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FACULTÉ DES SCIENCES DE
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DÉPARTEMENT DES
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JUVENILE DELINQUENCY AND ACADEMIC PERFORMANCE IN SECONDARY SCHOOL IN YAOUNDE III. CASE OF DRUG ABUSE IN LYCEE GENERAL LECLERC

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by

DINGHA Korynn KUTTEM

21V3905

Bsc in Management

University of Buea



jury

Rank	Names and grade	Universities
President	EYENGA ONANA Pierre-Suzanne, MC	UYI
Supervisor	AWONDO AWONDO Patrick Simon, CC	UYI
Examiner	SHAÏBOU Abdoulaï HAJI, CC	UYI

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DEDICATION

To
my husband and child

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LIST OF ACRONYMS AND ABBREVIATIONS

GBHS:	Government Bilingual High School
LGL:	Lycee General Leclerc
NGO:	Non-Governmental Organisation
OTC:	Over The Counter

ABSTRACT

The study investigated Juvenile Delinquency and Academic Performance of students in secondary schools. This research explores the relationships between juvenile delinquency, academic performance, and substance abuse, drawing on theoretical frameworks, empirical evidence, and practical implications to inform interventions and policies aimed at promoting positive youth development. The literature review reveals a reciprocal relationship between juvenile delinquency and academic performance, wherein involvement in delinquent behaviors predicts academic deficits and vice versa. Theoretical perspectives, such as Peer Cluster Theory and the modified social stress theory, provide insights into the underlying mechanisms driving these associations, highlighting the role of social influences, environmental stressors, and coping mechanisms in shaping adolescent outcomes. Our main research question was ‘What is the relationship between drug abuse and the academic performance of students?’, the positive hypothesis was “There is a significant relationship between drug abuse and academic performance of secondary school students” and the null hypothesis was “There is no significant relationship between drug abuse and academic performance of secondary school students” and the main objective was “To establish the relationship between substance abuse and student’s academic performance among secondary school students”. We use the quantitative research methodology. The result revealed that substance abuse emerges as a significant predictor of academic outcomes among secondary school students, with substance-using adolescents demonstrating lower grades and diminished academic engagement compared to non-users.

Keywords: *delinquency, juvenile delinquency, academic performance and drug abuse.*

RÉSUMÉ

L'étude a examiné la délinquance juvénile et la performance scolaires des élèves des écoles secondaires. Cette recherche explore la relation entre la délinquance juvénile, le rendement scolaire et la toxicomanie, en s'appuyant sur des cadres théoriques, des preuves empiriques et des implications pratiques pour éclairer les interventions et les politiques visant à promouvoir le développement positif des jeunes. La revue de la littérature révèle une relation réciproque entre la délinquance juvénile et les performances scolaires, dans laquelle l'implication dans des comportements délinquants prédit les déficits scolaires et vice versa. Des perspectives théoriques, telles que la théorie du groupe de pairs et la théorie modifiée du stress social, donnent un aperçu des mécanismes sous-jacents à l'origine de ces associations, soulignant le rôle des influences sociales, des facteurs de stress environnementaux et des mécanismes d'adaptation dans la formation des résultats des adolescents. Notre principale question de recherche était « Quelle est la relation entre la toxicomanie et les résultats scolaires des élèves ? » et l'objectif principal était « Établir la relation entre la toxicomanie et les résultats scolaires des élèves du secondaire ». Nous utilisons la méthodologie de recherche quantitative. Le résultat a révélé que la toxicomanie apparaît comme un prédicteur significatif des résultats scolaires chez les élèves du secondaire, les adolescents toxicomanes affichant des notes inférieures et un engagement scolaire diminué par rapport aux non-consommateurs.

Mots-clés : la délinquance, la délinquance juvénile, la performance scolaires et l'abus de drogues.

CHAPTER ONE

INTRODUCTION

Juvenile delinquency and academic performance are two critical aspects of adolescent development that significantly impact individual trajectories and societal well-being. Adolescence is a period characterized by increased exploration, experimentation, and susceptibility to external influences, making adolescents particularly vulnerable to engaging in delinquent behaviors and experiencing academic challenges (Moffitt, 1993; Jessor & Jessor, 1977). Among the myriad factors contributing to juvenile delinquency and academic performance, substance abuse, particularly drug abuse, has emerged as a prominent concern in secondary school settings (Catalano et al., 1996; Fergusson & Horwood, 1997). The intersection of these phenomena poses complex challenges for educators, policymakers, and researchers seeking to understand and address the underlying dynamics.

The intersection of juvenile delinquency, academic performance, and substance abuse represents a critical area of inquiry in contemporary educational and public health discourse. Adolescence is a pivotal developmental period marked by unique challenges and opportunities, during which individuals navigate complex social, emotional, and academic transitions. While many adolescents successfully transition into adulthood with positive outcomes, a significant subset struggles with delinquent behaviors, academic underachievement, and substance abuse, posing profound implications for their long-term well-being and societal outcomes.

Juvenile delinquency encompasses a range of behaviors deemed socially unacceptable or illegal, including vandalism, theft, violence, and substance abuse. Adolescents involved in delinquent behaviors often face myriad consequences, including legal sanctions, academic repercussions, and compromised social relationships. Research consistently demonstrates a reciprocal relationship between juvenile delinquency and academic performance, wherein delinquent behaviors impede educational attainment, and poor academic outcomes exacerbate delinquent tendencies. Understanding the complex interplay between these factors is crucial for developing effective prevention and intervention strategies to support at-risk youth.

One of the most pressing concerns within the realm of juvenile delinquency and academic performance is the prevalence of substance abuse among secondary school students. Substance abuse encompasses the use of illicit drugs, alcohol, and misused prescription medications, with significant implications for physical health, mental well-being, and academic functioning. Secondary schools serve as critical contexts where adolescents encounter peer influences, academic stressors, and environmental factors that contribute to substance use initiation and escalation. Addressing substance abuse within secondary schools requires a multifaceted approach that encompasses prevention, early intervention, and support services tailored to the unique needs of adolescents.

1.1. Background

Every individual grows towards becoming a functional member of the society. In the process of growth, he gains empowerment through school learning. Bola (2013) observed that stakeholders in the educational industry such as government, missionaries and proprietors of schools have invested huge sums of money and also provided materials in order to ensure high academic performance of students under their auspices. According to Esuabana (2017), there has always been diversity in the performance of secondary school students, while some students perform very well, others do not, and in some cases, students are withdrawn from school for low academic performance. However, various reasons have been attributed to this failure such as, achievement motivation and students' delinquent behaviour. A close observation of what is happening in secondary schools will definitely show that the delinquency of these adolescents is a very serious obstacle to students' academic progress.

In our contemporary, societies, the problem of juvenile delinquency has been one of the malicious, negativistic acts of purposeless violence amongst students and results to their poor academic productivity which has turned out to be difficult to prevent and control. It has been observed that most delinquent acts which are serious and violent are committed by these adolescent learners, thus juveniles. These juveniles are involved in multiple serious criminal acts. It should be emphasized that the trends of juvenile delinquency are difficult to establish on a daily, weekly, monthly, yearly or over a long period in our schools. This is because statistical records are not accurately kept in our schools and some are lost over time given that not all secondary schools possess computers and skills to enter data. This makes it even more difficult to determine exactly, whether juvenile delinquency is on the increase or decrease during a certain period in our schools. The records of the Office of school orientation also show that there was the greatest risk that students would be victims of serious offences than minor or simple offences committed by the delinquent students in school. Even teachers are not safe from their anti-social behaviour. Emphatically, the problem of juvenile delinquency is a global phenomenon. Students' delinquency ranges from disrespect of teachers and peers to consumption of drugs.

According to a project by Conrard Ekulole Metuge et Al (Clinical Research Education, Networking Consultancy, Yaounde Cameroon) "Prevalence and factors associated with substance use among students in tertiary institutions in Buea, Cameroon, 2021, psychoactive substances are

believed to provide pleasure because they give a “believed” inner peace and satisfaction, alter perception and heighten sensation. Despite its pleasurable effects, drug use has negative effects on the academic, health, family and social life of the victims, making it a major public concern. In 2017, an estimated 271 million people of the global population, aged 15-64, had used drugs in the previous year. This is 30% higher than the 210 million reported in 2009. This has a high impact in terms of health consequences. The global disease burden attributable to alcohol and illicit drugs is estimated at 5.4%, while 3.7% is attributable to tobacco use alone. Globally, 585,000 people are estimated to have died as a result of drug use in 2017. The most consumed psychoactive substance globally is alcohol. However, the preferred illicit substance consumed in Africa is cannabis, while opiates are the most consumed illicit substance in Europe and Asia, cocaine predominating in South America. Substance use and misuse is on a gradual rise worldwide and most especially in low and middle-income countries where policies on substance use are still quite rudimentary. Several studies have indicated that substance use is common among students and is becoming increasingly widespread in many African countries. The rapid change in socio-economic and cultural aspects plus westernization of most countries in sub-Saharan Africa is creating a favorable ground for drug use.

In Cameroon, the National Anti-drugs Committee reports that 21% of the population had used substances, 60% of whom are youths aged 20-25 years (most of whom are students). Moreover, more than, 12000 young people less than 15 years of age (minors) use narcotic drugs and other psychotropic substances (Prevalence and factors associated with substance use among students in tertiary institutions in Buea, Cameroon, Conrad Ekulole Metuge et al 2021). Life in secondary education is a period when students transit into adolescence and may overly desire freedom from direct supervision of their families, intense academic pressure and rather submerge into overwhelming self-decision-making. They share living areas with strangers, form new social groups and friends, balance social engagements with academic and other life responsibilities. These expose them to certain social norms which youths uphold, which are divergent from the values they originally adopted from their parents. These perceived norms motivate the youth to indulge in unhealthy behaviors such as smoking, alcoholism and drug use. Some common substances used by students are: tobacco, alcohol and marijuana. Alcohol and tobacco are seen as "gateway" substances as per the gateway drug theory; which suggests that using soft substances

like cannabis, alcohol and tobacco is a behavioral doorway that leads to consumption of the so-called hard drugs like heroin, cocaine, crystal methamphetamine and ecstasy. In Cameroon, As per the above cited research by Conrald E. M. et Al, alcohol aside, the most common substance in demand is cannabis (58.54%) usually associated with tobacco. Other consumed substances in Cameroon in general include: tramadol (44.62%), cocaine (12.10%), traditional makeshift preparations (7.59%), solvents (7.36%) and heroin (5.7%). Tramadol and cannabis as the most consumed recreational substances among adolescent and students in Cameroon. Several studies have shown that these substances have severe negative effects such as poor grades at school, violent acts (arguments, fights), poor sleep quality, robbery, accidental injuries (like stabbing), engagement in unprotected sex, dependence/addiction and problems with their teachers, friends and parents as well as fueling insurgency and terrorism in the society at large. There is a deficit of data on substance use in Cameroon and more specifically among students. This has a serious effect on any attempt through interventions to solve this ever-growing problem. Therefore, the thrust of this study is to assess the relationship between drug abuse and academic performance among students in secondary schools in the Yaounde III municipality.

Substance use is a major global public health problem. About 5.6% of the global population aged 15-64 years consumed a drug at least once in 2016 (Prevalence and factors associated with substance use among students in tertiary institutions in Buea, Cameroon, Conrald Ekulole Metuge et al 2021). The use of substance by youths, especially students is increasing rapidly all-round the globe. The rise in drug use is associated with a negative impact on students' health, as well as their academic and social life. Cameroons laws forbid the use, sale or purchase of drugs (law No. 97/019 of 7 August 1997 on the control of narcotic drugs, psychotropic substances and precursors and on extradition and judicial assistance in connection with the trafficking of drugs, psychotropic substances and precursors). This law classifies cannabis and cannabis resin in Table I of high-risk drugs, and punishes activities related to the cultivation, marketing, possession and use of drugs, especially cannabis. In a significant way, this law has intensified the fight against the cultivation, trafficking and misuse of drugs in in the Cameroon. Despite the fact that it is illegal, cannabis usage is common in Cameroon. The countries Anti-Drug National Committee released statistics in 2018, showing that 21% of the population had "tried a hard drug" with 10% being regular users. Cannabis was the most commonly used drug, accounting 58.54% of demand. Additionally, over

12000 people below the age of 15 used drugs. The authorities are attempting to address this social maladjustment among adolescents by campaigning against drug abuse use in schools and other social milieus across the national territory.

The effects of drug abuse have become an endemic in our society to the extent that students in the Yaounde III municipality, specifically Lycee General Leclerc have also indulged themselves. Basic findings from this institution reveal that students indulge in drugs based on curiosity, experimental purposes, peer pressure, personality problems, frustration, lack of parental supervision, to reduce fear, drug availability, poverty, to relieve stress, to feel grown up, for purpose of belongingness. The motives behind drug abuse by students maybe sociological, psychological, emotional or simply based on family background. Despite the fact that drug abuse has adverse effects on youths by changing their perception of difficulties and problems, the number of secondary school students that use and abuse stimulants has steadily increased in recent years. This invariably affects their educational performance as hours most due for studies are diverted to rest and sleep as a result of consumption. In recent years, Cameroon authorities have taken steps to address the problem, in collaboration with external organizations, NGOs and other governments around the world. Various other drugs such as tramadol, cocaine, marijuana, cannabis, cigarettes, and tobacco are equally abused by students in school milieus (Drug and Alcohol Abuse in Schools: Drugs Consumed and Fatal Side Effects, GBHS Mimboman, 2018). Students find themselves dropping in performance, repeating classes, dropping out of school, dismissal from school and even murder; hence, making this study a necessity.

1.1.Justification

The socio-cultural, demographic and economic profiles of secondary schools in Yaounde III comprise some of the reasons why this research work shall be undertaken. The demographic profiles in some secondary schools are beyond the usual average. Before now, secondary schools were mostly populated with adolescent learners of between 11 to 17 years old but the present reality has expanded this range to even adults of 23 years with form 1 having learners of 16years old. Thus, with these overage group of learners, classroom tension is bound to rise between learners and teachers and of course between these “old” learners in lower classes and their younger peers. They resort to substance intake for reason of trying to be calm in order to cope with their younger

peers and personality complex. However, the result sometimes leads to them bullying fellow learners and their teachers. Drug abuse is a cankerworm that has wreaked our school environment and the fact that there are few students and instructors that have ever sort to address the problem of drug abuse in the school environment forms justification of this study that seeks to investigate the effect of drug abuse on the academic performance amongst secondary school students in Yaoundé.

Problems of poor performance in schools by reason of drug abuse seem to be a very growing concern globally as well as in our contextual setting among adolescents in secondary schools. Some researchers have shown that consumption of drugs by school going youths do not only decreases their academic performance, but also lowers their Intelligence Quotient and make them vulnerable to crime, ranging from misdemeanor to felonies. Moreover, drug abuse exposes them to health risks among other myriad problems (Boyd 2005, NACADA 2007, Nyassy, 2010). The government in ensuring one of its regalian missions which is education, does not slumber in developing innovative strategies to improve performance of students, amongst which the fight against drug abuse in school environments. This today forms our motivation to investigate the impact of drug abuse on academic performance in secondary schools in a bit to bring lasting solutions.

1.2.Problem statement

The problem of drug and substance use amongst students in schools constitutes serious educational problems that requires urgent attention, this is because the habit affects not less than 40% of students, which is a significant portion (Drug and Alcohol Abuse in Schools: Drugs Consumed and Fatal Side Effects, GBHS Mimboman, 2018). Consequently, schools are faced with problems like poor performance in evaluations, student violence, class repetition, school drop outs, absenteeism, dismissal, truancy and irresponsible behavior, deaths (through overdose, accidents and drug related diseases such as cancers, mental illness and also suicide); therefore, becoming a threat to lives and success of youths. This is evidently a source of untold sorrow to parents, guardians and relatives. It is also a big challenge to the nation as a whole as the use of drugs has negative effects on not only the individual but the society in context at large. The afore-cited document equally states that, drug abuse results to the contraction of HIV\AIDS (as victims in the

truancy mood would not pay attention to cautions) and other blood borne diseases such as Hepatitis B, anti-social behavior, rise in mass indiscipline, ill health; also drugs threaten security and integrity of a school as the in question could be supposed as an environment that nurses juveniles.

This problem of juvenile delinquency has engaged the attention of various scholars especially in the developed countries. Without mincing words, juvenile delinquency has “calamitous effects” in our contemporary societies. Due from the discussions with school counsellors and social workers during the academic internship and consultations of some articles, we observed that there is a menace of juvenile delinquency among students. This is so much that young adolescents engage in diverse crimes ranging from violence, rape, sexual assaults to killing in extreme cases. The nature and scope of the juvenile delinquency vary from non-violent, to violent and from minor to serious offences. They include minor or single offences like cheating, fighting, lying, truancy and stealing to serious offences such as murder, burglary, destruction of property and armed robbery. It also includes acts of drunkenness, alcoholism, prostitution, drug trafficking and vending and fraudulent practices.

Several researchers have tried to investigate this social maladjustment yet it persists; John-Nelson et al (2021) carried out research on “Effects of Juvenile Delinquency on Academic Performance of Secondary School Students in Obio-Akpor Local Government Area, Rivers State”. Findings here showed among others that the home environment/family socio-economic status are the reasons behind juvenile delinquency. Elliot (2013) asserts that students with delinquent behaviour are often grouped together unintentionally in the same classroom as a result of the school emphasis on nurturing and clustering the academically superior students into same educational tracks. Failure at school includes poor academic performance, poor attendance, disrespectful traits towards teachers and mate or more likely, expulsion or dropping out of school. According to him, this is an important factor for predicting future criminal behaviour. Leaving school early reduces the chance that juveniles will develop the social skills that are gained in school, such as learning to meet deadlines, following instructions and being able to deal constructively with their peers. In addition, the growing incidence of child abuse and child neglect in the family tend to increase the probability of a child committing a criminal act (Roberts, 2012). From the foregoing, it is clear that juvenile delinquency poses a serious threat to academic productivity of learners and to the society at large. Therefore, the fundamental concern of this study is to examine the roots and as

such suggest lasting solutions to this threatening social ill in our contemporary school environment. Despite the overwhelming intervention strategies by the State, religious organisations, Non-Government Organisations (NGOs) and many other keen stakeholders to quit the problem of drugs and substance abuse especially amongst students, the number of school being involved in drug consumption seems to be escalating on a daily basis across the Cameroon national territory. A consistently high rate of riots, fighting amongst students and teachers, and other violent disturbances in Cameroon educational institutions have presents a great deal of public concern. The most common explanation for frequent occurrence of this teething troubles have been associated with consumption of drugs and other health disturbing substances. Drug abuse threats tend to derail these nobles by demotivating students in learning and subsequently ruin these school children on whom the government relies for driving the economic engine of the country to the next level.

