in Champhai district. The major findings indicate that majority of the refugee displayed a relatively normal level of self-efficacy. In gender based comparison, girls were found to have a better self-efficacy in comparison to their boy counterparts. It can be concluded that the refugee children, despite their vulnerable status due to forced migration, are not necessarily susceptible to negative emotions. One's sense of self-efficacy is highly a personal matter and is shaped by one's unique experiences to a great extent. The

refugees, when dealt with positivity and trust, thereby providing them with a sense of security at societal levels, are likely to maintain a sense of personal wellbeing and positive self-efficacy.

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**PSYCHOLOGICAL SECURITY, SELF-EFFICACY AND
LEARNING CAPABILITY OF CHIN REFUGEE CHILDREN IN
MIZORAM**

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

LALRAMENGMAWIA

MZU REGISTRATION NO: 1521 OF 2009-10

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**DEPARTMENT OF EDUCATION
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**Psychological Security, Self-Efficacy and Learning Capability
of Chin Refugee Children in
Mizoram**

**By
Lalramengmawia
Department of Education**

**Supervisor
Dr. Kabita Kumari
Assistant Professor
Department of Education
Mizoram University**

**Submitted
In partial fulfillment of the requirement of the Degree of Doctor of Philosophy
in Education of Mizoram University, Aizawl**

INTRODUCTION

The refugee crisis is a world phenomenon since forcible displacement of people has been on the rise rather than decrease making refugee crisis a serious and global challenge that requires immediate and practical interventions. Conflicts have caused displacement among the people and upon their entry into the host countries, these refugees often encounter certain hostilities at various levels. In order to enable refugees across the globe to rebuild their lives in dignity and safety, there are various factors that come into play. The policies regarding refugees, society's unfavourable attitude towards the affected population can have adverse consequences at various levels. A hostile environment, as has been pointed out by the study, may generate feeling of mistrust, discrimination, racism, which are all psychologically very harmful for the refugees in general and children in particular. The host society's attitude, in this manner, can have a negative impact on the general well-being of the refugees.

Refugee as a state of existence is often accompanied by certain recurring problems ranging from physical health, social, and psychological problems, among others. These problems include "epidemics, malnutrition and other diseases...with mental health problems receive little or no attention" (Clinton-Davis & Fassil, 1992, p. 510) along with unemployment and homelessness (Clinton-Davis & Fassil, 1992, p. 510) and even poverty. In this sense, refugees have to face with challenges on a daily basis that adversely impact their physical health, social well-being and psychological resilience.

United Nations High Commissioner for Refugees (UNHCR) has highlighted some prospective solutions for refugee crises and these included: voluntary repatriation, resettlement, and integration (UNHCR 2001-2025). These are important components for providing refugees to live their lives with peace and dignity in a general sense. However, apart from finding durable solutions to tackle the problems refugees have to deal with in their daily life situations, there are certain issues that are associated with refugees. For instance, psychological security, self-efficacy and learning capability of refugee children in particular pose a great concern.

Regarding refugee children, according to UNHCR report, 43.3 million are children (2000-2023) and “It is estimated that 50% of refugees are under the age of 18” (Taghizadeh Moghaddam et al. 2017, p. 4626). Further, in the context of India, 46,000 refugees and asylum seekers from Myanmar and Afghanistan were registered with 36% being children as of January 2022 report (UNHCR India 2001-2025). This is an indication that refugee children are one of the greatest victims of violence in their host countries as a result of being refugees and as such they suffer marginalisation in different forms. To make the matter worse, it has been observed that, “Most refugee children...are not resettled in developed countries” (Dryden-Peterson 2015, p. 3-4). The plight of refugee children is such that they are deprived of education, safety of live and well-being.

The refugee children across the globe are vulnerable to physical and mental disturbances due to conflict, displacement or in other words, their harsh condition of living. For instance, it has been said that “...refugee children are at significant risk of developing psychological disturbance as they are subject to a number of risk factors” and a number of “physical health problems...required further medical attention” (Fazel 2002, p. 367). In this sense, refugee children may be subject to issues such as lack of concentration, anxiety, fear, among others due to their vulnerable situation as refugees. In this sense, refugee children who are removed from their familiar environment are often subject to discrimination and marginalisation can eventually become psychologically and mentally insecure and vulnerable.

RATIONALE OF THE STUDY

The psychological equilibrium of refugee children is often found to be at stake after experiencing forced displacement from their home country. The sudden change of the situation often affects refugee children tremendously leaving them in want of psychological security and self-efficacy mainly due to a previously experienced of war, violence, trauma, anxiety, stress, to mention a few. This in turn can leave them learning deficient. The Chin refugee children, especially the early adolescents, are in their formative years, physically as well as mentally and therefore they are in a critical stage of growth and development. The forced migration during these critical years has

placed the early adolescent Chin refugee children more vulnerable than normal children in their age group. According to Rathi and Rastogi,

Preadolescence is a critical period, characterised by changes in physical, hormonal, cognitive, behavioural, and emotional development, as well as by changes in social and school relationships. (as cited in Mascia et al., 2023, p. 1)

This suggests that children's sense of well-being is in a state of vulnerability at this stage of growth and development. It becomes really important to consider their emotional and social skills to enable them to cope with stress caused by change at this stage of growth and development. It is also important to improve their emotional awareness level and foster positive self-concept for a harmonious growth and development. Anselmi et al. and Roeser et al. have been stated that, "Middle childhood and early adolescence represent key developmental stages in determining later health risks, including mental health problems" (as cited in Petersen et al. 2010, p. 124). Children at this stage are exposed to a wider network of influences and therefore, it becomes really important to ensure that family, social, school and even society are conducive to their healthy growth and development. Similarly, according to Piaget, "...this period...as a time of transition from the stage of concrete to the stage of formal thinking operations" (as cited in Slavutskaya & Slavutskii 2020, p. 2). The significance of this stage is that children are able to think critically rather than merely depending on what they see. The process of meaning-making and reality is largely shaped by their experiences of what they encounter in daily life situations. In order to foster a positive sense of security, there is a need for a healthy interaction among family, school and society. This in turn will enhance positive self-concept and other positive emotions which are a prerequisite for the holistic personality of a child. Whereas, failure in attending to their basic physiological and psychological needs will result in behavioural and health risks poor self-esteem, lack of social competence, lack of cognitive skills such as coping and regulation skills, aggression, delinquency and depression (Petersen et al. 2010). All these negative behavioural aspects and emotions are detrimental to the development of a well-balanced personality, preventing a child from forming a sense of psychological security, self-

efficacy and even learning capability. That being the case, there is a need for realizing the existing relationship among these important factors and the potential each of these has in producing holistic growth and development as well as positive learning outcome in refugee children in particular.

With the rise in the number of refugees and refugee children on a daily basis, it becomes really significant to devise a strategy to tackle this issue from different angles. For instance, refugees are entitled to basic fundamental rights including the right to seek asylum, non-refoulement and non-discrimination, right to education, among others, just like anybody else. For instance, RTE Act 2009 states that every child has the right to free and compulsory education till completion of elementary education (Ministry of Education, n.d.) and this applies to refugee children as well. Similarly, the Universal Declaration of Human Rights extends the scope of education to all including the refugees and especially in the light of Article 14, the state has the moral obligation to improve the living conditions as well as provide education to children under its protection (Sarker 2023, p. 49-50). Thus, education becomes an important factor that has the capacity to improve their lives. It becomes one of the most effective means to rebuild their lives as refugee children because education protects, empowers and enlightens besides it being a basic human rights (UNHCR India 2001-2025). In order to ensure higher sense of psychological security, self-efficacy and optimum learning capability of the refugee children, education becomes an important instrument. One of the ways to ensure the welfare of the refugee children is by imparting education since they are entitled to free and compulsory education regardless of their nationality or immigration status.

Apart from the fact that refugee children under the age of 14 years cannot be denied of education, India does not have a definite policy or provision to deal with refugee children or refugees. Despite the absence of a comprehensive legal framework for refugees in India, there are proposed bills that register and protect them in a way. For instance, the Right to Asylum Bill 2015 that allows refugees to apply for asylum status; the National Asylum Bill 2015 stipulates key features for refugees and asylum seeker; and the Protection of Refugees and Asylum Seekers Bill, 2015 aims to create

a legal framework to deal with the refugees (Sarker 2023). Despite the uncertainty in policies or provisions concerning refugees in India, any form of mistreatment against the refugees that amounts to violation of human rights is strictly condemned at any given instance. In other words, any act that compromise refugee rights is not endorsed by India. As a host country, India has its own responsibility to protect and safeguard the dignity of the refugees who have migrated to the land in matters relating to access to resources available to them.

Similarly, when it comes to refugee children, they cannot be denied the rights of education, health, protection and social welfare at any cost as stipulated by the Convention on the Rights of the Child (1989). Accordingly, Mizoram has certain fundamental duties to render towards its refugee children for their general well-being and development. The first important step towards providing the required assistance to the refugee children, especially the early adolescents, is to comprehend their status thoroughly concerning their psychological security, self-efficacy and learning capability, among others.

The sudden change of the situation has affected every refugee children, especially the early adolescents, in various ways. It makes their lives particularly full of uncertainty from all angles. This in turn results in lower sense of psychological security and self-efficacy which eventually produces undesirable academic outcome due to low level of learning capability. Researchers at various instances have proven the relationship among these factors (Huang & Kou, 2025; Fan & Cui, 2024 and; Ye et al., 2024), yet there have been insufficient studies done on the same especially with regard to the Chin refugee children residing in Mizoram. A drastic change in the situation is expected to negatively affect these children and it may continue even after settling in the host country. Every child learner may have certain problems regarding adapting themselves to the new environment, and this can be detrimental to the child's physical and mental health conditions.

More vulnerable learners, especially refugee children lag behind and they may not on par with other non-refugee students due to lower level of psychological security and self-efficacy. One could point out several other factors that come into

play to this end including absence of conducive learning environment at home. They are also less likely to receive support from parents or even the host community. This, however, is not to imply that their education is being neglected or given no attention at all. The assumption here is that refugee children who are admitted to school are likely to suffer some kind of inequality in comparison to regular students. They are forced to adapt themselves to the whole new learning environment which they have not experienced before in life. A whole new learning environment including the curriculum can often become a source of discomfort, frustration and discouragement on refugee children.

