

The Influence of Home Factors on the Academic Performance of Internally-Displaced Students in Secondary Schools in Fako Division, Southwest Region of Cameroon

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ABSTRACT

This study sets to find out how home factors relate to the academic performance of internally displaced secondary school students (IDSSs) in Fako division in Cameroon. A concurrent triangulation mixed methods combining qualitative and quantitative survey approaches was adopted. The independent variable was home factors whereby it was appraised how their influence academic performance, the dependent variable. The population was made up of secondary school students and administrators. 360 students and 24 administrators made up the sample. Schools were sampled using double-stage sampling, purposively followed by simple random sampling while participants were sampled purposively and conveniently, supported by snow-ball. The study was guided by the Bronfrenbrenner's ecological systems theory, Maslow's hierarchy of needs theory, the theory of educational productivity and the Dynamic model of displacement. Quantitative data were analyzed with the support of SPSS 21.0, whereby they were described using frequency and proportion and multiple-responses analysis to aggregate scores within conceptual components while hypotheses were tested using Binary Logistic Regression. As for the qualitative / textual data, their abstraction was reduced via thematic analysis with the support of Atlas.Ti 5.2 software. Internally displaced students were satisfied with home factors to a weak majority proportion weight of 61.5%. Parental support and care was the most highlighted and this trend corroborated qualitative findings. The predictive effect (PF) of home factors was significant ($P=0.002$). Two indicators of the conceptual component 'home factors' surfaced as significant predictors of academic performances ($P<0.05$) namely 'Good health' and 'Clean environment'. Among them, one was a critical predictor ($P < 0.05$, $OR > 1$, and LB of $OR > 1$), which was good health that had a positive impact while clean environment was detrimental to their wellbeing given the negative impact. This therefore aligns with the qualitative findings that also unfold home factors as a setback. School key informants as further clarified in the following lines complained that these students live in inadequate home environment mostly congested to provide enough space for reading or for living comfortably, noise and hygiene issues. The socio-economic challenges faced by many families were as corollaries of the ongoing socio-political crisis. It was recommended the enhancement of a conducive home environment by curbing the question of congested home, make sure that noise and hygiene as major determinant of health should be paid enough attention. Given the abject question of home climate, interaction and care, it was recommended that parents should pay more attention to their IDSSs.

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KEYWORDS: Home factors, academic performance, internally displaced students, secondary schools, Fako, Cameroon

INTRODUCTION

The importance of education in a society and in the lives of individuals cannot be over emphasized. A well-educated population is more productive and innovative, which can lead to economic growth, development and prosperity. Cameroon has a national system of education based on this major pillar whereby education constitutes a major mission as stated in the preamble of the Constitution of 16th January 1996 (Constitution of the Republic of Cameroon, 1996). The citizens of an educated society are bestowed with knowledge, skills and attitudes to enable them co-habit in peace and harmony, to grow and develop in order to shape a better society to live in. Through education, individuals can improve on their scope of general knowledge, their sense of logical, systematic and critical thinking, change their social and financial statuses from poor to rich, stay current in their fields and adapt to new technologies and changes in their professional, socio-cultural, economic and political contexts and find fulfillment in life. In the same light, they tend to learn different languages and cultures that help them interact with different people in order to exchange ideas and good practices all thanks to education (Al-Shuaibi, 2014). Education has always been an important factor that brings about national development in human capital science and technology (Adenekan, Chilaka, Fadeyi, George & Ige, 2018). For five years now Cameroon is going through a socio-political crisis affecting the Northwest and Southwest regions which has provoked violence and human rights violations, school lock downs, abuses, extrajudicial killings, arbitrary arrests, rape and destruction of property, causing the internal displacement of 1.1 million people (MIRA, 2019). These IDPs have found themselves in schools away from their habitual areas and many are facing significant environmental challenges. Yet very little is known about the academic performance of these learners. This is important in order to map out strategies to enhance good performance, academic achievements and successful professional life.

Background to the study

Historically, Cameroon, to the Europeans in the 15th century, was limited to the coastal areas along the Gulf of Guinea. These areas were inhabited by Bantu-speaking peoples before their colonization and expansion in the 18th, 19th and early 20th centuries enlarged them to its present area and ethnic groups. Geographically, modern Cameroon is bounded on the East by Central African Empire, on the North is Chad, Nigeria is on the West while on the South it shares the boundaries with Equatorial Guinea, Gabon and Congo. The Portuguese were the first Europeans

to arrive in Cameroon by early 1470s. In the 17th century, the Dutch displaced the Portuguese in Cameroon and established trading stations. The Dutch were, in turn, succeeded by the British in the 18th Century and, under the British, the Cameroon natives were introduced to Western laws. The acquisition of African territories by European Powers was internationally recognized at the Berlin Conference of November 1884 to February 1885. Bismark had entered the colonial race initially to protect German trade and he had thought that the cost of maintaining Cameroon as a German colony would be borne by the commercial firms operating in the colony. In May 1916, after the defeat of Germany in Cameroon, Britain and France signed the treaty of London partitioning Cameroon between them. After the First World War, the League of Nations recognized the 1916 treaty of London concerning Cameroon which under the League of Nations became a 1B' mandate (Ngoh, 1979). Cameroon being one of the most diverse and resource rich countries in Africa is situated at the cross roads of Central and West Africa (Happy, 2020) and is marked by a pseudo independence and reunification given at the point of the bayonet as it was the case with other African countries (Ngoh, 1979). It is home to about 250 ethnic groups from the ancient tribal kingdoms in the west and pygmies in the South to the pastoral Muslims in the North. Besides its rich indigenous cultures, ethnic diversity and geography, Cameroon has also had a chequered colonial history.

During the colonial era, the failed attempt to jointly and effectively administer "kamerun", a former German protectorate resulted in the partitioning of the territory between Britain and France in 1919. The French mandate comprised most of the former German territory (over 167000 square miles) while the British mandate was an elongated strip of land along the border of colonial Nigeria. It consisted of Northern Cameroon (about 17500 sq miles) and Southern Cameroon (about 16580 sq miles) including historical Amba bay protectorate (Happy, 2020).

This large difference in territories awarded to France and Britain resulted in the present-day Cameroon's majority of francophone and a minority Anglophone population, respectively. France's territory was granted independence in 1960 while Britain Southern Cameroon gained independence by joining the already independent 'la Republique Du Cameroon' on 1st October 1961 (Ngoh, 1979). The post-colonial era was marked by the unification of Southern Cameroon and 'la Republique du Cameroun came prior to their two-state federation agreement during the July 1961 Founban constitutional conference. They drew up a

federal institution that guaranteed independent administration and respect for each state's cultural identity. Southern Cameroon became West Cameroon, a constituent state of the federal republic of Cameroon. Both the English and French languages, a heritage from the colonial rule, eventually became the country's official languages (Happy, 2020). Following the referendum of 20th May 1972, a new constitution was adopted which replaced the federal state with a unitary state (Ngwa, 2011). The country was renamed the united Republic of Cameroon through another revised constitution in 1984. In a reversal of the Foumban agreement which made Cameroon a federation of two states, West Cameroon lost its autonomous status and became the Northwest and Southwest regions of the Republic of Cameroon (Chem-Langhee, 1995). The country's post-colonial and independence arrangements therefore help in understanding the depth of Anglophone grievances. The constitutional form of the state and the functioning of the legislative, executive and judicial branches of government have therefore been contested since the union. The contestants are opposition parties advocating for a change of government; federalist movements demand a return to federalism, separatist movements fighting for secession, and unionist movement standing against any change to the form of the state. This continuous contestation of state structures threatens peace and stability in Cameroon as evidenced by the on-going Anglophone crisis and highly polarized political climate (Happy, 2020). Overtime, Anglophones in the Northwest and Southwest regions, who make up only about 20% of Cameroon's 25.88 million of population, have felt marginalized by the francophone dominated government in the political, economic and socio-cultural spheres. They accuse the government of marginalizing the two (2) English-Speaking regions over Cameroon's other eight administrative regions. Politically, some argue that there is an under representation of the Anglophone minority in key government positions as well as other government services. For instance, out of 67 members of government, only three (3) Anglophones occupy high level cabinet positions (Happy, 2020). In October 2016, Anglophone teachers and lawyers' union launched a peaceful protest against the neglect and marginalization of the two English Speaking regions in which they were repressed as some people lost their lives which led to some citizens taking up arms and forming a separatist's fighter movement which is was referred as back as the 1990s as the "Anglophone problem" (Anchimbe, 2018). A consortium was formed and represented the marginalized population in court yet the crisis still persists, a national dialogue

