

Drug Abuse and its Influence on the Academic Buoyancy of Internally Displaced Students in Mezam Division, North West Region of Cameroon

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Abstract: This study investigated the influence of substance use/drug abuse on the academic buoyancy of internally displaced students in Mezam Division in the North West Region of Cameroon. The study employed an embedded mixed method research design which combined the in-depth, contextual insights of qualitative and quantitative methods. The sample of the study was made up of a total of 270 internally displaced students and 15 school counsellors that were selected with the use of a simple random sampling and purposive sampling techniques. The instrument used for data collection of quantitative data was a closed-ended questionnaire for internally displaced students while an interview for school counsellors were used to collect qualitative data. Data obtained were analysed descriptively using frequencies, percentages, mean, standard deviations and multiple responses set. For inferential statistics, linear regression analysis was used to verify the hypothesis at the 0.05 level of significance. Drug abuse/substance use was found to significantly predict the academic buoyancy of IDPs, and accounted for 23.0% of its variance, $R^2 = .230$, $F(1, 249) = 74.258$, $P = 0.000$. The study implied that the behavioural tendency of young people engaging in substance and drug abuse should be conceptualised beyond the individual and should include socio-environmental stressors. It was concluded based on the findings that the behavioural tendency of internally displaced students engaging in substance and drug abuse negatively influences their academic buoyancy in Mezam. Based on the findings, it was recommended that; parents should get involved in drug prevention efforts, providing resources and support for families with children that have engaged in substance and drug abuse, schools can implement comprehensive programs that prioritize prevention, early intervention, and support to help students struggling with drug abuse cope with their academics. This includes providing education on the dangers of drugs and alcohol, fostering a positive school environment, and connecting students with resources for addiction treatment and recovery.

Keywords: Drug Abuse, Academic Buoyancy, Internally Displaced Students



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I. Introduction

Internal displacement has become a growing concern globally, with an estimated 40 million people displaced within their countries (internal displacement monitoring Centre, 2022). Students are among most vulnerable population affected by displacement, with many experiencing trauma, stress, and anxiety. The academic performance of internal displaced students is often impacted, leading to a decrease in their academic buoyancy. The use of hard drugs by adolescent students in schools in Cameroon has become an embarrassing occurrence to parents, schools, government authorities, and society at large. The continuous abuse of drugs and the use of substance by students, mostly the adolescent, are causing a lot of health and psychosocial problems. Engaging in risk-taking behaviour helps adolescents to shape their identities, try out their new decision-making skills and gain peer acceptance and respect (Ponton, 2009).

Unfortunately, some of the risk that adolescents take may pose a real threat to their health and wellbeing. These include pregnancy, cigarette smoking, excessive alcohol consumption and drug abuse. Drug is referred to as a substance that could bring about a change in the biological function through its chemical actions (Chebukaka, 2017). It is also considered as a substance that modifies perceptions, cognition, mood, behaviour and general body functions (Balogun, 2016). This could thus be considered as chemical modifiers of the living tissues that could bring about psychological and behavioural changes (Nnachi, 2017). The correct use of drugs as prescribed or administered the right way is not a problem in itself or does not constitute any danger. But unfortunately, in contemporary times most of the drugs like tramadol, marijuana, cocaine, alcoholic beverages etc. have been abused by youths and mostly students.

Drugs such as tobacco, cocaine, marijuana, alcohol and others tend to stimulate the nervous system of a person to behave in abnormal and extra ordinary manner, leading such individual to lose his/her sense of being. The abuse of drugs can cause serious irreversible damage to such individual's physical, emotional and psychological development. This in effect have among students had a great influence in their academic buoyancy. A student who is not having a good psychological, emotional and physical development and balance cannot be able to bounce back from day to day challenges in school. Manbe (2018) pointed out, common incidence that happens around us today is as a result of drug abuse and that if care is not taken, this could lead to mental disorders. The World Health Organization defined drug abuse as a "state" of periodic or chronic intoxication, detrimental to the individual and to the society, produced by the repeated consumption of a drug (natural or synthetic) (WHO, 2016).

II. Background to the Study

Historically, the issue of internally displaced population across the world is not a new phenomenon. From the history of creation people have always been migrating from one place to another because of war, hunger, natural and manmade disasters etc. during the migration parents move alongside their children of schooling age. These children when in the new environment have to continue studying. During the 20th and the 21st century, the First World War and the Second World War worsen the situation (Safotso, 2020). He indicated that these two wars forced millions of people to flee from their homes. The many current crises experienced here and there across the globe also quite complicates the situation. These people flee to other countries or continents for safety. When these people migrate within their country, they are called IDPs.

In different parts of the globe, IDPs have been victimized by different disasters that can affect human life economically, physically, agriculturally and emotionally. This victimisation has an enormous impact on the psychological well-being of these people especially those of schooling age as they have to cope with stress both from school and their present state. Disasters can take different forms and the on-going destruction may last for a couple of days or weeks, months or years. In Cameroon most internal displacement has been either due to natural disasters like

landslides, Lake Nyos gas disasters of August 21st 1986, floats etc. or due to conflicts such as inter-tribal wars, ethnic clashes and recently the Anglophone crisis. It may be a natural disaster such as floods, earthquakes, tornadoes and tsunamis. It can also be human-made disaster also known as anthropogenic hazards which is defined as, “A disastrous event caused directly and principally by one or more identifiable deliberate or negligent human actions” (World Disaster Report, 2014).