In the context of Mizoram, refugee children are being provided education as per the provision of RTE Act 2009 and they are given the right to admission to any schools (Directorate of School Education, 2021). While refugee children in Mizoram are being provided with the opportunity to be part of the educational system of their host state, there are certain disadvantages suffered by them. One of the disadvantages is that many of the refugee children are engaged in the teaching-learning process without any serious consideration on their learning capability. The question arises whether these refugee children are at the level where they are supposed to be in consideration of their chronological age or not. Thus the need for studying the relationship among psychological security, self-efficacy and learning capability of refugee children becomes a necessity.

Studies on refugee children's psychological status have highlighted that these children are susceptible to various psychological issues and tend to show symptoms of mental disorders. The non-conducive learning environment at home, failure of school to consider their educational need, lack of awareness and strategies on the part of teachers have worsened the situation in case of refugee children. A similar kind of problem may be witnessed across the world so far as psychological security, self-efficacy and learning capability of refugee children are concerned. Yet the solution or strategy adopted to address the issue may not always be the same.

Refugees across the globe have different backgrounds-culturally or otherwise and therefore, their needs also vary. In order to provide the right kind of support–

educational or even psychological, among others, as well as to learn from what has been done in this regard, there is a need for knowing the status of refugee children in Mizoram. This is the first step towards providing the required intervention towards the welfare of refugee children. As far as the interventions from NGO's and other organizations to cater to the needs of Chin refugees living in relief camps across Mizoram are concerned, they are provided with what the host state is capable of. For instance, education is being provided and admission to schools is being generously granted to the refugee children. This is a positive move to better their living status as well as for their personal well-being. However, there have been hardly any study done on the Chin refugees in Mizoram and therefore the need is immensely felt in this regard.

The refugee children, being in their early adolescence stage which is also a critical stage of growth and development, in Mizoram have the right for personal and academic well-being as discussed earlier. The review of related literature reveals paucity of studies done on Chin refugee children in Mizoram. An academic study dealing with the psychological security, self-efficacy and learning capability of refugee children could pave a long way in providing the required aids or intervention addressing the same and improving their status despite their vulnerability. Therefore, the topic has been chosen for the present study with the hope that this will have positive implications for knowing the levels of psychological security, self-efficacy and learning capability of refugee children as well as the interrelationship among them for improving their status despite their vulnerable existence.

STATEMENT OF THE PROBLEM

The problem has been stated as “Psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram”

OPERATIONAL DEFINITIONS

Psychological Security: According to Zotova (2011), “Psychological security is the state of an individual when he/she can satisfy his/ her basic needs for self-preservation and perceive his/her own (psychological) shelteredness *in socium*” (as cited in Zotova

& Karapetyan 2018, p. 103). It basically implies a feeling of security, freedom from fear and anxiety. Therefore, psychological security for the present study entails how much of self-confidence, a sense of security and belonging, support and freedom from fear and anxiety the refugee children have to deal with their everyday life's demands.

Self-Efficacy: Mookkiah and Prabu have defined “self-efficacy as a person's judgment of his or her own abilities to compose and execute the tasks to achieve optimal performance” (2019, p. 1). Self-efficacy in the present study denotes to the refugee children's ability to cope with the demands of the new syllabus, new social environment and people, manage tension and physical discomfort in their daily life situation.

Learning Capability: Learning capability refers to the “...approaches applied to learning that assist students to be successful in schools in a way of passing an examination or even obtaining good grades” (Bulent et al. 2015 p. 1355) as well as completing school education. Learning capability refers here to the competence of refugee children in dealing with learning challenges, overcome emotional or physical setbacks for better learning outcomes.

Chin: Located in the remote mountain ranges of northwestern Burma, Chin State is home to an estimated 500,000 ethnic Chin. While the term “Chin” generally refers to one of the many ethnic groups in Burma, the Chin themselves are ethnically and linguistically diverse. At least six primary Chin tribal groups can be identified and sub-categorized into 63 sub-tribes, speaking at least 20 mutually unintelligible dialects (CHRW 2009, p. 9). Chin for the present refers to groups of people who belong to the tribal population of Myanmar and whose languages and cultures share close affinity with Mizo spoken in Mizoram.

Refugee: A refugee is one who has fled his/her country owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual

residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it (Eurostat-EC Europa, n.d.). In the context of the present study, refugees refer to the Chin population who has come to Mizoram seeking shelter for fear of violence and persecution in their home country Myanmar. They do not have the choice of returning to their native country due to the escalation of violence and conflict in the country.

Refugee Children: Child refugees or refugee children for the present study consist of children from upper primary classes of 6 to 8 (children in the age group 12 to 14) studying in various schools who have come and sought shelter in Mizoram along with their parents. Majority of these children are enrolled in the schools of the localities they reside with some studying in NGO's sponsored schools run for them. These refugee children in Mizoram are living with their parents, relatives or cousins in different places.

RESEARCH QUESTIONS

The following research questions were formulated considering the nature of the study:

1. What is the level of psychological security of Chin refugee children in Mizoram?
2. What is the level of self-efficacy of Chin refugee children in Mizoram?
3. What is level of learning capability of Chin refugee children in Mizoram?
4. Is there any difference in the levels of psychological security, self-efficacy and learning capability of Chin refugee children based on gender?
5. Is there any difference in the levels of psychological security, self-efficacy and learning capability of Chin refugee children based on parental occupation?
6. Is there any difference in the levels of psychological security, self-efficacy and learning capability of Chin refugee children based on parental education?
7. Is there any relationship among psychological security, self-efficacy and learning capability of the Chin refugee children in Mizoram?

8. In what ways do refugee children's post migration experiences shape their sense of psychological security, self-efficacy and learning capability?

HYPOTHESES

The following hypotheses were framed to test the statistical differences among the variables:

1. There is a significant difference in psychological security of the refugee children with reference to their gender.
2. There is a significant difference in the psychological security of the refugee children across the dimensions based on gender.
3. There is a significant difference in self-efficacy of the refugee children with reference to gender.
4. There is a significant difference in the self-efficacy of the refugee children across the dimensions based on gender.
5. There is a significant difference in learning capability of the refugee children with reference to gender.
6. There is a significant difference in the learning capability of the refugee children across the dimensions based on gender.
7. There is a significant difference among Chin refugee children based on parental occupation.
8. There is a significant difference among Chin refugee children based on parental education.
9. There is a correlation among psychological security, self-efficacy and learning capability of the Chin refugee children.

METHODOLOGY

Method of the Study:

Keeping in mind the nature of the study, mixed method design was adopted to study the psychological security, self-efficacy and learning capability of Chin refugee children. A mixed method design was adopted for answering the research questions in which both quantitative and qualitative methods were used for collection and analyses of data.

In the context of the present study, an explanatory sequential mixed method was adopted. Accordingly, quantitative data was collected first from a larger sample, followed by qualitative data from a smaller sample. The major findings from the quantitative data and qualitative data were then analysed, compared which were subsequently synthesized and triangulated. In this sense, the integrated results and findings from the two sets of data were prepared for the final report of the study.

Population and Sample of the Study:

The population for the present study consists of early adolescent Chin refugee children in the age group of 12-14 studying in classes 6-8 in middle schools in Mizoram. Therefore, the total population for the study is 2,057 (Directorate of School Education, June 2024).

The sample selection was done through multistage sampling technique. The first stage involved locating districts where refugee population was densely found, i.e. Champhai, Lawngtlai and Saiha. Out of the three densely populated districts one district, i.e. Champhai was selected randomly. The second stage involved identifying schools which were located near the border areas in Champhai. Out of those schools, five schools were randomly selected such as: Holy Cross School, Zokhawthar English Medium School, Government Zokhawthar Middle School II, Government Farkawn Middle School and Government Vaphai Border Middle School. The third stage involved selecting all the children aged between 12-14 years and enrolled in classes 6-8 in these five schools. . Thus, a total of 300 (boys = 144, girls = 156) samples were selected from the Chin refugee children population.

Tools and Techniques:

For the present study, the researcher used the following tools for data collection:

- 1) Psychological Security Scale (constructed by the researcher)
- 2) Self-Efficacy Scale (constructed by the researcher)
- 3) Learning Capability Scale (constructed by the researcher)
- 4) Focus group interview
- 5) Refugee experience narrative

Tools and Standardization

To achieve the objectives of the study, there were three tools which were developed. Although there were a few standardized tools related to psychological security, self-efficacy, however none of the available tools were meant for the refugee children. As far as learning capability is concerned, no study tool could be found specifically catering to this variable. As a result, it was decided to develop a new psychological security scale, and self-efficacy scale and learning capability scale.

Before generating the items for the three scales, a number of relevant literature, journals, books and studies dealing with psychological security, self-efficacy and learning capability at various instances were reviewed. Based on the literature, the dimensions for all the scales were decided and items for each dimensions were generated.

At the initial stage of item generation, for psychological security four dimensions viz. home (7), social life (6), school (6) and general life (8) were decided. After that twenty seven statements catering to the four dimensions were generated. Thus, initially there were seven statements related to the home dimension, six statements each for social life and school and eight statements related to general life were generated.

Similarly, a preliminary draft of self-efficacy scale having 27 statements in total, with 5 dimensions viz. physical (5), social (6), emotional (6), academic (6) and linguistic (4) was prepared.

Furthermore, a learning capability scale with 41 statements in total, having 7 dimensions including time scheduling (6), concentration/memory (6), class note taking (4), studying (6), taking/preparing for exams (6), organizing and preparing information (7), and ICT usage (6) was drafted. Then the preliminary drafted tool was sent to the experts for content validation.