The centre region like any other region in the country experiences internal insufficiencies in the school system such as declining academic performance, apathy in learning activities and subsequent drop out in schools. The fact that the social ill of drug abuse continues to persist despite intervention from the State and other interveners, forms justification of this study that seeks to investigate the relationship between drug abuse and the academic performance of secondary school STUDENTS IN YAOUNDE III.

1.3.Research questions

This research piece shall be guided by the following research questions.

1.3.1. Main research question.

1. What is the relationship between drug abuse and the academic performance of students in Yaounde III?

1.3.2. Specific questions

1. How does drug abuse manifest itself in the school context of Yaoundé III?
2. What are the specificities of students who consume drug?
3. What pushes students to involve in illicit drug use?
4. What are the likely implications for student's involvement in drug abuse?

1.4. Research hypotheses

1.4.1. General hypotheses

H₁. There is a significant relationship between drug abuse and academic performance of secondary school students.

H₀. There is no significant relationship between drug abuse and academic performance of secondary school students

1.4.2. Specific hypotheses

1. There is a significant relationship between drug abuse and student behaviour in Yaounde III secondary schools.
2. There is no significant relationship between drug victims' individual specificities and their performance.

1.5. Objectives of the study

1.5.1. Main objective

- a. To establish the relationship between substance abuse and student's academic performance among secondary school students.

1.5.2. Specific objective

- a. To identify the manifestation of drug abuse in the school context.
- b. To identify the specificities of students involved in drug abuse
- c. To evaluate the effects of these substances on the academic achievement of students.
- d. Identify ways of reducing the abuse of drugs.

1.6. Interest of the study

The Merriam-Webster dictionary defines interest as a feeling that accompanies or cause special attention to something or someone. As part of our study, this aspect shall be approached from several angles.

This research is part of an innovative perspective because Cameroon, like many other African countries, is experiencing relatively poor productivity in its education system. Policy makers are developing various strategies to improve students' achievement levels while waving crime scenes

out of the learning environment. Therefore, the trend of drug use in the learning environment provokes a reconfiguration of the curbing strategies for juvenile maladjustment. This study highlights commonly abused drugs among students, ways/modes of drug use, causes of such delinquent acts and of course remedial means. Adequate implementation of such remedial propositions is at the origin of the transition from a criminal poor performant education system to a sane knowledge acquisition and academic productive scene, based on the interaction and synergy actions between various concerned stakeholders in the educational chain.

This scientific work aims to enrich the debate by analyzing the social stress and the impact of drug use in the life of students and the social development of these students with regards to their productivity and social relation with peers as well as teachers. This work will help to have cross-views of both learners, teacher, the State and all other actors in the field involved on a daily basis in the implementation of the new reforms to improve performance and serenity in learning environments. Moreover, it one of the targets of the sustainable development goal 3.

The Cameroonian education system pays particular attention to the development of citizens' skills and wellbeing. The ideal is to allow the latter to use the knowledge acquired to solve problems they eventually face both in their academics and out of school life. Article 4 of Act No. 98/004 of 14 April 1998 on the orientation of education in Cameroon stipulates that: "the general mission of education is the formation of the child for his intellectual, physical and moral development and his harmonious integration in the society, taking into account economic, socio-cultural, political and moral factors". This assumes that curbing drug use that presents a snag in academic achievements of students is an approach par excellence that contributes to the achievement of its current objectives, that of collective promotion which seeks to tackle the problem of class/level repetition with its multiplier effects. The social interest of this study therefore lies in the social quality of life of students to progress and relate with one another altogether and they progress together.

1.7. Significance of the study

The research investigates the impact of drug abuse on academic performance in secondary schools in Yaounde III, Cameroon. Therefore, the findings obtained by the researcher are useful to the Ministry of Education, Social Affairs, Public Health, Office of the President as well as Prime

Minister's Office in guiding programs in drug abuse among the students in public secondary schools in Yaounde III specifically and the entire citizenship at large. The study provides useful information to the policy makers on possible ways in dealing with drug victims, not only in secondary schools but also in other learning institutions, therefore its importance to the Ministry of Employment and Vocational Training. Finally, the study help the school administrators, counselors and social workers on ground to come up with the way forward in reducing the impacts of drug abuse having as main goal to improve students' performance.

1.8.Delimitation of study

First and foremost, delimitation consist of those characteristics selected by the researcher to define the boundaries of the study, Dusick (2011). We shall carry out this research piece in a government secondary School in Yaounde III. Our correspondence shall comprise; Principals, school counselors, social workers on campus and students of the class of form 4. This demographic category of students shall be chosen because we consider that they are at the age of transition into puberty and it is during this transitional phase that behavioural tendencies of these adolescents are most likely altered, thus they can provide plausible information. We further delimited our study under the following rubrics;

From a thematic view point, It should be noted that we are in sciences of education, so the present research is located in the fundamental teachings in education including the sociological and anthropological aspects of education. It is worth remembering that sociology is a scientific discipline that is at the heart of the teaching/learning process. More precisely, the study is in the specialty of sociology and anthropology of education. In this regard therefore, this work is oriented towards one of the current themes centered on the study of social representations of academic productivity of learners and social development of learners as a pedagogical objective in force in Cameroon and its impacts on the wellbeing of students at the secondary school level.

In general, the study opens avenues for reflection on topics related to the actual implementation of actions against drug use and amelioration of academic productivity in schools. It is important to remember that teaching content, the place of the learner, the role of the educator, the role of parents/guardians and pedagogical practices constitute today the main reflection and is the subject of much research in order to provide answers to the blockages encountered by the absolute

application and mastery by the actors of education. All its implications are therefore the subject of this topic.

Empirically, this study remains relevant in the sense that the problem raised here is based on a strategy currently in force, collective promotion. Cameroon, like other countries, has now adopted collective promotion in its education system. The timeliness of this study therefore lies in the issues and the many challenges that the full implementation of this strategy be effective. Many studies are being conducted on the importance, timeliness and application of this policy. An approach that nowadays still faces enormous challenges for education actors as various social maladjustments still reign in school milieus. In addition to the scientific update presented by this study, from a temporal point of view, this research is conducted on behalf of the academic year 2022/2023. The present work is therefore conducted for the end of the Master's studies in Educational Sciences option Sociology and Anthropology of Education.

From the geographical point of view, this study is conducted within a Cameroonian context, more precisely in the Faculty of Education of the University of Yaoundé I. As a result, the study is conducted in the Centre region, Mfoundi division and more precisely in Yaoundé III subdivision, specifically in the secondary schools of Yaounde III, taking at study milieu Lycee General Leclerc.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Review of literature permits to situate the subject matter in relation to previous research and to identify which aspects of the subject require further research. Within this perspective therefore, it can be affirmed that literature review is an apparent bibliography study, an analysis and a synthetic restitution rather than a creation. This second chapter therefore aims at identifying the various writings in the literature that deal with illicit drug use by students and its impacts on their academic achievement.

In contemporary society, the intersection of juvenile delinquency, academic performance, and substance abuse among secondary school students has garnered significant attention from researchers, policymakers, and practitioners alike. Adolescence represents a critical developmental period characterized by heightened vulnerability to risk factors and opportunities for positive growth. However, a subset of adolescent experiences challenges in navigating this transitional phase, leading to detrimental outcomes such as delinquent behaviors, academic underachievement, and substance abuse. Understanding the complex interplay between these factors is essential for informing interventions and policies aimed at promoting positive youth development and well-being. These shall be contained in the following parts.

2.1. The concept of drug abuse

To establish a foundation for understanding the research topic, it is imperative to define key terms and concepts. Juvenile delinquency refers to behaviors exhibited by individuals under the age of 18 that are in violation of societal norms or legal statutes. These behaviors may include vandalism, theft, violence, and substance abuse, among others. Academic performance encompasses various indicators of scholastic achievement, including grades, standardized test scores, attendance rates, and graduation rates. Substance abuse involves the chronic or excessive use of drugs or alcohol, leading to negative consequences for the individual's physical health, mental well-being, and social functioning.

Traditionally the term drug abuse refers to the use of any drug prohibited by law, regardless of whether it was actually harmful or not. This meant that any use of marijuana for example, even if

it occurred only once in a while, would constitute abuse, while the same level of alcohol consumption would not. Research in the trajectories of young delinquents has also established that early, persistent delinquent behavior accompanied by substance abuse, is a strong predictor of an adult criminal trajectory. Social surveys have demonstrated an increase in the rates of self-reported problem use of illegal substances and higher levels of acceptance of drug use among youth. In a recent study of self-reported delinquency of youth in Toronto, alcohol and drug abuse was more widespread among delinquent youth. Those who reported never engaging in delinquent behaviour were less likely to have used alcohol (34%) and to have gotten drunk (23%) than those who stated they had engaged in one or more types of delinquent behaviour that is 73% for those who had used alcohol and 48% for those who had gotten drunk (National Crime Prevention Centre (NCPC), Canada, 2009).

The sale and consumption of these drugs has resulted to various social issues in our society, the *raison d'être* of this study. This is the reason why most of the drugs are prohibited by law and there are national and international agencies established for the purpose of monitoring and controlling illegal drug trade. In 1997, Cameroon promulgated law No. 97/019 of 7 August 1997 on the control of narcotic drugs, psychotropic substances and precursors and on extradition and judicial assistance in connection with the trafficking of drugs, psychotropic substances and precursors. This law classifies cannabis and cannabis resin as high-risk drugs, and punishes activities related to the cultivation, marketing, possession and use of drugs, especially cannabis. Since then, it has arrested many people involved in illicit drug activities and has seized various quantities of hard drugs.

2.1.1. Drug abuse among secondary school students.

It is important to understand the issues facing adolescents in secondary institutions of education at risk of using or already using drugs because of the association with other antisocial and violent behaviors. The criminological literature is replete with studies that correlate drug involvement with delinquent activity. The black box in this area is not whether drug-related crime occurs, but rather the mechanics of how to curb it. However, research findings reveal a breadth of responses which vary depending on the kind of drugs in question, individual factors, environmental influences, economic circumstances. Thus, the paper shall highlight on these links associating students with illicit drug use.

Onset of delinquency typically peaks in mid-adolescence and then declines dramatically after age 18. On the other hand, illicit drug use usually begins in mid-adolescence, and initiation of some substances continues into young adulthood. Elliot and colleagues found that rates for serious delinquency decreased by 70% as their sample aged from adolescence to young adulthood, but rates for polydrug use increased by 350% during this same period. They also reveal the most typical trajectory, namely that among subjects who initiated delinquency and polydrug use, minor delinquency almost always came first and, in fact, no one initiated marijuana or polydrug use before minor delinquency. All this to say that the relationship between drugs and crime is complicated but relevant (National Crime Prevention Centre, Ottawa, Ontario Canada).

Globally, the harmful use of alcohol alone has been estimated to result in 3.3 million deaths each year and at least 15.3 million persons worldwide have been documented to be suffering from drug use disorders. In 2008, 155 to 250 million people all over the world were estimated to have used psychoactive substances with cannabis being the most commonly abused substance. WHO estimated that 0.7% of the global burden of disease in 2004 was due to cocaine and opioid use, with the social cost of illicit substance use being in the region of 2% of Gross Domestic Product (GDP) in those countries which have measured it (Ajibola Idowu et al, 2018). In the same light, Ogunsola and Fatusi reported that about two-thirds of school adolescents in Osun State Nigeria had used substances in both rural (65.7%) and urban areas (66.0%) respectively.

This precarious situation is also prevalent in Cameroon as previous studies revealed high burden of substance abuse among students, the National Anti-drugs Committee (February 2022) reports that 21% of the population had used substances, 60% of whom are youths aged 20-25 years (some of whom are students in tertiary schools). Moreover, more than, 12000 young people less than 15 years of age use narcotic drugs and other psychotropic substances.

Many factors have been identified to be responsible for drug abuse among young people, these include: experimental curiosity, peer pressure, social structural influence, poor socio-economic condition at homes among others (proposed by Afe Babalowa, 2019).

Peer group influence: peer group is second only to the parents in socializing the child. Parents and peer groups seem to extent almost equal importance by the time children are well grown up into adolescence. Thus, peer group provides the developing child with a broad range of behaviours

and cultural and sub-cultural values; meanwhile, a peer group is a group composed of individuals who are equals (Morrish 1972 cited by Afe Babalowa, 2019). Accounts for why students take and abuse drugs, some may reason thus “if grown up take pills, use tobacco and get drunk, why should I not enjoy myself smoking marijuana or take drugs? They imagine that drugs are a key to enjoying life more fully. An individual in a group which favours preponderance of definitions that favour the illegal or deviant behavior is most likely to fall prey. Since such groups also are likely to have access to supplies, there is a high probability that the individual will experiment with drugs and ultimately become a drug abuser. Therefore, being integrated into a group in which drug use is approved is one of the strongest factors leading youths into illegal drugs.

Experimental curiosity: According to (Professor Ekpo 2007, cited by Afe Babalowa, 2019), abuse drugs to change or alter the way they feel “to feel happier or better, to avoid pains stress or frustration”. They want to forget or to remember, to be accepted or be sociable sometimes to escape from burden or just to satisfy curiosity. However, in the long run, people who abuse drugs in the hope of solving one problem or the other run the risk of getting trapped in a spiral of increasing drug use that created new problems and finally leads to drugs dependence which worsens already worse situation.

Social structural influence: This particular factor is associated with relentless harshness of life. In this case, life itself is one big hell of hand ball to kick. Academic frustration, rivalry, poverty, family problem, inherent physical deformities, widening gap between the rich and the poor make life one long stretch of mental future. Hence, to summon up courage to face such situations and the task ahead, some children resolve to smoking, drinking, drug taking of all sorts on the firm conviction that these drugs provide euphoria release, great spur and a monetary escape from reality.

family socio-economic status; A study by on the influence of social and economic disadvantage in the academic performance of school students in Australia found that families where parents are advantaged socially, economically and educationally foster a higher a higher level of achievement in their children. They also found that parents provide higher level of psychological support for their children through environments that encourage the development of skill necessary for success at school. And they pointed out that low social economic status of families negatively affects

academic achievement of children because of low socio-economic status prevents access to vital resources and creates additional stress at home.

Personality factors: Finally, it appears that personality factor is another main factor responsible for the canker worm in our society. In this aspect, it is connected with distinctive personality traits associated with drug abuse. The “independent personality” is a major element in profiles of drug addicts. In general, a drug abuser, that is a drug dependent person, has difficulty handling frustration, anxiety and depression.

2.1.2. Classification of drugs most likely abused in the secondary schools

The use of drugs by students in our secondary institutions of education has become an embarrassing occurrence to parents, schools, government authorities, and the society at large. The constant reports of violence in the school environment can also be blamed on drugs abuse among this group of students and this causes psycho-social problems in society. One may hope that this hateful practice and its associated problems would not lead to the breeding of deranged generation of youths. Reviewed literature from earlier authors on this social fact revealed the following types of drugs as those mostly abused in secondary schools (2018 CRTVWEB).

- Alcohol
- Marijuana
- Tobacco
- Tramadol

2.1.2.1. Relationship between drug abuse and school achievements

Substance abuse among secondary school students poses significant challenges to academic success and well-being. Epidemiological studies indicate that substance use, including alcohol, tobacco, and illicit drugs, is prevalent among adolescents, with notable implications for academic performance. Longitudinal research has shown that substance use is associated with lower grades, higher rates of absenteeism, and increased likelihood of dropping out of school. Additionally, substance use during adolescence has been linked to long-term educational deficits and diminished occupational attainment in adulthood. author

Research examining the association between juvenile delinquency and academic performance consistently demonstrates a negative relationship between the two constructs. Longitudinal studies have found that involvement in delinquent behaviors, such as truancy, suspension, or criminal activity, is predictive of lower academic achievement and educational attainment. Moreover, academic underachievement has been identified as a risk factor for engaging in delinquent behaviors, creating a reciprocal relationship between these constructs. Factors contributing to this association include school disengagement, lack of parental supervision, and exposure to neighborhood violence. Author

A large number of studies tried to identify whether there are direct and/or indirect causal links between consumption of addictive substances and poor educational attainment. Bryant et al. (2000) tested this bi-directional relationship between school achievement and smoking, among other indicators such as alcohol use, school bonding and misbehavior. The following link exist between the various types of drugs common amongst school students and their academic performance.

2.1.2.2. Alcoholism and Academic Performance

Most intuitively, alcohol consumption may have some detrimental effects on students' cognitive abilities, for instance, by decreasing their ability to concentrate. Concerning the indirect channels, alcohol consumption may for instance be responsible for shifting individuals' resources away from schooling and undermine students' progress by making them less likely to attend classes or keep up with their studies. Also, psychologists argue that heavy drinking may lower individuals' expectations about their academic performance (Deasetal, 2000, cited by Patricia Caren Tuwei 2014). This effect could be driven by a shift in students' peers when they engage in abusive alcohol consumption. In the same light, Williams et al (2003) and Renna (2006), cited by Patricia Caren Tuwei 2014, also report that heavy drinking has a negative impact on schooling achievements by reducing the time spent studying and a negative effect on the probability of graduating from school.

A common and comprehensive measure of students' learning is Grade Point Average (GPA). GPA is an important outcome because it is a key determinant of further admission decisions and of job quality for those who do not attend higher education. Wolaver (2002) and Williams, Powell, and Wechsler (2003) have studied this association among college students, while DeSimone and

Wolaver (2005) have investigated the effects of underage drinking on GPA during school life. The latter study found a negative association between drinking and grades. Understanding the relationship between teenage drinking and school grades is pertinent given that the high prevalence of alcohol use among this age cohort and research on adolescent brain development suggesting that early heavy alcohol use may have negative effects on the physical development of the brain structure (Brown, Tapert, Granholm and Delis, 2000).