was organized but all efforts to no avail. The separatist fighters forcefully installed three lockdown days per week that is Mondays to Wednesdays which has been reduced just to Mondays for the past two years. Within the backdrop of a four-years old civil war, whereby separatist forces in the Northwest and Southwest regions are clashing with the Cameroon government forces on a daily basis, an unprecedented number of citizens have been forced to flee their habitual places of residence to some safer areas in and out of the conflict zones, shattering hundreds of thousands of livelihoods. In the wake of this relatively new phenomenon of a conflict-driven-forced internal displacement in Cameroon, and with a fast growing number of IDPs, a total of over 600000 so far, it became imperative for all hands to go on deck to provide assistances to the displaced families (Njapdem & Mbahpang, 2020).

Conceptually, in this study context, an internally displaced person is someone who has been forced to flee his/her habitual place of residence in particular to avoid the effects of armed conflict, generalized violence, human rights violations, natural or man-made disasters and who has not crossed an internationally recognized border (UNHCR, 1998). In the same line, a situational factor is a temporal external influence which can impact a person's life, such as divorce, displacement, geographic relocations, deaths, socio-economic level, education, holidays, vacations, health, etc. Some people affected by certain situational factors may be at a higher risk of social, emotional and mental health (SEMH) difficulties (Hsrpsychology, 2023). Situational factors can be broken down into; location, home, social and school factors. On the other hand, academic performance is the knowledge gained which is assessed by marks by a teacher or educational goals set by students and teachers to be achieved over a specific period of time. These goals are measured using continuous assessment or examination results (Narad & Abdullah, 2016).

Home factors entail the objects, accommodations, materials, parents, siblings, peers and social life that exists in the home in which the student finds himself/herself. All the variables in the home that affect a person's existence, behavior and performance constitute the home environmental factors (Okpara, 2014). It is related to; the parent's level of education; parents' involvement in IDP students' education, the collaboration and relationship they maintain with the school authorities, participation in PTA meetings, response to school summon letters; the relationship that exists between internally displaced students and their family (parents and siblings), the motivation

they give to their children to encourage them do better in their studies, the follow-up and assistance given to students in terms of doing home works, assignments, having goals, studying at home and providing school needs, food, health, conducive home and socializing facilities available in the house. Each parent's ability to provide is based on their livelihood and source of income as well the vision. The scarcity of resources in such context or competition over resources has always been a major challenge to reckon with (Yigzaw & Abitew, 2020).

Theoretically, this study was guided by four theories, namely; Bronfenbrenners ecological systems theory, Educational productivity theory by Walberg, Human Needs Theory by Abraham Maslow and Dynamic Model of Displacement by Susan Martin. The Bronfenbrenner's ecological systems theory (Bronfenbrenner, 1979; Härkönen, 2007) states that students typically find themselves enmeshed in various ecosystems from the most intimate home ecological system to the larger school system, and then to the most expansive system which includes society and culture. Each of these ecological systems inevitably interacts with and influences each other in all aspects of students' lives. His model organizes contexts of development into five nested levels of external influence: Microsystem, mesosystem, ecosystem, macrosystem and chronosystem. They are categorized from the most intimate level to the broadest. Through the various ecological systems, Bronfenbrenner's theory demonstrates the diversity of interrelated influences on student development. The second theory is that of educational productivity by Fraser & Walberg (1981). His model examines school variables. These variables include; quantity of instruction, quality of instruction, classroom/school environment. All the variables raised in this model have a link with the situational factor; school factors, this is linked to the fact that IDP students' abilities to learn, understand and adapt in their new environment is based on the knowledge and skills they have acquired at school. Analyzing this theory will give us an in-depth explanation of the performances of IDPs. The third theory is the Human Needs Theory (Maslow, 1943). According to this theory, human beings need certain essentials if they must live and attain wellbeing in any ramification of life, such essentials are known as basic human needs. In his pyramid of human needs, he puts emphasis on the hierarchy of needs, stating that some are more urgent than others. On the base of the pyramid, he places food, water and shelter. On a second level he places the need for safety and security, followed by belonging or love. The fourth level holds the need for self-esteem, while the fifth and final level holds the

need for personal fulfillment. This theory is linked to the situational factor; social factors, implying that if IDPs do not have basic needs like food, water, shelter, love, acceptance, medication, then schooling will not be given any importance. An in-depth analysis of the theory will help us relate socially-related home factors to the IDPs academic performances. The last theory examined in this study is the Dynamic Model of Displacement by Susan Martin (2021). It focuses on the decision-making process and the factors that impact it, that is to say the reasons that push people to relocate. It captures high level factors, grouping them based on; macro level driver: broad environmental, political, social, economic and demographic factors. Meso level drivers: geographic and logistical barriers, policies and receptiveness of destination communities, availability of smugglers, labor recruiters or others to get you to a destination and other similar factors. At micro level; the socio-economic and demographic characters of those who must make a decision to migrate or stay. Menacing context; there is threat to the lives of the people in the environment where the crisis is on-going, there is instability. These factors are then connected to the decision whether to stay or move. The theory will help us explain location as a situational factor and the relationship access to school, nature of environment and personal security have with IDP performances.

Contextually, Fako division of the Southwest region which is our study area, is faced with high levels of insecurity which is still going on. The presence of national security forces; police, gendarmerie and army is concentrated along the main road and cities leaving most rural areas under the influence of non-state armed groups (NSAGs). Armed attacks in the Southwest region have been on the increase as 704 villages registered armed attacks from January to August 2020 (OCHA^a, 2021). Threats to life and personal security account for 36% of the protection incidents recorded from January to September 2020. A number of 101000 girls and 217000 boys have been displaced in the Southwest region. Since the reopening of schools on October 5th 2020 a noticeable increase in school enrolment rates was followed by a spike in attacks against education. At least 19 incidents in which students, education staff and schools were directly targeted were reported between 1st of September to mid-November 2020. A proportion of 42% of these incidents were related to abductions or threat of abductions, while 37% involved arson or physical damage to educational infrastructure including threats. A proportion of 11% involved killing of educational staff and students. As the crisis deepens, more people are leaving the insecure rural and bush areas and are moving to urban