Establishment of validity of the tools

After the item generation for each scale, all the three scales were sent to the experts for the content validity. Since the tools relate to the fields of education and it also aims to assess the different psychological dimensions of the refugee children, hence the tools were sent to the experts in the fields of education and psychology. They were requested to analyse and evaluate each item carefully for the content validity. They were also requested to give their feedback and input which were later added, and necessary alteration and modification were made following their recommendations.

Preparation of pilot test scale

The following changes were made for each of the scales after receiving feedback, recommendations and comments from the experts:

For the psychological security scale, 1 new statement was added making the total number of statements 28, with the dimensions being consolidated into 3, i.e., home (13), school (7) and society (8) from the original 4 dimensions

Likewise, for the self-efficacy scale, 5 new statements were added making the total number of statements 32, with the dimensions being consolidated into 5, i.e., educational (7), social (8) emotional (6), linguistic (5) and physical (6) dimensions.

Similarly, in the case of learning capability scale, 14 statements were removed as they were deemed irrelevant making the total number of statements 27 from initial 41 statements, with the dimensions being consolidated into 4, i.e., cognitive (7), motivation & engagement (5) self-regulation (9), and resilience & adaptability (6) from the initial eight dimensions.

Pilot study

After establishing the content validity of the tool, the final drafts of the scales were prepared for the pilot study as given below–

1. Psychological security scale consisting of 28 statements;
2. Self-efficacy scale consisting of 32 statements and;
3. Learning capability scale consisting of 27 statements.

The pilot study of the tools was administered on hundred refugee children. To ensure the reliability of the scales, the tools were administered twice with a gap of twenty days. A clear and concise instruction as to how the participants were to provide their responses against each item was given on the first page along with the relevant demographic variables. They were also informed that there was no right or wrong answer and each participant was also encouraged to provide their own opinion truthfully. Each tool was administered on three different days in both cycles to ensure that children responded to the questionnaires properly and they were not hurriedly responding. While the tools were administered on 100 refugee children, however, after data cleaning process, only sixty children's responses were considered for the data analysis.

Item discrimination

After the pilot study, to ensure the validity and reliability of the tools, item discrimination was employed. For that the scores were evaluated, assessed and organized in an ascending order. The scores were divided into 27% upper and 27% lower which were used for item analysis and discrimination. The t-value was computed to determine the significance of differences in scores for the two groups. Then the statements with t-values equal to or greater than 2.00, signifying significance at the 0.05 level of confidence were accepted; whereas the statements having t-values less than 2.00, signifying non-significant, were rejected.

Following the item discrimination procedure, for the psychological security final scale, a total of 12 statements were rejected, while the remaining 12 significant statements were accepted. Similarly for the self-efficacy scale, a total of 4 statements were rejected, while the remaining 28 significant statements were accepted for the

final scale. Likewise, for the learning capability scale, a total of 2 statements were rejected, while the remaining 25 significant statements were accepted for the final scale.

Establishment of reliability

To determine the consistency of the tools, Pearson's correlation coefficient was used. Further, to ensure the internal consistency of the tool, Cronbach's alpha was calculated for each of the research tools.

The correlation coefficient value for the psychological security was found to be $r = 0.706$; for the self-efficacy scale $r = 0.875$; for the learning capability scale was found to be $r = 0.728$, this indicates a moderate positive correlation between the two sets of data. Thus, the reliability of the psychological security scale was established.

In order to establish the inter-item reliability of the tools, the Cronbach's alpha test was adopted. The alpha coefficient value was found to be 0.810 for psychological security; for the self-efficacy scale, the alpha coefficient value was found to be 0.835; for the learning capability scale the alpha coefficient value was 0.867. The alpha values indicate that the scales are quite reliable and have high internal consistency.

Final form of the scales

The final scale of the psychological security consisted on 16 statements from the original 28 statements with 3 dimensions. The dimensions were home (5), school (5), and society (6). That constitutes the final psychological security scale.

Similarly, the final form of the self-efficacy consisted of 29 statements from the original 32 statements while the 5 dimensions were retained. These dimensions were educational (5), social (8) emotional (6), linguistic (4) and physical (6) respectively. That constitutes the final self-efficacy scale.

Likewise, the finale form of the learning capability scale consisted of 25 statements from the original 27 statements while the 4 dimensions were retained. These dimensions were: cognitive (7), motivation and engagement (3), self-regulation (9), and resilience and adaptability (6). This constitutes the final learning capability scale.

Norms and interpretation

In order to establish the norms for the present study, the researcher first administered the tools on 300 refugee children in the age group 12-14 years. The scores were then analysed following the standard procedures for establishing the norms. It was decided that Z-score norm should be used for establishing the norms for the present study.

Scorings

All the three research tools follow a five point Likert scale with options 'Strongly Agree', 'Agree', 'Neutral', 'Disagree' and 'Strongly Disagree' where '5' stands for 'Strongly Agree', '4' stands for 'Agree', '3' stands for 'Neutral' and '1' stands for 'Strongly Disagree'.

The detail categorization of the levels using Z-score norms can be found in table below:

Table 3.4. Norms for interpretation of the levels of psychological security, self-efficacy and learning capability based on Z-score

Sr. No	Range of Z-score	Levels	Interpretation
1	+2.01 and above	Extremely good	High
	+1.26 to +2.00	Good	
2	+0.51 to +1.25	Above average	Average
	-0.50 to +0.50	Average	
	-0.51 to -1.25 to	Below average	
3	-1.26 to -2.00 to	Poor	Low
	-2.01 and below	Extremely poor	

As per the above Table 3.4, the scores were classified into high, average and low using Z-scores for the present study. This applies to all the scores obtained from the psychological security, self-efficacy and learning capability scales.

Focus group interview

For finding the psychological security, self-efficacy and learning capability, a focus group interview was adopted by the researcher. To ensure the reliability and validity of data, the phases proposed by Dilshad and Latif (2013) were followed.

Accordingly, the interview questions pertaining to psychological security, self-efficacy and learning capability were selected based on the rigorous reading of literature dealing with these themes and being validated by the experts. The criterion of thematic saturation (Hennink & Kaiser 2021) was used to determine the number of focus group interviews in each school. Each group consisted of 10 children and interview was conducted for maximum 45 minutes. Altogether there were 9 sessions conducted with 90 children participating in the focus group.

Refugee experience narrative

A narrative can be verbal or written and a narrative analysis is a one of the ways of analyzing qualitative data. In the context of social theory or research, it is used to describe– a) a tale or story and, b) a form of talk or writing that aims a story (Earthy & Cronin 2008, p. 4) relating to a particular event or experience.

The limitations of focus group interview is that the participants tend to give basic and desirable responses based on their judgement of the interviewer and genuine responses may not be elicited despite long sessions of rapport building sessions due to various reasons. To overcome such limitations, and in order to investigate the unique experiences of the refugee children, a form of written narrative inquiry called experience narrative was used for data collection from the refugee children. A clear instruction in English, Mizo and Paite was given to write their experiences pertaining to their different aspects of lives. The respondents were given the sheets and their responses were collected after one week. Thematic analysis of the narratives was mainly adapted in analyzing the data.

Methods of data collection:

The researcher visited the selected schools in Champhai district to administer the tests. The data collection was done through multiphase approach having five phases. The detail of data collection procedure adopted in this research is given below:

Phase I (Approaching the site): The first phase involved locating, selecting and visiting the schools where there were more refugee students. The headmasters, teachers and concerned authorities were approached and informed about the nature and purpose of the research. Accordingly, five middle schools that were in close proximity with the borders were selected and permission was obtained to collect data from the refugee students studying in these schools.

Phase II (Rapport Building): The second phase involved rapport building with the refugee students. The researcher visited the selected schools and casually interacted with the students with the permission of the authorities. Through the informal interaction with the students, relevant questions to understand their background were asked. The nature and purpose of the study was properly explained to the refugee students by showing them a sample of questionnaires.

Phase III (Quantitative Data Collection): Each student gave their responses in the presence of the researcher after a proper instruction was given to them. No time limit was given to the students and the researcher kept a careful watch during the whole process of data collection just in case the respondents needed clarification.

Phase IV (Interview): The fourth phase consisted of conducting the group interview with the students. Students were selected randomly for interview and their consent was taken before proceeding with the interview schedule. Altogether, the interview was conducted in nine sessions, with each session consisting of ten (10) students each; it was conducted in such a way that each session of the interview schedule did not last for more than 45 minutes.

Phase V (Narrative writing): In the fifth phase of data collection, students who were willing to write their experience were approached. They were given sheets of papers where they would write their experiences. After a gap of one week, students' narratives were collected. Accordingly, the experience narratives were collected from 34 refugee students consisting of 13 boys and 21 girls from the selected five schools.

Procedure of analysis:

The quantitative data collected was checked for the normal distribution at the initial stage to determine the appropriate statistical techniques to be used. The scores obtained using each tool was checked for their normal distribution separately. After

ensuring that the three sets of data fulfilled the statistical requirements to be considered normal, descriptive statistical techniques such as mean, standard deviation, percentages and Z-score to understand and classify the scores of the students into different categories based on the nature of the scores. For assessing the significance of differences in mean scores in psychological security, self-efficacy and learning capability based on gender, the t-test was adopted for analyzing data. ANOVA and LSD Post Hoc analysis were employed for analyzing data. For assessing the existing correlations among the three variables, i.e. psychological security, self-efficacy and learning capability; and how each influenced one another, the Pearson's product Moment Correlation was also employed for analyzing data.

The focus group interview data were analyzed using a structured, question-wise qualitative content analysis approach, adapted from the framework analysis proposed by Ritchie and Spencer (1994). The interviews were conducted using a predetermined set of questions to systematically summarize participants' responses on the given issues, i.e. psychological security, self-efficacy and learning capability.

For refugee experience narratives, thematic analysis was employed which was adapted from Braun and Clarke (as cited in Mohamed 2012, p. 61). This method was employed in consideration with the nature of data.

