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IMPACT OF VIOLENCE ON THE PSYCHO-EMOTIONAL DEVELOPMENT OF STUDENTS WITH VISUAL IMPAIRMENTS IN THE BUEA MUNICIPALITY AMIDST THE ANGLOPHONE SOCIO-POLITICAL CONFLICT

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Abstract: The researcher investigated into "the impact of violence on the psycho-emotional development of students with visual impairment in the Buea municipality, amidst the Anglophone socio-political conflict". The objectives of the study were to examine the impact of militarization and indiscriminate killings, burning of property, rape and other forms of sexual vioelence, and kidnappings on the psycho-emotional development of students with visual impairment (VI) in the Buea municipality, amidst the Anglophone socio-political conflict. The quantitative approach was adopted and the ex post facto research design was employed in the study. The population of the study was made up of all students with VI in the Buea municipality, and 17 students constituted the sample which was gotten using the purposive sampling technique. Data were collected with the use of the closed ended questionnaire which is like the Likert scale type. The validity of the questionnaire was gotten using content validity index while the reliability of the instrument was ensured through the Cronbach's Alpha Coefficient Reliability Test. Validity and reliability were ensured through the framework for four criteria (as part of constructivism paradigm paralleling validity and reliability in quantitative research) proposed by Guba and Lincoln (1994) to ensure trustworthiness. Data collected from the field using the questionnaire were analysed using descriptive and inferential statistics. The data analysed indicated that there is a significant relationship between violence amidst the Anglophone socio-political conflict and the psycho-emotional development of secondary school students with VI in the Buea municipality. The findings revealed that militarization and indiscriminate killings, and kidnappings were not significant predictors of the psycho-emotional development of students with VI while burning of property, and rape and other forms of psycho-emotional development were significant negative predictors of their psycho-emotional development. The findings were discussed and it was concluded that violence amidst the Anglophone socio-political conflict adversely affected the psycho-emotional development of secondary school students with VI in the Buea Municipality. It was therefore recommended that strategies should be implemented to enhance the psycho-emotional wellbeing of students with VI by improving on teachers' motivational strategies, intensification of counselling and rehabilitation measures and the employment of realistic measures to de-escalate and eventually resolve the conflict.

Introduction

Right from ancient times, man has often been subjected to violent conflicts that undermined general wellbeing, not excluding that of persons with disabilities. The global conflicts termed the First World War (1914-1918) and the Second World War (1939-1945), and the civil wars and military coups in post independent Africa are cases in point (Chongwain, 2017). The upsurge of the Anglophone socio-political crisis in 2016 which has escalated into a major asymmetrical conflict between state forces and non-state armed groups (NSAGs) has been accompanied by untold violence that has endanger the wellbeing of victims, including the psycho-emotional development of both students and teachers with visual impairment (VI) (Berglund, 2020 & Human Right Watch, 2022). Violence in this conflict is

manifested in the form of indiscriminate killings by belligerents, burning of property, kidnappings and rape (Kum, 2017 & International Crisis Group Report, 2022).

The trend of psycho-emotional development can turn negative, especially for persons with VIP who become helpless in conflict situations. Psycho-emotional development is the changing patterns of thoughts and feelings which influence behavior (Diener & Chan, 2010). It is influenced by several factors and violence may be one of them. It is for this reason that this study seeks to establish a possible link between violence in the Anglophone sociopolitical conflict, and the psycho-emotional development of students with VI in the Buea Municipality, which in part is a theatre of the conflict and equally a host zone for Internally Displaced Persons (IDPs) produced by the conflict.

The Problem at Stake

Secondary school and university students undergoing formal socialization facilitated by their teachers should ideally exhibit positive psycho-emotional trends such as courageousness, high self-concept, respectfulness, love for peace and dialogue, hospitality, certainty and general moral tendencies thereby upholding societal values. Contrarily, students in the Buea Municipality are observed to be exhibiting negative trends of psycho-emotional development including fear, uncertainty, low self-concept, disrespect for constituted authority, low level of resilience, aggressiveness, drug addiction and general amoral tendencies. This trend has not spared persons with VI who often appear to be frustrated and cut off from the rest of the world because they are unable to effectively visualize prevailing circumstances in the environment. They seem to feel excluded in an environment that should be inclusive. The efforts made by stakeholders such as the school teachers, administration, the supra-system, Non-Governmental Organizations (NGOs) and international organizations such as the UN to enhance holistic development of all students including those with VI has yielded little fruits as the ongoing Anglophone socio-political conflict seems to keep them more and more excluded. This rather unimpressive trend of psycho-emotional development of students with VI may serve a stumbling block to the attainment of the global SDGs, Cameroon's Vision 2035 and the realization of an ideally inclusive society. It is against this weakness that this study saught to investigate into the impact of violence on the psycho-emotional development of students with VI in the Buea Municipality amidst the Anglophone socio-political conflict.

