

Situational Factors and Their Impact 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 set to find out the situational factors that have an impact on the academic performance of internally displaced secondary school students (IDSSS) in Fako division in the Southwest Region of Cameroon. Specifically, the study examined how location of the internally displaced students and social factors surrounding them is affecting their academic performance. The study was equally guided by two hypotheses. A concurrent mixed methods design was adopted. Three hundred and sixty (360) IDSSS and 24 school personnel made up the sample. The stratified, simple random, purposive and snowball sampling techniques were used. The instruments for the study were a questionnaire and interview guide. The reliability analysis of the questionnaire was 0.865 and CVI above 0.75. The quantitative data were analysed via SPSS 21.0, using descriptive statistics and hypotheses tested using Binary logistic Regression. The qualitative data were analysed thematically with the support of Atlas. Ti 5.2 software. Findings showed that social factors surrounding the internally displaced students was significantly impact their academic performance (Cox&Snell R Square= 0.305, p-value 0.031< 0.05) but their location appear not to have significant impact on their academic performance (Cox&Snell R Square= 0.176, p-value 0.083> 0.05). In support of this, school personnel reported that social support, school social activities, student-student interaction, and social media were reported to have positive effects on their academic performance. Thus, it was recommended that barriers be addressed and the facilitators sustained as to enhance the academic performance of the internally displaced students because many of the school personnel reported unsatisfactory performance by many of the students.

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KEYWORDS: *Situational Factors, Location Factors, Social Factors, Academic Performance, Internally Displaced Students.*

INTRODUCTION

It is imperative to know that factors like environment, location, and peer interaction may significantly affect learners' academic performance. For instance, environmental factors like war, poor physical facilities, motivational programmes, students' parental income level, social atmosphere, and noise, weather, insecurity at home, school and the community may affect learners' academic performance (Wankasi et al., 2022). For many years now, Anglophone Cameroon of which South West region is part of it has been greatly affected by socio-political conflict which has disrupted the normal

lifestyle of thousands of persons in the South West region. Since 2016, Cameroon has been going through a socio-political crisis affecting the North West and South West (NW and SW) 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 1.1million people (MIRA 2019).

The importance of education in a society and in the lives of individuals cannot be over emphasized.

Therefore, irrespective of one status in the society, education should be provided if they demand for it. This is because a well-educated population is more productive and innovative, with associated gains like economic, socially, politically, and culturally. Cameroon has a national system of education whose general mission is to train the child for intellectual, physical, civic and moral development as well as a harmonious integration into society. This mission considers the economic, socio-cultural, political and moral factors, to raise children who are deeply rooted in their culture but open to the world, respectful of the general interest and common good (Cameroon orientation law of education, 1998, as cited in Takang, 2020).

More so, the crisis has greatly affected the economic, social, political, cultural, and educational activities of the region. Aside that, thousands of families have been internally displaced, especially those in residing in rural areas to seek for residence in towns that are little stable. Consequently, this has resulted in many children termed internally displaced as they seek for formal education mostly in some urban areas that enjoys some stability. With this displacement, much has not been empirically documented about the impact of the crisis on the academic performance of the internally displaced students. It is on this gap that this study aimed to analyse the situational factors faced by the IDPs students and its impact on their academic performance of secondary schools in Fako Division, South West region of Cameroon which is a division housing majority of the IDPs students because of its relative stability.

Background of the Study

Anglophones in the NW and SW regions, making up about 20% of Cameroon's 29.9 million population, staged some grievances in October 2016 due to discontent with the education system, political structures, and legal system. Shortly after this was brought forward by teachers and followed by lawyers, students at the university of Buea were attacked and brutalised by state uniform men. As the grievances continue to pile up, it gave birth to the current crisis we have today in the North West and South West region of the country. 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).

More, significant economic disparities were reported when it comes to the allocation of investment projects of the state to the two (2) English speaking regions compared to the other eight French speaking regions. According to Cameroon's 2017 public investment budget, the French speaking South region was allocated far more resources (over 570 projects with over \$225 million) than the two English speaking NW region (More than 500 projects with over \$76 million) and SW region (over 500 projects with over \$77 million): \$76 + \$77 = \$153 million for two (2) regions while \$225 million for the South region (smallest region) only was perceived as unfair to the two English Speaking regions (Happy, 2020). Furthermore, social disparities equally exist due to the centralization of power, with decision making centres in Yaoundé far from Anglophone regions. Policies in the educational and judicial systems also created a fertile ground for the emergent and violent radicalization of those with grievances (Anchimbe, 2018). The current Anglophone crisis is therefore a manifestation of frustration arising from both real and perceived discrimination and marginalization of the English-speaking minority (Happy, 2020).

Within the backdrop of an ongoing civil war, whereby separatist forces in the North West and South West regions are clashing with the Cameroon government forces almost daily, 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 for safety and to continue with the normal life including formal education for children and adults (Njapdem & Mbahpang, 2020). An internally displaced person is someone who has been forced to flee his/her habitual place of residence to avoid the effects of armed conflict, generalized violence, human rights violations, natural or man-made disasters and who has not crossed an internationally recognised border (UNHCR, 1998).

Most IDPs because of the conflict, live in overcrowded houses, sub-standard houses and makeshift centres with few of them in good conditions. Many IDP children struggle to access schools due to poverty, social exclusion, and financial constraints. According to OCHA (2021), among displaced children, 5816 are unaccompanied children and 16,240 have been separated from their families. While some families have sent children to urban areas to continue their education, some families have sought for economic opportunities in other areas including sending their children to work and some engage in survival sex for food and shelter. Aside child labour for survival, there are many IDPs living

with disabilities and chronic diseases who need other social care. In addition, many of the IDPs live in areas that put them more at risk of sickness.