FINDINGS

The major findings of the present study entitled 'Psychological security, self-efficacy and learning capability of the Chin refugee children in Mizoram' are given in the following—

Level of psychological security of Chin refugee children in Mizoram

Out of 300 Chin refugee children, most of them (78.33%) had an average level of psychological security. While children with a low level of psychological security consisted of 11.00%, and the remaining 10.67% was made up of children having a high level of psychological security. With respect to the dimensions under psychological security, these were the findings:

- i. The study shows that in *home dimension*, majority of the children (77%) had an average level, followed by children (20.33%) with a low level, and children (2.67%) with a high level respectively.
- ii. The findings indicated that in *school dimension*, majority of the children (80%) showed an average level, followed by (13.67%) children with a low level, and children (6.33%) with a high level.
- iii. The data also revealed that in *society dimension*, majority of the children (80.67%) had an average level, followed by children (11.3%) with a low level, and children (8%) with a high level.

Level of self-efficacy of Chin refugee children in Mizoram

Out of 300 participants, most of the children (80%) had an average level of self-efficacy, followed by 10.67% children with a high level, and 9.33% children with a low level. With respect to the dimensions (5), these were the findings:

- i. The study reveals that in *educational dimension*, majority of the children (77%) had average level, followed by 13.67% children with low level, and 9.33% children with high level
- ii. The findings highlights that in *social dimension*, majority of the children (81%) had average level, followed by 9.67% children with high level, and 9.33% children with low level.
- iii. The data reveals that in *emotional dimension*, majority of the children consisting of 82.67% had average level, followed by 9.33% children with low level, and 8% children with high level.
- iv. The findings indicated that in *linguistic dimension*, majority of the children comprising of 79% had average level, followed by 12.67% children with high level, and 7.33% children having low level of linguistic self-efficacy.
- v. The study showed that in *physical dimension*, majority of the children consisting of 75.67% had average level, followed by 14.33% children with high level, and 10% children having low level physical self-efficacy.

Level of learning capability of Chin refugee children in Mizoram

The study revealed that out of 300 respondents, majority of children (78.33%) had an average level of learning capability, followed by 13% children with a high

level, and 8.67% children having a low level. With respect to dimensions, these were the findings:

- i. The data revealed that in *cognitive dimension*, majority of the children consisting of 77.33% had average level of learning capability, followed by 12% children with low level, and 10.67% children had high level.
- ii. The study highlighted that in *motivation & engagement dimension*, majority of the children constituting 77.33% had average level, followed by 11.33% children with high level and another 11.33% children were found to have low level.
- iii. The findings indicated that in *self-regulation dimension*, majority of the children comprising of 72.34% children had average level, followed by 25.33% children having low level, and 2.33% children with high level.
- iv. The study showed that in *resilience & adaptability*, majority of the children consisting of 79.67% children had average level, followed by 11.67% children with high level, and 8.66% children with low level.

Differences in the levels of psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram based on gender

The major findings are listed below:

- i. The study revealed that there was a significant difference between boys (mean= 62.15; sd=6.796) and girl (mean=64.34; sd=6.677) refugee children with reference to their psychological security ($p=0.005<0.05$). The findings show that with girl refugee children exhibited a higher level of security (mean=20.18, sd=2.584) compared to their boy counterparts (mean=19.35, sd=20.18) in *home and society dimensions* (girls' mean=23.26, sd=3.272; boys' mean= 22.35, sd=3.582 and $p=0.023<0.05$). But in *school dimension* ($p=0.000<0.05$), boys exhibited a better security level (mean=21.55, sd=1.753) compared to their girl counterparts (mean=19.88, sd=3.216).
- ii. The findings indicated that there was no observable difference between boys and girls in their level of self-efficacy ($p=0.411>0.05$). Further, no significant difference was found in *educational* ($p=0.823>0.05$), *social* ($p=0.699>0.05$),

emotional ($p=0.141>0.05$), *linguistic* ($p=0.302>0.05$) and *physical dimensions* ($p=0.666>0.05$) with regards to their gender.

- iii. The data indicated that there was no significant difference in the learning capability of the refugee children based on gender ($p=0.241>0.05$). Furthermore, in *cognitive* ($p=0.259>0.05$), *motivation & engagement* ($p=0.081>0.05$), *self-regulation dimensions* ($p=0.157>0.05$), there was no significant difference with reference to gender. However, in *resilience & adaptability dimension* ($p=0.012<0.05$), girls exhibited a higher level (mean=99.11, sd=11.440) than their boy counterparts (mean=97.54, sd=11.679).

Effects of parental occupation on psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram

The major findings are:

- i. The results indicated that mother's occupation had a significant effect on psychological security of the refugee children ($F\text{-value}=2.781$, $p=0.014<0.05$); while father's occupation did not ($p=0.369>0.05$). However, the overall effect of parental occupation on psychological security of the refugee children is not significant ($p=0.354>0.05$). The psychological security was the highest in the case of children whose mothers were engaged in the government sector; this was followed by mothers who were engaged in the organised sector; this was followed by mothers who were engaged in the unskilled sector. The psychological security was the lowest in children whose mothers were unemployed.
- ii. The parental occupation did not have any significant effect on self-efficacy of the refugee children (mother's occupation $p=0.146>0.05$; father's occupation $p=0.378>0.05$; interaction $p=0.921>0.05$).
- iii. The results suggested that the parental occupation did not have any significant effect on learning capability of the refugee children (mother's occupation $p=0.256>0.05$; father's occupation $p=0.131>0.05$; interaction $p=0.802>0.05$).

Effects of parental education on psychological security, self-efficacy and learning capability among Chin refugee children

The major findings are:

- i. Parental educational status did not have any significant effect on psychological security of the refugee children (mother's occupation $p=0.678$; father's occupation $p=0.678$; interaction $p=0.622$).
- ii. Parental educational status did not have any significant effect on self-efficacy of the refugee children (mother's occupation $p=0.405$; father's occupation $p=0.581$; interaction $p=0.653$).
- iii. Parental educational status did not have any significant effect on learning capability of the refugee children (mother's occupation $p=0.479$; father's occupation $p=0.422$; interaction $p=0.764$).

Relationship among psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram

The major findings include:

- i. There is a moderate positive correlation between psychological security and self-efficacy ($r=0.561$).
- ii. There is a moderate positive correlation between psychological security and learning capability ($r=0.468$).
- iii. There is a strong positive correlation between self-efficacy and learning capability ($r=0.705$).

Post-migration experiences

The findings from the experience narratives written by the participants as well as from the group interview data were analysed qualitatively.

The interview of the children, similar to the findings from the quantitative data, revealed that many of the children had average psychological security and felt safe in their home and social environment as one of the children remarked:

G3: Ka nute chu an inhauh vak ngai pawh ka hre chuang lo. Chhunah ka pain hna a thawk a, ka nu inah a awm a, ka pa a lo hawin an inhauh ngai pawh ka

hre lo. Kan in chu a hrehawmna em em pawh ka hre chuang lo, kan mamawh ang ang chu kan nei ve zel thei a. Chubakah kan inneitute nen kan inpawh thaa min ngaihsak bawh a, a nuam a ni mai. (I do not think my parents argue a lot. My father goes to work during daytime and I don't think they argue when he comes back from work. I don't think my home is too uncomfortable because we have what we need. Also we are having a good relationship with the owner and we are given good care and that is nice)

They also could trust the local people and their classmates:

B2: Midang pawh refugee pawh ka ring ve tho. A ngai reng te an ni tho a, rin lohna chhan tur em em a awm chuang lo. (I trust the local people and other refugees equally. They are the same people only and I don't see why I should not trust them)

B3: Kei chu Mizoramah thian ka nei tam zawkin ka hria. School-a thiante bakah kan awmnaah pawh thiante ka nei teuh a, a changin an inah ka leng a, a changin kan inahte pawh an lo leng thin (I think I have more friends in Mizoram. I have friends from school and neighbourhoods. Sometimes I go to their houses and they also come to our house)

However, some of the children felt insecure as indicated by some of their responses:

G5: A chang chuan 'refugee an nia' min ti thin. 'Refugee-ho lah hi an tam si, haw vek se a tha ang, an ninawm em mai, an ramah awm ve mai rawh se' te an tia. Khatianga an tih kha chuan a nuam lo thei lutuk. (Sometimes people refer to us as 'they are refugees'. 'There are too many of them and that is annoying, all of them should go home and live in their own country.' It does not feel nice when the locals make this kind of remark)

In relation to their self-efficacy, students' responses displayed the higher level of self-efficacy for most of the students as they believed in their ability to deal with the unexpected circumstances as in:

B3: School thiltih velah a hma chuan kan tel thin a. tunah pawh infiamna tih velah chuan kan tel tho a. Football, volleyball leh thil dang pawh sikul banah thiante nen kan khel thin. Ka thiam lutuk lo a mahse infiamna lam hi chu a

nuam ka ti ve hrim hrim. (We used to participate in various activities organized by the school. Even now, we still take part in school activities like sports and others. I play football, volleyball and others with my friends and classmates during game period and even after school hour. I am not very good but I enjoy games and sports very much)

Whereas some of the students' responses revealed their lower level of self-efficacy as in:

G10: A hmaa kan sikulah chuan infiamna velah kan tel nasa thei lutuk, mahse tunah hi chuan kan tel lutuk vak lo. Kan sikul tharah hi chuan miin miin thiam lo min ti ang tih ka hlau a, ka ti vak lutuk lo. (We used to take part in co-curricular activities in our previous school, but we don't take part so much in different activities here because I am afraid that my classmates might think I am not good enough and they might laugh at me. That is why I don't participate in the co-curricular activities so much)

Their response also underscored their learning capability which for most of the students could be placed at the average level. Most of the students replied that they could do their homework on their own and wanted to complete their education in spite of the adverse situation which reflected their resilience.

G22: Aw, zirlai chu a inang lo angreng. A chang chuan a ninawm deuh thin a mahse zirlaiah ka tui loh phah em em chuang lo. (Yes, the present syllabus and the previous syllabus are different. Sometimes it becomes boring but I do not lose interest because of the syllabus)

However, there were some children who found the syllabus too hard and could not make their own notes also.