Review of Related Literature

The Anglophone socio-political conflict

Socio-political conflict refers to disagreements that culminate to armed confrontations between groups aiming at attaining power or authority over counterparts or like counterparts. The socio-political conflict in this context focuses on the armed confrontation between the Cameroon government forces and separatist fighters plaguing the North West and South West Regions of Cameroon (Akame, 2021). This is an armed conflict which is viewed by Boyden (2003) as the use of armed violence to resolve local, national and/or international disputes between groups that that have a political, economic, cultural and/or social origin. Humans, as a dynamic social being lives under defined governments which are expected to ensure justice, peace and the general welfare of the citizens, with respect to democratic principles. It becomes a crisis when such virtues and the smooth functioning of the government is threatened. Anti-government movements begin to operate and an atmosphere of political tension and uncertainty prevails. This is the situation plaguing the North West and South West Regions of Cameroon since 2016 and has evolved into a major conflict involving the use of explosives in armed confrontations. Anti-government movements led by separatists are pressing for reforms pertaining to the independence of former British Southern Cameroon, and the government is employing both military and diplomatic measures to suppress such movements (Kum, 2017).

The antagonistic activities of the government forces and the NSAGs has culminated to armed confrontations, school boycott, violence against schooling and intimidation of learners, militarization and indiscriminate killings, kidnappings, rape, burning down of property, displacement of persons in conflict hit zones and the violation of human rights. There is political instability, uncertainty and

generally a threat on man's welfare. Such a conflict, if not properly dealt with, might render the people frustrated and resulting to increase political instability, unimpressive psycho-emotional development and hinder smooth socialization, not sparing persons living with disabilities such as those with visual impairment (Agwanda & Asal, 2020).

Violence amidst the Anglophone socio-political conflict

Violence is the intentional execution of harmful, unwanted and nonessential behaviour involving the use of physical force against persons or groups that can result in injury, death, psychological deformation, maldevelopment or deprivation (Sherry, 2017). It has been a key feature of the Anglophone socio-political conflict, manifested in the form of militarization and indiscriminate killing, burning of property, rape and stealing, and kidnappings.

Militarization and indiscriminate killings

The deployment of armed forces by the state to crackdown separatist nationalists and the counter deployment of NSAGs such as the "Ambazonian Defence Forces (ADF)" has resulted to armed confrontations, leaving over 4000 Anglophone civilians dead as at 2019 (Franciscans International, 2022). According to Human Rights Watch (2024), at least 6000 civilians have been killed by both the conventional military of Cameroon and the NSAGs since the upsurge of the Anglophone socio-political crisis in 2016 which has escalated into a major asymmetric conflict. These killings result from militarization and have been indiscriminate in nature.

Militarization is the process of arming, organizing, planning, training for and sometimes threatening and implementing violent conflict (Kraska, 2007). The Human Rights report of 2022 indicated that since October 2018, a special branch of the Cameroon army called the Rapid Intervention Battalion (BIR) has been patrolling some deserted settlements around Muyuka Sub-Division, Fako Division of the South West Region of Cmaeroon. To check the conflict and ensure smooth governance, the government often resorts to militarization of highly affected areas. This often culminates to armed confrontations and killing of some civilians, including students. In effect, some learners including those with visual impairment lose their benefactors which influences their thinking, feelings and behaviour.

Human Rights Watch (2022) equally reported that at least two persons with disabilities were killed alongside dozens of civilians between January 17 and 20, 2020, by security forces during a violent military reaction to suspected separatist attacks on polling stations in Bali, North West Region of Cameroon. This is evidence of indiscriminate killings that come with militarization of conflict hit zones in the course of the Anglophone socio-political conflict. It is worth noting that on February 14, 2020, government forces and armed ethnic Fulani killed 21 civilians, including 13 children and 1 pregnant woman in Ngarbuh, North West Region. The same report indicates the killing of a woman accused by separatist fighters for collaborating with government forces by filming the assault on a 35-years old woman in Muyuka, South West Region. In fact, militarization and indiscriminate killings has been a major phenomenon in the course of the ongoing Anglophone socio-political conflict in Cameroon.