Many stay in compounds with unsafe toilets. Some landlords even restrict IDPs from using toilets. As such, defecation in bushes and streams which are used for cooking is a common phenomenon and this often result in waterborne diseases like diarrhoea, typhoid, and cholera (OCHA, 2021). With all these and the enormous support needed by the IDPs, access to humanitarian aid has been severely hampered by the violence. For example, humanitarian workers have been victims to harassment, extortion, kidnappings, and killings. Discrimination against IDPs when they attempt to benefit from limited basic services within the host community has been reported.

With respect to schooling, school administration most times struggle to offer admission to internally displaced children who parents come demanding for education because many have lost or lack legal documents like birth certificates or report cards. Aside that, most schools in safer areas are overcrowded with an average pupil/student per classroom ratio of up to 200 against the limited infrastructures. As such, the overcrowded classrooms have forced school authorities to identify extra classrooms (including at the market or in the community) to accommodate all students (HNOC, 2021). Some schools in this area have no latrines; others have just one for thousands of students and no water source.

Furthermore, it has been reported that many ID students go to school hungry and some faint in schools. In addition, there are many of the students seriously undergoing trauma due to the psychological impact of the violence which is directly affecting their emotional and cognitive development and not leaving out their academic performance. As Narad and Abdullah (2016) coined it, academic performance is the knowledge gained which is assessed by marks, by a teacher or educational goals set by student and teachers to be achieved over a specific period. Good academic performance is essential for several reasons such as its impact on future career prospects, personal growth, and societal contributions. It also builds a strong foundation for future learning and helps develop essential skills like critical thinking and problem solving (Regier, 2011). Many factors affect students' academic performance grouped into environmental factors, school factors, personal factors, and family factors.

Statement of the Problem

A stable environment is one where students feel safe and supported in all aspects of life and especially in their education. It is a fundamental factor in determining students' academic performance (Johnson, et al. 2021). The socio-political crisis in the North West and South West regions of Cameroon, which started since 2016, disrupted learning, compelling students to be forcefully displaced. Some of these displaced secondary school students have missed out on school programs due to migrating from insecure communities in the crisis affected regions to safer communities within and beyond the two regions.

More so, many have been forced to stay out of school for years owing to a lack of schooling opportunities in their new communities (Zeragaber et al., 2024). Others, for security reasons, are compelled to skip classes because of the ghost towns. Some teachers and students have been killed, injured, kidnapped, and even raped, cutting short the educational dreams of many young students while leaving others in trauma and distress. Although the government has built more classrooms and deployed more teachers to schools hosting IDSSS, it seems these schools are still faced with understaffed teachers and overcrowded classrooms. Thus far, there seems to be no findings on the impact of the situational factors of these ID secondary school students on their academic performances in Fako division, in the South West region of Cameroon. This study is meant to provide data on how these ID secondary school students in Fako division are performing academically so that strategies can be mapped out to improve performances where necessary.

Research Objectives

General Objective

This study is set to find out if situational factors impact the academic performance of internally displaced secondary school students in Fako division in the South West region of Cameroon.

Specific Objectives

1. To analyse the extent to which the location of internally displaced secondary school students in Fako division impacts their academic performance.
2. To evaluate the impact of social factors on the performances of the internally displaced secondary school students in Fako division.

Research Questions

General Research Question

To what extent do situational factors impact Internally Displaced Secondary School Students' Academic performance in Fako Division?

Specific Research Questions

1. To which extent does the location of Internally Displaced Secondary School Students impact their Academic performance in Fako Division?
2. What is the impact of social factors on Internally Displaced Secondary School Student's Academic performance in Fako Division?

Research Hypothesis

We formulated the main and specific hypotheses as follows:

General Hypothesis

Ho: There is no significant impact of situational factors on Internally Displaced Secondary School Students' Academic performance in Fako Division.

Ha: There is a significant impact of situational factors on Internally Displaced Secondary School Students' Academic performance in Fako Division.

Specific Hypotheses

Ho1: There is no significant impact of location on the academic performances of Internally Displaced Secondary School Students in Fako Division.

Ha1: There is a significant impact of location on the Academic performances of Internally Displaced Secondary School Students in Fako Division.

Ho2: There is no significant impact of social factors on the Academic performances of Internally Displaced Secondary School Students in Fako Division.

Ha2: There is a significant impact of social factors on the Academic performances of Internally Displaced Secondary School Students in Fako Division.

LITERATURE REVIEW

Internally Displaced Persons

Mooney (2005) defined internally displaced persons as people uprooted by conflict, violence and persecution, that is, people who would be considered refugees if they crossed a border. The more widely used definition today is the one put forth in the Introduction to the Guiding Principles on Internal Displacement. These principles identify rights and guarantees relevance to prevent displacement and to IDPs' protection and assistance during displacement and its aftermath. For this purpose, internally displaced persons are defined as: 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, 1998). This definition is meant to be descriptive rather than

normative, drawing attention to the characteristics of IDPs that make them inherently vulnerable.

IDP is not a status as emphasized by Brookings Institution (2002). The Guiding Principles' definition of an IDP is not a legal category, nor does it confer "a special legal status to be granted and eventually possibly revoked". This is because people displaced within their own country remain entitled to the same protection of their rights as the general population. Unlike refugees, they do not need a special status to guarantee their rights. Identifying them as IDPs is intended to guard against their exclusion from human rights protection, in recognition of the specific and heightened vulnerabilities displacement can entail (UN University, 2013).