G13: Subject hi a hark a ti deuh vek a. Mahse a bikin Mizo, Hindi leh English te hi a dang aiin a har a. Maths leh Science-te hi chu a har lutuk chuang lo. (All the subjects are somewhat difficult. But Hindi, Mizo and English are more difficult than the others. Mathematics and Science are not too difficult for us)

B20: Homework-te hi chu tih ve zel hi kan tum a. Mahse a kan note vel leh zirlai hi chu mahni thu chuan ka zir em em lo. (We try to do homework regularly. But I do not normally study notes and other lessons on our own)

As far as the experience narratives are concerned, three prominent themes have emerged from the analysis of the experience narratives written by the refugee children. The themes and subthemes identified are given in the following figure:

Figure 1 Thematic map and subthemes

THEME 1	THEME 2	THEME 3
Post-migration social experiences	Hope for future/returning	Post-Migration School experiences
Support from the locals	Pessimism about Burma's future	Relationship with teachers
Inclusion	Aspiration to return	Relationship with classmates and others
Discomfort		Challenges
Language barriers		School environment
Discrimination		

Theme 1: Post-Migration Social Experience

The Theme of 'Post-Migration Social Experience' reflected students' feeling of security as they acknowledged the support from locals and felt included

G22: I feel like I am very safe in my home town [present residence] and the support of local communities and organizations plays a vital role in helping me rebuild my lives [life].

G2: The people in here are good, kind and generous to us. We have many [much similar] chance like others who are in the local.

However, for a few students, their social experiences led to lower sense of security as they faced discomfort in different spheres, had to face language barriers and in some cases they also felt discriminated.

B14: Ka pai toh cil in ei gam leh gam dang te i om dan kipan ki lamdangnate zong ka thei pah hi. Tua a hih manin galtai nun takna pen nuam ka sa kei ing. (After experiencing the differences between the other country and mine after coming here [Mizoram], I do not think life as a refugee is easy)

B1: I could not understand Mizo until now. It is a big difficulty for me.

G18: Galtai ka hihna hangin hong ki neu muh a hong ki thu sim loin mite pampaih neng niam in ka om hi...Ka gam uh a hoih lohna hangin zong mi pawl khat te in galtai ciin hong neu muh uh hi. (As a refugee I am met with silent disdain and contempt, highlighting our country's challenges and calling us 'refugees' with a mocking tone)

Theme 2: Hope for Future/Returning

The sense of security could also be gauged from children's narratives where they particularly talked about their nostalgia for their home country and whether they wanted to return or not. Many of the children, in their writing, reflected how they wanted to go back home but due to internal conflict in Burma they could not go.

G10: Kei chuan Burma ram hi a that mai ka ring lo, ram buai zualpui hi reh mahse lal duh an awm ang a, hel neuh neuh a chhuak anga ram hi chu a that mai mai ka ring lo. (I do not expect things to get better soon in Burma, there will be internal conflict amongst the people for supremacy with more insurgent groups even if the present conflict gets resolved)

Even if things settled down in their home country, they felt very secure to stay back to complete their schooling.

B9: Kawlgam khua hun hoih zen zen leh bel ciah kik sawm mah ing, a hih hang bel ciah sawm pah keng...sang te ka zawm suak nuam phot hi. (I will go back when things get better, but I will not go back immediately...I want to complete my schooling first)

Theme 3: School Experiences

Many of the children specifically concentrated on their school environment which reflected their learning capability, self-efficacy, psychological security. They felt

secure in their school environment as they found their teachers and classmates being receptive to their needs and accept them as their own.

B3: Khawchhakmi ni mahila zirtirna min pek a dang chuang lo inangtlang vekin min en a nuam ka ti thei lutuk. (I like going to school and we are provided with the same kind of education and treatment although we are from Burma)

B15: Sia/siamah tein galtai ka hihna hang in ong neumuh leh ong tuam bol lo a hih manin ka lungdam mah mah hi. (The teachers do not look down on me or tease me because I am a refugee, and I am happy for that)

B3: Chuan thianten min tiduhdah ngai lo, tawngkam dawnawn nuam loten min fiam ngai lo bawk. (Also my friends never mistreat me physically, and they also never tease me verbally)

However, many of them felt the environment challenging and the academic requirements more demanding which highlighted their learning capability

B15: Laisim sangkah naah ham ka sa hi...Pau theih loh na hang mahin sia te in lai ong explain ciang in tel lo ka hih manin hamsa. (I have some problem in my studies...I cannot understand the explanation given by the teachers because I do not understand the [local] language)

Hence, based on the analysis of the interview data and the experience narrative, their post-migration experiences which shape their psychological security, self-efficacy and learning capability can be further broadly categorized into two–

(i) Positive experiences

- a. The post-migration experiences of the refugee children were composed mainly of positive experiences as indicated by the findings: most of the children (56%) agreed that support from the locals was satisfactory, and a great number of participants (56.37%) shared their gratitude for the inclusive nature of the society.
- b. Most of the refugee children (53.12%) had a good relationship with their teachers, many (59.37%) had a good relationship with their classmates and others, and most of them (62.5%) liked their school environments.

- c. Many of the refugee children (43.75%) expressed their intention to continue their stay in Mizoram for several years before returning, an indication to their peaceful state of mind.

(ii) Negative experiences

- a. Many of the children (18.75%) shared their experiences of discomfort mainly caused by the differences in lifestyles and cultural practices of the host society; some of them (6.25%) had faced certain challenges in their dealings with others which were mostly caused by their inability to use the local language. There were a few of the refugee children (3.25%) who claimed to have experienced some forms of discrimination.
- b. Many of the children (around 28.12%), due to various reasons, wished to go back to Burma.
- c. Many of the children (around 25%) faced challenges in schools related to their studies because of lack of understanding Mizo and the difficulty of subjects such as English and Hindi.

Discussion on the findings of the present study

The major findings of the study are discussed in the following in the context of the previous studies, with an exploration of the plausible reasons.

Discussion on the findings related to the levels of psychological security, self-efficacy and learning capability of Chin refugee children

The findings of the study reveal that most of the refugee children have an average level of psychological security, self-efficacy and learning capability. In the case of psychological security, the findings are in alignment with the previous studies done in the field (ALharbi et al. (2017); Davies and Webb (2000); Smara et al. 2020) and; Veronese et al. (2022) which state that refugee children are not found to be highly psychologically insecure as they have higher inner strengths and resilience. Despite the fact that refugee children are prone to emotional and psychological problems, it has been found that the psychological well-being of the refugee children is not very low. The studies have pointed out that physical insecurity might lead to certain psychological problems and affect the psychological functioning of an

individual, however in the case of refugees, it cannot be determined with certainty. Nevertheless, a certain level of physical security can positively foster psychological security or well-being.

Similarly, the findings of the present study show that majority of the children had average level of self-efficacy. This is in alignment with Solhaug et al. (2025) who concluded that the self-efficacy levels of the refugee children are relatively stable; Allsopp et al. (2019) reported that refugee children exhibit a strong sense of self-efficacy; Khayyat and Mousa (2022) also highlight from their study that refugee children possess a moderate level of self-efficacy. Furthermore, this is also in alignment with the findings from the interview data as well as narratives written by the children. In schools and social settings, the refugee children did not feel particularly intimidated by their refugee status and they had the strength and motivation to deal with adversities. Their responses to the interview questions revealed their conviction that they could do what their friends were capable of doing in fulfilling any given task.

So far as learning capability is concerned, most of the children's learning capability was found to be average. Similar findings have been reported by many of the previous studies also. As indicated by the interview data as well as narratives, for majority of the children, the difficulty of the local language, school language and syllabus did not make them feel less confident in their learning capability as indicated by the findings of both quantitative as well as qualitative data. Many children reported to face some difficulty with the local language, subjects such as English, Hindi, among others, and these posed some kinds of challenge for them.

The findings from the interview data and narratives also indicate that majority of the refugee children were positive in their experience with the locals or with the new society after migration. The children were very satisfied with their social and school environment; they could make new friends and many of them wanted to complete their studies in Mizoram only even though they longed for their home country. However, there were a few children who also expressed their unpleasant experiences, viz. being called out a 'refugee', being stared at unnecessarily, mocked for their accent or low language proficiency which could correlate with some of the children's low level of psychological security, self-efficacy and learning capability.

The average levels in psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram could largely be attributed to the good relationships with the society, a satisfactory support received from the locals and good school environments. The Socio-Ecological Theory by Bronfenbrenner describes “the individual in the center surrounded by various systems” (as cited in Kilanowski 2017, p. 295); and “...individuals as embedded within larger social systems and describe the interactive characteristics of individuals and environment...” (Golden & Earp 2022, p. 364). The theory talks about the influence of the environment on the development of an individual’s behaviour. The kind of relationship with the environment determines the individual’s attitude both in positive and negative ways. In the context of the present study, the average levels in psychological security, self-efficacy and learning capability can be explained by their positive relationships with the people in their surroundings. The refugee children’s relationship with others, which is marked by a positive experience, has given them a sense of security, belonging and stability in Mizoram.

Further, according to Bandura (1977), self-efficacy arises from four main sources– mastery of experiences, vicarious experiences, social or verbal persuasion, and physical and emotional states (as cited in Woldgabreal 2014, p. 36). This suggests that an individual’s thoughts, feelings, motivation and behaviour are influenced by one’s judgement about their own abilities or self-efficacy. The average level of self-efficacy of the refugee children may be explained by the positive appraisals they received from their teachers, classmates, neighbours and their friends in the new society. The people they interacted with on a regular basis were sympathetic and kind towards them; they lived in a society which was inclusive in nature. The average level of self-efficacy of the refugee children is not unusual considering the kind of society the refugees lived in. This in turn affects their psychological security and learning capability in positive ways.

The average level in learning capability of the refugee children can be attributed to the welcoming nature of the society or culture of the host state: at home, schools and society. Social cognitive theory also stresses the significance of social environment- social relationships, cultural norms and the broader social system- on learning, among other. Considering the nature of the host society, the refugee children

were provided with a great opportunity for integration, acculturation, inclusion in schools and others that affected their learning capability, self-efficacy and psychological security, directly or indirectly.