Burning of property

The burning down of property has been a major aspect of violence in the anglophone socio-political conflict. According to Franciscans International (2022), there has been systematic violation of the right to housing since the 2016 when the Anglophone problem emerged into a socio-political crisis and eventually escalated into a conflict following the declaration of independence of former southern Cameroons as "Ambazonia", as a result of burning down of homes, facilities and school premises by belligerents. NSAGs have also been burning down property such as school premises, vehicles and homes with what has been referred to as the "Ambazonian holy ghost fire" (Kum, 2017).

Further evidence of the burning down of property has been provided by Willis, McAuley, Ndeunyema and Angove (2019) who submitted a report to the UK Parliament revealing that hundreds of structures

such as homes have been burnt down in targeted Anglophone communities by the Rapid Intervention Battalion (BIR). A case in point is the burning down of premises in a counter-insurgency operation in Belo Sub-Division, NW Region of Cameroon on June 11, 2022 (Human Rights Watch, 2022). These are acts of violence which render victims frustrated, especially persons with visual impairment who are not even able to secure personal belongings in such an event given that they can only here but do not see the act. The result might be involuntary migration to safer areas which is further accompanied by adjustment/adaptation problems.

Rape and other forms of sexual violence

Sexual violence is a common phenomenon in situations of violent conflicts. This include sex slavery, sexual assault, forced prostitution, forced pregnancy, and outstandingly, rape (UN General Secretariat, 2023). The Anglophone socio-political conflict is accompanied by such obnoxious practices as belligerents tend to perform unlawful acts that are of their interest and for the disadvantage of victims in the conflict hit areas. some female adults were reportedly forced into certain relationships which later led to unwanted pregnancies (Amnesty International, 2018). This has greatly affected the psychological wellbeing of the Buea inhabitants, especially secondary school adolescents, not sparing persons with visual impairments who are more likely the direct or indirect victims, or have guides/assistants who are victims of sexual abuse. With this great psychological effect on secondary school students including those with visual impairments in Buea, fear, anger, trauma, anxiety, aggression, amongst other psycho-emotional constructs become the order of the day.

Rape stands out as the most common form of sexual violence in the on-going anglophone socio-political conflict. From the outbreak of the crisis that has culminated to an asymmetric conflict, female students were beaten, undressed, rolled in the mud and even raped by armed forces (International Crisis Group Report, 2022). Rape can traumatise victims and even friends hence adversely affect psycho-emotional development.

Kidnappings

Kidnapping has been on the rise since the upsurge of the socio-political conflict in the Anglophone NW and SW. It is the seizure, taking away and detention of persons against their wish in order to demand for ransoms, make political demands or to torture and inflict pain on the victims considered as an impediment to the attainment of the kidnappers' ambitions (Inyand & Abraham, 2013). Kidnapping has been a common indicator of conflicts. For example, in 2014, 250 girls were kidnapped in a girls' school in Nigeria by Boko Haram militants and were only released after the payment of huge amounts of money by the government and other stakeholders.

Kidnapping is alarmingly increasing as the Anglophone socio-political conflict persists. The kidnappers target political leaders, religious leaders, businessmen, school administrators and students. A student of Salvation Comprehensive Bilingual High School Buea was kidnapped on November 10, 2021 on her way from school and the kidnappers who blamed her for schooling while they suffer in the bush demanded a ransom of 2,000,000FCFA before her release (Azenui Yvette, personal communication, 25th January 2024). Such a student might be traumatized which might hamper her psycho-emotional development.

According to Human Rights Watch (2019), a famous politician of the North West Region called Nni John Fru Ndi was kidnapped from his home on the 28th of June 2019, three days after the then Arch-Bishop of Bamenda, His Lordship Cornelius Fontem Esua was released by armed separatists. He reported of having undergone beatings and threats to his life in the midst of the men who were smoking marijuana. His abduction might cause more fear in youths especially secondary school students with visual impairments who might consider that no one is safe in the situation of the conflict, and who look up to these victims as benefactors hence become indirect victims of the situation. It is therefore possible that kidnapping as a characteristic of the Anglophone socio-political conflict has far reaching impacts on the psycho-emotional development of secondary school students with visual impairment.