According to the United Nations High Commissioner for Refugees (2020) Global Trends Forced Displacement report, 82.4 million people have been forcibly displaced worldwide, a number which is approximately twice as high as 10 years ago and the highest record to date. Being forced to flee from their homes, cause people to have trauma and depression. Most of the students who are victims of this displacement find it difficult to cope with abnormal situations in the new environment. Thus, they turn to behave negatively which indirectly or directly affect their academic performance in schools.

Cameroon like any other African country have been experiencing light crisis which displaced part of the population. Before and shortly after the independence of East Cameroon (French Cameroon) in 1960, the country already experienced some disturbances which led to internally displaced populations. They were grouped in a kind of rudimentary concentration camps for safety from the rebels who were dissatisfied with the way in which the country was governed. Those camps were mostly found in the Bassa and Bamileke regions where they attacked civilians and government institutions on a daily basis. (Takougang, 1996) Some of those camps have today grown into small towns as some villagers never went back to their homes and villages.

The two crises that Cameroon is enduring now are the Boko Haram in the Northern regions and the secessionist movements in the South and Northwest regions of Cameroon are more serious as they concern five out of the ten regions of the country. Given that women and children are generally hard hit by those troubles, the children who are mostly students suffer the effects of it the more. This is because they are deprived from education in their formal schools and are forced to enrol in new schools in their displaced environment. In the case of the North West region during the socio-political crisis in Cameroon, the IDPs who are not able to flee to the Francophone regions settled mostly in the capital of the region which is Bamenda and particularly Mezam. The displaced students are always faced with a lot of challenges that they find it difficult to overcome. They try to derive different means of overcoming them, either negatively or positively. Some even try to learn some of these behaviours from their peers.

Academic buoyancy which is the ability of bouncing back when faced with everyday challenges in school is an aspect that all the students’ need in order to cope with the learning process and in order to advance in education. Some of the IDPs students have been struggling to develop that ability of bouncing back. The academic buoyancy model was first proposed by psychologists Andrew Martin and Herbert W. Marsh, following the identification of significant differences between classic resilience (the ability to thrive despite the experience of severe adversity) and then by students. It has been recently extended and adapted through the work and writings of British Psychologist Marc Smith. The Global education monitoring report (2020) indicated that although anecdotal evidence of barriers and impacts exists comprehensive assessments are still lacking.

IDMC (2018) conducted a systematic review of the literature on the educational impacts of internal displacement in 2018 and developed a conceptual framework to unpack the linkages between internal displacement, education and other areas, including health, security and income. The review highlighted repercussions for countries in the medium and long term, but also pointed to a dire lack of quantitative data to measure them. The development of the concept of college student academic achievement can be traced back to 1966, when the Cooperative Institution Research Program (CIRP) was created by the American Council on Education. After the 1960s,

the emphasis on the academic achievement of college students led to the expansion of the CIRP beyond the academic outcomes of students to the learning process of students (Jury et al., 2018). In the early 1980s, the National Survey of Student Engagement (NSSE) emerged in the States. This survey, created by Indiana University, focused on the process and outcomes of college students' learning engagement and academic achievement. Until the 1990s, surveys on academic achievement gained focus worldwide, and academic achievement became a key element in measuring the growth of the amount of value in colleges and universities (OECD, 2016).

Masiye and Ndhlovu (2016), show evidence of drug abuse among youths and pupils in sschools. (Masiye et al 2015) further states that drugs are more likely to be used by learners in secondary schools, if they derive some form of subjective benefits. He states that in boarding secondary school learners may use drugs to provide them with entertainment when they are bored, to gather courage to do certain actions, or to reduce physical and emotional pain. According to Masiye, some learners may get involved in drug and alcohol abuse because they lack knowledge on the harmful effects of drugs, they lack resistance or refusal skills and the belief that drugs will make them think intelligently or they simply have low self- esteem (Azuz 2012, Kassandra, 2009, Ngesu et al; 2008 Oketch, 1997), attribute drug abuse to peer pressure. Kassandra argues that despite the earnest guidance of parents, some youth succumb to pressure and influence from the peers.

According to the United Nations Guiding Principles on Internal Displacement (1998) IDPs are persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border". These displaced persons include students and other youths who are of school age and are forced to abandon their original schools and move to new environment and schools. Unlike refugees, who have fled across a border and are therefore no longer under the protection of their country of origin, IDPs are still citizens of their country. Their Government is legally responsible for their protection and welfare. Having fled their home without time to pack food, belongings or identity papers, and often in circumstances of serious trauma and violence, displaced people can be particularly vulnerable and in need of humanitarian assistance and protection. National authorities are at the core of any response to internal displacement, yet they may be unable or unwilling to meet IDPs' needs. The Guiding Principles on Internal Displacement (1998), as recognized by Member States, is the international framework that outlines IDPs' rights. It provides guidance to national and international actors on responding to IDPs' needs, such as food, shelter and safety.

The concept of academic buoyancy as indicated by Martin and Marsh (2008) was developed as a construct reflecting everyday academic resilience within a positive psychological context. The authors defined academic buoyancy as students' ability to successfully deal with academic setbacks and challenges that are typical of the ordinary course of school life (e.g., poor grades, competing deadlines, exam pressure, difficult schoolwork). Martin and Marsh further argued that academic buoyancy is distinct from the traditional 'resilience' construct as well as constructs reflecting 'everyday hassles' and 'coping'.