Gender and psychological security

The findings indicate that girls were found to possess a significantly better level of psychological security compared to boys. Further, with regard to the dimensions the following were the findings:

(a) Girls exhibited higher levels of security in home and society dimension compared to boys.

(b) Boys indicated a better level of security in school dimension compared to girls.

It has been established by different studies that women are better at expressing their emotion compared to boys (Aggarwal, 2024); and this is the result of biological traits as well as social influences at various instances (Chaplin, 2015). These emotional qualities place women on a better ground for mental well-being and interpersonal interactions even when they find themselves in a similar situation with men. The assumption being that women are better equipped to build relationships with others through their expressive quality than men in a similar given situation. While both boys and girls were given similar kinds of opportunity and support, the fact that girls exhibited a higher sense of security can be attributed to the better quality of relationships they had formed with others in their surroundings. While boys being more reserved in their emotional expressions were prevented by societal norms and conventions from establishing relationships with others. This in turn hindered them from bonding with others which is also an important source for psychological security. The emotional repressive nature of boys as a result of social conditioning found its manifestation in being lower in their psychological security in comparison to their girl counterparts. Since the time of their arrival in Mizoram, that roughly spanned four years at the time of data collection, girls were likely to exhibit a higher sense of security in the absence of imminent physical threats, compared to boys who often take time to express their emotion.

The better level of psychological security of the boys in the school setting compared to girls is in line with the previous findings (Howe, 1997; Forster, 1989 and; Kelly, 1988;) which reported that boys participated more willingly in interactions and received more feedback from teachers. This placed them on a better ground compared to girls. Similarly, boys seemed to dominate hands-on activities such as laboratory work, computer class as well as in the playground (Francis, 2004). In this sense, boys can be regarded as having more access to resources during school hours as well as outside school hours, while girls do not. The gender difference in the security level can also be attributed to the educational system, school organization and culture and school's role itself (Smyth, 2007).

Gender and self-efficacy

The finding of the study shows that–

There is no significant difference between boys and girls in their level of self-efficacy.

A sense of self-efficacy is an individual mental state which is wholly and undoubtedly personal and is not completely dependent on gender. According to Bandura, “Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments” (as cited in Carey & Forsyth 2009, para. 1). One's sense of general self-efficacy is largely dependent on individual experiences, social influences and cultural contexts and is not solely determined by gender since various factors come into play. There is no denying the fact that gender difference exists and its influence can be felt in different ways. In the context of Mizo society, the freedom enjoyed by female members is not a new phenomenon. The Chin society shares close affinity with Mizo society in Mizoram, and the treatment meted to the female members is relatively emancipating rather than restrictive in its essence. This applies to the Chin society as well. Therefore, finding themselves in a society that is liberating and supportive in its fundamental nature, the better levels exhibited by girls in home and society dimensions of psychological security in comparison to boys did not come unexpected. That being said, even in the case of boy refugees, the new social environment did not impose any fresh restriction which was not found their previous society. However, in comparison to their female

counterparts, it can be considered that they were just less expressive in voicing their emotion concerning their new experience with the new society.

Using gender as a defining factor for one's sense of general self-efficacy without considering societal, individual and traditional factors is an incomplete supposition. In describing the sources of self-efficacy, it has been stated that, "... if people receive realistic encouragement, they will be more likely to exert greater effort and to become successful than if they are troubled by self-doubts" (Wood & Bandura 1989, p. 365). Self-doubts, stress, anxiety, pessimism in an individual, among others, indicating negative emotions will trigger a lower sense of self-efficacy. Individuals who find themselves in an unsupportive and unfavourable environment that does not acknowledge one's worth as an individual are likely to develop a lower sense of self-efficacy rather than due to their assigned gender identity as male and female. The finding of the present study on the level of self-efficacy between boys and girls with no significant difference can be explained by the kinds of interactions at the interpersonal and socio-cultural levels of the present society. The encouraging nature of the local society complemented by sympathetic attitude towards the refugees at that given point of time has resulted in the normal level of self-efficacy in the refugee children. This is an indication that the refugee children had reasonable degree of confidence in their ability to perform any given tasks. Consequently, the comparison between both the genders reveals that that neither boys nor girls any observable difference, suggesting that the general sense of self-efficacy was satisfactory in boys and girls with none being the better one or the worse. During the interview and in their narratives also, similar findings were observed where both boys and girls exhibited moderate levels of self-efficacy in dealing with different issues arising out of their post migration situation.

Gender and learning capability

The finding of the study indicates that–

There is no significant difference in the learning capability among the Chin refugee children based on their gender.

The present study also found that there was no significant difference in the learning capability among the Chin refugee children based on their gender. The

findings of the present study corroborates with the other studies. Marantika (2022) reported that gender cannot determine one's learning ability or capability although it can contribute to the different learning outcomes because of gender based subject preferences. Smyth (2007) also concluded that gender differences become evident in the kinds of subjects and courses selected by male and female students but not in their capability. During the interview and also from their narratives, it could be noted that both girls and boys were equally eloquent and enthusiastic for their learning and wanted to complete their education at any cost.

Looking into the theories of learning, an individual's learning is influenced by so many different factors. For instance, behaviorism emphasizes observable behaviour and reinforcement, cognitivism focuses on mental processes, and constructivism is interested in the construction of knowledge through social interaction and reflection (Gianoukos 2024, p. 99). This posits the idea that learning capability is influenced by positive emotional factors such as motivation, interest, among many, which enhance one's learning. Similarly, "...cultural factors affecting education include communication styles, student-teacher relationships, and parental involvement" (Wang 2024, p. 1) also greatly influence one's learning capability or even outcomes. Other factors such as cognitive abilities and physical health or well-being also greatly contribute to learning outcomes or capability. As indicated by the previous findings, subject preferences may differ, but not necessarily because of gender. Learning capability in that sense is influenced by internal and external factors rather than gender directly. The ability to process and remember information and to think critically and the ability to adapt oneself in any given situation are inherent qualities. However, they can be shaped by learning and experiences of an individual throughout life. The social environment, school environment, cultural environment and positive relationships with others at home and their surroundings can foster these qualities. In the case of refugee children concerning the absence of difference in the learning capability based on gender, is no exception to the rule. Being on good terms with their environments, in the case of both boy and girl refugee children in Mizoram, there was no observable difference. On the other hand, the refugee children had a medium level of learning capability, suggesting that they were able to tackle challenges in their studies through the support from the teachers, peers, society and the welcoming environment of the school. A similar finding has been reported by the narrative

written by the refugee children regarding their school experiences. Most of the school experiences as described by the refugee children were marked by positive encounters and that explained the average level as well as the absence of difference with reference to gender in learning capability.

Discussion on the findings related to the effects of parental occupation on psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram

(i) Mother's occupation has a significant effect on psychological security, while father's occupation did not.

The findings of the present study are in line with the previous findings (Ghanbari, 2017) which underscores that the children of employed mothers have better chance for a quality life in terms of mental, social, and emotional than unemployed mothers which are important factors for psychological security. Similarly, Singh (2018) has also concluded that mother's employment status could have psychological benefits for children. Similarly, findings from the previous studies (Singh & Mishra, 2021b; Padillah, 2023; Martínez-Jiménez, 2023 and; Aparicio Fenoll et al., 2025) have also concluded that parental occupation could contribute to mental wellness of the children.

Although both the parents' occupation status did not predict the overall psychological security level of the refugee children, mother's occupation did exhibit a significant effect on psychological security of the children. Job security or employed status prevents the occurrences of psychological distress such as anxiety, depression, among many, in an individual. Those parents who are not perturbed by job insecurity are more likely to provide care and attention to their children, which in turn precipitate a sense of better psychological security in children. In this sense, children benefit greatly from a healthy familial environment; and the great sense of psychological security will find its manifestation in their dealings with other people in the society. A good relationship with others is ensured indirectly leaving no room for negative emotions that adversely impacts one's sense of psychological security. On the other hand, a disharmonious family environment caused by unemployed parents often results in stress and psychological tension. A child's psychological and physical

growth can be hampered by the unemployed status of parents, placing the child's psychological well-being at stake. Treanor and Troncosco (2022) remarks that children, refugee or normal "...do not exist in isolation but are, on the whole, members of families and they are directly and indirectly affected by their prevailing economic conditions" (p. 8). One of the important defining factors for a family's socio-economic status is parental income or employed/unemployed status of parents. In the case of unemployed parents, children in the family are inevitable victims of financial strain that makes them susceptible to psychological complexities including insecurity and stress that harms their social relationship, physical and mental health with a long term negative consequences. As the finding indicated, parental occupational status had a significant impact on refugee children's psychological security. It can be concluded that, in the case of children staying with both parents, those that had either employed mother or father were on a better ground so far as their level of psychological security is concerned, rather than children who had both parents unemployed, as indicated by the finding of the study.

(ii) Parental occupation did not have any significant effect on self-efficacy of the refugee children.

The present finding is in contrast to the previous findings (Christoffersen, 1994 and Fuller-Thomson, 2013) that have concluded that parental unemployed status is detrimental to one's sense of self-efficacy. The findings from the previous studies found the effect of parental occupation on self-efficacy in children. However, in the context of the Chin refugee children, no such effect was found. One of the reasons can be attributed to the fact that most of the parents of the refugee children, post their migration, have found job similar to the one they were doing in their home country. Majority of the parents were engaged in all kinds of labour intensive work such as farming, construction work, cleaning, manual handling, and others. Some of them were engaged in skilled work such as driving, masonry with a few of them running their own micro business even before migration. The post-migration experiences with regards to parental occupation indicated no major change except for a few of the children; in fact it was a negligible percentage. For instance, many of the parents got back to the similar kinds of work that they used to do in the pre-migration period. Many of the parents, especially who were into farming were allocated land on lease

just like the rest of the local farmers. It was also hard to find parents who did not have some kinds of job to support their families at that given point of time. In this sense, the post-migration family environment was relatively as stable as it was in pre-migration period. As a result, the parents cannot be said to have been totally unemployed after migration as indicated by the research data. From a cultural point of view, majority of the people in Mizoram are agricultural farmers with part time daily wagers especially in rural parts of the state. So far as parental occupation, the difference between refugees and locals in the kinds of work they do becomes insignificant that places them on a similar ground. Since self-efficacy is affected due to disturbance in person's physical, social and emotional state, the absence of any significant major change concerning their parental occupational status, the Chin refugee children were likely to maintain their normal sense of self-efficacy even in post-migration period as indicated by the finding of the present study.