2.1.2.3. Marijuana and Academic Performance

According to (Spooner, 2005 cited by Patricia Caren Tuwei 2014) the social environment is a powerful influence on health and social outcomes. In this context, marijuana use and related problems result from the complex interplay of the individual and the environment whereby social institutions or structures can influence the environment in a manner that can influence drug use and related problems. Within the context of our research, societal structures here include government policies, taxation systems, laws and service systems such as welfare, education, health and justice. As such increased attention to the social determinants of drug use is required. Behaviourial change has been found to lead to the trying out of new experiences such as drug and sex, sometimes with dire consequence for the adolescents.

Having realized that majority of marijuana use start during the adolescence stage which is equally a phase of education, this most times leads to sharp decline in academic performance of victims, increase reports of truancy in victims, expulsion from school and in some students, it results to addiction and dependency. Other vices such as stealing, fighting and gambling may also be caused by drug abuse as a result of alteration in the brain chemistry of the abusers.

2.1.2.4. Tobacco and Academic Performance

A survey conducted by Patricia Caren Tuwei 2014 on substance use amongst secondary school students in rural and urban communities in South Western Nigeria found that the prevalence rate of tobacco use was 26.4%. She indicates that numerous studies have indicated an alarming increase in water pipe smoking. Water pipes are known by different names depending on the region of the world; these include, but are not limited to, hookah, shisha, and hubble-bubble. Evidence also suggests that water pipe smoking is associated with negative health outcomes similar to those of

cigarette smoking and poor concentration levels due to its hallucinogen properties, thus a direct relationship between water pipe and poor academic performance. According to (Eneh and Stanley, 2004) the signs range from physical, behavioural and psychological signs of drug abuse. They include disorderly conduct, excessive sleeping at odd times, engaging in secretive or suspicious behaviours, sudden mood swings, irreparability anger outburst, unexplained change in personality, sudden weight loss or gain, unexplained need for money.

2.1.2.5. Tramadol and Academic Performance

The incidence of tramadol use among students is quite rampant in recent times. Tramadol use during adolescence is almost always a social experience and a learned behaviour. One of the important psychological phenomena observed during this period of adolescence is experimentation (Graham, Turk &Verhulst 1999, cited by Patricia Caren Tuwei 2014). Youth engaging in tramadol intake and having low grades in school often feel misplaced and judged by the society, this is because the community educates a child so as to assist him or her and in future the child can give back to the community but once one starts getting involved in drug activities, there is no longer hope for that child since drugs are linked to misery and poverty hence one cannot advance. Youth start experimenting with these drugs before they start using them, they are commonly given in the major youth joints where young people meet, after they have experimented, most go to the next level which is regular use of this drug and they soon develop risky behaviours which are far different from their normal behaviours.

Generally, we can deduce that the better students do academically, the less likely they are to smoke, as well as poor grades early on in life predicts a strong risk factor for drug use at a later date. The major difficulty in the identification of a causal effect of addictive substances consumption on educational outcomes is the fact that students who regularly consume drugs do not constitute a random sample of the population of students. They tend to present some characteristics that systematically differ from those of students who abstain from drug and alcohol consumption. For instance, this behaviour is negatively associated with family income and educational background (Deaton, 2003). Suppose that some parents do not encourage their children to place great value on education. If they provide poor quality supervision to their children including with respect to drug consumption, then such maladjustments are bound to occur.

2.1.3. Motivations towards drug abuse

2.1.4.1. Peer Pressure

According to the United Nations (1992), drug users, like other people seek approval of their behaviour from whom they attempt to convince to join them in their habits as a way of seeking acceptance. Muthigani (1995) conducted studies on the issue of drug use and abuse and agreed that there is significant relationship between the subject's drug using behaviour and involvement of their friends in drugs. According to him, if an adolescent associate with other adolescents who use drugs, the risk of involvement with drugs is further increased. Another survey of youth in Southern Nigeria, also found out that the source of drugs for drug using-students was friends in the same or neighbouring schools, and students who reported using drugs had more drug using than abstinent friends (Imbosa, 2002). Confirming this findings Kiiru (2004) argues that peer pressure influences youth to use substances under the false impression that some drugs stimulate appetite for food, increase strength and give wisdom as well as courage to face life. According to Mwenese (1996), an adolescent who is affiliated to drug-abusing peers exposes the individual to other drugs. The interest expectation of the peer groups has an important bearing on whether or not a person will try dependence or be lured to taking drugs (Mwenesi, 1996). A peer group member is likely to be the source of information for the drug users about the availability of drugs and their allegeable effects (Mwenesi, 1996). Initial drug abuse can be influenced by different people including those who first offer the drugs to non- drug user, for example, siblings and friends (Hawkins and Calatano, 1992).

Association with drug-abusing peers is often the most immediate risk for exposing adolescents to drug abuse and delinquent behaviour. However, in an environment with no drug-abusing peers and strong antidrug norms, that child is likely to become a drug abuser (Hawkins and Calatano, 1992). Studies on early risk behaviours in school setting show that aggressive behaviour in boys and learning difficulties in girls are the primary causes of poor peer relationships (Elizabeth, Susan and Suman, 2003). If these behaviours continue, they will likely lead to other risks like early peer rejection and later affiliation with deviant peers which are often the most immediate risks for drug abuse in adolescence (Elizabeth et al, 2003). The role played by peers is twofold. First, most often through peers, illicit drugs are made available since these drugs can seldom be purchased through ordinary means (King'ala, 2000). The peer group may either supply the drug directly or provide

information on obtaining it. Second, the peer group may provide models for drug usage, teaching its members when, where and how to use the drugs.

2.1.4.2. Family background

The family especially the parents are the child's basic socializing agents. Muthigani (1995) indicates that a child gains his or her first standard of behaviour from the teaching of parents and other grown-up person around. She further argues that if a child observes a disjuncture between parents teaching and practice, it creates doubt, which is carried into adolescence, giving rise to deviant behaviour. Eggert (2001) associates' delinquency, for example alcohol and marijuana abuse with lax, inconsistent or abusive parental discipline. Indeed Ndetei (2004) noted that the family setup of a child influences his or her habits. If a child is borne of a drug addict, then there is a likelihood of the same habits being transferred. He further notes that this is why there is high rate of drug abuse at the coastal region of Kenya where over 150,000 inhabitants of Nyali are drug addicts, prompting some villagers to form vigil groups to eject visitors out of the villages.

Abot (2005) is among researchers who have looked at issues related to the family and use of drugs among the youths. In his Rapid Situation Analysis in Nigeria, he found that being male in unstable family was associated with high risk for substance abuse. He also notes that in Nigeria, cannabis abusers tend to be young men including students, who have been deprived parental supervision and warmth when they were young. Kikuvi (2009) says that adolescents with substance abusing parents experience a higher rate of parental and family problems than adolescents whose parents do not abuse substances. This may cause poor parents- child attachment, which may in turn lead to lack of commitment to convectional activities thereby at times leading to adolescent drug taking. Imbosa (2002) adds that youths with poor home support tends to seek support and understanding elsewhere. Many find affection, understanding and support in the lifestyle of a drug abuse subgroup.

Imbosa (2002) also notes that society is always changing, and being a unit of society, the family has undergone many structural and role changes. Rapid social, economic and technological changes may under certain circumstances weaken family relationships and reduce the sense of belonging in varies social spheres. African family structure has been and is still changing from the mainly extended to the smaller nuclear family plus immediate relatives. Unlike in the past,

socialization of the young has been neglected. Many children are left in the care of house helps because parents have to work. According to NACADA (2007), there is a strong link between alcohol/drug abuse by young people and the break-down in family values. In the indigenous society, drunkenness was frowned upon.

In today's setting, binge drinking is becoming an acceptable pastime with parents freeing the children from restrictions that once governed alcohol consumption. Stories of children barely in teens undergoing rehabilitation due to alcohol problems are causes of concern (NACADA, 2007). On the other hand, families can serve a protective function where there is a strong bond between children and their families; parental involvement in a child's life; supportive parenting that meets financial, emotional, cognitive and social needs; clear limits and consistent enforcement of discipline (Gerstein and Green, 1993). Abandonment and homelessness is another reason for drug abuse among the youths in Kenya.

2.1.5. Social skills and personal self-management strategies

Adverse socio-economic circumstances may lead to psychological and emotional damage partly through increasing levels of stress brought on by money worries, unemployment and housing but essentially through a lack of choices. The social and economic environment establishes the context in which domestic life has to cope and cannot be separated from a range of what are normally seen as family problems. The quality of the social life of a society is one of the most powerful determinants of health and this is closely related to degrees of income equality. However, income equality is not the only determinant. Also important are psychosocial relationships for the subjective quality of life that people experience. Sources of social stress, poor social networks, low self-esteem, and high rates of depression, anxiety and a lack of control all have a fundamental impact on life experience. In this sense 'unhealthy behaviours' such as addiction may in part be explained by the need to consume psychoactive substances for their psychosocial effects, particularly where they are used to counter stress and reduce anxiety.

2.2. Risks and protective factors of drug use

Understanding the factors that contribute to or mitigate juvenile delinquency, academic performance, and substance abuse is essential for developing targeted interventions and prevention

efforts. Individual factors, such as temperament, personality traits, and mental health conditions, play a role in shaping adolescents' susceptibility to delinquent behaviors and substance use. Family dynamics, including parental monitoring, communication, and support, influence adolescents' engagement in risk behaviors and academic outcomes. Peer relationships and social networks also exert a significant influence on adolescents' attitudes toward delinquency and substance use, highlighting the importance of peer interventions and social skills training.

Drug abuse is detrimental, and excessive drug usage is a worldwide problem. Drug usage typically begins during adolescence. Factors for drug abuse include a variety of protective and risk factors (Azamawati Mohammed Nawi et Al). These risk and protective factors are categorized into three main domains: individual factors, family factors, and community factors.

2.2.1. Individual factors

2.2.1.1. Risk factors

Factors considered risky under the individual factors include; personal/individual traits, significant negative growth exposure, personal psychiatric diagnosis, previous substance history, comorbidity and an individual's attitude and perception.

- Personal/individual traits: Chuang et al found that adolescents with high impulsivity traits had a significant positive association with drug addiction.
- Significant negative growth exposure: A history of maltreatment in the past was also shown to have a positive association with adolescent drug abuse.
- Personal psychiatric diagnosis: The robust studies conducted in the USA have deduced that adolescents diagnosed with a conduct problem (CP) have a positive association with marijuana abuse.
- Previous substance and addiction history: Another study found that exposure to e-cigarettes within the past 30 days is related to an increase in the prevalence of marijuana use and prescription drug use by at least four times in the 8th and 10th grades and by at least three times in the 12th grade.

2.2.1.2. Protective factors

- Individual traits; Some individual traits have been determined to protect adolescents from developing drug abuse habits. A study by Marin et al. found that youth with an optimistic trait were less likely to become drug dependent.
- Individual's attitudes and perceptions; According to El Kazdough et al., individuals with a strong belief against substance use and those with a strong desire to maintain their health were more likely to be protected from involvement in drug abuse.

2.2.2. Family factors

2.2.2.1. Risk factors

The biological factors underlying drug abuse in adolescents have been reported in several studies. Epigenetic studies are considered important, as they can provide a good outline of the potential prenatal factors that can be targeted at an earlier stage. Expecting mothers who smoke tobacco and alcohol have an indirect link with adolescent substance abuse in later life. Moreover, the dynamic relationship between parents and their children may have some profound effects on the child's growth. Luke et al. examined the mediator effects between parenting style and substance abuse and found the maternal psychological control dimension to be a significant variable. The mother's psychological control was two times higher in influencing her children to be involved in substance abuse compared to the other dimension. Conversely, an indirect risk factor towards youth drug abuse was elaborated in a study in which low parental educational level predicted a greater risk of future drug abuse by reducing the youth's perception of harm. Negligence from a parental perspective could also contribute to this problem. According to El Kazdough et al. a lack of parental supervision, un-controlled pocket money spending among children, and the presence of substance-using family members were the most common negligence factors.

2.2.2.2. Protective factors

While the maternal factors above were shown to be risk factors, the opposite effect was seen when the paternal figure equipped himself with sufficient knowledge. A study found that fathers with good information and awareness were more likely to protect their adolescent children from drug

abuse. El Kazdough et al. noted that support and advice could be some of the protective factors in this area.

2.2.3. Community Factors

2.2.3.1. Risk factor

A study in 2017 showed a positive association between adolescent drug abuse and peers who abuse drugs. It was estimated that the odds of becoming a life-time marijuana user was significantly increased by a factor of 2.5 among peer groups who were taking synthetic drugs. This factor served as peer pressure for youth, who subconsciously had desire to be like the others. The impact of availability and engagement in structured and unstructured activities also play a role in marijuana use. The findings from Spillane (2000) found that the availability of unstructured activities was associated with increased likelihood of marijuana use.

2.2.3.2. Protective factor

Strong religious beliefs integrated into society serve as a crucial protective factor that can prevent adolescents from engaging in drug abuse. In addition, the school connectedness and adult support also play a major contribution in the drug use.

Table 1: Summary of Risks and Protective Factors

Catagories/Domain	Risk factors	Protective factors
Community	<ul style="list-style-type: none"> - Community disorganization. - Laws and norms favorable to drug use. - Perceived availability of drugs. 	<ul style="list-style-type: none"> - Community cohesion. - Community norms not supportive of drug use.
School	<ul style="list-style-type: none"> - Academic failure. - Little commitment to school. 	<ul style="list-style-type: none"> - Participation in school activities. - School bonding.
Family	<ul style="list-style-type: none"> - Parental attitudes favorable to drug use. - Poor family management. - Family history of anti-social behavior. 	<ul style="list-style-type: none"> - Family sanctions against use. - Positive parent relationships.
Peer/Individual	<ul style="list-style-type: none"> - Early initiation of antisocial behavior. - Attitudes favorable to drug use - Peerdruguse 	<ul style="list-style-type: none"> - Positive peer relationships. - Network of non-drug using peers

The relationship between the number and type of risk factors affects an individual's risk of becoming a substance abuser and/or engaging in delinquent behavior. With regards to substance use in the community domain, Arthur et al (cited by Ajibola Idowu et al, 2018). shows that neighborhoods where youths report low levels of bonding with the neighbourhood have higher rates of juvenile crime and drug use. Perceptions about the availability of cigarettes, alcohol, marijuana and other illegal drugs have been shown to predict rates of use of these substances.

In the school domain, Arthur et al. state that beginning in late elementary grades, academic failure increases the risk of both drug use and delinquency. Further, factors such as liking school, time spent on homework, and perceiving schoolwork as relevant are negatively related to drug use.

At the level of the family, it was found that parents who use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, have children who are more likely to use drugs themselves. Other risk factors in the family domain are lack of family bonding (poor relationship), parental management (parental control) and family conflict. The strongest and most consistent evidence links family interaction to drug use. The key elements of family interaction are parental discipline, family cohesion and parental monitoring.

At the peer or individual level, it is clear that the earlier the onset of any drug use, the greater the involvement in other drug use and the greater the frequency of use. Research shows that risk and protective factors are complex and take on varying levels of importance at different life stages. Associating with drug-abusing peers is a more significant risk factor in adolescence.

2.3. Signs and symptoms in drug victims

Shanoji Ph.D. Research Scholar, School of Education and Behavioural Science in his book "**Forms of Drug Abuse and Their Effects**" highlighted some warning signs of a teenage having problems of drug abuse and the signs and symptoms of drug dependency.

a. Warning Signs a Teenager has Problem of Drug Abuse

- Physical Signs: Fatigue, repeated health complaints, red and glazed eyes, lasting cough.
- Emotional Signs: Personality change, sudden mood changes, irritability, irresponsible behavior, poor judgment, general lack of interest.

- Family Dynamics: Starting arguments, negative attitude, breaking rules, withdrawing from family, secretiveness.
- School Behaviours: Decreased interest, negative attitude, drop in grades, many absences, truancy, and discipline problems.
- Social Problems: New friends, problems with the law, changes to less conventional styles in dress and music, sudden disregard in physical appearance and requests for money that are out of the ordinary.

b. Signs and Symptoms of Drug Addiction

Addiction to any drug may include these general characteristics:

- Feeling that one needs the drug on a regular basis to have fun, relax or deal with your problems;
- Giving up familiar activities such as sports, homework, or hobbies;
- Sudden changes in work or school attendance and quality of work or grades;
- Doing things one normally wouldn't do to obtain drugs, such as frequently borrowing money or stealing items from employer, home or school;
- Taking uncharacteristic risks, such as driving under the influence or sexually risky behaviour;
- Anger outbursts, acting irresponsibly and overall attitude change;
- Deterioration of physical appearance and grooming;
- Wearing sunglasses and/or long sleeve shirts frequently or at inappropriate times;
- No longer spending time with friends who don't use drugs and/or associating with known users;
- Engaging in secretive or suspicious behaviors such as frequent trips to storage rooms, restroom, basement, etc;
- Needing to use more of the drug of choice to achieve the same effects;
- Talking about drugs all the time and pressuring others to use with him;
- Feeling exhausted, depressed, hopeless, or suicidal.

2.4. Implications of drug abuse

Drug abuse seems to have become a prominent social problem and it is affecting our secondary schools. According to (Nwaiwu 2002), drug abuse leads to serious health hazards for drug addicts having adverse effects on the brain, kidney, liver, pancreas, heart and lung, thereby making them vulnerable to disease. It also leads to other physical complications such as hepatitis, hepatic failure, tuberculosis in relation to alcohol abuse, infection and emaciation (Adedeji, 2003).