areas within the Southwest region (OCHA^a, 2021), a dynamism similar to the Somalia's experience (Osman & Abebe). The loss and lack of civil and legal documentations put the affected population particularly boys and men at risk of arbitrary arrest by law enforcement forces and it limits their movement. Disruption of basic services (school, churches, hospitals, offices) in many localities in the Southwest region forces displaced people to walk long distances to access them, creating additional risks related to arbitrary arrest, physical and sexual violence. However, some families limit the movement of their boy children to eliminate risks of their male children been killed or forcibly recruited into the NSAGs. Most IDPs in the Southwest are faced with risk associated with attending formal education, the unavailability of formal education offers in most towns in the Southwest region, and the general lack of protective learning environment (OCHA^b, 2021). Those IDPs who have been evicted from host communities and collective facilities are forced to move again and settle in rural areas with all the negative effects to which they are exposed to including inclement weather, rain, vector-borne diseases etc. The on-going violence and insecurity have resulted in major displacements leading to abandonment of large parts of fruit, palm and rubber plantations in the Southwest region. However, this region has maintained a certain level of economic activities unlike the Northwest region. Educational institutions are reportedly charging higher fees for enrolment to the displaced and girls are reportedly recurring to prostitution to be able to pay for education. Many homes have been burnt down since the crisis leaving many displaced families in inadequate or unsafe shelter arrangements, exposing them to further harm. Many of those who flee violence end up facing exploitation and abuse within the host community, including sexual violence and exploitation and resort to negative coping mechanisms (Bastick et al., 2007; OCHA^a, 2021). Most IDPs live in overcrowded houses, sub-standard houses and makeshift centers with few of them in good conditions. IDPs who have settled in spontaneous sites often face fires that destroy their shelters and may also be at risk of eviction. Increasing forced eviction has also contributed to the weakening of family and community safety nets. As the livelihoods of most parents have been reduced due to the crisis, they prioritize the education of young boys at the expense of girls who are rather directed to small trade to help parents provide for the family. Many IDP children struggle to access schools due to poverty, social exclusion and financial constraints. Among displaced children, 5816 are unaccompanied

children and 16,240 have been separated from their families in 2020 with little alternative care in place (OCHA^a, 2021). This is due to the increasing phenomenon of family separation as a direct consequence of the crisis. Some families send children to urban areas to continue their education or seek economic opportunities in other areas including sending their children to work, making some of the children to end up being involved in some of the worst forms of child labor or survival sex to have access to food and shelter (OCHA^a, 2021). Child labor and school closure is rampant with further risk and exposure for child headed households and children whose care givers themselves are vulnerable. Some families force their children especially girls into child marriage and consequent early pregnancies.

Statement of the problem

Good education is critical in helping people to acquire knowledge, skills and attitudes that will enable them get a good standard of living in the future. Usually, the quality of the education acquired is translated via academic performances of students especially at the secondary level. The academic performances of our students today may determine the quality of life the students will tend to live tomorrow, implying the quality of results our students produce today should be of paramount interest to the educational sector of Cameroon. The home environment is an important factor in determining students' academic performance according to Johnson et al. (2021). The crisis in the Northwest and Southwest of Cameroon, which started since 2016, has led to significant displacements. These internally-displaced persons are going through difficult times including secondary school students who are at the disadvantage, as there have been continuous attacks against civilians, children, properties and basic service activities like schools, hospitals and public offices (OCHA^a, 2021). Some of the displaced persons who are secondary school students have missed out on school programs due to the relocation of their families to safer places within and out of the crisis zone. Schools have been burnt down and lockdown days forcefully enforced on the educational community. Teachers and students has been killed, injured, even kidnapped and raped cutting short the educational dreams of many young students and pupils. Distance from home to school is an issue for kids whose new environment is far from school campus (Zeragaber et al., 2024). Those who tend to squat with host families and live-in overcrowded houses are finding it difficult to concentrate in their studies while at home. Others gave up school for some time to enable their elder/younger brothers attend while they assist parents in financial responsibilities. Many families

have become economically deficient as they have lost their businesses, houses, properties, and documents and loved ones due to the violence from the crisis either through burning, riot or robbery. Loss of properties and businesses has left many IDP families homeless and jobless making it very difficult for them to fend for themselves. Students from such families lack school needs, food, shelter, and basic hygiene needs especially girls. So far, no study has been carried out to track the performances of these IDP students in Fako division, this is necessary to ensure that they too achieve and acquire skills that can enhance their wellbeing in future. It is important to know how they are performing such that strategies can be mapped out to improve performances where necessary with direct impact on their professional and socio-economic and political life.

Objective of the study

The study aims at appraising the influence of home factors on the academic performance of internally-displaced students. This objective was substantiated by the following hypothesis:

There is no significant effect of home factors on the academic performances of internally-displaced secondary school students.

Scope of the study

Geographically, this study was limited to the five sub-divisions that make up Fako division in the Southwest Region of Cameroon. Content wise, the study was restricted to home factors in which internally-displaced students find themselves, as well as the academic performance of internally-displaced students, with the indicator being the class average of the 2023-2024 academic year. Theoretically, the study was informed by the theories of Bronfrenbrenner's ecological systems theory, Maslow's hierarchy of needs theory, theory of educational productivity by Walberg and the Dynamic model of displacement by Susan Martin. Methodological wise, the study was guided by the survey design employing a concurrent triangulation mixed-method approach.

Justification of the study

The academic performance of a secondary school student is very important as it determines his or her socio-economic status in the future. IDP students are living under very difficult conditions. If the situation of the crisis and displacement is not critically looked into, it may lead to devastating consequences in the long run for displaced students in the Southwest region and the wellbeing of the country in general. As stated in IDMC (2020), internal displacement interrupts children education, harms their wellbeing and hinders their development. It reduces their future

livelihood opportunities creating a poverty trap that endures even after the crisis. Due to the predicaments of internally displaced students, they may not be performing well in their education. Many studies have identified the conditions in which they are living but none has investigated the academic performances of these IDPs in their new settings. In the absence of a study that tells us whether they are achieving, they may not be receiving appropriate help. This study therefore fills that gap, to provide research with information on the academic performances of these ID students in their new settings. No study has also provided information on the situational factors with particular reference to home factors that internally displaced students in Fako division are faced with. This research therefore comes in to fill that gap.

Significance of the study

This study may be of benefit to a whole lot of people especially the government, the schools, the host communities, the IDP students and families. It may enlighten the government of Cameroon on the depth of the effects of displacements on education such that lasting solutions to the cause of internal displacement can be found. Generally, focused is placed at the school and educational policy levels ignoring that the basis of school success is home whereby living conditions and parental care play major roles in academic achievements. By understanding the predictive effects of home factors on the schooling of IDP students, educational stakeholders notably the government, the teachers, the school authorities, the parents, the communities and NGOs can achieve a more comprehensive strategy to enhance the schooling of IDP students.

Operational definition of terms

The key terms used in this study are defined operationally as follows:

Situational Factors: These are temporal external influences which can impact a person's life such as divorce, geographical relocations, deaths, socio-economic level, holidays, vacations, illness in the family etc. Some people affected by certain situational factors may be at a higher risk of social, emotional and mental health difficulties. (Hsrpsychology, 2023). Situational factors include; home and school environment factors, social factors and location of students. But this study focused on home factors.

Home factors: It is the family background of the child, which includes all the human and material resources present in the home, that affects the child's living such as; the relationship that exists between internally displaced students and their family (parents and siblings), parents' involvement in IDP students'

education, the parent's level of education, occupation, socio-economic status and the socializing facilities or accommodations available in the house. (Obeta, 2014). This study adopts this definition.

Student: A student is a learner or someone who attends an educational institution (Maganga, 2016). In this case, all people attending secondary school institutions in the Southwest are known as students.

Performance: To perform is to take a complex series of actions that integrate skills and knowledge to produce a valuable result. It is also, success, competitiveness, achievement, action, constant effort; it is optimizing the present and protecting the future (Elger, 2005). Therefore, academic performance refers to achievement in standardized tests or examinations shown by a student. Academic performance has been defined and explained by several authors. According to Narad & Abdullah (2016), academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. These goals are measured by using continuous assessment or examination results. Annie, Howard and Mildred (as cited in Arhad, Zaidi & Mahmood, 2015) also indicated that academic performance measures education outcome. In this study, academic performance of the displaced students are their first term average for the 2023-2024 school year.