(iii) Parental occupation did not have any significant effect on learning capability of the refugee children.

In parallel with the present findings, Jensen et al. (2024) revealed that parental occupation did not have any impact on children's learning or a negligible impact at best. The present findings indicated that parental employed status did not have a significant effect on the learning capability of the refugee children. Since parental occupation is one of the defining factors of a family's socio-economic status, majority of the families belonged to the economically disadvantaged group even in the pre-migration period as indicated by the research data. It can be assumed that education for their children was only one of the priorities for the refugee families. While previous findings report a support for parental employed status for improving children's learning capability, in the case of refugee children so long as they were able to study, it did not have any significant impact on them. Besides, learning capability is an intrinsic quality which is personal and is largely dependent on perseverance of the individual learner rather than some external factors. While it is not wrong to argue that parental occupation can improve the social standing of any given individual, but learning capability is not greatly dependent on external factors. Humans are imbued with unique capabilities that enable them to regulate their own behaviour, emotion through which learning takes place. This happens through the

interaction of personal factors, environmental components and behaviour itself (Bandura, 1999).

Discussion on the findings related to effects of parental education on psychological security, self-efficacy and learning capability

(i) Parental education did not have any significant effect on psychological security of the refugee children.

The findings of the present study is in contrast to the previous findings (Quesnel-Vallée & Taylor, 2012; Singh & Mishra, 2021b) where they found that parental education had certain effect on the mental well-being of children and indicated that young adults whose parents were less educated had lower mental health than adults whose parents were highly educated, suggesting negative psychological impacts of low level of education in parents.

The psychological security in children is largely influenced by a healthy family environment, positive social relationship where the physical as well as emotional needs are met. In the absence of these factors, all kinds of psychological problem such as doubt, stress, anxiety, insecurity, among many, will become prominent. In the case of the refugee children, the overall findings indicated that they had a normal level of psychological security. That being the case, it can be assumed that refugees were safe from physical threats with a relatively predictable home and social environments as expressed by children during their interview and narratives. They also had good relationships with teachers, peers and other members of the society which has been supported by findings of the narratives as well. In the context of the present study, there were more prominent factors that came into play other than parental education in the psychological security of the refugee children. In a culture where they enjoyed acceptance by the locals, the refugee children navigated their lives with a sense of belonging that became a strong foundation for physical and mental well-being or psychological security. With positive experiences at their disposals, the refugee children's relationship with the environments was built on a sense of trust (McLeod 2018, p. 4) leaving no room for anxiety and insecurity.

(ii) Parental education did not have any significant effect on self-efficacy of the refugee children.

Children need support from parents and teachers to develop a feeling of competence and belief in their skills (McLeod 2008, p.12) for a positive sense of self-efficacy. Parental educational level could be one of the factors on a child's self-efficacy as indicated by the previous finding, but there are many other factors that come into play. In fact, apart from the four main sources of self-efficacy as propounded by Bandura, other factors including parental educational levels are only secondary. The four sources of self-efficacy are (Usher and Pajares 2008, p. 752-54):

- a) In spite of failure, children gradually develop skills or competence through efforts. This is called mastery of experience.
- b) By observing and comparing themselves with others, children realize their worth. This is vicarious experience.
- c) Encouragement from parents, teachers and peers, children develop confidence in their capabilities. This is called verbal or social persuasion.
- d) Stress, anxiety, fatigue and mood of children towards a given task or situation. This is called emotional and physiological states.

When children are able to perform any given task with a relatively satisfactory outcome; with the right kind of support from parents, teachers and peers, their sense of self-efficacy is like to increase. On the other hand, in the absence of any kind of positive reinforcement, children are likely to suffer from a lower sense of self-efficacy. The negative emotional and physical states will have adverse impacts on children's sense of self-efficacy. Therefore, in the context of the present study, the absence of a significant effect on their self-efficacy by parental educational levels can be attributed to the positive experiences of the refugee children. Their experiences with the environments, which were mainly characterized by positive ones, can be explained through the sources of self-efficacy, as propounded by Bandura.

(iii) Parental education did not have any significant effect on learning capability of the refugee children

The mediating role of parental education as a significant influencing factor on children's learning has been recognized by various studies. However, it is also equally valid to say that children's perception about their own ability greatly influences children's actual learning or learning capability (Eccles 2005, p. 196). The influence

of parental education on children's learning capability may become less prominent if due support—physical, social, emotional and material, is given to the children by the concerned individuals. For instance, in a stable home environment, the chance for children engaging in learning activities becomes higher. The supportive environments in society and school can also foster learning outcomes in children to a very great extent even without a high level of formal educational qualifications on the part of the parents. The refugee children in Mizoram have access to educational resources just like the locals with a nurturing environment at home, school and society. In a situation where physiological needs, safety and security, love and belonging, self-esteem and self-actualization (McLeod 2007, p. 3) were relatively met, better learning outcomes can be expected. One's learning capability is largely influenced by cognitive ability, motivation level, social interactions, and learning environment, among many. As shown by the present finding, in the case of refugee children, parental educational level did not impact their learning capability, suggesting that many other factors came into play other than parental educational levels. It can be concluded that parental education does have a significant influence on learning capability in children but it is not a sole determining factor. As indicated by the present finding, learning capability is the result of the interplay of internal and external factors with parental education being one of them. This applies to refugee children and normal children with equal degree. In the presence of a stable home and social environments, the influence of parental education on learning capability becomes less pronounced than in other situations, as is also indicated by the data of the present study.

Discussion on the findings regarding the relationship among psychological security, self-efficacy and learning capability of Chin refugee children

Psychological security and self-efficacy have a moderate positive correlation; self-efficacy and learning capability have a strong positive correlation; and psychological security and learning capability have a moderate positive correlation.

In parallel with the findings of the present study, Naaz and Khalid (2023) indicated the need for addressing students' physiological safety, belongingness, esteem, and self-actualization needs to foster a supportive and enriching learning environment; Burleson and Thoron (2014) also concluded from their study that fulfilling the basic needs can improve the learner's ability to learn and achieve in the

given learning environment; Deshmukh et al. (2021) reiterated the importance of understanding Maslow's Hierarchy of Needs for fostering a supportive and motivating learning environment that enhances students' success.

The positive correlation among psychological security, self-efficacy and learning capability suggests that refugee children with higher levels of psychological security tend to exhibit higher levels of self-efficacy as well as learning capability, and vice versa. In their study on the relationship between self-efficacy and psychological well-being or security, it has been stated self-efficacy facilitates positive relations with others, personal growth, purpose, optimism and even resilience in the students (Sabouripour et al., 2021). Similarly, Maujean and Davis also concluded that the psychosocial functioning of an individual was greatly related to one's sense of psychological well-being or security (as cited in Salimirad & Srimathi, 2016). Elaborating on the intertwined nature of self-efficacy and learning capability or even learning outcomes, it has been stated a good sense of self-efficacy is able to foster confidence in the learner by making him more diligent and resourceful in seeking the required information (Zimmerman 1990). It has also been established that "motivation, self-regulation and academic achievement" (Usher & Pajares 2008, p. 791) are influenced by self-efficacy. In the absence of psychological security at home, school and even society, learning capability can be greatly hindered by stress, anxiety, lack of motivation and confidence with a sense of pessimism in an individual. This does not apply only to the refugee children only but to other individuals also. The deficiency of positive emotions in an individual is likely to be an impediment for establishing good relationships with others or personal growth and success in different aspects of life. As indicated by the finding of the present study, it can be concluded that psychological security, self-efficacy and learning capability are truly interdependent, influencing one another in various ways. Consequently, the elimination of one of the variables in an individual implies impeded growth—psychologically, socially and academically.

Discussion on the findings related to the post-migration experiences of the refugee children

Children had both positive and negative post-migration experiences affecting their psychological security, self-efficacy and learning capability

Discussion: The interview data and experience narratives from the children revealed that many of the children had average level of psychological security and they felt safe in their home, social and school environments. They could trust their neighbours, classmates and the local people which indicated their sense of psychological security. However, there were also a few of the children who felt insecure in the new environment. Their inability to use the local language with proficiency, a sense of distrust towards the local people and the unfavourable remarks they received from others were some of the reasons for their low level of psychological security. The findings of the study underscore the role of integration strategy that enables the individual to reach a synthesis between home culture and host culture (Berry, 1997) and helps in determining the level of psychological security of an individual.

With regards to their self-efficacy, majority of the responses showed a relatively positive level which indicated that they believed in their ability to deal with difficult circumstances whether in the society or in school. Having said that, some of the children were there who were not very confident of their ability to deal with the existing environment or the future adverse circumstances.

Similarly, with regard to their learning capability, their statements also showed their readiness to participate in curricular and co-curricular activities organized by their schools or to take up new challenges. However, there were also a few of them whose responses hinted their lower level of learning capability. This was mostly manifested in their unreadiness to take part in school activities— academic as well as non-academic, due to the fear of being an object of ridicule from their classmates and others. Furthermore, some of the children also explicitly expressed the difficulty of the syllabi along with some subjects. As Bandura (1977) states, the self-efficacy and learning capability of a person is dependent on their experiences- the mastery experiences or the vicarious experiences. The children's different levels of self-efficacy and learning capability points towards the variety of experiences they had in their home country as well as in the host country. Such experiences as it could be gleaned from their interviews and narratives, played an important role in shaping their self-efficacy and learning capability.