Again, drug abuse may result to serious psychiatric implications, these include confusion, restlessness and sometimes serious abnormal behavior or outright madness. At least one out of the psychiatric cases is due to delirious effects of marijuana. It may also lead to poor performance in school work and may ultimately result in school dropout. Apart from that, it leads to the development of aggressive behaviour and depression mood that may esteem. Adedeji (2003) observes that drug abuse may give rise to sudden mood swings, with unusual aggression and depression for no apparent reasons or warning interest in school, hobbies or friends. These implications are listed thus;

- Risk to personal safety (danger of death or injury by overdose, accident or aggression)
- Damage to health (including brain damage, liver failure, mental problems etc.)
- Legal consequences (risk of imprisonment, fines and criminal record).
- Destructive behaviour (harm to self, family and friends).
- Drug dependency is also a common cause of financial problems and difficulties at work or school.
- People may lie or steal in order to continue using the drug, as a result, and may lose the trust of their friends and family.
- They may feel shame and guilt, due to repeated failures in trying to control their drug intake.

2.5. Interventions and prevention programs

A variety of interventions and prevention programs have been implemented to address juvenile delinquency and substance abuse among secondary school students. School-based prevention programs, such as social-emotional learning curricula, drug education programs, and peer

mentoring initiatives, aim to promote positive youth development and resilience while reducing risk behaviors. Community-based interventions, including after-school programs, youth outreach services, and family support programs, provide additional resources and support to at-risk adolescents and their families. Policy initiatives, such as school discipline reforms and alcohol and drug policies, play a critical role in creating environments that promote academic success and well-being.

Some preventive measures for drug abuse as proposed by Shanoji Ph.D. are as follows:

- Teaching and awareness programs
- Resist peer pressure
- Manage stress and anxiety
- Increase taxes on addictive materials like cigarettes
- Campaigns to appeal youth against it
- Control on OTC medication
- Role of parents is imperative

2.6. Theoretical framework and definition of concepts

2.6.1. Theories

The present research will be guided by two main theories, namely the Peer Cluster Theory and the Modified Social Stress Theory (MSSD).

2.6.1.1. Peer cluster theory

The peer cluster theory is a new psychosocial model, it suggests that the socialization factors that accompany adolescent development interact to produce peer clusters that encourage drug involvement or provide sanctions against drug use. These peer clusters are small, very cohesive groupings that shape a great deal of adolescent behavior, including drug use. Peer cluster theory suggests that other socialization variables, strength of the family, family sanctions against drug use, religious identification, and school adjustment influence drug use only indirectly, through their effect on peer clusters. Correlations of these socialization variables with drug use confirm the importance of socialization characteristics as underlying factors in drug use and also confirm that other socialization factors influence drug use through their effect on peer drug associations. Peer

cluster theory suggest that treatment of the drug-abusing youth must alter the influence of the peer cluster or it is likely to fail. Prevention programs aimed at the family, school, or religion must also influence peer clusters, or drug use will probably not be reduced. (PsycINFO Database Record (c) 2019 APA, all rights reserved). The American Psychological Association (APA 2022) etiological studies investigated five (5) major domains of adolescent drug use risk. These five (5) domains reflect unique facets of risk that are central to many current prevention approaches. They include:

- peer social influences,
- family (parenting) processes,
- expectancies (cognitive motivations),
- social skills and personal self-management strategies, and
- personality factors.

The peer cluster theory posits that adolescents are influenced by their peer groups and social networks, which play a significant role in shaping attitudes, behaviors, and norms related to delinquency, academic engagement, and substance use.

In the context of this research, peer clusters within secondary schools serve as important social contexts where adolescents interact, form friendships, and establish social hierarchies. These peer clusters can exert both positive and negative influences on individual behaviors and outcomes.

Peer clusters may influence adolescents' perceptions of academic stress, social norms regarding delinquency and substance use, and access to social support networks. For example, adolescents who belong to peer clusters characterized by academic achievement and prosocial behavior may experience lower levels of academic stress and be less likely to engage in delinquent or substance-using behaviors.

2.6.1.2. Modified social stress theory (mssm).

The second theory being the Modified Social Stress Model (MSSM) for understanding drug use guides this study (ESCAP 2000). The model suggests that the risks that a child will engage in compromising circumstances may be influenced by the presence or absence of protective and risk factors. This model was developed by Rodes and Jason (1988) and modified by the World Health Organization/Programme on Substance Abuse (WHO/PSA) to include the effects of drugs or

substances, the personal response of the individual to drugs and additional environmental, social and cultural variables. The MSSM holds that in order to prevent substance abuse, two things must be taken into consideration: factors that increase the risk of developing the problem must be identified, and ways to reduce the impact of these factors must be developed. This theory maintains that risk factors are those factors that encourage drug use. Factors that make people less likely to abuse drugs are called protective factors while those that push people to abuse drugs are called risk factors. The key to health and healthy families is increasing the protective factors while decreasing the risk factors.

According to this model, if many risk factors are present in a person's life, that person is more likely to begin, intensify and continue the use of drugs. The model identifies risk factors as including: stress (which could be due to the school or home environment, and adolescent developmental changes); the normalization of substance use which could be seen in terms of legality and law enforcement; the availability and cost of drugs; and advertising, sponsorship and promotion through media, as well as the cultural value attached to various drugs. On the other more protective factors that are present, the less likely a person is to become involved with drugs. Protective factors are identified as: attachments to people such as family members and peers, and institutions such as religion and school; physical and performance capabilities that help people succeed in life; the availability of resources, within the person or the environment, that help people meet their emotional and physical needs; positive role models; and anti-drug campaigns along with guidance and counseling services. According to this MSSM model, it is easier to understand the drug problem if risk and protective factors are considered at the same time. Probability of drug abuse is determined by these factors and this framework is useful as a way of planning interventions to prevent or treat problems related to drugs.

- The modified social stress theory expands upon the classic social stress theory by incorporating additional factors such as social support, coping strategies, and resilience in understanding the impact of stressors on individuals' outcomes.
- Within the context of secondary schools, adolescents experience various stressors related to academic challenges, family dynamics, peer relationships, and socio-economic factors.

These stressors can contribute to delinquency and substance abuse, as well as academic underachievement.

- However, the modified social stress theory suggests that the negative impact of stressors can be mitigated by social support, coping mechanisms, and protective factors. For example, adolescents who have supportive relationships with family members, teachers, or peers may be better equipped to cope with academic stress and resist engaging in delinquent or substance-using behaviors as a means of coping.

2.6.2. Definition of key concepts

2.6.2.1. Delinquency

According to the American Psychological Association (APA), delinquency refers to "conduct that is out of accord with accepted behavior or the law; especially the behavior of children or adolescents that would be considered criminal if performed by an adult" (APA Dictionary of Psychology, 2021).

2.6.2.2. Juvenile delinquency

Juvenile delinquency is defined as "behavior of children and adolescents that in adults would be considered criminal under law; includes antisocial acts such as theft, vandalism, violence, and the like" (APA Dictionary of Psychology, 2021).

The term juvenile delinquency also refers to the anti-social acts of children and of young people under age, (Vedar 2016). In simpler terms, it relates to crimes committed by minors in the course of their daily interactions which most often than not lead to them to unhealthy and undesired situations. Such acts either are specifically forbidden by law or maybe lawfully interpreted as constituting delinquency, or as requiring some form of official action. It means deviation from the normal behaviour that is beyond parental control and therefore subject to legal action. The term applies to children who indulge in wrongful and harmful activities, it is a violation of the law committed by a juvenile and not punishable by death sentence or life imprisonment. A child guilty of this act is called a juvenile. Delinquency is an act or conduct of a juvenile which is socially undesirable. Juvenile delinquency generally means the failure of children to meet certain

obligations expected of them by the society. The juvenile delinquent has been defined as a “child trying to act like a grown-up”. Juvenile delinquency is an expression of unsatisfied desires and urges. For a delinquent, his deviant act is a normal response to his inner desire. Like a non-delinquent, a delinquent is also conditioned by various attending and prevailing circumstances around him. A juvenile delinquent is a person who has been so adjudicated by a judicial court though he may be no different from other children who are not delinquent. Delinquency is an act, conduct or interaction which is socially undesirable (Samuel Tiekou Gyansah, 2015).

For a social worker, “delinquency consists of socially unacceptable acts”. A psychiatrist suggests that delinquency is activity which deviates from the normal. And a lawyer would say juvenile delinquency is what the law says it is.

In the words of W.H. Sheldon, it “behaviours disappointing beyond reasonable expectation”. Cyril Burt says, delinquency occurs in a child when his anti-social tendencies appear so grave that he becomes or ought to become the subject of official action.

The sociological view gives a liberal interpretation to the term delinquency. This view is well expressed by the definition given by Clyde B. Veder who says, “juvenile delinquency refers to the anti-social acts of children and of young people under age”.

Hirschi delineated the following kinds of juvenile delinquency;

- Truancy, which can be from home or school,
- Destruction of property, which includes both public and private property,
- Violence which is perpetrated against the community by using such means as knives and guns,
- Sex offences which can range from homosexual activity to criminal assaults and rape,
- Minor violations which include disorderly conduct and minor traffic violations.

According to the developmental research of Moffitt (2006), there are two different types of offenders that emerge in adolescence. One is the repeat offender, referred to as the life-course-persistent offender, who begins offending or showing anti-social/aggressive behavior in adolescence (or even childhood) and continues into adulthood; and the age specific offender, referred to as the adolescence-limited offender, for whom juvenile offending or delinquency begins and ends during their period of adolescence. Because most teenagers tend to show some form of

antisocial, aggressive or delinquent behavior during adolescence. According to Roberts (2013), failure in schools is the main risk factor of juvenile delinquency.

2.6.2.3. Academic performance

Academic performance refers to "the level of success in academic pursuits, such as school grades, standardized test scores, and other measures of scholastic achievement" (APA Dictionary of Psychology, 2021).

Academic performance can also be understood as the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardised tests. Academic achievement is student's performance after instruction, that is reading, mathematics, and written expression. It is the extent to which a student has achieved their short or long-term educational goals (Ward Stoker & Murray-Ward 1996). Some factors like instruction quality/delivery style, parental involvement, relationship with peers contribute or detract performance.

According to Narrad and 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 time period. Wikipedia (2013), academic performance is the outcome of education; it is the extent to which a student, teacher or institution has achieved their educational goals. Thus performance is characterised by performance on tests associated with coursework and the performance of students on other types of examinations (Kyoshaba, 2009). Academic achievement is important for the successful development of young people in society; students who do well in school are better able to make the transition into adulthood and to achieve occupational and economic and economics success.

Beyond any doubt education plays a pivotal role in the development and progress of a country. In a developing country, education gains even more importance. The issue of poor academic performance of students in our country has brought much concern from the State and other actors of education. It subsequently results to fallen standard of education. Thus, the government is constantly finding more efficient solutions to this cankerworm eating up the educational system, it keeps improving the system in an effort to increase efficiency.

2.6.2.4. Education

Education encompasses "the process of imparting knowledge, skills, and values to individuals, typically through formal instruction in schools, colleges, universities, or other educational settings" (Merriam-Webster Dictionary, n.d.).

2.6.2.5. Drug abuse

Drug abuse is "the chronic use of a drug in a manner or amount that impairs the user's functioning or causes social, economic, psychological, or legal problems for the user or others" (National Institute on Drug Abuse, 2022).

Also, drug abuse according to Laver (1978) means the improper use of drugs to the degree that the consequences are defined as detrimental to the user and or the society. The World Health Organization (WHO (2006) also defined drug abuse as a "state" of periodic or chronic intoxication, detrimental to the individual and to the society, produced by the repeated consumption of a drug (natural or synthetic). The initial decision of drug taking could be voluntary but repeated uses leads to its addiction. Addiction of any form is dangerous. What is even worse is that mostly young children and youth are hit by this storm. It could start with merely smoking of cigarettes and gradually drowns the person into the trap of drug abuse. Stress, anxiety, peer pressure, poverty are some of the main causes of drug abuse. Therefore, simply put, drug abuse refers to regular or obsessive urges to use alcohol and drugs, such usage is non-medical and it destroys the health and productive life of the victim. Generally, drug abuse will alter lifestyles and influence psychological dependency on a substance leading to some social problems ranging from lateness to and lack of concentration during lectures, family neglect, deviance behaviours, involvement in crime etc (Earl 2000). Drug abuse is apprehended in two phases; consumption and distribution, and the repercussion of this abuse on the consumers themselves and their victims when they become violent.

Drug Abuse is one of the nuisances of modern society. It has hit all regions and all sections of our society. It is found in rural and urban areas, among poor and the rich, among the men and women, among the young or old. But it is most overwhelmingly practiced by young boys and girls especially in hostels and in almost all educational institutions (Wikipedia). Thus, drug abuse is

there in almost all the countries of the world. Day by day alcohol is becoming increasingly available and is used widely. Addiction has become really a curse upon human beings. It affects not only the drug addicts but also others directly or indirectly. For common people, it is a weakness of character. A moral theologian may see it as a matter of vice while as sociologists, we see it as a social problem. It is considered sin by religious people and as a crime by law enforcement groups. The psychiatrist can describe it as a personality disorder problem. The alcoholics anonymous groups and the treatment centers call them patients, and alcoholism is handled as a disease (Azimawati Mohammed Nawi, Public Health (2021)).

These definitions provide a foundational understanding of the key concepts and terms central to your research on juvenile delinquency, academic performance, and drug abuse in secondary schools.

Conclusion

In summary, the literature review provides a comprehensive overview of the research on juvenile delinquency, academic performance, and substance abuse in secondary schools. Drawing on theoretical perspectives and empirical evidence, this chapter highlights the complex interplay between these constructs and identifies key factors influencing adolescents' outcomes. By synthesizing existing research, this literature review sets the stage for the current study, which aims to further explore these relationships and inform evidence-based interventions and policies to support positive youth development.

CHAPTER THREE:
RESEARCH METHODOLOGY

3.0. Introduction

Juvenile delinquency refers to the involvement of young individuals in illegal or socially deviant behaviors. It encompasses a range of criminal activities committed by adolescents, such as theft, vandalism, drug abuse, and violence (Lipsey & Derzon, 1998; Moffitt, 1993). The issue of juvenile delinquency is a matter of significant concern worldwide due to its adverse effects on individuals, families, communities, and society as a whole (Farrington, 2007; Snyder & Sickmund, 2006). One area where the impact of juvenile delinquency is particularly pronounced is academic performance. The connection between delinquent behavior and educational outcomes is complex and multifaceted. Engaging in delinquent activities can disrupt a young person's educational journey and hinder their academic progress (Piquero et al., 2001; Sweeten et al., 2013). The consequences of juvenile delinquency on academic performance can manifest in several ways, including disruption of school engagement, impaired cognitive development, and emotional and psychological challenges (Patterson & Yoerger, 2002; Stouthamer-Loeber et al., 2002).

Addressing the impact of juvenile delinquency on academic performance requires a comprehensive understanding of the underlying factors contributing to delinquent behaviors and the implementation of targeted interventions (Farrington & Welsh, 2007; Lipsey et al., 2010). By recognizing the detrimental effects of delinquency on educational outcomes, policymakers, educators, and communities can work collaboratively to provide support, rehabilitation, and prevention strategies that promote positive youth development and academic success (Hawkins et al., 2008; Welsh et al., 2013).

In recent years, drug abuse among secondary school students in Yaoundé, the capital city of Cameroon, has emerged as a pressing concern. The specific focus on drug abuse in secondary schools in Yaounde highlights the need to address this issue within the educational context and its implications on academic performance and overall well-being (World Health Organization, 2016). There has been a noticeable increase in the prevalence of drug abuse among secondary school students in Yaoundé. Various types of drugs, including marijuana, cocaine, and prescription medications, are being used and abused by students. The availability and accessibility of drugs within the city contribute to the rising rates of drug abuse among the youth population (United Nations Office on Drugs and Crime, 2020). Several factors contribute to drug abuse among

secondary school students in Yaoundé. These factors include peer pressure, social influence, curiosity, family background, and socioeconomic conditions (Mbonu et al., 2018; Njikam & Ebongue, 2021). The influence of peers and the desire to fit in or be accepted by certain social groups can significantly impact a student's susceptibility to drug abuse (Bahr et al., 2018; Simons-Morton et al., 2018). Drug abuse has effects on the academic performance of students in Yaounde who consume them. Substance abuse can lead to decreased concentration, memory impairment, reduced motivation, and poor decision-making skills. These effects often result in lower grades, increased absenteeism, and higher dropout rates among drug-abusing students (Hibell et al., 2019; National Institute on Drug Abuse, 2020).

This chapter presents the methodology used to investigate the relationship between juvenile delinquency, particularly drug abuse, and academic performance among secondary school students, with Lycee Leclerc as a point of focus. It outlines the research design, population and sample, data collection methods, and data analysis techniques employed in the study. The objective of this chapter is to ensure the validity, reliability, and generalizability of the study's findings. Juvenile delinquency, characterized by antisocial and delinquent behaviors exhibited by individuals under the age of 18, poses significant challenges in society. One prevalent form of juvenile delinquency is drug abuse, which has the potential to adversely impact academic performance among secondary school students (Stevens et al., 2017; Wilson & Hoge, 2013). Understanding the relationship between drug abuse and academic performance is crucial for developing effective intervention strategies and support systems to mitigate the negative consequences faced by affected individuals (Nation et al., 2003; Vaughn et al., 2010).