Internally-displaced people: Internally displaced persons 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. (UNHCR, Guiding Principles on Internal Displacement; Kampala convention, Article 1(k), 1998). In the same line, internally displaced persons also means 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 large scale development projects, and who have not crossed an internationally recognized state border. (Great Lakes Protocol on the Protection and Assistance to Internally Displaced Persons, Article 1(5), 2006). Internally displaced students are students found in secondary schools in Fako division who were displaced from their habitual residence due to the crisis.

Methodology

Research design

The study used a concurrent triangulation mixed methods whereby a cross-sectional survey design combines quantitative and qualitative approaches. Data were collected using a structured questionnaire and an interview guide which are typical survey instruments (Nana, 2018). Survey consists essentially of collecting people's opinion on a given issue (Nana, 2018). The study is cross-sectional because it makes just an appraisal or snapshot of the current situation.

Area of study

The research site for this study is the Fako Division in the Southwest Region of Cameroon. Fako Division is located on the slopes of Mount Cameroon. It is made of five Sub-Divisions including Buea, Limbe, Tiko, Muyuka and West Coast. Fako is host to major cities like Buea, Tiko and Limbe which are some of the fastest growing towns in Cameroon today with a mixed cosmopolitan setting. English and French are the two official languages used for general interaction while pidgin is the lingua franca. The Bakweri language spoken by the natives is equally written and documented. The increase in migrants leads to a diversity of children from various ethnic and cultural backgrounds, high demand in lodging, social amenities, training institutions as well as socio-economic challenges. This therefore prompts not only to improve on the number training institutions, but on the number of teachers while considering their skills in adapting in conflict context faced with highly cosmopolitan population and IDP learners. Fako division in the Southwest region has schools of all strata. These schools range from the tertiary to kindergarten. The division has one state owned university situated in Buea run by state authorities and a good number of private universities. There are other specialized training institutions such the school of public work and National School of Local Administration (NASLA) formerly CEFAM. There are public and private secondary schools located in all the sub-divisions. The division equally has public and private primary schools. Amongst special schools found in the division, are Arabic schools, schools for the deaf and dumb, a rehabilitation center for the blind, a reformatory school for young delinquents. However, given the importance of technical education in the region, there are panoply of technical schools ranging from secondary to university levels. These technical schools are public, confessional and lay private dotted all over the region. The division also host several teacher training institutions, both public and private.

Population of the study

The parent population consists of all secondary school students and school administrators (principal, counselor, discipline master, head of department and teacher).

Target population

This is made of IDP students in government secondary schools in Fako division of Southwest region of Cameroon, and school administrators who are capacitated, empowered and more exposed to penetrate deep into the social life of students such as school counselors and discipline masters.

Accessible population

In this context of socio-political crisis, it is established that not all the schools in Fako are accessible, but it is difficult to determine the exact number of schools that are not accessible and their population. However, the study focused on schools that are operational.

Sampling technique

The study opted for non-probability sampling technique; non-probability sampling is used when the sample needs to be collected based on a specific characteristic of the population. Double-stage sampling approach was used for the schools. The sampling was purposive because the population the study is dealing with is hard to reach and enjoys specific characteristics; also there is no existing data base on them. The names of schools having IDPs in Fako divisions were gotten from regional delegation of secondary education for the Southwest region, then head to those schools to confirm if there are actually IDPs there and if confirmed, the school was listed for next stage of sampling whereby the 15 schools were finally included following simple random sampling. Within schools, Form 3 and 4 students were targeted because they are intermediary classes whereby students were involved in the study purposively and conveniently, supported by snowball approach. In each of the schools, were interviewed a counselor or discipline master and a teacher who have knowledge about the living conditions of these IDP students and are willing to take part in the interview.

Sample

Sample size was estimated using sample calculation for one population proportion with the support of Epi Info 6.04d (CDC, 2001) as explained by Nana (2018).

$$n = \frac{NZ^2P(1-P)}{d^2(N-1)+Z^2P(1-P)}$$

Where N=total population here considering and infinite population, Z= Z value corresponding to the confidence level, d= absolute precision, P=expected

proportion in the population, n effective=n*design effect (DEFF).

The following additional parameters were used to estimate the sample size:

d= 5%; d is the precision or margin of error; the smaller the precision, the higher the sample size, the reliability and validity of the data. Higher precision reduces the bias related to sampling effect.

P=50%; this is the probability value and 50% is used for optimal sample size. When the population is homogenous with respect to the characteristics under study, the variability is thus low, therefore implying either high or small probabilistic value. When this value tends toward 100%, the variability expressed in term of Standard Deviation reduces highly, thus the sample size. By taking 50%, that is the medium value of the variability, we have an optimal sample size.

DEFF=1.1. This is the Design Effect; it is greater than 1 because convenience sampling and not simple random sampling is used as to improve the variability. In fact, the only sampling techniques that give equal chance to all individuals in the population to be sampled are simple random sampling and systematic sampling. As for other sampling techniques, to compensate for bias as deriving from the high potential risk of clustering the sampling, higher DEFFs are used as to improve the variability.

Confidence interval=95% giving a $Z_{\alpha/2}$ =level of significance = 1.96.

The sample size estimated based on the parameters above was 423 participants with the lower bound at 360. This sample size was distributed equally to the sampled schools.

Instruments for data collection

Data were collected using a structured questionnaire designed on a Likert-scale format for the students and an interview guide for school administrators.

Validity of the instruments and data validation

Validity of the instrument

Mugenda & Mugenda (2003) opined that a major concern in research is the validity of the procedures and conclusions. Nana (2018), Amin (2005) and Gay *et al.* (2000) further explained that validity is the quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. A valid research finding is one in which there is similarity between the reality that exists in the world and the research results. Content validity, construct validity, face validity, internal validity and external validity were given prime attention. Guba's model for trustworthiness addresses ways for warding off biases in the results of qualitative analysis

(Mohlokoane, 2004). In this study, however, the model is used to develop strategies that would introduce standards of quality assurance in the processing and analysis of the data. The five strategies are identified in UNISA (2003). This considers credibility, transferability, comparability, dependability and conformability. The pilot study was conducted in a secondary school in Buea municipality. After the trial-testing phase, no issue was reported with the questionnaire. The reliability for the questionnaires was 0.806, which was quite satisfactory. Generally, any reliability coefficient of 0.5 and above is acceptable as a satisfactory measure

Data validation

Sample flow table

Table 1 presents the sample-flow table for students.

Table 1: Sample-flow-table for students

Subdivisions	Schools	School key informants	Return	Return rate
LIMBE	GBHS Limbe	30	30	100
	GHS Batoke	30	30	100
	GBTHS Limbe	30	30	100
MUYUKA	Presbyterian School Yoke	30	30	100
	GHS Ekona	30	0	0
	GHS Malende	30	0	0
TIKO	GTHS Tiko	30	30	100
	GBHS Tiko	30	30	100
	GHS Tiko	30	30	100
BUEA	GBHS Muea	30	30	100
	GHS Bokwango	30	30	100
	GBS Molyko	30	30	100
IDENAU	Hope HC (WC)	30	30	100
	SVT & C (WC)	30	30	100
	GHS Bonadikombo	30	0	0
	15	450	360	80

The return rate was 80% for the school key informants (administrators and teachers). Though roughly the recommended 80% threshold, this drop was due to the crisis that for various reasons hindered data collection in some areas. This trend and challenges equally applied to the students as presented on table 1.