Psycho-emotional Development

Psycho-emotional Development refers to the changes in the mental processes and feelings of individuals, shaping patterns of behaviour (Smith, 1998). The changing constructs of psycho-emotional development include perception, thoughts, anxiety, fear, aggression, love/hate amongst others (Darwin, 1872). Psychological well-being is often associated with psychological health, life satisfaction, and emotional well-being. Psycho-emotions emanates from psychological constructs such as perception, thinking, reasoning and memory, as well as emotional constructs such as happiness/sadness, anger, love/hatred, aggression, fear, anxiety, self-concept amongst others. Many perspectives on emotions are based on evolutionary psychology. According to Smith (1998), emotions have a great impact on the state of consciousness; negative emotions increase stress and contribute to disorders. He opines that most forms of abnormal behaviour involve deviant emotional functioning. Shey and Lukong (2018) equally highlighted emotional development within Africentric settings. They propounded the theory of Indigenous Emotion Regulation Adjustment in which they opined that children acquire emotional skills through the cultural values and norms that enhance culturally acceptable behaviours, and that cultural settings serve as the first context in which children learn about emotions. Through this medium, children learn to avoid, forgive, compromise, engage in dialogues and seek advise form elders as problem-solving skills. The prevalence of violent conflict in a society as the case in the Anglophone North West and South West Region can hamper such emotion regulation and adjustment strategies.

According to Matsumotto (2000), feelings and emotions central in lives of humans. Negative emotions are not to be neglected because they influence our thoughts and behaviour. For instance, we feel sad when we are away from friends and relatives or upon the decease of a member, and we become angry when our rights are abused. Also, we develop fear when confronted with scary situations and aggressive when met with frustration. These feelings lead to disorders that require psycho-educational interventions to enable learners, including those with visual impairment to adjust and attain educational objectives. The concept of psycho-emotional development therefore refers to the changing patterns in mental processes and feelings of individuals with the passage of time.

Students with Visual Impairment

The students here include both secondary school and university students. Secondary school students are persons undergoing formal learning and socialization in well-structured academic institutions, organized under the ministry of secondary Education, known by the French acronym MINESEC (Mbitazi et al, 2018). Secondary school students mostly fall within the age brackets of 12 to 21 hence they begin secondary schools with puberty and end with emerging adulthood. In the course of forming their identities, they shift away from parental influence to peer influence (Shanahan, McHale, Osgood & Crouter, 2007). Secondary school life is therefore a critical period during which many self-concepts are readjusted and undergo various changes caused by both biological and environmental factors. Their behaviour is mostly guided by motivation and life goals (Ernest et al., 2011). On the other hand, university students are those in tertiary learning institutions, organized under the ministry of higher Education (MINESUP) in Cameroon. They are mostly at the developmental stage of late adolescence and early adulthood. However, the case of students with disabilities in general, and those with visual impairment in particular is relatively crucial because they possess some unique characteristics.

Students with visual impairment are those with low vision or complete blindness, and have some limitations in social skills, and establish few intimate friendships (George & Duquette, 2006) hence require special assistance from parents, teachers and peers to interact effectively. This implies that their flourishing might be hampered in conflict situations where such assistance becomes rare as everyone concentrates on fighting for his/her dear life hence pay little or no attention to the special needs of VI around them. They also exhibit stereotypical behaviours and are more anxious, react depressively, have low self-concept and have problems with sleep wake schedule (Bakhla, Verma & Sinha, 2011). They often enjoy limited Educational opportunities and are often discriminated against (Adetoro, 2010).

This implies that under conflict situations, the few who are in school will even suffer worst situations as they lack the physical vision required to cope with "rush hours" situations.

Theoretical Underpinnings

This work is supported by the Conflict Theory of Karl Marx and the Agression-Frustration Theory of John Donald.

The conflict theory of Karl Marx (1818-1883)

The conflict theory was first propounded by Karl Marx in the 19th century. Like other conflict theorists, Marx believed that conflict is a major force that drives change in the society. His theory holds that the fundamental cause of conflict is the competition for limited resources in the society. He argues that those in possession of wealth and power endeavor to consolidate it as much as possible, principally by suppressing the poor and powerless. It assumes that humans operate out of self-interest. The theory also considers social and economic institutions as tools of the competition between groups and agencies that maintain inequality and the dominance of the ruling class (Hayes, 2024). Karl Marx attributes conflict to scarcity of resources in the society, competition for limited resources, desire to attain and to consolidate power, and marginalization due to in-balance in power (Resnick, 2023).