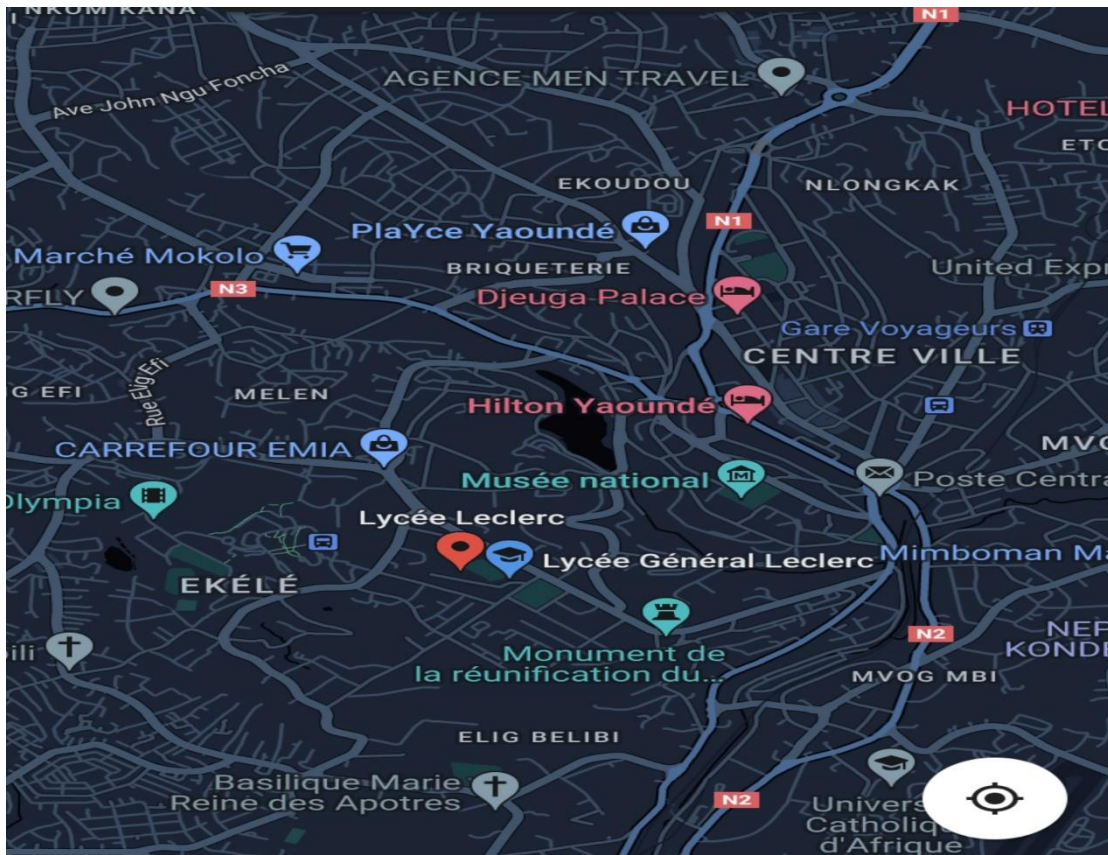
The choice of methodology in research is crucial as it determines the overall approach, tools, and techniques used to collect and analyze data. The importance of selecting our methodology for studying the relationship between juvenile delinquency, academic performance, and drug abuse in secondary schools was linked to the research objectives and the nature of the research questions being investigated (Creswell, 2014; Neuman, 2014). It ensures that the research design and methods employed are suitable for addressing the specific goals of the study. To investigate this relationship, a quantitative research design was adopted. This design allows for the collection of numerical data, enabling a comprehensive analysis of the association between drug abuse and academic performance (Bryman, 2016; Creswell, 2014).

By employing quantitative methods, the study aims to provide objective and measurable insights into this complex issue (Babbie, 2017; Leedy & Ormrod, 2014). Moreover, an appropriate methodology enhances the validity and reliability of the research findings. By utilizing reliable data collection methods and validated measures, the study can produce accurate and trustworthy results, contributing to the overall credibility of the research (Trochim & Donnelly, 2008; Yin, 2018). The chosen methodology is relevant to the context of studying juvenile delinquency, academic performance, and drug abuse in secondary schools, considering the unique characteristics of the target population, the educational setting, and the cultural and social factors that may influence the research outcomes (Fraenkel et al., 2018; Johnson & Christensen, 2019).

3.1. Geographical location of research site

Lycée Général Leclerc is a secondary school for general education located in the city of Yaoundé, headquarter of the Centre region, in the Mfoundi division, more precisely in the Yaoundé III subdivision, Ngoa-Ekelle, an area known as Plateau Atemengue. Its facilities are located opposite the National Assembly.

Figure 1: Map indicating LGL



Source: Google maps.com

Map indication in color

blue indicating LGL

3.2. Research question

3.2.1. Primary research question

What is the relationship between juvenile delinquency, drug abuse and academic performance among secondary school students in Yaoundé?

3.2.2. Secondary research questions

1. What are the factors associated with juvenile delinquency related to drug abuse among secondary school students in Yaoundé?

2. How does drug abuse influence academic performance among secondary school students in Yaoundé?
3. What are the existing prevention and intervention programs in secondary schools in Yaoundé targeting drug abuse and its impact on academic performance?

3.3. Hypothesis

Hypothesis is a proposed explanation or prediction for a phenomenon or relationship between variables that is based on existing knowledge or observations. It serves as the foundation for scientific research, guiding the formulation of research questions, data collection, and analysis. One commonly cited definition of a hypothesis is provided by Kerlinger and Lee (2000), who state that a hypothesis is "a tentative statement about the relationship between two or more variables" (p. 8). This definition highlights the provisional nature of a hypothesis, as it represents an educated guess that requires further investigation and testing. Another definition comes from Trochim and Donnelly (2008), who describe a hypothesis as "a specific, testable prediction about what you expect to happen in your study" (p. 38). This definition emphasizes the testable nature of a hypothesis, as it should be formulated in a way that allows for empirical evaluation through data analysis. These definitions align with the general understanding of a hypothesis within the scientific community, emphasizing its role as a proposed explanation or prediction that can be tested and evaluated through empirical research. For our work, we had a main and specific hypothesis which comprised of both null and alternative hypotheses.

3.3.1. Main alternative and null hypothesis

Null Hypothesis (H₀): There is no significant relationship between juvenile delinquency related to drug abuse and academic performance among secondary school students in Yaoundé.

Alternative Hypothesis (H₁): There is a significant relationship between juvenile delinquency related to drug abuse and academic performance among secondary school students in Yaoundé.

3.3.2. Secondary research hypothesis

1. There are several factors associated with juvenile delinquency related to drug abuse among secondary school students in Yaoundé, such as peer influence, family dynamics, socioeconomic status, and exposure to violence and availability of drugs in school.

2. Drug abuse has a negative impact on academic performance among secondary school students in Yaoundé. Higher levels of drug abuse are associated with lower academic performance.
3. There are existing prevention and intervention programs in secondary schools in Yaoundé that specifically target drug abuse and aim to improve academic performance. These programs may include educational campaigns, counseling services, peer mentoring, and community involvement.

3.4. Research design

Research design refers to the overall plan and strategy that guides the research process, including the methods and procedures used to collect and analyze data. In the context of studying the relationship between juvenile delinquency, academic performance, and drug abuse in secondary schools, the choice of research design is crucial in determining how the research objectives will be addressed. Here is the design used for our work.

3.4.1. Quantitative research design

Conducting structured questionnaires or surveys to collect quantitative data from a large sample of secondary school students. This approach allows for the measurement of variables related to drug abuse, academic performance, and delinquency, enabling statistical analysis to identify patterns, correlations, and associations.

3.4.2. Target population

The target population for this study consists of secondary school students who are at risk of engaging in drug abuse and experiencing academic challenges due to delinquent behaviors. To ensure diversity and representativeness, students from various socio-economic backgrounds, genders, and academic levels were included in the sample. Specifically, students from form 3 and 4 given that they are most vulnerable. Explain their demo xtics (check diary). Equally Guidance counsellors and social workers were targeted. They consist the category of persons that are on the personality development stage of growth.

3.4.3. Sampling

In research, sampling refers to the process of selecting a subset of individuals or units from a larger population. The individuals or units selected for the sample are representative of the population, allowing researchers to draw conclusions and make inferences about the entire population based on the characteristics observed in the sample. The sample is a smaller, manageable group that is studied to gather data and insights. Sampling procedures, also known as sampling methods or techniques, are the specific strategies and techniques used to select the sample from the population. The choice of sampling procedure depends on various factors, such as the research objectives, the nature of the population, available resources, and the desired level of representativeness. employing a stratified sampling procedure for studying the relationship between juvenile delinquency, academic performance, and drug abuse in secondary schools was the suitable procedure for us. To succeed with this, the following steps were undertaken:

1. Stratification: The first step involved dividing the population of secondary schools into distinct strata based on relevant criteria. This included factors such as geographical location, and school size. The purpose of stratification was to ensure that the sample selected was representative of the larger population and captured the diversity within different schools. After stratification, a decision was made on which strata to include in the study. The school selected was based on the research objectives and available resources.
2. Random Sampling within Strata: Within the selected school, a random sampling technique was employed to select participants, that is the classes to participate in the study. This involved assigning a unique identifier to each class in the chosen strata and putting it into a basket that's was well mixed. After that, the next step was using a random person to select a determine the class. This ensured that every class within the selected school has an equal chance of being included in the sample.
3. Data Collection: Once the sample was determined, data collection took place within the selected classrooms. Participants were approached and provided with information about the study and its objectives. Informed consent was obtained from participants, ensuring voluntary participation.

3.4.3 Different sex of respondents

Table 2: Sex of respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	14	35.0	36.8	36.8
	female	24	60.0	63.2	100.0
	Total	38	95.0	100.0	
Missing	System	2	5.0		
Total		40	100.0		

This analysis focuses on the sex distribution of participants who took part in a study on juvenile delinquency, specifically the case of drug abuse and its impact on academic performance. The table above presents the frequency, percent, valid percent, and cumulative percent for each sex category. The sex distribution among the participants in the study is as follows:

- Male: There are 14 male participants, representing 35% of the sample. This corresponds to 36.8% of the valid responses.
- Female: There are 24 female participants, accounting for 60% of the sample. This corresponds to 63.2% of the valid responses.

The findings indicate that the majority of participants in the study on juvenile delinquency, drug abuse, and its impact on academic performance are female, with 60% of the sample falling into this category. This suggests that females may have a higher representation in the study population compared to males. It is worth noting that males comprise 35% of the sample, which is a significant portion but lower than the female representation. This indicates that both male and female participants are present in the study, albeit with a higher proportion of females.

The sex distribution of participants is an important factor to consider when examining the relationship between juvenile delinquency, drug abuse, and academic performance. Research has shown that males and females may exhibit different patterns of delinquent behavior and drug

abuse, with varying impacts on academic achievement. Therefore, considering the sex distribution allows for a more comprehensive understanding of the study's findings and their implications.

It is important for researchers to carefully consider the strengths and limitations of different sampling procedures and choose the one that best aligns with their research objectives and constraints. The goal is to obtain a sample that is representative of the target population to ensure the generalizability and validity of the research findings. The target population for this study comprises secondary school students who are at risk of engaging in drug abuse and experiencing academic challenges due to delinquent behaviors. By employing stratified sampling, this methodology aimed to ensure a representative sample that captures the diversity within different schools. This approach enhanced the generalizability of findings and allowed for more accurate analysis and interpretation of the relationship between juvenile delinquency, academic performance, and drug abuse in secondary schools.

3.5. Data collection methods

Primary data was collected using self-administered questionnaires. The questionnaire consisted of six sections: demographic information, drug abuse awareness, signs and symptoms of drug abuse, impact on academic performance, school policies and support and finally additional comments. The demographic section collected data on age, gender, and educational background. The drug abuse awareness section included questions to identify the knowledge the respondents have about drug abuse. The signs and symptoms of drug abuse section focused on question on how to easily identify cases of drug abuse. The impact on academic performance section were based on the outcomes of drug abuse, the school policies and support section was on the strategies to be used in school milieu to curve down the consumption of drugs by students and finally the additional comments section was to obtain any other information the respondents thought wasn't mentioned.

To ensure the validity and reliability of the questionnaire, the following measures were taken:

- 1. Pilot Study:** A pilot study was conducted with a small sample of students who were not part of the main study. This pilot study aimed to test the questionnaire's effectiveness, clarity, and comprehensibility. Participants in the pilot study were asked to complete the questionnaire and provide feedback on any difficulties they encountered, ambiguities in

the questions, or suggestions for improvement. The feedback received from the pilot study participants was carefully reviewed, and necessary modifications and refinements were made to the questionnaire based on their input.

2. **Questionnaire Design:** The questionnaire was designed using established scales, standardized measures, or items derived from previous research. This approach helps ensure that the questionnaire items have demonstrated reliability and validity in previous studies. By utilizing established measures, the questionnaire's validity is enhanced as it taps into relevant constructs and measures them accurately.
3. **Clear Instructions:** Clear and concise instructions were provided at the beginning of the questionnaire to guide participants on how to answer the questions. Detailed explanations were given for any technical terms or concepts that participants may not be familiar with. This approach helps minimize confusion and ensures that participants understand the purpose and requirements of each question.
4. **Objective and Neutral Language:** The language used in the questionnaire was carefully selected to be objective and neutral, avoiding any leading or biased wording. This approach aims to minimize response biases and ensure that participants provide genuine and unbiased responses.
5. **Avoidance of Sensitive Questions:** Sensitivity to the potential discomfort or reluctance of participants in answering sensitive questions related to drug abuse was taken into account. Care was taken to frame the questions in a non-judgmental and non-threatening manner, respecting the privacy and confidentiality of participants. This approach encourages participants to provide honest and accurate responses.

By implementing these measures, the validity and reliability of the questionnaire were enhanced. The pilot study allowed for the identification and rectification of any potential issues or ambiguities in the questionnaire, ensuring that it effectively captures the intended constructs and produces reliable and valid data.

3.6. Data collection instrument

When studying the relationship between juvenile delinquency, academic performance, and drug abuse in secondary schools, selecting appropriate data collection tools is necessary for gathering

relevant and reliable information. Here are some of the used data collection tools and justifications for their selection:

1. Surveys/Questionnaires:

Surveys allow for the collection of large amounts of data from a wide range of participants efficiently. It was used to gather information on various aspects, such as demographics, drug use patterns, delinquent behaviors, academic performance, and perceptions of school environment. The Surveys provided standardized responses which were quantitatively analyzed to identify trends, correlations, and associations.

2. Existing Datasets:

In some cases, we used existing datasets from existing literature. These datasets contained relevant information on drug abuse, delinquency, and academic performance, allowing for secondary analysis. Using existing datasets saved time and resources.

The selection of the above data collection tools was based on the research questions, objectives, target population, and available resources. It is important to choose tools that are valid, reliable, and suitable for capturing the specific information needed to address the research aims. For that reason, we Careful consideration was given to ethical implications and practical feasibility of each data collection tool.

3.7. Data analysis

Data analysis in research refers to the process of transforming collected data into meaningful information and drawing conclusions or making inferences based on the findings. There are various methods and techniques available for data analysis depending on the nature of the data and the research objectives. One widely used approach to data analysis is statistical analysis. Statistical analysis involves applying statistical methods to analyze and interpret the data. It allows researchers to quantify relationships, identify patterns, and test hypotheses. Common statistical techniques include descriptive statistics, inferential statistics, regression analysis, and analysis of variance. For our study, the collected data will be analyzed using appropriate statistical techniques such as;

Descriptive Statistics: Descriptive statistics are used to summarize and describe the collected data. In this study, descriptive statistics such as frequencies, percentages, means, and standard deviations will be calculated. Frequencies and percentages will be used to summarize categorical variables, such as the types of drugs used and demographic characteristics. Means and standard deviations will be used to summarize continuous variables, such as academic performance indicators like grade point average.

Correlation Analysis: Correlation analysis is used to measure the strength and direction of the relationship between two variables. In this study, Pearson's correlation coefficient will be employed to examine the correlation between drug abuse and academic performance. The coefficient ranges from -1 to +1, where -1 indicates a perfect negative correlation, +1 indicates a perfect positive correlation, and 0 indicates no correlation. The correlation coefficient will help determine if there is a significant relationship between drug abuse and academic performance.

Multiple Regression Analysis: Multiple regression analysis is a statistical technique used to examine the relationship between a dependent variable and multiple independent variables. In this study, multiple regression analysis will be conducted to identify the predictors of academic performance. The dependent variable will be academic performance indicators, such as grade point average, while independent variables may include variables related to drug abuse (e.g., frequency of drug use), socio-economic status, and educational background. Multiple regression analysis will help determine the extent to which drug abuse and other variables predict academic performance. To determine the relationship between drug abuse and academic performance, inferential statistics will be employed. Correlation analysis, specifically Pearson's correlation coefficient, will be used to examine the strength and direction of the relationship. Multiple regression analysis will also be conducted to identify the predictors of academic performance, considering variables such as drug abuse, socio-economic status, and educational background.

It is important to note that the choice of statistical technique depends on the specific research questions, data characteristics, and assumptions underlying the analysis. The techniques mentioned above are commonly used in studies investigating the relationship between variables and provide a starting point for analyzing the data.

3.8. Ethical considerations

Ethical considerations play a crucial role in research involving human participants. In the study investigating the relationship between juvenile delinquency, drug abuse, and academic performance among secondary school students, the following ethical considerations were taken into account:

1. **Informed Consent:** Prior to data collection, informed consent was obtained from all participants or their legal guardians. They were provided with clear information about the study's purpose, procedures, potential risks and benefits, and their rights as participants. They were also informed that participation was voluntary, and they could withdraw from the study at any time without facing any negative consequences.
2. **Confidentiality and Anonymity:** Measures were implemented to ensure the confidentiality and anonymity of participants. Data collection instruments and procedures were designed to protect participants' identities and keep their responses confidential. Any identifying information was kept separate from the collected data, and only authorized researchers had access to the data.
3. **Protection of Participants' Welfare:** The study aimed to minimize potential risks to participants. The research team ensured that the questions in the questionnaire were sensitive and non-intrusive. Participants were not pressured into participating, and steps were taken to ensure their emotional well-being throughout the study. If any participant showed signs of distress or discomfort, appropriate support and referral services were made available.
4. **Research Ethics Approval:** In order to carry out our research, the study was proposed to the Department of Fundamental teachings in education in the university of Yaounde I. The Department accepted and granted a research authorisation permitting us to carry out our research under the coverage of the University.
5. **Beneficence and Justice:** The study aimed to maximize the benefits and minimize the potential harm to participants. The research team considered the potential impact of the study findings on improving interventions, support systems, and policies addressing juvenile delinquency and academic performance. The selection of participants aimed to

ensure fairness and representativeness, considering diverse socio-economic backgrounds, genders, and academic levels.

Ethical approval was obtained from the relevant research ethics committee before data collection. Informed consent was sought from the participants, and their confidentiality and anonymity were ensured throughout the study. Participants were informed about the voluntary nature of their participation and their right to withdraw at any stage without any consequences.