III. Statement of the Problem

As years pass, drug abuse, such as tobacco, sedatives, Marijuana (Indian hemp), cayou , alcohol, heroin, morphine, cocaine, inhalants , etc. have drastically been on the increase by secondary school's students. This is disturbing globally as well as in our circumstantial setting among internal displaced students in secondary schools in Mezam division of the North West Region of Cameroon. These situations, together with peer influence some time push them to drug addiction. Despite worldwide concern and education about the dangers of drug abuse, many students ignorantly or knowingly depend on one drug or the other for their daily lifestyle. It is as a result of

the above that this study investigated drug abuse and its influence on the academic buoyancy of internal displaced students in Mezam division of the North West Region of Cameroon.

IV. Review of Related Literature

Academic buoyancy

Academic buoyancy is the students' ability to overcome setbacks and challenges that are typically of the ordinary course of school life. The concept of academic buoyancy focuses on a student's 'responses to their everyday challenges that emphasises proactive rather than reactive approaches to academic adversity. Academic buoyancy is the perceived capacity to respond adaptively to the type of minor adversities that are typically experienced during the course of one's education and schooling (Martin and Marsh, 2008)

Academic buoyancy is the self-efficacy and seeking support practice by students through various strategies and behaviours that help them navigate challenges, setbacks, and stressors in their academic lives. Here are some ways in which students can demonstrate academic buoyancy; positive mind set, resilience, adaptability self-efficacy, seeking support, effective time management, positive attitude towards challenges, persistence and effort, problem solving, emotional regulation, adaptability and flexibility and intrinsic motivation.

Drug abuse and substance use

Masiye et al. (2015) states that drugs are more likely to be used by learners in secondary schools, if they derive some form of subjective benefits. He states that in boarding secondary school learners may use drugs to provide them with entertainment when they are bored, to gather courage to do certain actions, or to reduce physical and emotional pain. According to Masiye, some learners may get involved in drug and alcohol abuse because they lack knowledge on the harmful effects of drugs, they lack resistance or refusal skills and they believe that drugs will make them think intelligently or they simply have low self-esteem. Alcohol and illicit drug use are predominant on college campuses. Johnston, O'Malley, Bachman, and Schulenberg (2009) stated that the highest prevalence of alcohol use is associated with the developmental period between late adolescence and early adulthood.

According to the National Survey on Drug Use and Health (Substance Abuse and Mental Health Services Administration [SAMHSA], 2012), young adults who were enrolled full time in college were more likely to report current, binge, or heavy drinking than young adults who were not enrolled in college. O'Grady et al (2008) stated that more than half of college students who report binge drinking also report using another substance. Heavy alcohol consumption by college students is also associated with illicit drug use (Pedrelli et al., 2013). Shibalika (2021) in his study 'the causes and effects of drug abuse among primary school learners in Shibuyunji district of Zambia' states that the causes of drug abuse in Shibuyunji district were peer pressure, lack of recreational activities, curiosity and amusement, lack of parental supervision, prevalence of drugs in the locality and poverty, and that the effects of drug abuse were deviant behaviour, predisposing crime, drug addiction, rebellious behaviour towards authority, may lower academic buoyancy and expulsion or suspension from school.

He further recommends the need to strengthen guidance and counselling in schools, and to enhance communication between administration and learners about the need for drug-free school environments. Kaluwe (2019) reveals that peer pressure, genetic, curiosity and depression were factors leading to drug abuse by school pupils. He further states that learners stay in communities where drugs were being sold and easily accessed and therefore, Community interventions targeting drug abuse should be put in place, thereby addressing drug abuse problem and creating more positive social networking. (Hayatbakhsh, et al 2008) states that drug abuse can result into mental health and behavioural problems. Depressive symptoms, psychosis, suicidal thoughts and

attempted suicide are some of the mental health problems found to be related to drug abuse (Onyeka, et al. 2013).

A study by (Sihvola et al, 2008) has shown that a depressive disorder at the age of 14 years was positively associated with levels of addictive drug abuse by boys and girls. According to the world drug report by UNODC (2014), illicit drugs undermine economic and social development and contribute to crime, instability, insecurity and the spread of HIV. The risk of dropping out of school as well as suspension of school pupils was high among school learners who use illegal drugs. Dankano & Garba, (2024) in his study drug abuse and its Effects on academic performance of Secondary school students in Bali Local Government Area of Taraba State-Nigeria noted that the substance abuse problem in Nigeria is not different from other countries though there may be variations in the magnitude of the problem. Similarly, students and youth found in the acts of drugs abuse are often times academically and socially less developed as they are not respected and recognized to make reasonable contribution to any development. This is because drug abuse does not only downgrade the academic performance of students, but also affects the moral, physical and general build-up of the secondary school students (Kandel & Chen, 1995).

Morally, students are otherwise disobedient to their teachers, parents and their senior students both at school and at home as a result of drug influence. Consequently, drug or substance abuse causes disorder characterized by the use of behaviour-altering substance in negative behavioural pattern resulting in significant impairment or distress. These consequences result to failure to fulfil social or occupational obligations or -recurrent use in situations in which it is physically dangerous to do so; or which end in legal problems or behaviour modification (Kandel & Chen, 1995; Acolagbe, 2005). Drug abuse most often begins in early adolescence stage because of socioeconomic problems and cultural practices of this age group (Kandel & Chen, 1995:65).