Internal displacement was placed on the international agenda because of the convergence of pressing humanitarian, regional, and international security concerns. These trends were giving precedence to the protection of human rights over the sovereignty and integrity of states and challenging traditional conceptions of sovereignty (Churruca, 2015).

The notion of an IDP is based on two core components: 1) that their movement is forced or involuntary, to distinguish them from economic and other voluntary migrants, and 2) that they remain within internationally recognised state borders, to distinguish them from refugees. Distinguishing between forced and voluntary migration is not always easy. Slow-onset disasters such as drought and cases of repeated displacement are just two of many situations that can blur the distinction. The emergence of new forms of mobility, in particular "adaptive migration" in response to environmental degradation, has prompted further debate on the matter (UN University, 2013).

According to the Internal Displacement Monitoring Centre, IDMC (2015), the terms driver and trigger can be used in discussions of causes of displacement. In the light of drivers, these are distant underlying structural factors that combine to enable a crisis to erupt. Synonyms are root cause, push factor, stressor. Drivers refer to the less visible factors that pre-date and contribute to the immediate and more visible trigger. For example, displacement in Sudan triggered by conflict has been traced back to a myriad of drivers including drought and environmental degradation, food crisis that morphed into famine due to government neglect, changing regional demographics, land grabbing, and impoverishment (Understanding the root causes of displacement, 2015).

On the hand, triggers are proximate precipitating events that leave people with little or no choice than to flee their homes. These are visible events in the wider environment that can threaten people's physical or economic security. Examples include armed attacks, earthquakes and forced eviction. Triggers can combine or occur in succession, giving rise to complex patterns and dynamics of displacement and significantly erode people's coping capacities in the process. This was the case in Bosnia and Herzegovina, where some people displaced by the 1992-1995 war were further displaced by floods in 2014. The situation in the South West region of Cameroon that has resulted to the displacement of thousands of persons since 2016 is trigger because the people were displaced due to armed attack on lives and properties. When people abandon their homes, it possesses adverse effects on people's physical and mental health, high mortality, malnutrition, increase susceptibility to diseases and even access to education as seen faced by many of the IDPs in the South West Region of Cameroon.

Situational Factors

According to Lazarus and Folkman (1984, as cited in Chen, 2021), situational factors refer to the physical environment, the people around us, the social context that impact our behaviours, thoughts or emotions. It includes all the influences that do not come from within the individual. In the same line, Kandala et al (2011) shared the same view as they defined situational factors as the external factors that affect a situation. They went further to say that according to psychology, situational factors are considered as the external factors that affect our personality and behaviour. Some examples of situational factors include weather, social norms, physical environment, economic conditions and group dynamics. In the South West region of Cameroon, the ongoing armed conflict has caused internal displacement has greatly caused many persons who have flee from their habitual area due to insecurity to seek refuge in new area. As such, they are confronted with situational factors different from what they experienced or felt in their habitual area.

Chen and McCain (2011) in their study stated that situational factors include; physical surroundings (like; institutional and geographical location), social surroundings, temporal perspective, task definition and antecedent states. Rauthman et al. (2020), also defined situational factors as stimuli in an environment, the meanings and interpretations of psychological situations. Taking into consideration all the diverse definitions of situational factors, in this study, situational factors are anything in our external

environment that affects us in one way or the other. In this study, we are concern with location and social factors.

Location Factors

According to Feldman and Massard (2002), location is a geographic unit over which interaction and communication between humans is facilitated, search for a livelihood is increased and task coordination is eased. Sultana (2021) went further to define location as a geographical situation which may be a part of space or a point or position in space where objects, organisms, fields or events are found. To him location is a basic element of spatial relationships and plays a significant role in the physical as well as cultural realms. It determines the interplay of climatic element and influences the geographic distribution of plants and animals. He stated that location exercises a great control on the economic, social, cultural and political spheres.

Huang and Graham (2019) carried out an analysis on the location of IDPs and showed that about half of IDPs in low and middle-income countries are in urban areas. This is the same situation in the South West region of our study was more than half of the IDPs displaced from rural areas now reside in major towns in the region. However, Huang and Graham added that IDPs in urban areas usually have less access to services than their counterparts in camps. To them urban areas generally provide more opportunities in all fields of life but IDPs need support in terms of policies and programs to enable them to access those opportunities. The displaced persons because of the crisis in the Southwest region of Cameroon do not stay camps. Rather, they stay in their respective homes rented so that they could freely engage in different economic activities to feed themselves and their families.

Displacement and the removal from the usual protective environment of one's own community (location) have the tendency to render persons more vulnerable to security threats in a new location especially when the crisis, conflict, war, or factor responsible for such displacement is still ongoing. In this Anglophone crisis in Cameroon, many displaced persons have still been killed in their new location. Aside this, those in schools sometimes day at home for days without going to school because of shut down in the South West of Cameroon. In fact, in Colombia distance from school was also a reason why children stayed out of school reducing access and the schooling for IDP children was most often interrupted for days, weeks or up to 6months or longer.

Beside access and availability of schools, other challenges faced by IDPs in new location is access to

basic services like church, government offices, hospitals, markets, roads, water; long distance from their house to schools; noisy nature of the environment which is equally featured with insecurity and violence. Specifically, Thapa (2015) reported that distance to school has a significant influence on students' performance. Moyo (2013) indicated that longer walking distance to school causes fatigue, hunger, leading students to drowsiness during learning sessions. It leads to late coming after losing a considerable amount of energy, leading to poor concentration. Furthermore, nature of the environment as a factor of IDP location (noisy, calm, violent, secured) also downplay their academic output. Similarly, lack of easy access to basic services such as electricity, water, hospital, and school are other factors that could exacerbate academic performance of IDPs. OHCHR (2023) highlighted that IDPs are frequently deprived of adequate shelter, food, and health services. This was also in line with the findings of UNHCR (2019), which reported that most IDPs in Cameroon are straining to access food resources, health, education and WASH facilities.