3.9. Limitations

The study investigating the relationship between juvenile delinquency, drug abuse, and academic performance among secondary school students has several limitations. These limitations and proposed means to address them are:

Generalizability: The study's findings may have limited generalizability due to the specific context and population under investigation. The study was conducted in a specific region (Centre) and school (Lycee Leclerc) and the findings may not be applicable to other regions or different schools. The characteristics of the participants, such as their socio status or educational background, may also influence the generalizability of the findings. To enhance the generalizability of the findings, future research could consider expanding the study to multiple regions or school. This would provide a broader perspective and increase the external validity of the findings.

Self-Report Bias: The data collected in the study relied on self-report measures, which are subject to potential biases. Participants may provide socially desirable responses or underreport their involvement in delinquent behaviors or drug abuse due to concerns about stigma or legal consequences. This self-report bias can affect the accuracy and validity of the data. To address self-report bias, we considered employing multiple data collection methods. For example, in addition to self-report measures, data was gathered from other sources such as teachers and counsellors. Triangulating data from different sources can provide a more comprehensive and objective understanding of the variables under investigation.

Causality: The study's cross-sectional design limits the ability to establish causal relationships between variables. It captures data at a specific point in time, making it difficult to determine the

directionality of the relationship between drug abuse and academic performance. Longitudinal or experimental designs would be required to establish causal links. To establish causal relationships, longitudinal or experimental designs could be employed. Longitudinal studies would track participants over an extended period, allowing for the examination of changes and the establishment of temporal relationships between drug abuse, delinquency, and academic performance. Experimental studies could involve interventions or treatments to explore the causal impact of specific factors on academic performance.

Measurement Limitations: The study relied on self-reported measures of drug abuse and academic performance, which may be subjected to measurement error. Different interpretations of questions or recall biases could impact the accuracy of the responses. Additionally, academic performance was assessed using limited indicators such as grade point average and class rankings, which may not capture the full complexity of academic achievement. To manage this, we considered using a combination of self-report measures and objective assessments to improve the measurement of drug abuse and academic performance. For example, Academic performance could be assessed using a variety of indicators, including standardized test scores, attendance records, or teacher evaluations, to capture a more comprehensive view of academic achievement.

Sample Bias: Despite efforts to ensure diversity, the sample may still suffer from selection bias. The study may have excluded certain groups of students who are more likely to engage in drug abuse or experience academic challenges. For example, students who dropped out of school or were absent during the data collection period may not be represented in the sample, potentially affecting the generalizability of the findings. To address sample bias, researchers could employ more rigorous sampling techniques, such as random sampling, to ensure a representative sample. Additionally, efforts could be made to reach out to students who are more likely to be excluded from the study, such as those who have dropped out or are absent, to minimize selection bias.

Social Desirability Bias: Participants may have responded in a socially desirable manner, especially when reporting on sensitive topics such as drug abuse. This bias could lead to an underestimation of the prevalence or severity of drug abuse and its impact on academic performance. To solve this social desirability bias, researchers can emphasize the confidentiality and anonymity of responses, ensuring participants feel comfortable disclosing sensitive

information. The use of anonymous surveys or interviews conducted by trained interviewers who establish rapport with participants can help create a non-judgmental environment that encourages honest and accurate responses.

Limited Scope: The study focused specifically on the relationship between drug abuse, delinquency, and academic performance. Other important factors, such as family dynamics, peer influence, or mental health issues, were not extensively examined. These factors could potentially interact with drug abuse and academic performance but were not fully explored in the study. Future studies could incorporate additional factors that may influence the relationship between drug abuse, delinquency, and academic performance. For instance, family dynamics, peer relationships, mental health, and socio-cultural factors could be examined to provide a more comprehensive understanding of the complex interactions at play.

Acknowledging these limitations helps to provide a balanced interpretation of the study's findings and highlights areas for future research and improvement in study design.

3.10. Theoretical framework

Theory plays a crucial role in research and provides a framework for understanding phenomena, explaining relationships, and guiding empirical investigations. When studying the relationship between juvenile delinquency, academic performance, and drug abuse in secondary schools in Yaoundé, several theories can provide valuable insights. To this research we use the Peer Cluster Theory, also known as Peer Group Theory, which emphasizes the influence of peer groups on individual behavior, attitudes, and values. James Coleman (1966), and The Modified Social Stress Theory (MSSD) is an extension of the Social Stress Theory, which emphasizes the role of stress and strain in the development of delinquent behaviors. Robert Agnew (1992).

3.11. Scope of the study

Our study is limited to students of lycee Leclerc belonging to form 3 and form four classes. ages will range from 13-18. Other than that, we will also have teachers who participate in the study. Geographically, our work is limited to the zone of Yaounde Center Region and the Ngoa Ekele quarter close to the national assembly hall, neighbor to lycee de Ngoa Ekele. In Time, our study will be from the month of (January 2023 to ---February 2024). Our main variables are; Drug Abuse,

Delinquency History and Academic Performance among others. The Data Collection Methods for this study is quantitative data collection method involving the use of questionnaires and documentary research. We will make sure to limit risk of exposure for our respondent candidates by following all necessary research ethical guidelines.

Conclusion

In summary, the research methodology chapter provides a detailed overview of the study design, data collection procedures, and analytical approach employed in the current research. By adhering to ethical guidelines and employing the open-ended and closed-ended questionnaire approach, the study aims to generate valid and reliable findings that contribute to our understanding of juvenile delinquency, academic performance, and substance abuse in secondary schools. This chapter on methodology therefore employed to study the relationship between juvenile delinquency, academic performance, and drug abuse in secondary schools was based on quantitative research method.

The research design utilized a quantitative approach to collect and analyze data. Specifically, a survey instrument was developed to gather information from a representative sample of secondary school students and other actors directly involved in the development of adolescent learners (social workers, Guidance Counsellors and health personnels). The survey included questions related to drug abuse patterns, academic performance indicators, and demographic characteristics. The survey was administered to participants in a structured manner, ensuring consistency and standardization across responses.

The sampling technique employed was stratified random sampling, wherein the secondary schools were stratified based on geographical location or other relevant criteria, and participants were randomly selected from each stratum. This approach aimed to ensure a diverse and representative sample that accurately reflects the larger population of secondary school students.

Data analysis was conducted using statistical techniques, such as descriptive statistics, correlations, and potentially inferential analyses if appropriate. The quantitative data provided insights into the prevalence of drug abuse among secondary school students, the relationship

between drug abuse and academic performance, and any significant associations or patterns that emerged.

Ethical considerations were carefully addressed throughout the research process. Participants were provided with informed consent forms, ensuring their voluntary participation and anonymity. Confidentiality of data was strictly maintained, and ethical guidelines and regulations were followed.

By utilizing a quantitative methodology, this research aimed to provide empirical evidence and quantitative insights into the relationship between juvenile delinquency, academic performance, and drug abuse in secondary schools. The rigorous approach allowed for systematic data collection and analysis, facilitating a better understanding of the topic and informing evidence-based interventions and policies to address these critical issues.

CHAPTER FOUR

PRESENTATION OF DRUG ABUSE IN SCHOOL MILIEU

4.0. Introduction

This chapter presents the data analysis and findings of the study on "Juvenile Delinquency and Academic Performance: Case of Drug Abuse in Secondary Schools in Yaounde." The chapter is made up of an overview of the collected data, followed by a description of the data analysis techniques used. The findings are then presented and discussed in relation to the research objectives and relevant literature. The collected data from the questionnaires was analyzed using appropriate statistical techniques. The analysis involved both descriptive and inferential statistics to examine the relationship between drug abuse, juvenile delinquency, and academic performance among secondary school students in Yaounde. Descriptive statistics were used to summarize the demographic characteristics of the participants, drug abuse patterns, delinquent behaviors, and academic performance. Frequencies, percentages and means were calculated to provide a comprehensive overview of the data while Inferential statistics were employed to explore the relationships between variables and determine the impact of drug abuse on academic performance. Correlation analysis was conducted to examine the associations between drug abuse, delinquent behaviors, and academic performance.

4.1. Background of Lycée Général Leclerc

Lycée Général Leclerc, also known as Lycée Leclerc, is a government secondary school located in Yaounde, Cameroon. The school is named after general Philippe Leclerc de Hauteclocque, a French General who played a significant role in World War II. Lycée Leclerc offers general education programs to students in the secondary level, typically covering from one to upper sixth. The curriculum at the school is designed to provide students with a well-rounded education and prepare them for higher education or vocational pursuits. The school offers various academic subjects, including languages (such as French, English, Spanish and German), mathematics, sciences.

Figure 2: Lycee General Leclerc



Source: <https://fr.africanews.com/2024/02/14/>

The school was founded before independence and was inaugurated on October 21, 1952, by Louis-Paul Aujoulat, a French overseas minister, predating Cameroon's independence. This school is linked to several popular Cameroonians such as Paul Biya, President of the Republic of Cameroon, Ibrahim Mbombo Njoya (1937-2021), Sultan of Bamoun, Carine Bahanag, singer, choreographer, and Denise Epoté, journalist among others (<https://fr.wikipedia.org/wiki/lygl>)

Lycée Leclerc, like other secondary schools in Cameroon, follows the national curriculum established by the Ministry of Secondary Education. The curriculum is designed to meet the educational standards and requirements set by the government. Students at Lycée Leclerc have access to a range of facilities and resources to support their learning, including classrooms, laboratories, libraries, and sports facilities. The school may also offer extracurricular activities,

clubs, and competitions to enrich students' educational experience and foster their personal and social development. Overall, Lycée Général Leclerc provides an educational environment for students to acquire knowledge and skills, pursue their academic interests, and prepare for their future endeavors.

4.1.1. Extracurricular activities at Lycee Leclerc:

1. **Sports:** the school may have various sports teams that students can join, such as football (soccer), basketball, volleyball, handball, or athletics. These teams often participate in inter-school competitions and tournaments. An example of sporting activities which enables students to come together is fenasco, a sort of inter-school sports competitions.
2. **Clubs:** lycée leclerc may have clubs dedicated to specific interests or hobbies, such as a debate club, drama club, music club, art club, science club, or environmental club. These clubs provide students with opportunities to explore their passions and develop their skills in a particular area.
3. **Language clubs:** language clubs, such as english and french clubs, can be organized to improve students' language skills through conversation, games, and cultural activities.
4. **Cultural events:** the school may organize cultural events, such as talent shows, cultural festivals, or school plays, where students can showcase their talents and celebrate their cultural diversity.
5. **Community service:** lycée leclerc encourage students to engage in community service activities, such as volunteering at local organizations, participating in environmental clean-up initiatives, or organizing charity events to support those in need.
6. **Leadership opportunities:** the school may provide leadership opportunities through student councils or associations, allowing students to develop their leadership skills, organize events, and represent their peers in school matters.
7. **Field trips and excursions:** lycée leclerc organizes educational field trips and excursions to enhance students' learning experiences outside of the classroom. These trips could include visits to museums, historical sites, scientific institutions, or cultural landmarks.

It should be noted that in school milieu, every moment can be a potential moment for students to get involved in drugs and delinquent activities like theft, fights, cheating on examination among others. There is also break periods at about midday when students get to eat and recreate

themselves. All these moments are blameless moments for students to come in contact with drug and/or participate in the consumption of drugs.

4.1.1.1. The repercussions of extracurricular activities on drug abuse in secondary school

While extracurricular activities can be beneficial in preventing drug abuse, it's important to acknowledge that certain factors within these activities or the broader environment can potentially contribute to drug abuse among students. Here are a few ways in which extracurricular activities could inadvertently lead students into drug abuse if certain risk factors are present:

I. Unsupervised or unmonitored activities

Unsupervised or unmonitored activities within the context of extracurricular activities can create an environment where drug abuse may go unnoticed or unaddressed. Here's an elaboration on how the lack of supervision or monitoring can contribute to drug abuse among students. When students engage in extracurricular activities without adequate adult supervision, there is a lack of accountability for their actions. This can create an opportunity for some students to experiment or engage in drug abuse without fear of immediate consequences or intervention. The absence of supervision can embolden individuals to take risks and engage in behaviors they might otherwise avoid.

More to this, peer dynamics and influence can become more prominent. Without the presence of responsible adults to guide and monitor behavior, students may be more susceptible to peer pressure to experiment with drugs or engage in substance abuse. The lack of supervision can create a permissive environment where drug abuse is normalized or even encouraged by peers. The absence of supervision can create an environment of increased secrecy and privacy, which can facilitate drug abuse. Students may feel more comfortable engaging in drug-related activities when they believe they are not being observed or monitored. This lack of oversight can make it difficult for schools or parents to detect and intervene in drug abuse issues at an early stage.

II. Negative role models

Negative role models within extracurricular activities can have a profound impact on students, potentially leading them down a path of drug abuse. When students witness individuals, they

admire or look up to engaging in drug use, it can shape their perceptions and attitudes towards substance abuse. These negative role models may exhibit behaviors that glamorize or trivialize drug use, making it appear appealing or acceptable. Students, especially those who are seeking validation or struggling with their own identity, may be more susceptible to the influence of these role models and may feel compelled to emulate their poor behavior.

The influence of negative role models extends beyond imitation. It can also shape students' beliefs and values surrounding drug abuse. When they see these role models experiencing seemingly positive outcomes or associating drug use with desirable qualities such as popularity or success, they may adopt similar beliefs. This can create a dangerous mindset where students believe that drugs are a means to achieve social acceptance, cope with stress, or enhance their performance. The presence of negative role models who normalize drug use can perpetuate a harmful cycle, as impressionable students may seek to mimic their behavior in an attempt to fit in or gain a sense of identity.

It is crucial to recognize the impact that negative role models can have on students and the potential consequences of their influence. By understanding the dynamics at play, educators, parents, and communities can work towards providing positive role models and support systems that counteract the negative influence and promote healthy choices among students.

III. Social exclusion or competition

Social exclusion or intense competition within extracurricular activities can have a profound impact on students. When the pressure to perform is incredibly high, it can create a stressful and anxiety-inducing environment. Students may feel overwhelmed and struggle with feelings of inadequacy compared to their peers. In such situations, some students might turn to drugs as a way to cope with the immense pressure they face or to seek a sense of relief. They may believe that substances provide a temporary escape from their worries and a means to gain an edge over their competitors.

It's important to recognize that the competitive nature of extracurricular activities can sometimes foster an unhealthy mindset. Students may feel compelled to take substances in the misguided belief that it will enhance their performance. They may think that using drugs will give them an

advantage or help them meet the unrealistic expectations placed upon them. However, it's crucial for students to know that relying on drugs as a shortcut to success is not only ineffective but also poses serious risks to their well-being.

4.2. Prevalence of drug abuse

The study found that a significant proportion of secondary school students in Lycee General Leclerc reported engaging or knowing about someone engaged in drug abuse. From the study, several respondents had different definitions as to what they believe drug abuse is. Some respondents motioned;

Drug abuse is the consumption of narcotics with exaggeration or excess

Form three student

According to this definition, drug abuse can only be considered if the consumer is said to consume in excess. In other words, if the consumer is considerate in his consumption, it will not be called drug abuse. It is worth noting that several respondents provided responses similar to the above response.

Another student respondent stated

It is the act of consuming narcotics for immoral reasons which could lead to violence

Form four student

Another student said

Drug abuse is the act of consuming medications that disturbs human health; an example is cocaine

Form three student

Finally, another student provided his definition of drug abuse to be

Drug abuse is the sum of narcotics that one can take to destroy his organs

Form three student

Some respondents mentioned they weren't familiar with the term drug abuse and rather kept silent about what they think drug abuse is.

4.3. Factors influencing the continues consumption of drugs

The study identified several factors which are predictors of drug abuse. The results of the varying factors are as follows;

Table 3: Motives of drug consumption Frequencies

		Responses		Percent of Cases
		N ^o	Percent	
Motives of drug consumption	Pleasure	37	29.8%	90.2%
	Social acceptance	7	5.6%	17.1%
	Stress relief	34	27.4%	82.9%
	Escaping problems	24	19.4%	58.5%
	Coping with pressures	2	1.6%	4.9%
	Coping with academic pressure	6	4.8%	14.6%
	Performance enhancement	14	11.3%	34.1%
Total		124	100.0%	302.4%
a. Dichotomy group tabulated at value 1.				

The Peer Cluster Theory is a sociological theory that explores the influence of peer groups on individual behavior, particularly in adolescence (E.R Oetting, 1986). It suggests that peers play a significant role in shaping attitudes, values, and behaviors, including drug use. In the context of the motives for drug consumption mentioned earlier, we can examine how the Peer Cluster Theory may be relevant. Peers can influence an individual's motives for drug consumption in several ways. Understanding the motives behind drug consumption is important in order to develop effective prevention and intervention strategies. Let's delve deeper into the motives identified in the data:

A. Pleasure seeking

This motive refers to using drugs for the purpose of experiencing pleasure or enjoyment. It was reported by 37 respondents, accounting for 29.8% of cases (or 90.2% of the total). Seeking pleasure is a common motive for drug use, as certain substances can induce euphoria or enhance sensory

experiences. Peers can introduce and normalize drug use as a source of pleasure and enjoyment. The desire to experience pleasure, especially when it is associated with socializing and bonding with peers, can motivate individuals to use drugs.

B. Need for social acceptance

This motive involves using drugs to gain social acceptance or fit in with a particular social group. Seven respondents (5.6% of cases or 17.1% of the total) reported this motive. Some individuals may turn to drug use as a means of bonding with others or feeling included in certain social settings. Peer pressure and the desire for social acceptance can influence individuals to engage in drug use to fit in with their peer group. The motive of social acceptance aligns with the idea that individuals may use drugs to gain acceptance and approval from their peers.

C. Stress relief

This motive reflects using drugs as a way to alleviate or cope with stress (Carol S. Aneshensel (1992) Modified Social Stress Theory). It was reported by 34 respondents, accounting for 27.4% of cases (or 82.9% of the total). Drugs may be used as a temporary escape from stressors or to cut off emotional pain. Peer groups can create an environment where individuals may perceive drug use as a means of coping with the pressures and stressors of adolescence. This motive may be reinforced by observing peers who use drugs to manage stress or escape problems.