The sequence of usage ranges from tobacco, alcohol, marijuana and other substances. Secondary school students are increasingly engaging in prescribed drugs, particularly narcotics which are prescribed to relieve severe pain and stimulant medications, which treat conditions like attention deficit disorder and narcolepsy (Turner, 2008). Therefore, youths who are seen as the leaders of tomorrow and being placed to be trained in secondary schools have swerved to the use of drugs. This act in no way contributes to the development of the students and the expected output of these students can greatly diminish their academic performances because of their tenacity to drug addiction (Turner, 2008).

The National Drug Law Enforcement Agency (NDLEA) has stated that drug abuse is a major problem in schools (NDLEA, 1997). For instance, about 20% of the school population in Edo state, Nigeria has taken a psychoactive drug once in their lives (Alemika, 1998:45). Many of these behaviours are heavily tied to the peer culture, as children learn from and imitate the peers they like and admire Kithi (2007). Thus, in a bid to be attractive to others becomes very important in adolescence, and this factor is significant in the development of eating disorders, alcohol consumption, tobacco (Alemika, 1998). Staff (2012) avers that Adolescents who abused substances typically do more poorly in school, and family problems, deviance, and low self-esteem appears to explain this relationship.

Parents and peers influence adolescent drinking by influencing attitude about alcohol and by acting as role models (Taylor, 2003:78). Secondary school students ignorantly depend on one form of drug or the other for their various daily activities such as social, educational, political, and moral among others, such drug include, Indian hemp, cocaine, morphine, Heroin, Alcohol, Ephedrine, Madras, caffeine, glue, Barbiturates and Amphetamines, World Health Organization (2003). He equally elaborated that today, more Nigerian youths are becoming drug dependents, while Nigeria gradually transits from the status of a drug-consuming nation to that of a drug-producing one and Young ones who are mainly from 'well-to-do homes' are increasingly identifying with the 'big boys' that practice the use of substance like heroin and cocaine.

Hayatbakhsh, et al (2008) indicated that the causes of substance use /drug abuse are peer pressure, lack of recreational activities, curiosity and amusement, lack of parental supervision, prevalence of drugs in the locality and poverty, and that the effects of drug abuse were deviant behaviour, predisposing crime, drug addiction, rebellious behaviour towards authority, lower academic performance and expulsion or suspension from school.

Kaluwe (2019) reveals that peer pressure; genetic, curiosity and depression were factors leading to drug abuse by school pupils hence affecting their academic performance. He further states that learners stay in communities where drugs were being sold and easily accessed. According to the world drug report by UNODC (2014), illicit drugs undermine economic and social development and contribute to crime, instability, insecurity and the spread of HIV.

Substance use and drug abuse can manifest itself through various signs and indicators. It is important to note that the presence of all these indicators does not necessarily indicate drug abuse, as they can also be attributed to others issues. However, if you suspect someone may be struggling with drug abuse or substance use, it may be helpful to look out for the following indicators physical change, behavioural change, social changes, psychological depression, neglect appearance.

Two theories were used in this work which was Nsamenang's social ontogenesis theory of 1996 and Problem- behaviour theory of Richard Jessor (1968).

Nsamenang's social ontogenesis theory (1996)

Nsamenang's social ontogenesis theory of 1996 emphasizes the role of social interaction, cultural influence and environmental factor in shaping human development and learning. The theory posits that individuals' cognitive and social development is deeply intertwined with their interactions with others within social contexts. Nsamenang highlights the importance of cultural practices, values, and norms in influencing processes. The theory underscores the importance of social relationships, collaborative learning, cultural practices in fostering children's development is a social process that is shaped by the cultural context in which they live.

According to the social ontogenesis theory by Nsamenang, child development takes place through stages and in each stage the child has certain developmental task to achieve and perform. This achievement is only gotten through socialisation and active participation in communal life. In this line, Durojaiye (2003) indicated that negative behavioural tendency is believed to result from under socialization and inadequate training of children which make them to proffer reasons for indulging in unacceptable behaviours like drug abuse. Lydiat (2000) in his own contribution stated that mature moral judgement occurs between 12 and 18 years of age and any student who falls within the age range is expected to be of good behaviour, but indiscipline has come to take the place of this esteemed virtue which threatens the favourable atmosphere of secondary schools and the society at large.

The theory of social ontogenesis (Nsamenang, 2004, 2012) points out how, beginning early in life and through developmental stages, African children are active in the life of their families and societies as well as in self-care and self-learning. The theory presents adolescent learning as partly determined by the social ecology such as interactions in the school in which the development occurs and by how African children, especially in sibling and peer settings, learn from each other in peer cultures (Nsamenang, 2005). Through the socialisation process, children and adolescents in particular internalised behavioural patterns from childhood and hence they start developing negative behavioural patterns at this stage. For example a child whose parents are drug dealers or drug addicts will surely internalised the behaviour and may become a drug addict. Most students internalise negative behavioural tendency from their homes. Problem homes can result to the development of negative behaviour. As students may copy some of these behaviours for example alcohol, drug consumption etc. from parents.