Reliability analysis

The internal consistency assumption was not violated with reliability coefficient value of 0.785. The variance was 0.037 which is close to 0, thus implying that we are more likely to be faced with highly skewed distributions, with internally displaced students' viewpoints tilting more toward positive or negative views or perceptions. In the other sense, respondents are more likely to be homogenous in their perceptions of the study indicators.

Data collection process

An authorization to carry out the study was obtained from the Faculty of Education of the University of Buea. This authorization was presented to the heads of institution for administrative clearance. Learners and school administrators were then briefed on the objective of the study, their consent sought, and they were then given the questionnaire for response. A face-to-face approach was used to collect the information.

Ethical consideration

The protection of human subjects through the application of appropriate ethical principles is important in any research study. The researcher ensured that the subjects were aware of the purpose of the research and the manner in which it would be conducted. Participation in the research was voluntary, and withdrawal was

possible at any time. Measures were taken to ensure confidentiality. Names of schools, teachers and pupils were changed. Specific details or references which could easily lead a reader to deduce the identity of the participant were made more generic. This was a particular concern in sections dealing with potentially sensitive issues.

A letter of introduction and authorization was collected from the Faculty of Education, University of Buea, signed by the Vice Dean in charge of Research and Cooperation and addressed to the authorities of the various government and educational institutions to be visited by the researcher in line with the study. Ethical consideration and obligations are very necessary in any research work to respect participants' rights. The researcher sought the ascent and consent of the participants for them to willingly take part in order to give appropriate information for better results.

Data management and analysis

Quantitative data

Quantitative data was entered using EpiData Version 3.1 (EpiData Association, Odense Denmark, 2008) and analyzed using the Statistical Package for Social Sciences (SPSS) Standard version, Release 21.0 (IBM Inc. 2012). These structured questions were analyzed using frequency, proportions and multiple-responses analysis to aggregate score within conceptual component (IBM Inc. 2012, Nana, 2018). Statistics were presented in tables and charts. Hypothesis was tested using Binary Logistic Regression.

Qualitative data analysis

The study employed a concurrent triangulation mixed-method approach whereby beside a structured questionnaire dealing essentially with close-ended questions, qualitative information were collected via interviews. Interviews were transcribed verbatim and revised by a Ph.D. candidate and the statistician. Each interview was prepared as a single primary document and assigned for coding and analysis in Atlas.Ti 5.2 software (Atlas.ti Scientific Software Development GmbH, Berlin, Germany). This program easily automates the coding process and examines huge amounts of data and a wider range of texts quickly and efficiently, once the coding is done. The researcher can now examine the data and draw possible conclusions and generalizations. These textual data were analyzed using the process of thematic analysis whereby concepts or ideas were grouped under umbrella terms or key words. The first stage consists deciding on the level of analysis. At this level, single words, clauses and sets of words or phrases were coded. The researcher did not initially decide on how many different concepts to code and for this reason, a pre-defined or interactive set of concepts/categories was not initially developed and concepts or umbrella terms emerged from the data. However, pre-established standardized terminology was used to enrich the umbrella terms that emerged from the study as to make the findings more comparable. The primary documents of textual data were coded for every independent idea as it emerged from the data and for frequency of concepts following the positivism principle, but the theoretical perspective guiding the interpretation of findings was dominantly qualitative. However, the frequency or grounding also reflects how many times a concept emerged and was a major indicator of emphasis. Precautions were taken to clearly determine the meaning of themes or umbrella term and what they stand for. In the context of this study, to satisfy this requirement, findings were organized in code-grounding-quotation tables whereby themes or codes were clearly explained or described, followed by their grounding or frequency of occurrence and at the same time backed by their related quotations presented verbatim. The code-quotation table ensures the objectivity and reliability of qualitative analysis in the sense that if code/concepts/umbrella terms and their descriptions can be subjective to relative bias, the quotations are grounded and real and thus help compensate for potential bias (Nana, 2018).

Findings

Demographic characteristics

School key informants

Table: Distribution of school key informants by sub-division

Sub-division	Frequency	Coverage (%)
Buea	6	100
Tiko	6	100
Limbe	6	100
West Coast	4	66.7
Muyuka	2	33.3
Total	24	80

School key informants (administrators and teachers) were sampled from all the 5 targeted sub-divisions though their number was unevenly shared because of crisis-related accessibility challenges. If in Buea, Tiko and Limbe the coverage was 100%, it was 66.7% in Idenau and 33.3% in Muyuka. In each of the schools, two key informants were sampled as expected.

Sex

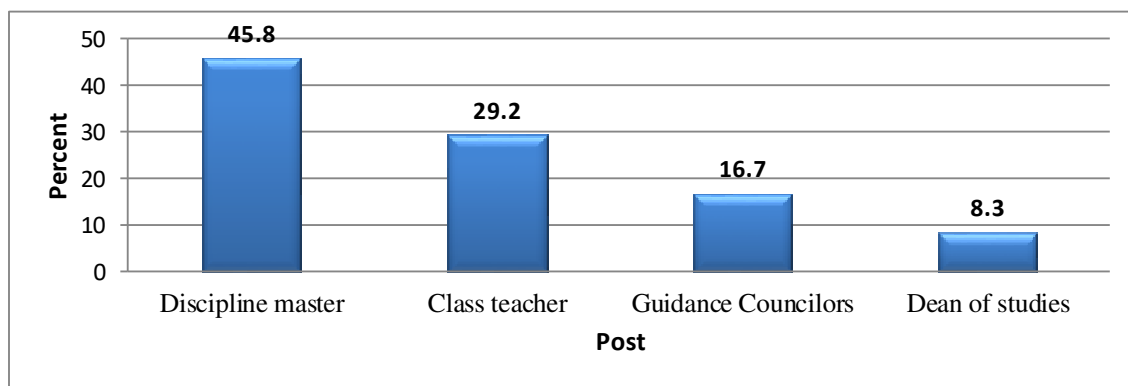
Male and female were represented, though males were more than female with proportion of 66.7% (16) and 33.3% (8) for the male and the female respectively. This stratification was good for the representative of the sample and data validity and reliability.

Age

Their mean age was 34.8 years with the median at 34, thus implying that half of them was aged 26 to 33.9 years and the other half 34 to 48 years. The Standard Deviation was relatively high, 6.0 years, which means that key informants were to high extent diversified in their ages.

Post

Key informants were share into discipline masters 45.8% (11), class teacher 29.2% (7), guidance counselors 16.7% (4) and dean of studies 8.3% (2) as presented on table 1.



N=24

Figure 1: Distribution of key informants by post of responsibility

Students Subdivision

Table 2: Distribution of students by sub-division

Sub-division	Frequency	Coverage (%)
Buea	90	100
Tiko	90	100
Limbe	90	100
Idenua	60	66.7
Muyuka	30	33.3
Total	360	80

Students were sampled from all the 5 targeted sub-divisions though their number was unevenly shared because of crisis-related accessibility challenges. If in Buea, Tiko and Limbe the coverage was 100%, it was 66.7% in Idenau and 33.3% in Muyuka. In each of the schools, as presented below, 30 students were sampled as expected (table 2).