D. Escaping problems

This motive involves using drugs as a means of escaping or avoiding personal problems or difficulties. Twenty-four respondents (19.4% of cases or 58.5% of the total) reported this motive. Drug use may provide a temporary respite from challenging situations or emotional distress. Peer groups can provide a sense of escapism from personal problems or difficulties. Individuals may turn to drugs as a way to temporarily escape or avoid these issues, influenced by peers who engage in similar behavior.

E. Coping with pressures

This motive refers to using drugs to cope with general pressures in life (Sinha, 2008). Only two respondents (1.6% of cases or 4.9% of the total) reported this motive, suggesting it is less common. Some individuals may turn to drugs as a maladaptive coping mechanism when faced with overwhelming pressures. Peers can influence how individuals perceive and respond to academic pressure. If a peer group normalizes or values drug use as a means of coping with academic stress, individuals may be more likely to adopt this motive.

F. Performance enhancement

This motive involves using drugs to enhance performance in various domains, such as sports or work. Fourteen respondents (11.3% of cases or 34.1% of the total) reported this motive. Certain substances may be perceived as providing an edge or improving cognitive or physical abilities. Peers who value and engage in drug use for performance enhancement, such as for athletic or academic pursuits, can influence individuals to adopt similar motives. This influence may stem from the perception that drugs can enhance focus, energy, or cognitive abilities.

The Peer Cluster Theory suggests that the motives for drug consumption identified in the data can be influenced by peer groups. Peers can shape attitudes, values, and behaviors related to drug use, leading individuals to adopt certain motives based on the influence of their peer networks. It's important to note that these motives are not mutually exclusive, and individuals may have multiple reasons for their drug consumption. Additionally, the data suggests that respondents were allowed to select multiple motives, which explains why the total percentage exceeds 100%.

4.4. The ages of respondents

Table 4: Ages of respondents

		Frequency	Percent	Valid Percent REMOVE	Cumulative Percent REMOVE
Valid	12	1	2.5	2.6	2.6
	13	7	17.5	17.9	20.5
	14	13	32.5	33.3	53.8
	15	9	22.5	23.1	76.9
	16	2	5.0	5.1	82.1
	17	1	2.5	2.6	84.6
	27	1	2.5	2.6	87.2
	28	1	2.5	2.6	89.7
	29	1	2.5	2.6	92.3
	32	1	2.5	2.6	94.9
	34	1	2.5	2.6	97.4
	37	1	2.5	2.6	100.0
		Total	39	97.5	100.0
Missing	System	1	2.5		
Total		40	100.0		

This study aimed to analyze the age distribution of secondary school students, guidance counsellors and social workers representing data collected from a sample of 40 participants, and the table above presents the frequency, percent, valid percent, and cumulative percent for each age category. The age distribution among the secondary school students who participated in the study were is as follows:

- Age 12: A single participant (2.5%) falls into this age category.
- Age 13: Seven participants (17.5%) are 13 years old.
- Age 14: The most common age category, with 13 participants (32.5%), representing nearly one-third of the sample.
- Age 15: Nine participants (22.5%) are 15 years old.
- Age 16: Two participants (5%) fall into this age category.
- Age 17: One participant (2.5%) is 17 years old.

- Age 27, 28, 29, 32, 34, and 37: Each of these age categories has one participant (2.5%) within them.

The findings indicate that the majority of the participants in the sample are between the ages of 13 and 15, representing a significant portion of the participants. This aligns with the typical age range for students attending secondary school. The age category of 14 is the most prevalent, comprising approximately one-third of the sample explaining the fact that most form 3 and form 4 students are teenagers. It is worth noting that there is a limited representation of participants in the higher age categories, with only a few individuals falling into those groups. This suggests that the sample predominantly consists of students within the typical age range for secondary school attendance. The higher ages represent the counsellors and the social workers.

The age distribution analysis provides valuable insights into the age demographics of secondary school students involved in the research project on juvenile delinquency and drug abuse. These findings can inform the development of targeted preventive interventions and support services aimed at addressing delinquency and substance abuse issues among adolescents.

4.5. Understanding of commonly consumed drugs

Table 5: Knowledge on different drugs consumed by students

	Responses		Percent of Cases REMOVE
	N°	Percent	
Alcohol	23	38.3%	79.3%
Tobacco	21	35.0%	72.4%
Marijuana	7	11.7%	24.1%
Prescribed drugs	5	8.3%	17.2%
Inhaled rugs	2	3.3%	6.9%
Synthetic drugs	2	3.3%	6.9%
Total	60	100.0%	206.9%
a. Dichotomy group tabulated at value 1.			

The table represents a multiple response table that shows the frequencies and percentages of different types of drug abuse substances that the 40 respondents who participated in the research are aware of with categories listed as:



Figure 3: Alcohol

Out of the respondents, 38.3% reported being aware of alcohol as a substance associated with drug abuse. Alcohol is a legal and widely available substance, which may contribute to its recognition as a drug of abuse. It is known for its intoxicating effects and potential for addiction. Excessive alcohol consumption can lead to various health issues, impaired judgment, and negative social consequences.

Figure 4: Tobacco



35.0% of respondents reported being aware of tobacco as a substance associated with drug abuse. Tobacco products, such as cigarettes, are known for their addictive properties due to the presence

of nicotine. Long-term tobacco use can lead to severe health problems, including lung disease, heart disease, and various types of cancer.

Figure 5: Marijuana



11.7% of respondents reported being aware of marijuana as a substance associated with drug abuse. Marijuana, also known as cannabis, is a psychoactive drug that is increasingly being legalized for medical and recreational use in some jurisdictions. While perceptions surrounding marijuana use have shifted in recent years, it is important to note that its abuse can still lead to negative consequences, including impaired cognitive function, respiratory issues, and increased risk of mental health problems.

PRESCRIBED DRUGS

8.3% of respondents reported being aware of prescribed drugs as substances associated with drug abuse. Prescribed drugs, such as tramadol, stimulants, or benzodiazepines, are medications that are legally prescribed by healthcare professionals. However, when used outside of their intended purpose or without a prescription, these drugs can be abused, leading to addiction, health risks, and other negative effects.

Figure 6: Inhalable drugs



3.3% of respondents reported being aware of inhalable drugs as substances associated with drug abuse. Inhalable drugs, also known as inhalants, refer to a wide range of volatile substances that are typically not intended for human consumption but can be inhaled to achieve intoxicating effects. Examples include solvents, gum, petrol, aerosol sprays and nitrous oxide. Inhalant abuse can lead to severe health complications, including damage to the brain, liver, and other organs.

SYNTHETIC DRUGS

Another 3.3% of respondents reported being aware of synthetic drugs as substances associated with drug abuse. Synthetic drugs refer to human-made substances that mimic the effects of illicit drugs. Synthetic drugs can have unpredictable and dangerous effects on the user, including severe intoxication, psychosis, and even death.

The total number of responses exceeds the number of respondents (60 responses in total), indicating that multiple responses were allowed. This makes the percentage of cases exceed 100% (206.9%) as well.

In summary, the table provides insights into the respondents' awareness of different types of drug abuse substances. Alcohol and tobacco are the most well-known substances, followed by marijuana, prescribed drugs, inhalable drugs, and synthetic drugs. It is important to note that this table reflects awareness levels and not the prevalence of actual drug abuse among the respondents.

Some of the respondent didn't mention any drug, meaning they have neither consumed nor seen anyone consume. Among these, others mention that there exist other types of drugs not mentioned in the questionnaire provided to them.

4.7. Signs and symptoms of drug victims

Shanoji Ph.D. Research Scholar, School of Education and Behavioural Science in his book **“Forms of Drug Abuse and Their Effects”** highlighted some warning signs of a teenage having problems of drug abuse and the signs and symptoms of drug dependency.

Table 6: Signs and symptoms of drug addicts’ frequencies

		Responses		Percent of Cases REMOVE
		N ^o	Percent	
signs and symptoms of drug addicts	Change in behavior	36	22.2%	94.7%
	Reduced performance	23	14.2%	60.5%
	Physical deterioration	19	11.7%	50.0%
	Frequent lateness	13	8.0%	34.2%
	Association with other addicts	32	19.8%	84.2%
	Change in social sphere	14	8.6%	36.8%
	Possession of drug related accessories	25	15.4%	65.8%
Total		162	100.0%	426.3%
a. Dichotomy group tabulated at value 1.				

The table above shows the frequencies and percentages of responses related to signs and symptoms of drug consumption. These responses reflect the ways in which someone who consumes drugs secretly can be possibly be identified. The responses are categorized into different signs, and each sign has a corresponding number of cases and percentage.

I. Sudden changes in behavior or mood

There are 36 cases, which accounts for 22.2% of the total. This sign is reported in 94.7% of the cases within this category. School children who are engaged in drug consumption may exhibit noticeable behavior changes. These changes could include sudden mood swings, increased aggression, or unusual levels of energy. The Peer Cluster Theory suggests that individuals may adopt the behaviors and attitudes of their peer group. In the context of drug abuse, sudden changes

in behavior or mood may be influenced by the peer group's drug use and associated behaviors. Peer pressure and the desire to fit in or gain acceptance within a drug-using peer group can lead to the adoption of these behaviors.

II. Decline in academic performance

There are 23 cases, which accounts for 14.2% of the total. This sign is reported in 60.5% of the cases within this category. Drug use can have a detrimental impact on academic performance. College students who are using drugs may experience difficulties in concentrating, memory problems, and a decline in their overall academic achievements. The peer cluster theory emphasizes that peer groups establish their own social norms and values. If drug use is prevalent and accepted within a peer group, individuals may prioritize drug use over academic responsibilities, leading to a decline in academic performance. Additionally, peers who engage in drug use may influence and normalize academic disengagement among their peers. As a respondent mentioned;

Results are low due to lack of concentration and absenteeism

Social worker L.G.L

III. Physical deterioration (e.g., weight loss, poor hygiene)

There are 19 cases, which accounts for 11.7% of the total. This sign is reported in 50.0% of the cases within this category. Drug abuse can lead to physical health issues. College students who are consuming drugs may exhibit signs of physical deterioration, such as weight loss, pale complexion, bloodshot eyes, or poor personal hygiene. Peer influence can contribute to physical deterioration as drug-using peers may normalize and reinforce drug use behaviors. Peer groups that engage in drug use may encourage or reinforce poor personal hygiene, unhealthy eating habits, or neglect of self-care, leading to physical deterioration in individuals who associate with them.

IV. Unexplained absences or frequent tiredness

There are 13 cases, which accounts for 8.0% of the total. This sign is reported in 34.2% of the cases within this category. Drug use can disrupt students' regular routines, leading to consistent lateness or absenteeism from classes and other commitments. students struggling with drug

consumption may have difficulty maintaining punctuality. Peer pressure and the desire to maintain social connections within a drug-using peer group can lead individuals to prioritize drug use over attending classes or other commitments. Peer influence can contribute to a lack of accountability and punctuality, resulting in unexplained absences or frequent tardiness.

V. Association with known drug user

There are 32 cases, which accounts for 19.8% of the total. This sign is reported in 84.2% of the cases within this category. College campuses can be environments where drug availability and peer pressure are prevalent. Students who associate with drug addicts or engage in social circles where drug use is common may be more likely to develop drug-related problems themselves. College campuses can have diverse social circles, and some of these circles may involve drug use. If a college student actively seeks out or becomes a part of social groups where drug use is prevalent, they may be more susceptible to drug consumption due to peer pressure and normalization of drug use within that social circle.

VI. Noticeable changes in social circles or friendships

There are 14 cases, which accounts for 8.6% of the total. This sign is reported in 36.8% of the cases within this category. Drug consumption can lead to a change in social behavior and interactions. College students may start distancing themselves from their usual social groups and instead gravitate towards individuals involved in drug use or drug-related activities. Peer influence plays a significant role in shaping social behavior and interactions. When individuals engage in drug abuse, they may seek out or gravitate towards social circles where drug use is prevalent. The desire to maintain social connections and acceptance within these new social circles can lead to noticeable changes in social circles or friendships.

VII. Possession of drug related accessories (E.G., PIPES, Needles)

There are 25 cases, which accounts for 15.4% of the total. This sign is reported in 65.8% of the cases within this category. College students involved in drug consumption may possess drug accessories associated with drug use. This could include items like pipes, bongs, or syringes. Peer influence can contribute to the acquisition and possession of drug-related accessories. Individuals

who associate with drug-using peers may be influenced to acquire these accessories as a way to fit in or participate in drug-related activities within the peer group.

The total number of cases is 162, and the total percentage adds up to 426.3%. It's worth noting that the total percentage exceeds 100% because respondents could select multiple signs of drug consumption.

It's important to note that the information provided is a general representation of potential signs of drug consumption and may not apply to all college students. Each individual's situation is unique, and it's crucial to approach this topic with sensitivity, understanding, and appropriate support resources.

Conclusion

This chapter presented the findings of the study, focusing on the relationships between juvenile delinquency, academic performance, and substance abuse among secondary school students. Quantitative and qualitative data are analyzed to explore patterns, associations, and themes relevant to the research objectives. In conclusion therefore, the results chapter provides valuable insights into the relationships between juvenile delinquency, academic performance, and substance abuse among secondary school students. By integrating open-ended and closed-ended quantitative data, the study offers a nuanced understanding of adolescents' experiences and behaviors, informing future research and practice initiatives aimed at promoting positive youth development and well-being.

CHAPTER FIVE

**UNDERSTANDING JUVENILE DELINQUENCY AND ITS
IMPACTS ON STUDENT VICTIMS**

This chapter synthesizes the findings presented in Chapter 4 and interprets their significance within the broader context of the research topic. The discussion aims to elucidate the implications of the results for theory development, policy formulation, and intervention design, as well as to identify areas for future research.

5.1. Drug abuse and juvenile delinquency among students

Juvenile delinquency refers to illegal or antisocial behavior committed by individuals who are below the age of adulthood, typically under the age of 18. These behaviors can range from minor offenses to more serious crimes. Juvenile delinquency encompasses a range of criminal behaviors committed by young people, including theft, vandalism, substance abuse, and violent crimes (Siegel and Welsh (2017). Juvenile delinquency is a complex issue influenced by various factors, including personal, social, and environmental circumstances. Juvenile delinquency can arise from a combination of individual, family, and societal factors. Some common risk factors include family dysfunction, child abuse or neglect, poverty, lack of parental supervision, substance abuse, peer influence, academic difficulties, and community characteristics. Juvenile delinquents may engage in a wide range of offenses, including property crimes (theft, vandalism), violent crimes (assault, robbery), drug offenses, gang-related activities, truancy, curfew violations, and other disruptive behaviors. The severity and frequency of offenses can vary. These behaviors are often influenced by various social, economic, and environmental factors that impact the development and decision-making processes of adolescents (Siegel, L.J., & Welsh, B.C. (2017). *Juvenile Delinquency: The Core*. Cengage Learning).

Effective prevention and intervention strategies aim to address risk factors and promote protective factors. These strategies may include early intervention programs, family support services, educational and vocational opportunities, mentoring programs, community involvement, and access to mental health and substance abuse services. Juvenile delinquency can have long-term consequences for individuals and society. Repeat offenses can lead to a cycle of criminal behavior, impacting educational attainment. Drug abuse among students can sometimes lead to delinquent acts or problematic behaviors such as;

5.1.1. Theft and property crimes

One common form of delinquent behavior among students is theft or property crimes. This occurs when students engage in acts of stealing or committing crimes related to property, with the intention of obtaining money or valuable items. It is the unlawful taking of someone's property with the intention to permanently deprive the owner of it. Juveniles may engage in various forms of theft, including shoplifting, stealing bicycles, or committing burglary. According to Siegel and Welsh (2017), theft is one of the most common offenses among juveniles, often driven by peer pressure, a desire for material goods, or economic necessity (Siegel, L.J., & Welsh, B.C. (2017). *Juvenile Delinquency: The Core*. Cengage Learning). One of the primary motivations behind theft and property crimes among students is to support drug habits. Students who struggle with substance abuse may resort to stealing in order to finance their drug use. This can be driven by the need to acquire money to purchase drugs or the desire to obtain valuable items that can be exchanged for drugs. Students engaged in theft or property crimes may target various sources for their illegal activities. This can include classmates, friends, school staff and even family members. They may take advantage of the trust and proximity they have with these individuals to gain access to their personal belongings or valuable possessions.

Additionally, some students involved in theft may extend their activities beyond personal connections and engage in theft from public places or stores. This could involve shoplifting or other forms of property crimes committed in public spaces. Such behavior can be driven by a sense of thrill, peer pressure, or a perceived lack of consequences. It is important to recognize that theft and property crimes among students are serious offenses with significant consequences. These actions not only violate laws but also disrupt the trust and sense of security within the student community. Schools and educational institutions play a crucial role in addressing and preventing such behavior through various strategies, including education on moral values, awareness programs, counseling services, health and drug detection checkups, and disciplinary measures. Cloward, R., & Ohlin, L. suggest that when legitimate opportunities are blocked, youths may turn to crime to achieve their goals (Cloward, R., & Ohlin, L. (2000). *Delinquency and Opportunity: A Theory of Delinquent Gangs*. Free Press).

The consequences of theft and property crimes among students, particularly those motivated by drug habits, can have a significant impact on their academic performance. Engaging in theft and property crimes can lead to legal repercussions, such as arrests, charges, and involvement with the criminal justice system. These legal issues can disrupt students' lives, create a negative reputation, and potentially result in court appearances or juvenile detention. Dealing with legal matters can consume time and energy, diverting their focus away from academics. Schools often have policies and procedures to address student misconduct, including theft and property crimes. Students involved in such activities may face disciplinary actions, such as suspension or expulsion, depending on the severity of the offense. These consequences can result in missed classes, falling behind in coursework, and difficulty reintegrating into the educational environment.