Nsamenang's theory is highly related and relevant to this work in the various domains like cultural and social context. In the cultural and social context, Nsamenang's theory highlights the significance of considering the cultural and social context in which internal displaced students develop and learn. Concerning human development and displacement, the theory provides a framework for understanding how internal displacement affects human development, particularly in terms of drug abuse and academic buoyancy. The theory underscores the need to consider the socio-cultural context in which IDPs students live and learn. This theory suggest that interventions aimed at promoting academic buoyancy among internal displaced students should be cultural responsive and tailored to their unique needs and experiences. This theory also emphasizes the importance of resilience and adaptation in the face of adversity. This is particularly relevant for internal displaced students who must have navigated new and challenging environments.

Problem- behaviour theory of Richard Jessor (1968)

Problem-behaviour theory is a systematic, multivariate, social- psychological conceptual frame work derived initially from the basic concepts of value and expectation in Rotter's (1954,1982) social learning theory and from Merton's (1957) concept of anomie, the fundamental premise of the theory, all behaviour is a result of person-environment, interaction, reflects a "field theory" perspective in the social science(Lewin,1951). Problem behaviour is behaviour that is socially defined as a problem, as a source of concern, or as undesirable by the social and / or legal norms of conventional society and its institutions of authority; it is behaviour that usually elicits some form of social control response, whether minimal, such as a statement of disapproval, or extreme, such as incarceration. Problem- behaviour theory (PBT) is a social-psychological framework that helps to explain the development and nature of problem behaviours, such as risky sexual behaviours, drug abuse/ substance use, delinquent behaviours, alcohol abuse, and drug misuse. The theory posits that these problems behaviours tend to co-occur and describes behavioural patterns in adolescents which include a series of undesirable or negative behaviours. It also accounts for the proneness to developmental behaviour change and explains the variation in adolescents' involvement in behaviours that are socially defined as problematic.

The theory describes both protective factors and risk factors to explain adolescent problem behaviours and suggest that social, psychological and behavioural factors play a significant role in the development and co-occurrence of these behaviours.

The problem –behaviour theory is useful in this research because it provides a framework for understanding the underlying factors that contributes to problem behaviour. This theory suggests that problem behaviours are influenced by a combination of individual, social, and environmental factors. Environmental changes influence an individual social behaviour either positively or negative. The theory is good to be use with this research topic the influence of drug abuse/ substance uses by IDPs in their academic buoyancy in selected schools in mezam division because these students have changed their living environment and school environment. This implies a change in their individual and social behaviour. From all the experience as a teacher teaching in mezam division during this crisis, the IDPs students are practicing drug abuse/substance use as a result of peer influence, coping with challenges in the new environment or change of environment that can contributes to the development of problem behaviours among IDPs students.

The PBT posits that problem behaviours comes as a result of a combination of factors like personality which involves the individual characteristics such as impulsivity and sensation-seeking. Social and physical environments that promote the behaviour. The relevance of the PBT to this piece work include risk and protective factors. The PBT suggest that internal displaced students may be exposed to many risk factors (e.g. trauma, depression, isolation etc.) that can contribute to problem behaviours, which in turn can impact their academic buoyancy.

The theory implies that internal displaced students’ behavioural tendencies, such as aggression or withdrawal, can be influenced by their personality, environment and previous experiences. The theory emphasises the importance of considering the broader contextual factors, such as school and community environments, that influence IDPs students’ to take drugs.

PBT suggest that problem behaviours like drug addiction and substance use can negatively impact academic buoyancy, while protective factors, such as social support and coping skills, can promote resilience and academic success.

The implications of the PBT to this research work include assessing risk and protective factors. The researcher can use risk and protective factors that influence internal displaced students’ behavioural tendency (drug/substance use) and academic buoyancy. The PBT can inform the development of targeted interventions aimed at reducing problem behaviours and promoting academic buoyancy among internal displaced students. The theory suggests that promoting resilience and coping skills internal displaced students can adapt to challenging situations and maintain academic buoyancy.

By applying the problem behaviour theory to my research work, it can gain a deeper understanding of the complex factors that contribute to IDPs drug /substance use and academic buoyancy.

V. METHODS

The research method used in this study was the embedded mixed-method research design. This research design was selected because it combines the in-depth, contextual insights of qualitative research with the broader generalizations from quantitative methods, thereby providing a robust and credible data source. Additionally, this approach was chosen for its ability to collect both quantitative and qualitative data simultaneously, allowing for a more comprehensive analysis. Through triangulation, the design enhances the validity of the findings by enabling the researcher to interpret and cross-verify results from one method with those from another, thereby enriching the overall understanding of the research.

To gather both quantitative data, the survey was employed. This approach was ideal for collecting primary, first-hand data that was original and specific to the study, making it highly reliable, accurate, and relevant to the research objectives. A questionnaire containing close-ended questions was used to collect the quantitative data, while an interview guide with unstructured questions was used to obtain the qualitative data. The responses were gathered from a sample of participants deemed representative of the larger population. The qualitative data and their analysis refine and explain those statistical results by exploring participants’ views in more depth, giving explanations for the quantitative findings.