The relevance of this theory to the current work is centred on its explanation of the brain behind the violence in the Anglophone socio-political conflict. It explains by implication that the upsurge of the Anglophone socio-political conflict which is characterized by violence in all its ramifications was a result of struggle over limited natural and human resources and marginalization of the Anglophones (Kum, 2017). The desire of the current government regime to consolidate power might have influenced it to employ unpopular measures to suppress the uprisings, such as militarization which further resulted to indiscriminate killings.

The frustration-aggression theory of John Dollard (1939)

John Dollard in the frustration-aggression hypothesis postulates that when an individual becomes frustrated at not being able to achieve desired goals, he/she resorts to aggressive behaviour. It considers aggression as a cathartic release from frustration. The hypothesis was developed as a social-psychological approach to explaining the origin of aggression. He explains that in the course of pursuing a goal, impediments may occur, known as goal interference, followed by a feeling of frustration which creates an aggressive drive that results to aggression (Kruglanski, Ellenberg, Szumowska & Molinario, 2023).

In line with this theory, it can be said that the violent behaviour that might have negatively impacted the psycho-emotional development of students with visual impairment might have resulted from the inability of militants of NSAGs to achieve their goals caused by marginalization of the Anglophone minority in Cameroon. Dollard believes that when there is an impediment to the attainment of a person's goals, frustration occurs, resulting to aggression. He considers aggression as a behaviour that causes harm to an organism" (Dollard & Miller, 1939). By implication, the attempts by some anglophone Cameroonians to achieve their objective of secession was blocked by state forces which reacted violently and this caused frustration which resulted to aggressive behaviours that culminated to armed confrontations with state forces (Amnesty International, 2018). This situation can impede the smooth psycho-emotional flourishing of students in affected zones, not sparing those with visual impairment.

Methodology

This quantitative study employs the expos facto research design to explore on the experiences and opinions of students with visual impairments in Buea with regards to violence in the Anglophone socio-political conflict. This design is appropriate because it explains a phenomenon whose impact already exists, and does not require the researcher to expose the elements under study to the given phenomena as the case with experimental studies. The population of the study comprised of all the students with visual impairments in secondary schools and universities in the Buea municipality. The

sample was made up of 17 students with visual impairment in the university of Buea and BGS Molyko. Given that disability studies usually involve a smaller proportion of the population in the area of interest, a quantitative study was considered worthwhile despite the small number of respondents.

Table 1: Respondent Information

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	11	64.7
	Female	6	35.3
Age	14-16	2	11.8
	17-19	3	17.6
	20^+	12	70.6
Class	Form 3	1	5.9
	Form 4	1	5.9
	Form 5	2	11.8
	Lower sixth	3	17.6
	Upper Sixth	10	58.8
Parents' Monthly Income	101K-250K	13	76.5
	251^+K	4	23.5
Degree of Visual impairment	Totally Blind	9	52.9
	Partially Blind	8	47.1
Onset of Disability	From Birth	6	35.3
	After Birth	8	47.1
	Recently	3	17.6

The data for the study were collected with the use of the closed-ended questionnaire. Data was analyzed inferentially. Inferential statistics tool that was utilized for data analysis was regression analysis.

Findings and Discussion

A simple regression analysis was applied in the analysis of the data for the study. The four indicators of violence which consisted of militarization and indiscriminate killings, burning of property, rape, and kidnappings were utilized as the predictor variables in the model while students' psycho-emotional development was used as the response variable. During the analysis, six confounding variables were statistically controlled. These included; students' gender, age, class, parents' monthly income, degree of visual impairment, and onset of disability. The model summary, model fit, and regression weights for each indicator in the study were presented below.

Table 2: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.959[a]	.920	.786	7.60973
a. Predictors: (Constant), Kidnappings, Degree of visual impairment, Onset of Disability, Age range of students, Sex of student, Parent's monthly income, Class of student, Burning of property, Militarization and indiscriminate killings, Rape.				

The model summary table revealed that there was a significantly very high correlation between the main indicators of the study (militarization and indiscriminate killings, burning of property, rape, and kidnappings). There had a correlation of 0.959 and collectively explained over 92.0% of the total variance in student's psycho-emotional development.

Table 3: Model fit

ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3974.448	10	397.445	6.863	.014[a]
Residual	347.448	6	57.908		
Total	4321.895	16			

The model fit table revealed that the selected model for the study actually fitted the data significantly. The p-value for the model was significant (0.14<0.05).