Further, the findings of the interview data and experience narrative align with the quantitative data of this study where it was found that most of the children were in average level with reference to their psychological security, self-efficacy and learning capability. The analysis of the qualitative data reveals the factors which affect their psychological security, self-efficacy and learning capability, viz. social inclusion; support; comfort; language related barriers; interpersonal relationship with social members, teachers and peers and also their ambitions and aspirations for future.

EDUCATIONAL IMPLICATIONS

The present study investigated the psychological security, self-efficacy and learning capability of the Chin refugee children in Mizoram. The findings indicate that majority of the children reported average levels in these three psychological parameters that implies that they did not experience extreme distress or fear, low self-esteem or poor self-perception. But at the same time, they did not feel highly safe or supported as indicated by their average levels. Particularly in psychological security, there was a significant difference between boys and girls, in which girls reported better levels than boys, suggesting that boys needed more support in this regard. Since there was no observable difference between boys and girls concerning their self-efficacy and learning capability, it suggests that educational interventions should be inclusive and gender-neutral in approach.

While these children were not in a state of psycho-educational crisis, their average levels indicate vulnerability and they were at the threshold where educational strategies can be utilized for positive changes. In this sense, school can function as a place for fortifying children's psychological, self-efficacy and learning capability levels by playing its roles as a preventive and protective agent. The educational implications of the present study are given below:

1. ***Classroom environment and teacher sensitivity:*** A stable, predictable and emotionally sound classroom environment proves to be helpful for children with emotional issues. Teachers must be able to recognize emotional needs of the children in order to provide timely and sympathetic support to the children. A trauma and cultural sensitive programmes should be made part of the teacher education programme. A positive teacher-student interactions and

maintaining classroom routines that foster predictability to reduce stress and tension in the children should also be encouraged.

2. **Teacher training programmes:** Teachers should be given training or some kind of awareness programme that informs them about the issues surrounding refugees or refugee children. This will come in handy when dealing with refugee children in school, recognising their weaknesses and strengths as well as areas where refugee children need support in relations to other normal students in the class.
3. **Bridge course/curriculum:** The refugee children normally experience a great change through their migration to the host country. When they get admitted to school, they are required to study a completely whole new syllabus. This becomes a source great of challenge for the children who are new to the syllabus. Providing a bridge course to fill the gap in their knowledge and the transition to the new curriculum becomes really important.
4. **Peer relationship and inclusion:** A sense of belonging and acceptance is important for general wellbeing. Refugee children often live under the fear of being rejected by their peers due to their different linguistic and cultural backgrounds. Therefore, mixed group classroom activities should be promoted for social integration among the students. Classroom discussions which are inclusive in nature surrounding respect and cultural diversity should be promoted. The school should also maintain a strict anti-bullying guideline for the students and especially for refugee children having their own cultural and identity backgrounds from the rest of the non-refugee students.
5. **School culture and cultural identity:** An individual sense of security is closely linked to the recognition and respect rendered to him, and this applies to refugees as well. The integration of certain Chin cultural nuances will make the Chin refugee children feel at home. For this, curricular and co-curricular activities may be integrated with culturally inclusive programmes and activities where the refugee children are provided space to express their unique cultural identity. The school should also make accommodations through a multilingual policy where they are allowed to use their home languages at least in the earlier stages of their arrival.

6. ***Curriculum and emotional development:*** The refugee children can be under a heavy pressure due to academic stress or social pressure. Introducing Social and Emotional Learning (SEL) for emotional literacy, reflective writing, storytelling, emotional coping strategies and problem solving skills into the curriculum will be helpful for fostering psychological wellbeing for the refugee children.
7. ***Mental health awareness and preventive supports:*** The school should employ a counsellor who is able to provide psychological or mental support to the refugee children. Teachers should be trained so that they may identify children with signs of distress and anxiety so that assistance can be given on time. Mental health workshops should also be organised by the school focusing on stress management, self-care and identity development.
8. ***Gender-specific/neutral approaches:*** The observable difference in psychological security between boys and girls highlights the need for a gender specific approach in dealing with the refugee children. But at the same time, the absence of difference in self-efficacy and learning capability between boys and girls suggests that a gender-neutral approach should also be encouraged. The interventions should be both gender-specific as well as gender-neutral to provide the right kind of emotional support as the circumstances demand.
9. ***Refugee support strategies:*** Schools can offer a language support programme for the refugee children since some of them found subjects such as English, Hindi and Mizo were more difficult than others through a bridge course. Textbooks and learning resources which are culturally relevant for understanding refugee issues may be developed and taught in schools for promoting cultural and mutual understanding amongst the students. Schools can establish a refugee support network that monitors enrolment, academic performances and attendance of the refugee children. This network may also be utilized for addressing their grievances on the school campus.

LIMITATIONS

Limitations of the present study include:

1. While children took active part during the interview, lack of a high proficiency on the part of the researcher in using the languages spoken by the respondents

including Paite, Falam and Burmese may have impeded casual and informal conversation from taking its full course as well as building an optimal rapport with some of the children.

2. Due to time constraints, the interview schedule needed to be adjusted to fit within the time limit given by the school authorities. An in-depth interview schedule would have been even more enriching and meaningful to further understand the refugee children's lived experiences.
3. Despite the rapport building sessions and a sensitive interviewing, some participants responded in words/phrases which was difficult to interpret in some cases.

DELIMITATIONS

Delimitations of the present study include:

1. The data was collected only from Chin refugee children who were enrolled in government and private middle schools in Mizoram during the course of data collection in 2024 although there were many children who were out of schools in different parts of the state.
2. The present study has been delimited to Chin refugee middle school going children while there were many other children enrolled in primary, high school and higher sections.

RECOMMENDATIONS

Fostering psychological security, self-efficacy and learning capability of the refugee children is significant for the comprehensive development and well-being of the refugee children. Here are the recommendations to achieve this:

1. **Community support:** Support from the locals, society and individual members are very much helpful for enhancing the psychological security, self-efficacy and learning capability of the refugee children. This support can take different forms including verbal and material support from others in the society.
2. **Inclusion:** The inclusive nature of the society generates a sense of security in the refugee children. When the refugee children feel that they are accepted, they tend to develop a sense of belonging. This in turn will make them feel comfortable and thereby develop a stronger sense of confidence in their ability

as individual for better relationships with others and improving their learning outcomes.

3. **Integration programmes:** Organizing integration programmes to inform refugee children about the cultural practices of the host society to promote acculturation is important. They should be informed of their roles, rights, duties and responsibilities as refugees in their present society so that the integration process can occur smoothly.
4. **Mental health support:** Refugee children are prone to mental disorder as a result of their dire experience. Community especially the Church, YMA, MHIP and other organizations should provide counsellors and resources to ensure that these children do not suffer from extreme form of stress, anxiety, insecurity and other mental issues that can impede their well-being.
5. **Family and community engagement:** Many refugees are often intimidated by the new school system, language incompetence and regulatory restrictions by laws. An orientation programme for the parents, involving community leaders in school events and decision making processes and an awareness programme informing their children's educational rights as well as their own duties should be organized.
6. **Vocational training/support for mothers:** Since the mother's occupation could have a certain impact on the psychological security and learning capability as indicated by the findings of the study, vocational training or support may be provided to refugee mothers according to their capacities.

With the implementation of the recommendations, refugee children will have the required opportunity to develop a better sense of psychological security, self-efficacy and learning capability. Their holistic development will be ensured not only at the given moment but in the years to come.

SUGGESTIONS FOR FURTHER RESEARCH

Following have been suggested for further research:

1. This study was conducted within a span of six months, further research can be conducted using a longitudinal research design with qualitative approach to observe the changes in psychological security, self-efficacy and learning

capability as well as to identify the influencing factors of these variables in refugee children over a course of time.

2. This study collected data only from refugee children, further studies can collect data from refugee parents also to understand children's psychological status more deeply.
3. The present study relied mostly on children's responses to the quantitative tools and their interviews and narrative writings, further studies can also investigate external factors including home and school environments through qualitative survey to determine their influence on the general sense of well-being and learning capability or outcomes.
4. This research used mixed methods research design, further studies can be conducted using qualitative research design viz. phenomenological study for a truly in-depth study for understanding the lived experiences of refugee children.
5. A critical analysis of the academic achievement and its influencing factors among the refugee students may be taken up for future research. This will throw light on the status of refugee education and the factors that hinder learning in refugee students.

CONCLUSIONS

In its general sense, psychological security implies a state of mind that is characterised by a feeling of safety, freedom from fear and tension, and belonging with the right kind of optimism and resilience. Likewise, self-efficacy entails a sense of confidence or mental strength in one's state of being to perform any given task. Furthermore, learning capability implies the confidence in one's ability to fulfill one's learning tasks which are helpful for passing the exams; or in performing curricular as well as curricular activities at school as well as home. Concerning the levels of psychological security, self-efficacy and learning capability of the Chin refugee children was average. Findings indicate that there is a significant difference in psychological security based on gender while in self-efficacy and learning capability, there was no observable difference based on gender. It has also been established from the study that the psychological security was influenced by gender. A normal to high correlation among the three variables was also validated by the study. Since majority of the children reported average levels of psychological security, self-efficacy and

learning capability, it suggests that the children did feel particularly safe and supported. Since a significant difference was observed in psychological security based on gender while there was no significant difference in self-efficacy and learning capability, it suggests that educational interventions should be both gender-specific as well as gender-neutral in approach. Mizoram has been providing education to refugee children without any discrimination following the instruction of RTE Act 2009 (Directorate of School Education, 2021), this becomes one of the most effective ways to ensure good levels of psychological security, self-efficacy and learning capability. Elementary education is provided to refugee children in the age group 6-14 years in Mizoram, and this is an important step towards lifelong wellbeing and security much needed by the refugees. The roles of school as a preventive and protective agent along with the support of the locals for fostering psychological security, self-efficacy and learning capability become really significant. It can be surmised that educational, counseling, cultural intervention programmes for positive social interactions and a conducive learning environment in school and society need to be ensured. By implementing these inclusive practices which are culturally responsive and inclusive in nature, the psychological security, self-efficacy and learning capability of the refugee children can be raised to the higher levels for educational success and long term general wellbeing.

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