VI. FINDINGS

Table 1: Descriptive statistics for substance use/drug abuse among internally displaced students

Items	SA	A	D	S D	Collapsed Agree	Collapsed Disagree	Mean	Std. Deviation
I often take alcohol to cope with stress and peer pressure	73 (29.2%)	29 (11.6%)	82 (32.8%)	66 (26.4%)	102 (40.8%)	148 (59.2%)	2.56	1.168
I take drugs to be bold and courageous to face teachers	38 (15.2%)	61 (24.4%)	67 (26.8%)	84 (33.6%)	99 (39.6%)	151 (60.4%)	2.79	1.071

I take drugs because of influence from friends	75 (30.0%)	26 (10.4%)	72 (28.8%)	77 (30.8%)	101 (40.4%)	149 (59.6%)	2.60	1.209
I detest friends who take drugs	49 (19.7%)	39 (15.7%)	91 (36.5%)	70 (28.1%)	88 (37.4%)	162 (62.6%)	2.73	1.076
Drug consumption is not a problem in our environment	60 (24.0%)	39 (15.7%)	82 (32.8%)	68 (27.2%)	99 (39.6%)	151 (60.4%)	2.71	1.661
Drugs abuse have no effect on me	26 (10.4%)	71 (28.5%)	72 (28.9%)	80 (32.1%)	97 (38.9%)	153 (61.1%)	2.83	.999
MRS (aggregate score)	321	265	466	445	586 (39.1%)	914 (60.9%)	2.70	1.197

Table 1 shows that 148 (59.2%) of the respondents disagreed with the opinion that they often take alcohol to cope with stress and peer pressure, while 102 (40.8%) of them agreed giving a mean value of 2.56 and a standard deviation of 1.168. Also, 151(60.4%) of the respondents were not of the opinion that they take drugs to be bold and courageous to face teachers while 99 (39.6%) agreed with this idea. The opinion had a mean value of 2.79 and a standard deviation of 1.071 indicating that the responses were tilted towards disagree.

Looking at the third component of table... averagely 149 (59.6%) of the respondents disagreed with the idea while 101 (40.4%) of the respondents agreed with it giving a mean value of 2.60 and a standard deviation of 1.209. With regards to the fourth component of the table, 162 (62.6%) of the respondents indicated that they do not detest friends who take drugs while 99 (39.7%) agreed doing so. This gave the opinion a mean value of 2.73 and a standard deviation of 1.076.

Furthermore, 151 (60.4%) of the respondents indicated that drug consumption was a problem in their environment while 99 (39.6%) indicated that it was not a problem giving a mean value of 2.71 and a standard deviation of 1.661. Finally, looking at the last component of the table, a majority 153 (61.1%) of the respondents indicated that drug abuse had an effect on them while 97 (38.9%) indicated that it had no effect.

In conclusion, the multiple response set showed that 586(39.1%) of the respondents disagreed with the opinion that drug abuse/substance consumption is an important predictor of academic buoyancy while 914 (60.9%) agreed. This overall opinion had a mean value of 2.70 and a standard deviation 1.197.

Drug abuse/substance use and its influence on academic buoyancy of internally displaced students

A linear regression analysis was employed as the statistical tool to verify the hypothesis at a 0.05 level of significance. Decision rule: reject the null hypothesis if the calculated P-value is less than 0.05 and retain the null hypothesis if the P-value is greater than 0.05.

Table2: Model summary for drug abuse/substance use

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.384 ^a	.148	.144	4.798	.148	42.915	1	248	.341	1.073

a. Predictors: (Constant), Substance use and Drug Abuse

b. Dependent Variable: Academic Buoyancy

Table 2 shows a model summary for drug abuse and its influence on academic buoyancy of internally displaced students. Simple linear regression analysis was used to verify the strength of the influence of drug abuse/substance use on the academic buoyancy of IDP students in Mezam Division of the Northwest Region of Cameroon. The coefficient of determination (R Square) was .148 indicating that 14.8% of the variance in the academic buoyancy of internally displaced students was explained by drug abuse/substance use.

Table3: Model coefficients for the influence of drug abuse/substance use on academic buoyancy

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	7.623	1.092		6.980	.000	5.472	9.774		
Substance use and Drug Abuse	.424	.065	.384	6.551	.000	.297	.552	1.000	1.000

a. Dependent Variable: Academic Buoyancy

From table 3, the regression equation was predicted as academic buoyancy = 7.623 + 0.424drug abuse/substance use. When the consumption of drugs/substance is zero, academic buoyancy will be 7.632. According to the slope, for each additional unit change in drug abuse/substance use, academic buoyancy of IDP students will increase by 0.424. The constant term is positive. The positive constant term indicates that some other factors not included in the model may aggregately influence the academic buoyancy of IDP students in Mezam Division of the NW Region of Cameroon within the period of study. Increase in these factors will positively impact the academic buoyancy of these students, everything being equal. Considering the t- value for drug abuse/substance use, the result showed a significant model ($t(250) = 6.551$, $p < 0.05$). This indicates that drug abuse/substance use was an important predictor of the academic buoyancy of IDP students in Mezam Division.

Table 4: ANOVA analysis to test the influence of drug abuse/substance use on academic buoyancy

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	988.152	1	988.152	42.915	.000 ^b
	Residual	5710.344	248	23.026		
	Total	6698.496	249			

a. Dependent Variable: Academic Buoyancy

b. Predictors: (Constant), Substance use and Drug Abuse

Table 4, reveals that manifestation of drug abuse/substance use has a significant influence on the academic buoyancy of IDP student's $F(1, 249) = 42.915$, $P = 0.000$. The P-value = 0.000 is less than 0.05 indicating a significant influence of drug abuse/substance use on the academic buoyancy of IDP students. Thus, the null hypothesis was therefore rejected in favour of the alternative which states that there is a significant influence of drug abuse/substance use the academic buoyancy of IDP students.