Table 4: Regression Weights

Coefficients[b]					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
(Constant)	158.880	86.531		1.836	.116
Sex of student	-10.763	9.215	-.323	-1.168	.287
Age range of students	16.627	5.511	.721	3.017	.023
Class of student	3.145	2.161	.321	1.455	.196
Parent's monthly income	-1.849	10.482	-.049	-.176	.866
1 Degree of visual impairment	-7.626	4.298	-.239	-1.774	.126
Onset of Disability	5.227	3.620	.231	1.444	.199
MIK	-.168	.414	-.169	-.406	.699
BP	-1.001	.337	-1.044	-2.968	.025
RA	-1.276	.518	-1.060	-2.465	.049
KI	.024	.254	.025	.095	.927

b. Psycho-emotional Development, MIK militarization and indiscriminate killings, BP, Burning of property, RA, Rape, KI, Kidnappings

The findings of the study revealed that while controlling for certain student characteristics, both burning of property and rape were significant negative predictors of visually impaired students' psycho-emotional development. The regression equation for the variables of the study is presented as follow;

Psycho-Emotional Development = -0.168MIK-1.001BP-1.276RA+0.024KI+158.880………..[1]

From the findings, burning of property as an act of violence amidst the Anglophone socio-political conflict affects the psycho-emotional development of students with VI negatively. This implies that the violent act results to the development of fear, uncertainty, frustration, low self-esteem and adaptation problems for internally displaced victims. This is in congruence with the report of Human Rights Watch (2022) which indicated that burning down of property produced IDPs who suffered adaptation problems.

In addition, rape and other forms of sexual violence render the psycho-emotional development of students with VI negative. As the findings revealed, these students have friends and relatives who have suffered one form of sexual violence or the other due to the conflict and this has made some of them to develop fear, hatred, and have also become aggressive. This concords with the International Crisis Group Report (2022) which held that such acts prevailed amidst the conflict in Anglophone Cameroon.

Generally, the findings specifically revealed that, for every 1 unit rise in arsenious acts during the conflict, students' psycho-emotional development dropped averagely by 1.001 points, while students' psycho-emotional development equally dropped averagely by 1.276 points for every 1 unit rise in incidences of rape. Militarization and indiscriminate killings, and kidnappings were not significant predictors of visually impaired students' psycho-emotional development. This implies that these two acts of violence had an insignificant relationship with psycho-emotional development.

Conclusion

The study adopted the ex post facto research design to investigate into the impact of violence on the psycho-emotional development of students with VI in the Buea Municipality amidst the Anglophone socio-political conflict. Data was collected from 17 students with VI with the use of the questionnaire. From the findings, this study concludes that the violence perpetrated by belligerents amidst the

Anglophone socio-political conflict renders the psycho-emotional development of students with VI negative or unimpressive. This implies that the increase in fear, hatred, uncertainty, low resilience, anxiety, and low self-esteem amongst this category of students are attributed to the violence brought by the conflict.

Recommendations

To improve on the trend of psycho-emotional development of students with visual impairment, stakeholders are called upon to implement the following recommendations.

Teachers should intensify motivational strategies that will enable students with VI who have experienced various forms of violence amidst the Anglophone socio-political conflict to be effectively accommodated in the learning environment. They should carry out mixed-ability groupings and avoid cultural discrimination, and also assign enough tasks to such students. These will help to boost their self-esteem, wash away any stigma that may be associated to their situation and enhance adaptation.

Generally, it is recommended that the Government and policy makers should trace the root causes of the Anglophone socio-political conflict which has been creating room for violence, pay greater attention to the voice of the affected citizens at the grassroots and satisfy their legitimate needs as a means of mitigating the situation. This will require that Karl Max's opinion be considered such that resources should be more equitably distributed, not leaving out persons with VI and/or other forms of disability.

It is also recommended that more realistic efforts be made to de-escalate and eventually resolve the conflict so as to establish a serene atmosphere for psycho-emotional wellbeing of students in general and those with VI in particular. This is possible through negotiation with the help of a more inclusive dialogue, mediation and conciliation. These measures might reduce the intensity of the conflict and possibly give room for a cease-fire, and eventual restoration of relative peace. Under this circumstance, students with VI as well as their peers and relatives might no longer experience violent attacks hence they will gradually develop feelings of certainty, love, high self-esteem, and become more peaceful, respectful and morally upright.

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