School

Table 3: Distribution of students by schools

Schools	Frequency	Percent
GBS Molyko	30	8.3
GTHS Tiko	30	8.3
GBHS Tiko	30	8.3
GHS Limbe	30	8.3
GHS Tiko	30	8.3
GBHS Muea	30	8.3
GHS Bokwango	30	8.3

SVT & C (WC)	30	8.3
GHS Batoke	30	8.3
Hope HC (WC)	30	8.3
GBTHS Limbe	30	8.3
Presbyterian School Yoke	30	8.3
Total	360	100.0

Class

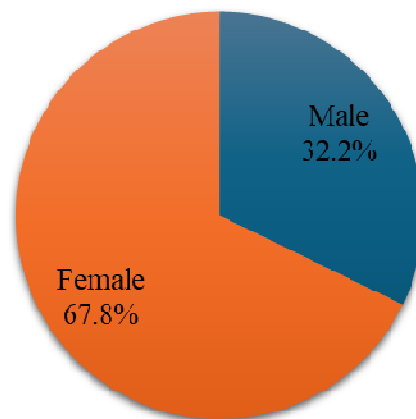
Table 4: Distribution of students by classes

Classes	Frequency	Percent	Cumulative Percent
Form 1	4	1.1	1.1
Form 2	138	38.3	39.4
Form 3	130	36.1	75.6
Form 4	12	3.3	78.9
Form 5	4	1.1	80.0
Lower Sixth	71	19.7	99.7
Upper Sixth	1	.3	100.0
Total	360	100.0	

Though we had planned to work just with Form 3 & 4 students, the difficulty of reaching the sample population made us to work with any available class (table 4). The classes of the students then ranged from Form 1 to Upper Sixth with the mode been Form 2 with a proportion of 38.3% (138), followed by Form 3 with a proportion of 36.1% (130), Lower Sixth 19.7% (71) at the third position while Upper Sixth was least represented 0.3% (1).

Sex

Both male and female students were represented in the sample though female were more than the male with proportion of 67.8% (244) and 32.2% (116) for the female and the male respectively. This stratification was good for the representativeness of the sample and the validity of the findings (figure 2).



N=360

Figure 2: Distribution of students' sex

Religion

Their religion ranged from Christianity 68.1% (245), African Traditional Religion / Kamitism 30.8% (111), Islam 0.8% (3), then others 0.3% (1).

First language

Their first language was dominantly English with proportion of 93.3% (336) while French made up 6.7% (24).

Age

The mean age of the students was 14.8 years with the median at 14.1 years, thus implying that half of them was aged 11 to 14.0 years and the other half 14.1 to 21 years. The standard Deviation was 2.1 years relatively high to imply a relatively high diversification of students' ages.

Table 5: Description of students' ages

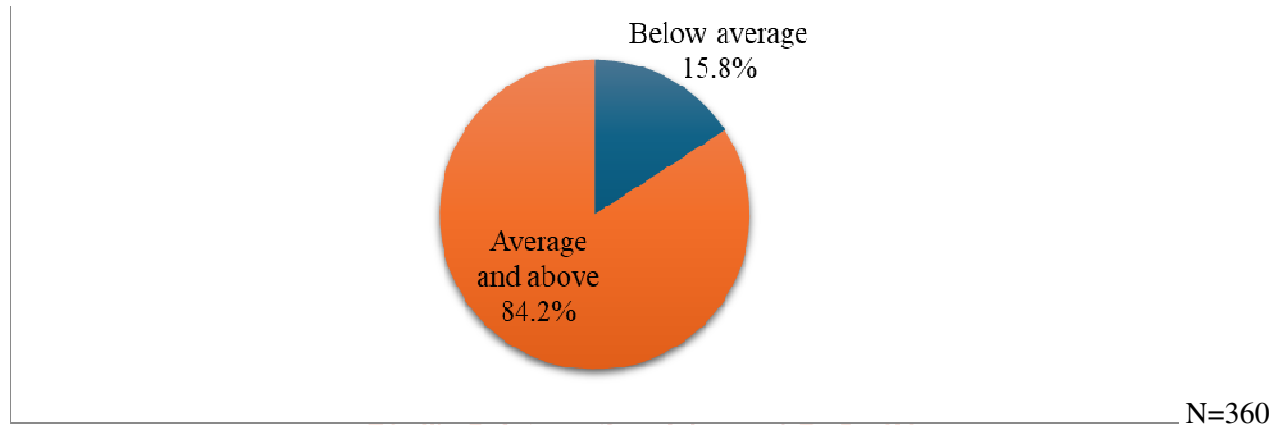
N	Mean	Median	Std. Error of Mean	Minimum	Maximum	Std. Deviation
360	14.8	14.1	0.1	11.0	21.0	2.1

Class average**Table 6: Description of class average of internally-displaced students**

N	Mean	Median	Std. Error of Mean	Minimum	Maximum	Std. Deviation
360	12.6	12.3	0.2	5.5	19.3	2.9

The mean class average of the internally displaced students was 12.6 with the median at 14.1 years, thus implying that half of them had 5.5 to 12.2 average and the other half 12.3 to 19.3 average. The standard Deviation was 2.9, relatively high to imply a relatively high diversification of students' performances (table 6).

Students' average was then categorized into below average and average and above. The trend indicated that a strong majority had scored average and above 84.2% (303), as presented on figure 3.

**Figure 3: Distribution of students' academic performance****School administrators' perceptions about internally-displaced secondary schools students' academic performance**

School administrators were mostly of the opinion that the academic performance of internally-displaced secondary school students is poor as emphasized by some of them (*"Their academic performance is so poor"*; *"The academic performance of the students is not good since they have been at home for a very long period"*). This was followed by those that were optimistic as they perceived that these students are trying to pick up with their studies, with gradual improvement, thus appreciating their resilience (*"Most of the children are trying to pick up with the environment"*; *"Strong motivation to learn"*; *"Remarkable resilience and determination"*). However, some perceived with equal level of emphasis their performance as average (*"Average performance"*), good (*"Most of them are very smart"*; *"For now I think the students are trying their best; It is not bad"*), excellent (*"Most of them perform excellently"*; *"Most of them do their best to perform excellently"*) or argued that they perform like any other student (*"Their performance is moderate. They perform like any other student"*; *"Some of them are very well doing and perform like any other student"*).

Table 7: Thematic analysis depicting what key informants (school administrators and teachers) think about internally-displaced secondary schools students' academic performance.

Code	Code Description	Grounding	Quotation
Poor	Students having an overall averages bellow ten	9	<i>"Their academic performance is so poor"</i> <i>"The academic performance of the students is not good since they have been at home for a very long period"</i> <i>"Their performance are not of the best"</i> <i>"Their performance is not the best because they lack concentration"</i>
Optimistic / gradual improvement	Optimistic as students are trying to pick up with their studies, gradual improvement	5	<i>"Most of the children are trying to pick up with the environment"</i> <i>"Strong motivation to learn"</i> ; <i>"Remarkable resilience and determination"</i> <i>"Better"</i>

Good	Students are smart and have good academic performance, above 12 to 15	2	<i>"Most of them are very smart"</i> <i>"For now I think the students are trying their best; It is not bad"</i>
Excellent	Students are smart and have excellent academic performance, above 17.5.	2	<i>"Most of them perform excellently"</i> <i>"Most of them do their best to perform excellently"</i>
Average	The academic performance of the students was just average, 10-12.	2	<i>"Average performance"</i>
No specificity	They perform like any other student	2	<i>"Their performance is moderate. They perform like any other student"</i> <i>"Some of them are very well doing and perform like any other student"</i>

The perception of school key informants somehow aligns with the actual performance as the median point was 12.3 (table 3).

To what extent do home factors of internally displaced students affect their academic performance?