Social Factors

Gottdiener et al (2019) defined social factors as circumstances or situations that affect people's lifestyle and wellbeing. More so, Senterfitt et al (2013) said social factors are combination of social and cultural institutions, norms, patterns, beliefs and processes that influence the life of an individual or community. However, this study considered health, aid from community, ethnicity, acceptance and integration as aspects of social factors. Internal displacement shapes the social situation of IDPs to produce long-lasting, diffuse and even transgenerational health impacts. For instance, a study on Palestinian IDPs suggests that they, their families, and descendants had poorer health than non-IDPs, even 60years after initial displacement.

Furthermore, Cantor et al. (2021) added that IDPs have high mortality rates due to their living conditions, higher risk of communicable and non-communicable diseases due to host, environmental, and health system factors, inadequate nutrition, incomplete vaccination, overcrowding, poor sanitary structures, and high drug abuse and high alcohol intake as coping mechanisms for forget about their situation. To improve on the social factors of IDPs and health, they are offered humanitarian aids. On this note, Arena (2022) defined humanitarian aid as the material and logistic assistance to people in need of help which is bilateral aid or multi-lateral aid. Bilateral aid is aid from the government of one or country to another and non-government assistance

provided by NGOs in the forms of individuals and businesses unlike multilateral aids that comes from several sources or stakeholders like the World Bank and United Nations Organisations.

Facing this extreme adversity, Caron (2017) opined that communities should show incredible dignity and humanity to ameliorate the social conditions of IDPs. Although insufficient, IDPs in the South West region of Cameroon have received many times aids from the community to improve their living conditions. IDPs have also been receiving support from different churches, cheerful givers, small meeting groups. Jacobs et al. (2020) made mention in their report that IDPs in host communities rely on themselves, their social networks, local civil society and churches for support meanwhile IDPs in camps rely more on humanitarian aid.

Another pertinent thing to do to improve on IDP social condition is their effective integration and acceptance by host community. Smith and Waite (2019) in his study highlighted that integration and acceptance are a two-way street. It requires adaptation of both displaced and host persons. There is higher integration when IDPs feel safe and have a good mental health status. IDPs feeling of trust and cultural compatibility increases their likelihood of been integrated. IDPs in localities with rigid sense of cohesion make it difficult for their integration. However, localities that are economically disadvantaged and have weaker institutions are locally fragile. IDPs displaced within their district of origin, have high feeling of belonging to the host community which improves their social factors.

Acceptance of IDP in a location is based on host community ability to own their own homes, host community residents with their own homes accept IDPs than those without their own homes. Host community which are economically driven are less likely to perceive IDPs as economic threats than those who are struggling. But host communities who are struggling economically, see IDPs as competition and do not accept them in their community. In such a case, if the IDPs decide to stay in such community, their social conditions are often adversely affected. With all these, we must understand that the host communities in the South West region of Cameroon do have enormous role to play to better the social factors or social conditions of the IDPs.

Academic Performance of Students

Academic performance has been defined and explained by several authors. Maganga (2016) went ahead to define students' academic performance as the outcomes of the teaching and learning process in terms of knowledge and skills that students acquire

from schools as measured by scores obtained in General Certificate of Education. In like manner, Annie et al. (1996) had long defined academic performance as the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. More so, Narad and Abdullah (2016) defined academic performance as 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. They added that these goals are measured by using continuous assessment or examinations results. Arshad et al. (2015) also indicated that academic performance measures education outcome.

They stressed that it shows and measures the extent to which an educational institution, teachers and students have achieved their educational goals. Similarly, Yusuf et al. (2016) opined that academic performance is a measurable and observable behaviour of a student within a specific period. He added that it consists of scores obtained by a student in an assessment such as class exercise, class test, mid-semester, mock examination, and end of semester examination. Academic performance of students is defined by a student's performance in an examination, tests, and in a course work.

Yusuf et al. (2016) opined that academic performance of a student is a measurable and observable behaviour of a student within a specific period. They added that it consists of scores obtained by a student in an assessment such as class exercise, class test, mid-semester, mock examination, and end of semester examination. The definitions given by the authors shows that the definition of academic performance is based on measurable outcomes such as class exercise, test, and examination results. Based on this, academic performance used in this study is the first term average of the internally displaced secondary school students for the 2023-2024 School Year. Aside the many definitions outlined above, the academic performance of students is affected by multiple factors such as teacher factors, school factors, home factors, students' factors, social factors, and location factors. In this study our interest is finding out if location and social factors do have significant impact on the academic performance of internally displaced students of whom many are already in bad emotional state and suffering from psychological trauma.

Theoretical Review

This study is guided by two theories.

Bronfrenbrenner's Ecological Systems Theory (1979)

The ecological systems theory represents a convergence of biological, psychological and social

sciences. Through the study of the ecology of human development, social scientists seek to explain and understand the ways in which an individual interacts with the interrelated system within that individual's environment (Bronfrenbrenner, 1983). His theory asserts that an individual's development is influenced by a series of interconnected environmental systems, ranging from the immediate surroundings to broad societal structures (McLeod, 2023).

Each of the systems represent different levels of environmental or external influences on an individual's growth and behaviour. The systems include microsystem, mesosystem, exosystem, macrosystem and chronosystem. He suggested that each system is contained within the next and he organised them in order of how much of an impact they have on a child. This theory is linked to the social factors of this study. Looking at the Microsystem, Bronfrenbrenner described it as a pattern of activities, roles, and interpersonal relations experienced overtime by the developing person in a given setting with particular physical and material characteristics.