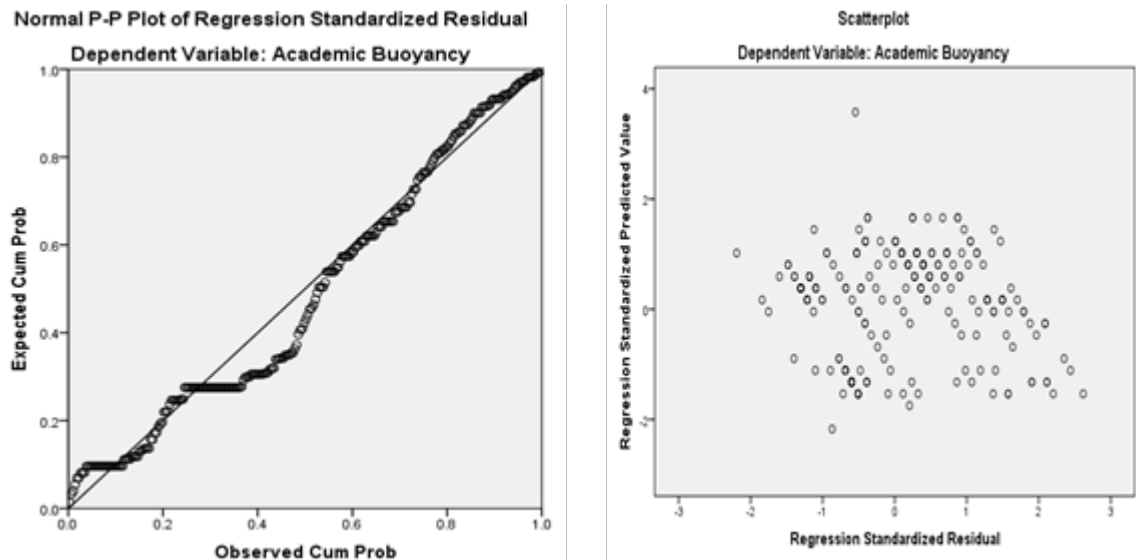


Figure1: P-P plot and scatter diagram to verify model assumptions

Like in the other cases, the scatterplot and P-P plot for the data patterning to drug abuse/substance use were examined to ensure model assumptions were met. The scatter plot and P-P plot showed that the data were normally distributed. The residuals were fairly normally distributed (Shapiro-Wilk $W = .67$, $p = .322$), homoscedasticity was confirmed by examining the P- P plot for the data set, and the residuals appeared to be independent (Durbin-Watson $D = 1.073$, $p = .341$). To verify the absence of multicollinearity, the variance inflation (VIF) factor was examined. The results of the test gave a variance inflation factor of 1.000 and collinearity tolerance value of 1.000.

Analysis of qualitative data patterning to drug abuse/ substance use by IDP students in Mezam Division

Table 6: Analysis of qualitative data patterning to drug abuse/substance use

Question	Theme	Code description	Example Quotes
What are the forms of drug abuse/substance use you find amongst IDP students	Alcohol consumption, cannabis, and/or cayou	Participants opinions about the types drug abuse/substance consumption	"Some students use substances like alcohol or cannabis to numb their emotional pain. This often leads to absenteeism or poor focus during lessons."
	Prescription or Over-the-Counter Drug Abuse such as tramour		"Some of the students use prescribed drugs which are bought over the counter or from the road side." "Such drugs inhibit their reasoning and focusing ability"
In your opinion, what are the major causes of drug abuse/substance use among IDP students	Trauma and emotional distress	Participants opinions about the causes of drug abuse/substance use	"Some students use substances like alcohol or cannabis to numb their emotional pain."
	Lack of coping mechanism due to displacement		"For many of these displaced students, their living conditions have stripped away any sense of stability. This, coupled with the lack of proper emotional support, makes substance use a way to escape their realities."

	Peer influence		"Some students especially boys turn to join peers who smoke or drink alcohol." "Some take drugs to move along with peers"
How does drug abuse/substance use influence the academic buoyancy of IDP students	Impact on academic performance		"When students are using drugs, their ability to focus in class is drastically reduced." "Some forget assignments, perform poorly in exams, and become disengaged from the learning process."
	Emotional and behavioural impact		"I've noticed that students who use substances frequently experience mood swings." "Some of them find it difficult to engaged in their studies, at one moment they are ready to work and the next minute they're withdrawn or acting out. This inconsistency affects their academic involvement."
What support mechanism do you think can be used to address this issues?	counselling, creating a safe environment, and providing resources to address addiction and emotional distress	Participants opinions about support mechanism to curb drug abuse/substance use	"In counselling, we focus on helping students understand the root causes of their substance use and provide healthier coping mechanisms. Connecting them with mental health professionals is crucial." "If drug use is not managed early, it can become a long-term problem. These students risk falling further behind academically and may struggle with lasting issues beyond just education."