Table 8: Students' description of home factors

I have the following;	Stretched					Collapsed		Means	SD
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Strongly disagree and disagree	Agree and strongest agree		
All my school needs	21.1% (76)	42.5% (153)	7.5% (27)	16.7% (60)	12.2% (44)	63.6% (229)	28.9% (104)	2.6	1.3
Enough reading space at home	13.3% (48)	24.4% (88)	8.3% (30)	37.2% (134)	16.7% (60)	37.8% (136)	53.9% (194)	3.2	1.3
Enough time to read at home	10.8% (39)	21.4% (77)	7.5% (27)	43.3% (156)	16.9% (61)	32.2% (116)	60.3% (217)	3.3	1.3
Enough food, water and other drinkables	12.2% (44)	19.7% (71)	4.4% (16)	44.2% (159)	19.4% (70)	31.9% (115)	63.6% (229)	3.4	1.3
Good treatment by my parents or guardians	5.0% (18)	11.9% (43)	5.0% (18)	49.4% (178)	28.6% (103)	16.9% (61)	78.1% (281)	3.8	1.1
Electricity at home	12.5% (45)	10.6% (38)	7.2% (26)	48.1% (173)	21.7% (78)	23.1% (83)	69.7% (251)	3.6	1.3
Good health	8.6% (31)	11.9% (43)	4.7% (17)	47.5% (171)	27.2% (98)	20.6% (74)	74.7% (269)	3.7	1.2
Clean environment	15.3% (55)	15.6% (56)	6.4% (23)	44.2% (159)	18.6% (67)	30.8% (111)	62.8% (226)	3.4	1.4
						Not satisfactory	Satisfactory		
MRS	12.4% (356)	19.8% (569)	6.4% (184)	41.3% (1190)	20.2% (581)	32.1% (925)	61.5% (1771)	3.4	1.3

Internally displaced students were satisfied with home factors to a weak majority proportion weight of 61.5%.

They mostly agreed of the good treatment by their parents or guardians at a very high majority of 78.1% (281), followed by the 74.7% (269) that were satisfied with their health, then come the 69.7% (251) that appreciated the provision of electricity at home, then those that agreed that there was enough food, water and other drinkables 63.6% (229), those that appreciated the cleanliness of the environment 62.8% (226), those that agreed to have enough time to read at home 60/35 (217), then been the least under strong lexicography those that agreed to have enough space to read at home 53.9% (194).

As for the weak lexicography grouping indicators with proportion below majority, thus with prospectively more negative effect, there was only one indicator with a weak proportion of 28.9% (104), which is the provision of all school needs.

This trend aligns with the qualitative findings as key informants also highlighted the supportive nature of the parents (“Supportive parents”; “Encouragement and motivation”; “Parental support and involvement”; “Parental education and values”; “Most of them are privileged to live in good homes and have enough time to read”; “Their guardians at times pay attention to their study and this had greatly affected their performance in a good way”).

Research hypothesis: There is no significant impact of home factors on the academic performances of internally displaced secondary school students in Fako division

Based on Binary Logistic Regression, there was a significant impact of home factors on the academic performances of internally displaced secondary school students ($P = 0.002$). The hypothesis here stated is rejected. This therefore implies that home factor is a major determinant of the academic performance of these students. The overall explanatory power (Cox & Snell R Square) for the conceptual component ‘location’ was 11.1%, thus implying that its effect is quite palpable. Wald statistics further help depicting among the predictive indicators of this conceptual component those with significant or critical impact. In fact, the overall effects might be significant, but one or more individual predictive indicators can demarcate themselves from the lot.

Two indicators of the conceptual component ‘home factors’ surfaced as significant predictors of academic performances ($P < 0.05$) namely ‘Good health’ and ‘Clean environment’ (table 9).

Among them, one was a critical predictor ($P < 0.05$, $OR > 1$, and LB of $OR > 1$), which was good health that had a positive impact while clean environment was detrimental to their wellbeing given the negative impact (table 9).

This therefore aligns with the qualitative findings that unfold home factors as a setback for the schooling of these internally displaced students. School key informants as further clarified in the following lines complained that these students live in unconducive home environment. They explained that the home where they lived was mostly perceived to be congested, that is high home density, also noise and hygiene issues to provide enough space for reading or for living comfortably as clarified by some key informants (“*The home affect their study based on the fact that some of them are so crowded at home*”; “*They are many at home ant it makes it makes it difficult to study at home because of aspect like noise, distractions, hygiene etc.*”). As for the question of health that also surfaced in the model as a significant predictor, key informants equally brought it out though not directly, thus supporting the quantitative trend as health did not surface as a major hindering factor. However, the question of health was not completely absent since problems like poor feeding, noise, hygiene, congested home that they highlighted are inextricably strong predictors of health condition.

Table 9: Binary Logistic Regression depicting significant and critical predictive indicators of the conceptual component ‘home factors’ controlled for each other considering the dependent variable academic performances

Predictors	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.forEXP(B)	
							Lower	Upper
All my school needs	.280	.188	2.226	1	.136	1.323	.916	1.911
Enough reading space at home	-.229	.224	1.043	1	.307	.795	.512	1.234
Enough time to read at home	.095	.224	.180	1	.672	1.100	.709	1.706
Enough food, water and other drinkables	.200	.175	1.303	1	.254	1.221	.867	1.720
Good treatment by my parents or guardians	-.368	.245	2.263	1	.132	.692	.428	1.118
Electricity at home	.047	.185	.065	1	.798	1.049	.729	1.508
Good health	.496	.196	6.397	1	.011	1.642	1.118	2.412
Clean environment	-.666	.205	10.513	1	.001	.514	.344	.768

Key informants' perspectives**Table 10: Thematic analysis depicting what school administrators think about how home factors or the way secondary schools' students live in their family affect their academic performance**

Code	Code Description	Grounding	Quotation
Positive			
Supportive parents	Parents give the necessary supports to the IDP students to motivate them to learn	5	<i>"Supportive parents"; "Encouragement and motivation"; "Parental support and involvement"; "Parental education and values" "Most of them are privileged to live in good homes and have enough time to read" "Their guardians at times pay attention to their study and this had greatly affected their performance in a good way"</i>
Stability	Stability as they are in a home or family	1	<i>"Family stability harmony"</i>
Negative			
Busy	Students are kept too busy at home which does not give them enough time to study, home works, hocking	7	<i>"Some of them stress a lot, closing school to go out and hock as to eat"; "Complaining of home works"; "Some of them perform very well. They just lack concentration because of a lot of work at home"; "Sometimes these persons are not their parents and some are forced to hock in order to meet up"</i>
Congestion	Not having enough space for reading their notes due to high home density, also noise and hygiene issues	5	<i>"Most of them do not have enough reading space"; "The home affect their study based on the fact that some of them are so crowded at home"; "They are many at home ant it makes it makes it difficult to study at home because of aspect like noise, distractions, hygiene etc."</i>
Financial constraints	Financial constraints as the family is economically-deficient to provide for needs	4	<i>"Financial constraints" "Socio-economic status"; "Poverty" "Economic hardship"</i>
Slow learners	Students are slow in understanding lessons and picking up academically	3	<i>"Most of them are usually very slow in their academic"; "Learning gaps" "Disrupted educational background"</i>
Inadequate school needs	Students no having all their school needs	3	<i>"Limited study materials" "School resources"</i>
Discrimination	IDP students disfavored or not given equal treatment at home, loneliness	3	<i>"Discrimination" "Loneliness" "Limited access to resources"</i>
Inadequate behavior	Students have bad mentality or attitude, poor behavior which distract them from their study	2	<i>"Most of them have a very bad mentality" "They usually play so much in school" "Their performance is not the best because they lack concentration"</i>
Instability	Instability given the risk of moving from one home to another	2	<i>"Unstable living condition" "Living temporary or informal settlements or hosts"</i>
Safety issue	Problem of safety as they are mostly from environments with low civic and ethics	2	<i>"Safety concern" "Violence"</i>
Inadequate care	They are not properly taken care of as they	2	<i>"Most of them behave as if they live alone as if they don't have any guardian to care for them";</i>

Code	Code Description	Grounding	Quotation
	behave as if they live alone or as if they don't have any guardian to care for them		<i>"Must of the time their guardian is not there to direct them so they live anyhow and that affects their study"</i>
Attendance issues	Attendance issues as at times they miss classes	1	<i>"Lower attendance"</i>
Inadequate feeding	Inadequate feeding / hunger leading to malnutrition	1	<i>"Hunger and malnutrition"</i>