The kind of relationships internally displaced children experience in their community will either positively or negatively affects the ID student. Regarding the Mesosystem, Bronfenbrenner said it is made up of linkage between the different microsystems in a person's life in other words, and how school and community interacts creates a mesosystem. This is in line with Epstein (2009) who posits in their studies that students have better behaviours, attendance, social skills and increased academic achievement when their parents and their schools especially their teachers get along. This is the wider social factor.

The exosystem which is the 3rd in the ranking of Bronfenbrenner's systems, is made up of microsystems that interact with each other however, and at least one of the microsystems cannot contain the other. These are environments in which the child is not involved and are external to their experience but nonetheless affect them anyway. For instance, an ID student can be influenced by the occupation, the level of education, and social nature of those in the community. More so, kind of services available in the wider community aside parents role do have immense impact on students' academic outcome.

The Macrosystem is the 4th level of the Bonfrenbrenner's ecological system and it focuses on how cultural elements affect a child's development such as socio-economic status, wealth, poverty, ideologies of the culture. This level differs from the previous ones as it does not refer to the specific environments of a child but the already established

society and culture in which the child is developing in which is a totality of the child social factors surrounded with. From IDMC (2020), most IDPs are living in overcrowded houses in host communities, makeshift houses, and stay far away from school which may influence their academic performance.

The Chronosystem is the 5th and last level of Bronfenbrenner's theory. It consists of the environmental changes that influence development over the lifetime, including major life transitions and historical events. It could be internal or external, for instance, starting school, death of parents, physiological changes that occur with aging in the life of a child which defined their child social world as well. Most IDP students have lost loved ones. As such, their new environment must be socially amicable so that their situation is not further exacerbated but improve upon because of the healthy social climate receiving in their new location or settlement.

The Dynamic Model of Displacement by Susan Martin 2021 (DMD Model)

The DMD Model focuses on the decision-making process and the factors that impact it. There are certain factors which forms the basis of the decisions those in crisis zones take, whether to displace themselves from their habitual residence or remain. Together, these factors capture the context of the situation and the feasibility of movement. This theory is linked to location factors in this study. DMD captures these high-level factors both push and pull and groups them as follows; Macro, micro, meso and menacing factors.

The macro level factors affect entire communities to the point that it pushes one to make the decision to move from their habitual location to a new location due to threats to their lives. Some of these drivers include conflict, social disparities, violence, political instability, disease outbreak, economic crisis, human rights violations, acute and slow-onset natural disasters etc. These factors manifest in a way that it poses threats to the communities in which they are occurring and failure of the right authorities from acting adequately only aggravates the issue, thereby forcing vulnerable communities to move to safer areas. These macro levels factors usually interact with each other thereby magnifying the threats it causes to those living in the community. Relating this to our study, the researcher identified some of the macro level factors that led to the present displacement in the South west and North West crisis as, social and political factors. It started from when the English-speaking Cameroonians started feeling marginalised by the French speaking Cameroons in the political,

economic and social affairs of the country. This led to the socio-political crisis in Cameroon termed the Anglophone crisis.

Micro level factors are secondary factors that determine whether an individual, household or community has the capability of moving to a new location and the kind of location they will move into. Some examples of micro level drivers include socio-economic status that is, socio-economic status, gender, age, health related vulnerabilities and resilience. Poverty makes certain people more vulnerable to conflict, repression and disasters. It makes them less likely to be able to flee from these conditions. This is visible among the IDPs due to the crisis on the study area because some IDPs are doing well in their new location unlike in their habitual areas whereas others are facing severe hardship and prefer going back to their place of origin or familiarity.

Finally, meso factors and menacing contexts are factors beyond personal that facilitate or retard movement. It usually determines the feasibility of displacement and other strategies to escape threat. Examples of Meso factors include geographical barrier, availability of transport means out of the habitual residence to the displaced location, admission policies in potential destinations. Relating Meso factors to this study implies meso factors are the blockages of roads caused by NSAG's, hard to reach areas due to violence or geographical components. Menacing context is perceived physical, food and health insecurity. In this study, we are working with IDPs who continue to face threats and menaces in their new locations from NSAG's as well as state troops, these threats include kidnappings, robbery, stigmatisation, sexual harassment.

METHODOLOGY

Research Design: The study made use of concurrent mixed research design. This design involves collecting the quantitative and qualitative data at the same time following a survey process, and then, comparing the results to find areas of agreement and disagreements. With the use of the concurrent mixed method design, quantitative and qualitative findings are integrated during the interpretation phase to provide a more comprehensive understanding of the research question.

Population of the Study: The parent population consisted of all internally displaced secondary school students and school administrators (Counselors, discipline masters and teachers) in Fako Division in the Southwest Region of Cameroon. Statistics from the regional delegation of secondary education show that there are a total of 25,559 students in the first

cycle and 6,828 in the second cycle of Secondary General (Public) Schools, giving a total number of 32,387 students. More so, the total number of teaching staff is 1669, with 30 principals. Although statistics for Counsellors and Discipline masters were not provided, it was estimated that there are over 100 Counsellors in the 30 schools.

Target Population of the Study: The target population consisted of internally displaced students from 15 schools out of the 30 functional schools in the Fako division. This implies that the target population of the study represented 50% of the functional public schools in the division, the students, School Administrators, Counsellors and Discipline Masters were targeted. The purpose for involving the School Administrators, Teachers, Counsellors, and Discipline Masters was because these school personnel provided more in-depth information about the internally displaced students as they interact with them on daily basis. In the 15 targeted schools, there were 2,294 students in the first and second cycle which were girls and boys. In total, there were 2,294 students and 1,044 teaching staff.