VII. DISCUSSION OF FINDINGS

The objective of the study was to investigate the impact of drug abuse/substance on the academic buoyancy of IDP students. The findings of the study revealed that drug abuse/substance had a significant influence on the academic buoyancy of IDP students in Mezam Division. This influence as seen from the descriptive analysis of the opinions of the students and regression analysis portray a negative influence of drug abuse/substance use on academic buoyancy. The findings are in line with those of Mouti (2014) who found that drug abuse among the students caused dropping out of school, strained relationship with other students, and promoted the lack of interest in studying, low concentration span and declining grades which makes academic buoyancy difficult in the case of IDP students in Mezam Division.

The present findings are confirmed by those of Rahaman, Khanum and Akter (2021) who showed that drug addiction affected academic performance in ways such as severe grade decades; drop out, low concentration span, discontinuation of academic career, lack of interest in extra curriculum activities and strained relationship with other students.

The analysis of the qualitative data from the interview revealed that the most common drug abuse/substance use, among IDP students in the Division are alcohol consumption, cannabis smoking, cigarettes smoking, over the counter drugs, for example tramore and "cayou" among others. The findings also indicated that the major causes of drug abuse/substance use by IDP students in the Division are trauma and emotional distress, lack of coping mechanism due to

displacement, peer influence, student-teacher relationships. It was found that most of the IDP students who use drugs have academic and emotional challenges which intend negatively influence the academic buoyancy of these students. For example, it was observed that most students using drugs had reduced ability to focus in class, some forget assignments, perform poorly in exams, and become disengaged from the learning process.

The above findings are supported by those of Metuge et al. (2022), Mouti (2014) and Oyenuga (2017) who in their different studies identified alcohol consumption, cannabis smoking, and the use of over the counter drugs as forms of drug abuse. The researchers also confirmed peer influence, school environment factor, trauma, and emotional distress as some common causes of drug abuse among students. The present findings are in line with the postulate of the problem behaviour theory of Jessor (1968) as it explains the causes and sources of problem behaviour among adolescents.

VIII. Conclusion

The study results showed that drug abuse has a negative impact on internally displaced students' academic buoyancy, academic performance, and overall well-being. It is crucial to address drug abuse issues early on to prevent long-term consequences. Drugs and alcohol are some of the most detrimental yet most common disruptions in teenage brain development. They manipulate the brain's wiring and affect how it processes and retains information, including how a teen thinks, focuses, learns, remembers, and concentrates inside and outside school. Drug abuse, specifically among school-going learners, is a multi-factorial issue that requires collective technique to suppress it. School administrators, parents, and the community ought to collaborate to address this menace.

Peer pressure and very easy availability of substances in the community are primary contributing variables leading to drug abuse and speculative interest among the learners. Learners often start experimenting with alcohol, cigarettes, and various other substances throughout the middle school years, with a smaller number starting throughout early secondary school.

The research concluded that even though every learner understands the substances and their impacts on human health, the use of substances amongst secondary high school learners is still a distressing practice. To resolve this issue of drug abuse in institutions, parents, school administrators, and the community need to work together to come up with effective methods in battling this hazard. The secondary schools in Mezam were not substance-free environments. Consequently, there was the demand to entrench life skills in the school educational program, enhance parenting skills and good role modelling; and capacity building of guidance and therapy teachers to successfully manage the issues of learners' drugs and substances of abuse.

Students who abuse drugs were indiscipline and took part in behaviours that influence engagement in learning like absenteeism, disrespect to educators, failure to finish homework, disturbance of classes, and daydreaming. These results negatively influence learning and academic performance. Suppose the drug abuse amongst our youth is increasing. In that case, it not only influences the physical and psychological health of individuals engaged, yet it can hamper the country's economic, educational and social development. So, policymakers, health workers, and social workers should build awareness programs against drug abuse to ensure that the crisis cannot worsen in the future.

IX. Recommendations

The study highlights the need for schools and stakeholders in Mezam Division to implement intervention programs targeting substance use among internally displaced students. These programs should address the root causes, such as trauma and stress from displacement, through counselling, therapy, and peer support. Additionally, behavioural initiatives that raise awareness

about the dangers of substance abuse and promote healthy coping strategies—like mindfulness, physical activity, and creative arts—could enhance students' emotional well-being and academic performance. Peer mentoring is also recommended as a practical tool to support students facing academic stress.

Based on the findings, the researchers offer several recommendations to parents or guardians, school authorities, teachers, IDP students, and educational stakeholders in the Division.

Considering the impact of displacement-related trauma, parents are encouraged to promote healthy coping strategies such as engaging in physical activities, hobbies, or community-based programs to help reduce substance use and support emotional well-being, which in turn can enhance academic resilience. Additionally, establishing a consistent daily routine that balances schoolwork, rest, leisure, and family time can provide a sense of stability for displaced children, helping to alleviate uncertainty and anxiety that may lead to substance use.

School administrators should create a well-integrated student surveillance system during weekend breaks, school trips, and free times. Teachers ought to continue to observe strict rules on students on these events as this will help in reducing its use. School management should introduce and reinforce counselling and assistance services to learners requiring social assistance. The Ministry of Secondary Education should introduce life skills training in the syllabus to gear up learners on resisting indulgence in drug abuse. Schools need to develop policies that promote participation in learning by creating environments that make it satisfying and interesting. This can be achieved by embracing strict school management, appropriate teaching approaches, Parents involving in their children's learning activities, inspiring and engaging learners in learning activities. Improved involvement in learning would certainly boost learners' performance and distract them from abusing drugs and substances.

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