The effect of home factor or the way secondary schools students live in their family on their academic performance was mostly perceived to be negative. The internally displaced students were said to be kept too busy at home (household chores, hocking) which does not give them enough time to study as unfold by these quotations (*"Some of them perform very well. They just lack concentration because of a lot of work at home"; "Sometimes these persons are not their parents and some are forced to hock in order to meet up"*). The home where they lived was mostly perceived to be congested, that is high home density, also noise and hygiene issues to provide enough space for reading or for living comfortably as clarified by some key informants (*"The home affect their study based on the fact that some of them are so crowded at home"; "They are many at home ant it makes it makes it difficult to study at home because of aspect like noise, distractions, hygiene etc."*). There was also this issue of financial constraints as the family might be economically-deficient to provide their needs (*"Financial constraints"; "Socio-economic status"; "Poverty"; "Economic hardship"*). Other issues raised were: students are slow in understanding lessons and picking up academically; students no having all their school needs; IDP students disfavored or not given equal treatment at home, loneliness; students have bad mentality or attitude, poor behavior which distract them from their study; instability given the risk of moving from one home to another; problem of safety as they are mostly from environments with low civic and ethics; the perception that they are not properly taken care of as they behave as if they live alone or as if they don't have any guardian to care for them; attendance issues as at times they miss classes; and inadequate feeding / hunger leading to malnutrition (table 10).

However, key informants acknowledged the supportive nature of the host families as they stressed that parents give the necessary supports to the IDP students to motivate them to learn (*"Supportive parents"; "Encouragement and motivation"; "Parental support and involvement"; "Parental education and values"; "Most of them privilege to live in good homes and have enough time to read"; "Their guardians at times pay attention to their study and this had greatly affected their performance in a good way"*). A key informant perceived stability, which ascertains the fact being in a home or family is an asset for their study (table 10).

Discussion

There was a significant impact of home factors on the academic performances of internally displaced secondary school students, thus aligning with Obeta (2014) and Johnson et al. (2021). Talie (2020) equally highlighted this correlation between home environment and academic achievements. Internally displaced students were to a weak majority extent satisfied with home factors. They mostly agreed of the good treatment by their parents or guardians, thus supporting Khan, Begum & Imad (2019) who resolved the importance of good interaction at home given the favorable contribution to the academic performance of students. This was followed by their satisfaction with their health, those that appreciated the provision of electricity at home, those that agreed that there was enough food, water and other drinkables, those that appreciated the cleanliness of the environment, those that agreed to have enough time to read at home, then been the least under strong

lexicography those that agreed to have enough space to read at home. Khan, Begum & Imad (2019) earlier highlighted home physical facilities as a major predictor of students' academic performance. The qualitative findings besides the supportive nature of parents additionally highlighted stability given their steadiness in a home or family as a major asset to their academic achievement.

As for the weak lexicography grouping indicators with proportion below majority, thus with prospectively more negative effect, surfaced the provision of all school needs. The finding by Obeta (2014) also revealed the importance of provision of adequate educational materials by parents. Two indicators of the conceptual component 'home factors' surfaced as significant predictors of academic performances namely 'Good health' and 'Clean environment', and this highly corroborated the qualitative findings that also set forward hygiene and

sanitation as a setback though health was not perceived a critical issues, thus corroborating the positive association for health. The qualitative findings additionally portrayed others setbacks as internally displaced students were said to be kept too busy at home (household chores, hocking) which does not give them enough time to study. However, the study of Khan, Begum & Imad (2019) nuanced this trend as they stated that the fact that students were allowed to participate in domestic issues did not necessarily disfavor their academic performance. IDP Students complained that the home where they lived was mostly congested, that is high home density, also noise and hygiene issues to provide enough space for reading or for living comfortably, thus stressing the importance of physical facilities supported by Khan, Begum & Imad (2019). The inadequate provision of school needs and feeding could be attributed to low-economic status also highlighted in this study, thus corroborating Obeta (2014) who emphasized the impact of socio-economic status of the students' family on their schooling. In this vein, Johnson et al. (2021) also highlighted the availability of finance in the environment as a major predictor of students' academic performance. Other issues raised were IDP students disfavored or not given equal treatment at home, loneliness, which was also revealed by Khan, Begum & Imad (2019) as they stated that low interaction at home acts against students' performance in school. Johnson et al. (2021) earlier stressed that home environments with higher levels of emotional support and cognitive simulations predict later academic achievement. Internally displaced students were said to have bad mentality or attitude, poor behavior which distract them from their study, thus recalling the question of living environment (Obeta, 2014; Talie, 2020) and Johnson et al., 2021). Instability given the risk of moving from one home to another also surfaced. The problem of safety and morality as they are mostly from environments with low civic and ethics, the perception that they are not properly taken care of as they behave as if they live alone or as if they don't have any guardian to care for them, attendance issues as at times they miss classes, and inadequate feeding / hunger leading to malnutrition were other problems raising the question of parental care already discussed here and emphasized upon by Khan, Begum & Imad (2019) and Johnson et al. (2021).

By highlighting home environment notably physical facilities as facilitators and at the same time barriers to the schooling of internally displaced students given its inadequacy in several aspects, the findings of this study corroborate the Theory of Educational Productivity by Fraser & Walberg (1981) whereby

educational productivity depends not only on students' capability but on several extraneous factors that if not properly handled could even jeopardize the performance of intelligent students. This also entangles with the Human Needs Theory by Maslow (1943).

Conclusion

Internally-displaced students were faced with sundry challenges related home factors. This factor was an important one to reckon with given its significant influence though the weak predictive power / explanatory power to the dependent variable 'educational performance'. Inadequate interaction or care could be highly problematic to these students as highlighted by this study and several scholars. Though this was not a critical issue in this study context, it should be sustained and improved upon. The question of stability was raised as well as that of the provision of physical facilities, whereby being in a home was perceived a major asset for schooling. The low socio-economic status of some home actually led to the inadequate provision of school needs, transportation to school and feeding thus jeopardizing the health and schooling of these students. The qualitative findings additionally portrayed others setbacks as internally displaced students were said to be kept too busy at home (household chores, hocking) which does not give them enough time to study. However, the study of Khan, Begum & Imad (2019) nuanced this trend as they stated that the fact that students were allowed to participate in domestic issues did not necessarily disfavor their academic performance. From this we can then resolved that the issue is not necessarily to involved students in domestic works but how we set the balance such that it should help building other potentials and skills in them without jeopardizing their studies. By highlighting home environment notably physical facilities as facilitators and to some extend barriers to the schooling of internally displaced students given its inadequacy in several aspects, the findings of this study corroborate the Theory of Educational Productivity by Fraser & Walberg (1981) whereby educational productivity depends not only on students' capability but on several extraneous factors that if not properly handled could even jeopardize the performance of intelligent students.

Recommendations

At home level, given the abject questions of home climate, interaction and care, it could be recommended that parents no matter their busy schedule should make out time to sit down with their IDP students and check their academic works, direct

them where necessary, discuss the academic problems of their children with their teachers or school guidance counselors so as to detect the students' problems early enough such that they can have them tackled before it affects them.

By highlighting that student and parent level factors account for academic achievement of students, this study as supported by other authors thus rehearses that priority in policies should be given to providing adequate training and support to care givers or parents involved in hosting IDP students in order to help mitigate negative outcomes of inadequate home interaction and care in later life.

Enhancing a conducive home environment by curbing the question of congested home, noise and hygiene as major corollary of health should be paid enough attention.

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