Accessible Population: The accessible population was the same as the target population which was made up of only internally displaced secondary school students (IDSSS) from the 15 targeted schools from form one to upper sixth. All the classes were considered because there was no statistics provided by the Delegation on the number of internally displaced secondary school students per class. This increased the chances of working with a reasonable number of internally displaced secondary school students. The accessible population consisted of 2,294 IDSSS in Fako Division.

Sample Size and Sampling Techniques: The sample size estimated was 460 internally displaced students and 30 school personnel. Participants were sampled using simple random sampling technique and purposive sampling was used to select participants based on the researcher's judgement and expertise as

FINDINGS

Research Question One: To which extent does the location of Internally Displaced Secondary School Students impact their Academic performance in Fako Division?

Table 1: Internally Displaced Description of their Location

I have access to	Collapsed			Means	SD
	Strongly disagree and disagree	Agree and strongly agree	Undecided		
A calm environment	33.6%(121)	60.6%(218)	5.8%(21)	3.3	1.4
Nearness to school	54.4%(196)	40.3%(145)	5.3%(19)	2.7	1.4
Well accessible through roads	51.4%(185)	40.6%(146)	8.1%(29)	2.8	1.3
Poor waste disposal*	48.9%(176)	46.4%(167)	4.7%(17)	3.1	1.4
Potable water	40.3%(145)	54.4%(196)	5.3%(19)	3.1	1.4

well as interest. In addition, the snowball sampling was equally in getting some internally displaced students as the researcher had to depend on some students and school personnel.

Data Collection Instruments: This study made use of both qualitative and quantitative data. Quantitative data were gathered via the close-ended questions of the semi-structured questionnaire administered to internally displaced students while qualitative data were derived from the interview administered to school personnel. The questionnaire items were rated on a five-point Likert scale (Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree).

Validation and Reliability of the Instruments: The validation of the instruments was ensured as they were designed with the support of literature review. Thereafter, the instruments were further appraised by statisticians and other experts in the field of education. Finally, a pilot test was done on 20 internally displaced students of G.H.S Great Soppo Buea. The quantitative data collected were tested using the Cronbach Alpha test for each of the constructs and the value obtained was 0.863 above 0.7.

Data Collection Procedure: All data were collected face-to-face and out of the 460 questionnaire administered to the internally displaced students, 360 were valid for analysis and the rest rejected because of incomplete information of key test items.

Data Analysis Procedures: Quantitative data were processed using EpiData Version 3.1 (EpiData Association, Odense Denmark, 2008) for data entry and analyzed using the Statistical Package for Social Sciences (SPSS) Standard version 21.0 (IBM Inc. 2012). The quantitative data were analysed using descriptive statistical tools such as percentages, frequency, mean, and standard deviation. The hypotheses were tested using Binary Logistic Regression Model. Finally, qualitative data were analysed thematically.

Electricity	38.1%(137)	56.7%(204)	5.3%(19)	3.2	1.4
Secured and security	43.6%(157)	48.3%(174)	8.1%(29)	2.9	1.4
Good mass media; TV, radio, mobile phone, internet	46.1%(166)	46.4%(167)	7.5%(27)	2.9	1.4
Availability of transport facilities (cars, taxi, motorbike)	48.1%(173)	47.2%(170)	4.7%(17)	2.9	1.4
Good hygienic conditions	36.7%(132)	55.8%(201)	7.5%(27)	3.2	1.4
MRS	43.9%(1579)	49.9%(177)	6.2%(224)	3.0	1.4

*MRA: Reversed conceptual polarization

Findings showed that 49.9% of the internally displaced students live in good location while 43.9% do not and 6.2% undecided. And the overall mean of 3.0 on a mean scale of 1-5 implies that the location of the internally displaced students is moderate and not very good nor deplorable. Consequently, there is need for more improvement. Specifically, their location for many is satisfactory calm, have good waste disposal, good portable water, good hygienic condition, and electricity with mean value ranging from 3.1 to 3.3, above the cutoff point of 3.0 on 5. However, security, communication network, nearness to school, and transportation facilities were below moderate (not satisfactory) for significant proportion of students as the mean values ranges from 2.7 to 2.9, below the cutoff point of 3.0.

In addition to the said students' own description of their location, some school personnel also shared their own opinion and the findings are presented below.

Table 2: Thematic Analysis depicting School Personnel Opinion Description of Internally Displaced Students' Location to School

Code	Code Description	Quotation
Distance	Because of long distance students come to school late	<i>"Most of them complain about where they live because they don't meet up with their classes"</i> <i>"Most of them usually come very late to school due to the distance"</i> ; <i>"Most them come late to school, telling you that their homes are far from school, coupled with the fact that they come to school on foot"</i>
Late coming	Them coming in school at a time above the recommended time	<i>"Most of them come to school very late"</i> ; <i>"Most at times the students come to school very late"</i>
Inadequate environment	Living environment characterized by inadequate civic and ethical ways of living, hygiene and sanitation	<i>"Violence"</i> <i>"Community can expose them to overcrowding noise, pollution and limited access to basic necessities"</i>
Early	Living environment perceived conducive for good living and education	<i>"Most of them are coming from good home and come to school early"</i> ; <i>"Though most of their home is far from school, they still find means to come to school early"</i>

Most of the school personnel interviewed did not see the location of the internally displaced students as favourable as more of them reported that most internally displaced students complained of long distances from home to school which cause them to come late to school as depicted in the statements (*"Most of them complain about where they live because they don't meet up with their classes"*; *"Most of them usually come very late to school due to the distance"*). Then comes late coming as a logical corollary of the long distance challenge as emphasized by these quotations (*"Most of them come to school very late"*; *"Most at times the students come to school very late"*). The living environment of these internally displaced learners was perceived characterized by inadequate civic and ethical ways of living, hygiene and sanitation as depicted by these statements (*"Violence"*; *"Community can expose them to overcrowding noise, pollution and limited access to basic necessities"*).

Research Question Two: What is the impact of social factors on Internally Displaced Secondary School Student's Academic performance in Fako Division?

Table 3: Internally Displaced Students Description of Social Factors

I have the following:	Collapsed			Means	SD
	Strongly disagree and disagree	Agree and strongest agree	Undecided		
People love me in the neighbourhood	16.7%(60)	73.9%(266)	9.4%(34)	3.7	1.1
Other young people like socializing with me	17.5%(63)	71.1%(256)	11.4%(41)	3.6	1.1
I don't have problem communicating with people	19.7%(71)	72.5%(261)	7.8%(28)	3.7	1.2
My religion or beliefs has never posed me any trouble	18.6%(67)	74.2%(267)	7.2%(26)	3.8	1.2
My first official language (French or English) never posed me any trouble	25.3%(91)	67.5%(243)	7.2%(26)	3.5	1.3
I have never experienced tribalism or other forms of discrimination	41.1%(148)	49.7%(179)	9.2%(33)	3.1	1.3
My gender never puts me more at risk of sexual or any other type of abuse	30.6%(110)	60.0%(216)	9.4%(34)	3.3	1.3
People are morally fit and respectful where I live.	35.6%(128)	54.2%(195)	10.3%(37)	3.2	1.3
The youths are morally fit and respectful where I live	38.3%(138)	50.3%(181)	11.4%(41)	3.1	1.3
The environment is neither tense nor conflicting	34.7%(125)	52.5%(189)	12.8%(46)	3.2	1.3
MRS	27.8%(1001)	62.6%(2253)	9.6%(346)	3.4	1.2

Findings showed that the social factors or social conditions 62.7% of the internally displaced students was satisfactory and the overall mean of 3.4 on a scale of 1-5 reveals that satisfaction with social factors was above average of 3.0). However, for 27.8% of the internally displaced students, they do not enjoy good social factors and 9.6% were undecided. Consequently, there is need for some improvement of the social factors surrounding the internally displaced students.

In addition to students' opinion, school personnel perspectives of the social factors surrounding the internally displaced students was also sought and findings presented below.

Table 4: Thematic Analysis depicting School Personnel Opinions of Social Factors on the Academic Performances of Internally Displaced Students

Code	Code Description	Quotations
Positively		
Social support	Social factors that is good-wishers actions toward them has helped in their studies	“The help of social factors has really improved their academic performance”; “Supportive persons, friendship”
School social activities	Some social activities in school affect them positively	“Some activities in school help their social life”; “Some social activities in school affect them positively”
Student-student interaction	Student-student interaction enhances their coping with the learning environment with positive impact on their academic performance	“It has improved their academic performance as they interact with other students” “Positive relationship with peers”
Student-teacher interaction	Good teacher-student interaction enhances their coping with the learning environment with positive impact on their academic performance	“Positive relationship with teachers”
Social media	Facilitating their studies	“It has affected their performance in a positive way”

Negatively		
Inadequate social norms	The social environment characterized by inadequate civic and ethical ways of living	“Difficulty adapting to poor social norms”; “Poor environment” “Inadequate sanitation and hygiene” “Violence”; “Community can expose them to overcrowding noise, pollution and limited access to basic necessities”
Distraction by social media	Distraction by media which hinders learning	“Students are carried away by some of these aspects like watching of films which slows their study ability” “The students are very much distracted by social factors”
Inadequate social support	People not really supporting the IDPs	“Limited social support” ; “Social exclusion” ; “Social isolation” “Bullying and social exclusion”
Peer pressure	Peer pressure, that is negative influence from friends	“Peer pressure” “They try to involve with friend since they don’t have anyone to care for them”
Abuse / exploitation	IDP students are abused and exploited in one way or another like hocking, prostitution	“Abusive condition”; “Bullying” “Since most of them cannot provide for themselves, they involve into prostitution”
Negative	Negative effects on students	“It affects students in a very negative way”
Cultural shock	Challenge adapting with the culture of the receiving community	“Cultural adjustment”
Over-protectiveness	IDP students been given more protection	“Over-protectiveness”

According to the school personnel interviewed, social factors were reported to have both positive and negative effects on the academic performance of the internally displaced students. However, the negative effects outweigh the positive effects. On the positive side, some school personnel stated social factors like social support, school social activities, student-student interactions, and social media were reported to have positive effects on their academic performances. However, on the negative side, other school personnel stated that inadequate social norms, distraction from social media, inadequate parental support, inadequate social support, peer pressure, abuse, cultural shocks, and over protectiveness to the detriment of sense of determinism of the internally displaced students were reported to have negative impact on their academic performances.

Table 5: Description of Class Average (Academic Performance) 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 average of the internally displaced students was 12.6 while the median average was 12.3. The lowest average was 5.5 and highest was 19.3 on 20. The range of the means =Max (19.3) – Min (5.5) = 13.8, this is high, implying that the IDSSS sampled were made up of both poor and very high achieving students. To appreciate the pass rate of the students using percentages, their class average was grouped into two ranges as presented on the figure above. When the students' class average was grouped into two ranges, 84.2% (303) of them scored above the average while 15.8% (57) scored below the average.

In addition, the school personnel also shed light on the academic performances of the internally displaced students via interview and the findings are presented on the table 6 below.

Table 6: Thematic Analysis depicting School Personnel Opinion about Internally Displaced Students Academic Performance

Code	Code Description	Quotation
Poor	Students having an overall average below five	<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 is 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	<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 performances	<i>“Most of them are very smart”</i> <i>“For now, I think the students are trying their best; It is not bad”</i> <i>“Some of them are very well doing and perform like any other student”</i>
Excellent	Students are smart and have excellent academic performances	<i>“Most of them perform excellently”</i> <i>“Most of them do their best to perform excellently”</i>
Average	Students passing with an average mark that is not high or low.	<i>“Average performance”</i> <i>“Their performance is moderate. They perform like any other students”</i>

At the level of the school personnel, most of them were of the opinion that the academic performances of internally displaced secondary school students are 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 who 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 emphases that their performances were average, good, and excellent or argued that they perform like any other students as depicted in the statements (*“For now I think the students are trying their best; It is not bad”*, *“Most of them perform excellently”*, *“Their performances are moderate. They perform like any other students”*)

Table 7: Testing of Hypotheses

Hypotheses	Statistical parameters	Statistical values	Decision
H01: There is no significant impact of location on the academic performances of Internally Displaced Secondary School Students in Fako Division.	-2 Log likelihood	141.972	Null hypothesis accepted and alternative hypothesis rejected
	Cox & Snell R Square	0.176	
	p-value	0.082	
H02: There is no significant impact of social factors on the Academic performances of Internally Displaced Secondary School Students in Fako Division.	-2 Log likelihood	248.037	Null hypothesis rejected and alternative hypothesis accepted
	Cox & Snell R Square	0.305	
	p-value	0.031	

Statistically, findings showed that there was no significant impact of location on the academic performance of internally displaced secondary school students ($p\text{-value} = 0.082 > 0.05$). Location only accounted for 17.6% on the internally displaced students' academic performance (Cox & Snell R Square = 0.176). However, social factors appear to have significant impact on the academic performance of internally displaced secondary school students ($p\text{-value} = 0.031$). In other words, social factors are major determinants of the academic performances of these students with an overall explanatory power of 30.5% (Cox & Snell R Square = 0.305).

DISCUSSION OF FINDINGS AND CONCLUSION

The findings showed that academic performance of internally displaced secondary school students was not significantly impacted by their location. However, despite insufficient impact, specifically, easy means of transportation to school and good hygienic condition were the only two indicators in the students' location that had some significant impact. In other words, when the students effortlessly transport themselves to school, they arrive on time and the tendency to miss classes is low. More so, when students resident in areas with good hygienic conditions, their chances of suffering from ill health mostly caused by dirty environment will be minimal. Effective studies cannot occur when someone is constantly ill. In addition, more of interviewed school personnel did not see the location of the internally displaced students as favourable because late coming to school was attributed to long distances and inadequate transport facilities in their environment. A possible reason why location of the internally displaced students generally never had significant repercussion on their school performance could be that they study hard to overcome their challenges with respect to location.

However, our findings contradicted that of Ellah and Ita (2017) who in their study revealed that location has a significant contribution to the academic performance of students. However, the study of Ella and Ita (2017) was not specifically delimited to a particular group of students as in the case of our study, but rather general. More so, Olayinka and Babawale (2019) equally highlighted location as predictor of academic performance. They concluded from their studies that school location occupied a fierce position when academic performance of the students is concern. Dynamic Model of Displacement (DMD) by Susan (2021) revealed that location with easy transport facilities and hygiene and sanitation are instrumental to individuals, take alone to students. Therefore, it is important to know that among the significant number of internally displaced students who are resident in unfavourable location, with time, it could have deleterious effect on their academic performance.

With reference to social factors, the findings revealed that there was a significant impact of social factors on the academic performance of internally displaced secondary school students. In support to this, school personnel narrated that social factors have both positive and negative effects on the academic performance of the internally displaced students. On the positive side, social factors like social support,

school social activities, student-student interaction, and social media were reported to have positive effects on their academic performance. However, on the negative side, inadequate social norms, distraction from social media, inadequate parental support, inadequate social support, peer pressure, abuse, cultural shocks, and over protectiveness to the detriment of sense of determinism of the internally displaced students were reported to have negative impact on their academic performance. Therefore, we could see that the academic performance of internally displaced students is more likely to improve when they enjoy healthy social interaction from peers, not faced with discrimination, and enjoy healthy environment with lots of social activities.

The findings of our study tie with that of Maniaci et al. (2021) who in their study revealed that social factors could positively impact students' academic performance while some act as barriers. In line with Bronfenbrenner's Ecological Systems Theory Bronfenbrenner (1983) interaction between a human being and its environment shapes one's personality and that such interaction should help people fulfil their needs as emphasized by the Human Needs Theory by Abraham Maslow (1943). As depicted in our findings, is lucid that when one environment is poison with ugly social factors or conditions, it becomes toxic not only to their personality but even their productivity at school. Therefore, while the internally displaced students could be suffering from some traumatic experiences due to their status, is essential that the community in generally should make them feel loved, belonging, and welcomed. This is because not showing them these basic social needs, it will have inimical effects on their academic output.

Recommendations

The study findings resulted in the following two recommendations.

1. Regarding location of internally displaced students, the local governance should make sure that basic amenities that have direct impact on children schooling such as affordable transport facilities, accessible road, security, waste disposal, media and internet coverage should be made available. Water and electricity were perceived adequate but just by a weak majority, so they should equally be given major attention.
2. Finally, at the social level, there is need for community awareness and sensitization through talks so that everyone is more receptive and supportive to the IDP students.

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