In addition, engaging in delinquent behavior, such as theft and property crimes, can lead to academic disengagement. The preoccupation with illegal activities, substance abuse, or the consequences of their actions can distract students from their studies. They may lose interest in attending classes, completing assignments, and engaging in extracurricular activities, leading to a decline in academic performance. Finally, theft and property crimes can erode trust and damage relationships with classmates, friends, and school staff. This can result in strained social interactions, isolation, and a lack of support from peers and educators. Students may face social consequences, such as social exclusion or stigmatization, which can further impact their emotional well-being and academic motivation.

5.1.2. Violence and aggression

Juvenile delinquency among students can also manifest in the form of violence and aggression, particularly when drug abuse is involved. Substance abuse can significantly increase the likelihood of aggressive behavior and violent acts among students. When individuals are under the influence of certain substances, their inhibitions may be lowered, impairing their judgment and decision-making abilities. This can lead to impulsive actions and a reduced ability to control their emotions and behaviors. Violent crimes committed by juveniles include assault, robbery, and in some extreme cases, homicide. These actions involve physical harm or the threat of harm to others and are considered severe offenses. Esuabana (2017) highlights that violent behavior in juveniles can stem from exposure to violence in their communities or homes, as well as from the influence of delinquent peer groups (Esuabana, J. (2017). Diversity in academic performance among secondary

school students. *Journal of Educational Diversity*, 12(3), 78-89). As a result, students who are engaged in drug abuse may be more prone to conflicts and physical attacks with their peers or teachers. Substances such as alcohol, stimulants, and certain illicit drugs can exacerbate feelings of anger, hostility and irritability. These substances can heighten aggression and make individuals more reactive to perceived threats or provocations. Students who abuse drugs may become involved in fights, bullying incidents, or other acts of violence, either as aggressors or as victims.

In some cases, drug-related violence among students may not be limited to interpersonal conflicts but can also extend to criminal activities such as gang violence or drug-related turf wars. Students involved in drug abuse may become associated with criminal networks or engage in drug trafficking, which can expose them to a higher risk of violence and retaliation (Anderson, E. (1999). *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. W.W. Norton & Company). Preventing and addressing violence and aggression among students require a comprehensive approach that involves education, intervention, and support. Schools and communities can implement programs that promote conflict resolution skills, anger management techniques, and non-violent communication strategies. By equipping students with these tools, they can develop healthier ways to address conflicts and manage their emotions.

5.1.3. Vandalism and destruction of property

Vandalism and destruction of property are additional forms of delinquent behavior that can be associated with students struggling with drug abuse. These acts involve intentionally damaging or defacing property, which can include school property, public spaces, or personal belongings. The relationship between these acts and their impact on academic performance can be understood in several ways. Cohen argues that vandalism is often a symbolic act against the perceived social order and a means for delinquent youth to gain status within their peer groups (Cohen, A.K. (1955). *Delinquent Boys: The Culture of the Gang*. Free Press). Vandalism and destruction of property can create a disruptive and unsafe learning environment for both the individuals involved and other students. The damage to school property, such as classrooms, libraries, or equipment, can interfere with the smooth functioning of educational activities. This disruption can lead to a loss of instructional time, difficulty in accessing necessary resources, and overall academic disengagement.

Engaging in acts of vandalism and destruction can have emotional and psychological consequences for students involved. They may experience feelings of anger, aggression or rebellion, which can further contribute to their disconnection from academic pursuits. Additionally, witnessing or being the victim of these acts can create anxiety, fear, and a sense of insecurity among other students, impacting their ability to focus on their studies. Students involved in vandalism and destruction of property may face disciplinary actions from the school, such as suspension or expulsion. These consequences can result in missed classes, exclusion from educational opportunities and difficulty reintegrating into the school community and eventual stigma. The disruption of their academic routine and the negative impact on their record can hinder their educational progress and future opportunities. More to this, acts of vandalism and destruction often require repairs or replacements, which incur financial costs for the school or individuals affected. These financial burdens can divert resources away from educational programs, facilities, or student support services. Consequently, the quality of education may be compromised, affecting the academic experience for all students. It is argued that maintaining urban environments in a well-ordered condition can prevent vandalism and its escalation into more serious criminal behavior (Wilson, J.Q., & Kelling, G.L. (1982). *Broken Windows: The Police and Neighborhood Safety*. The Atlantic Monthly).

Finally, engaging in vandalism and destruction of property can strain relationships between students, teachers, and the wider school community. The trust and respect necessary for a positive learning environment can be eroded, resulting in strained interactions and a breakdown of healthy relationships. This can further isolate students involved in delinquent behavior, making it challenging to seek help or support when needed.

5.1.4. Possession or distribution of drugs

Possession or distribution of drugs among students is a serious form of juvenile delinquency that can have significant consequences for both the individuals involved and the overall educational environment. The possession and distribution of drugs on school premises are illegal activities. Students engaging in these acts can face legal repercussions, including arrest, charges, and involvement with the criminal justice system. Illegal issues can lead to disruptions in academic

routines, court appearances, or even incarceration, which can significantly impact a student's ability to focus on their studies and achieve academic success. Drug abuse poses significant health risks, particularly when it occurs among young individuals. Students involved in drug possession or distribution are not only jeopardizing their own well-being but also potentially endangering the health and safety of their peers. E.R. Oetting's work on the Peer Cluster Theory suggests that adolescents are heavily influenced by their peer groups in adopting behaviors such as drug abuse. Oetting argues that peer groups provide the social context within which drug use behaviors are learned and reinforced (Oetting, E.R. (1986). Peer Cluster Theory: Drugs and the Adolescent. *Journal of Counseling & Development*, 65(1), 17-22). Substance abuse can lead to physical and mental health problems, which can impair academic performance due to cognitive difficulties, decreased motivation, and a lack of focus.

The presence of drugs on school premises and their distribution among students can disrupt the educational environment in multiple ways. It can create an atmosphere of fear, tension, and mistrust among students, teachers, and parents. The focus on drugs and associated activities may divert attention away from learning, leading to decreased engagement, absenteeism, and a decline in academic performance. Possession and distribution of drugs often involve peer influence and pressure. According to Metuge et al. (2021), substance use among students in Cameroon is prevalent and significantly impacts their academic performance and social behavior. The abuse of substances like alcohol, tobacco, and cannabis can lead to more severe criminal activities and addiction problems (Metuge, C. E., et al. (2021). Prevalence and factors associated with substance use among students in tertiary institutions in Buea, Cameroon. *Clinical Research Education, Networking Consultancy, Yaounde, Cameroon*). Students struggling with drug abuse may be influenced by their peers to engage in these activities, and they may face pressure to continue participating in order to maintain social connections or a sense of belonging. This dynamic can create a negative peer culture that normalizes drug abuse and distracts students from their academic responsibilities.

5.1.5. Disruptive behavior and rule violations

Drug abuse among students can contribute to disruptive behavior within the school setting, creating challenges for maintaining a conducive learning environment. When students engage in substance abuse, it can lead to a range of behavioral issues that disrupt the normal functioning of

the school community. One common manifestation is defiance of authority figures, where students under the influence of drugs may exhibit an increased disregard for rules and regulations. They may become resistant to following instructions, challenging the authority of teachers, administrators, and other staff members.

In addition to defying authority, drug abuse can lead to the disregard of rules and regulations like the zero-truancy rule set by the school. Kimberly L. Henry and David H. Huizinga's study "School-Related Risk and Protective Factors Associated with Truancy among Urban Youth Placed at Risk" examines how various school-related factors contribute to truancy. They identify risk factors such as school disengagement and protective factors like positive school climate in influencing truancy rates (Henry, K.L., & Huizinga, D.H. (2007). School-Related Risk and Protective Factors Associated with Truancy among Urban Youth Placed at Risk. *Journal of Primary Prevention*, 28(6), 505-519). Students who are under the influence of drugs may be more prone to engaging in activities that are prohibited, such as bringing drugs onto the school premises or distributing substances to their peers. This violation of established rules not only poses a risk to their own well-being but also undermines the safety and security of the school environment. The presence of drug-related rule violations can create a sense of instability and disrupt the overall learning experience for all students.

Moreover, disruptive behavior resulting from drug abuse can have a negative impact on the learning environment as a whole. Students who are under the influence may exhibit impaired judgment and decision-making, leading to disruptions in classrooms, hallways, or other communal areas. Their behavior can be disruptive to the learning process, as it distracts both the individuals involved and their peers. The overall focus and productivity of the classroom or school may suffer, hindering the educational experience for everyone involved.

5.2. Impact of drug abuse on academic performance

The analysis indicated that there is a negative association between drug abuse and academic performance. Students who reported higher levels of drug abuse tended to have lower academic performance.

Table 7: Impact of drug abuse on performance

		Frequency	Percent	Valid Percent REMOVE	Cumulative Percent REMOVE
Valid	Good	6	15.0	15.0	15.0
	Average	4	10.0	10.0	25.0
	Below average	16	40.0	40.0	65.0
	Poor	14	35.0	35.0	100.0
	Total	40	100.0	100.0	

The table above represents the frequency and percentage distribution of different performance levels (good, average, below average, and poor) in relation to drug abuse as a cause factor to performance. Distribution of Performance Levels: The table indicates that out of the total sample of 40 individuals, 15% of them were categorized as having a "good" performance, 10% had an "average" performance, 40% had a "below average" performance, and 35% had a "poor" performance. This indicates the different distribution on how drug abuse can affect academic performance.

The combined percentage of individuals with below average and poor performances is 75%. This suggests that a significant portion of the sample believe that drug addicts are likely to experience a decline in their performance due to drug abuse. Only 25% of the sample had good or average performances, indicating that not all students who consume drugs directly perform bad academically. In other words, some still consume drugs and succeed in their exams. This percentage proves that a substantial majority of individuals are at least affected negatively by drug abuse.

The table highlights the detrimental effects of drug abuse on performance. The higher percentages in the "below average" and "poor" performance categories reflect the negative consequences of drug abuse on various students' academic life. It is important to consider that the table does not provide information on the specific types of drugs involved, the duration or severity of drug abuse,

or the specific performance measures used. Nonetheless, the table suggests a clear association between drug abuse and a decline in performance levels.

5.2.1. Cognitive Impairment

Drug abuse can have a significant impact on cognitive functions, affecting memory, attention, and decision-making abilities, which are crucial for academic success. When drugs disrupt the normal functioning of the brain, they interfere with the encoding, storage, and retrieval of information, making it difficult for individuals to remember important details such as facts, instructions, or concepts (Hawkins, J.D., Catalano, R.F., & Miller, J.Y. (1992). This can make it challenging for students to retain and recall information learned in class or while studying, ultimately affecting their performance on exams and accuracy in completing assignments.

*By mental troubles and memory loss
Form three student*

In addition to memory impairment, drug abuse can also impair attention. Drugs alter the delicate balance of neurochemicals in the brain, which directly affects the mechanisms responsible for sustained attention and focus. As a result, individuals may struggle to concentrate on tasks, maintain their attention for extended periods, or filter out distractions. Engaging in academic activities such as listening to lectures, reading textbooks, or participating in discussions becomes a challenge, hindering the overall learning process.

*When a student has problems of the brain, he
will not think correctly
Form three student*

Furthermore, drug abuse can impact decision-making abilities. Substance use interferes with the brain's prefrontal cortex, which plays a crucial role in rational thinking, judgment, and impulse control. Consequently, individuals may exhibit poor decision-making skills, making impulsive choices that have negative consequences on their academic performance. They may struggle to evaluate the potential risks and benefits of different options or weigh the long-term consequences of their actions. This can lead to suboptimal choices concerning studying, time management, or prioritization (Brook, J.S., Brook, D.W., & Rosen, Z. (2003).

Overall, the cognitive impairments resulting from drug abuse can have a profound impact on academic performance. Difficulties in memory, attention, and decision-making make it challenging for individuals to concentrate, learn new information, and make sound judgments. It is crucial to recognize and address these issues promptly, providing appropriate support and interventions to help affected individuals overcome the barriers imposed by cognitive impairment. By doing so, we can support them in regaining their academic potential and achieving success in their educational pursuits.

*Consumption of drugs can hinder concentration
and slow down activity of the brain
Form four student*

5.2.2. Decreased Motivation

Decreased motivation is a common consequence of drug abuse and can have significant implications for individuals' work or academic performance. When someone abuses drugs, the substances directly affect the brain's reward circuitry. Drugs often trigger the release of dopamine, a neurotransmitter associated with pleasure and motivation. With continued drug use, the brain's reward system can become dysregulated, leading to a decreased ability to experience pleasure from natural rewards, such as social interactions, hobbies, or academic achievements

*Results are low due to lack of concentration and
absenteeism
Social worker L.G.L*

As a result, individuals may lose interest in activities that were once motivating or meaningful to them. This decline in motivation can manifest in various ways. In an academic setting, students may find it challenging to engage in studying, attending classes, or completing assignments. They may lack the drive to pursue educational goals and may even start to neglect their responsibilities. This can result in a decline in academic performance, missed deadlines, and a general lack of productivity.

Physical Health Issues

Drug abuse can have detrimental effects on an individual's physical health, contributing to a range of health problems. One of the significant physical health issues associated with drug abuse is fatigue. Substance abuse can disrupt normal sleep patterns, leading to disrupted sleep or insomnia. This lack of quality sleep can result in chronic fatigue, leaving individuals feeling constantly tired and drained of energy. Fatigue can make it challenging to engage in physical activities, affecting overall performance and participation in school or other activities.

"I have seen myself how drug abuse affects physical health. they used to feel constantly tired and lack the energy to participate in sports or even keep up with schoolwork. It becomes difficult to focus and perform well academically."

Form four student

Additionally, drug abuse can weaken the immune system, making individuals more susceptible to infections and illnesses. Substance abuse can suppress the body's immune response, leaving individuals vulnerable to various diseases. Weakened immune function can result in frequent illnesses, prolonged recovery periods, and reduced ability to fight off infections. This can further contribute to physical exhaustion and hinder individuals' ability to maintain regular attendance at school or participate fully in physical education programs (Johnston, L.D., O'Malley, P.M., & Bachman, J.G. (2002).

they frequently fall sick and miss school because their immune system is weakened. It is difficult to constantly be ill and try to catch up with missed classes.

Form three student

Moreover, chronic substance abuse can lead to the development of long-term or chronic illnesses. Certain drugs, such as tobacco or alcohol, are known to have detrimental effects on various organs, such as the liver, lungs, heart, and brain. Prolonged drug abuse can contribute to conditions such as liver disease, respiratory problems, cardiovascular disease, and neurological disorders. These

chronic illnesses can significantly impact physical health, causing limitations in physical abilities and impairing overall well-being.

5.2.3. Interpersonal Problems

Drug abuse can indeed strain relationships and lead to interpersonal problems that can have a significant impact on academic performance Oetting, E.R. (1986). When students engage in drug abuse, it can create conflicts and distance between them and their friends, as well as strain relationships with family members. Friends and peers may become concerned about the individual's drug use, leading to strained relationships and a lack of support. This can result in a sense of isolation and social disconnection, as the individual may prioritize drug use over maintaining healthy friendships. The strain on these relationships can lead to a hostile or unsupportive social environment, which can contribute to emotional distress and negatively affect academic performance.

Similarly, family members may also experience significant stress and concern as a result of an individual's drug abuse. They may witness the negative consequences of drug abuse firsthand, such as behavioral changes, financial difficulties, or legal issues. These family dynamics can become strained, leading to conflicts and a breakdown in communication (Velleman, R., Templeton, L.J., & Copello, A.G. (2005). The emotional toll of these conflicts and the lack of familial support can further impact the individual's emotional well-being and ability to focus on their academic responsibilities. The strain on interpersonal relationships can create a challenging and distracting environment for individuals trying to navigate their academic pursuits. The emotional distress resulting from conflicts with friends and family members can lead to increased anxiety, depression, and decreased motivation. These factors can significantly impact concentration, engagement in schoolwork, and overall academic performance.

Furthermore, the lack of a supportive social network can make it more difficult for individuals to seek help or access resources that can support their academic success. The absence of positive influences and encouragement from friends and family members may hinder the individual's ability to overcome academic challenges or seek guidance when needed.

*Consumption of drugs can hinder concentration
and slow down activity of the brain
Form four student*

*By wasting time to consume narcotics, the lack
of respect for supervisors
Form four student*

This time wasted to consumed drugs can affect performance and on the other hand, lack of respect for academic tutors can strain relationships and also affect results.

5.2.4. Legal and Financial Consequences

The economic impact of adolescent drug abuse is substantial. Harwood and colleagues estimate the costs related to healthcare, law enforcement, and lost productivity. These economic burdens affect not only the individuals and their families but also society at large, highlighting the need for effective prevention and intervention strategies (Harwood, H.J., Fountain, D., & Livermore, G. (1998). *The Economic Costs of Alcohol and Drug Abuse in the United States - 1992*. National Institute on Drug Abuse). The legal and financial consequences of drug consumption can have a significant impact on academic performance. When individuals face legal issues due to drug consumption, such as arrests or fines, it can create disruptions in their academic routine and have long-term consequences on their educational journey. Legal issues resulting from drug consumption can lead to payment of fine, court appearances, mandatory counseling or rehabilitation programs, probation, or even incarceration. These legal obligations can require individuals to miss classes, exams, or important academic activities, resulting in a disruption of their academic progress. Moreover, the stress and emotional burden of dealing with legal proceedings can negatively affect a student's mental well-being, making it challenging to focus on their studies and perform at their best.

Having a criminal record as a result of drug-related offenses can also create barriers to educational opportunities. Some educational institutions may have strict policies regarding criminal backgrounds, which can hinder a student's ability to enroll or continue their education. Additionally, internships, scholarships, or other academic opportunities may be restricted or unavailable to individuals with a criminal record, limiting their chances for personal and academic growth. The financial consequences of drug consumption can also impact academic performance.

Drug abuse often comes with significant costs, as individuals need to purchase drugs to sustain their addiction. This can lead to financial instability, accumulating debt, and difficulties in meeting educational expenses, such as tuition fees, textbooks, or necessary supplies. Financial strain can also lead to additional responsibilities or obligations, such as working part-time jobs or taking on excessive hours to support a drug habit, which can further reduce the time and energy available for academic pursuits.

In addition to the above, from studies carried on the field, student believe that drug abuse can affect performs in several ways. It is important to note that the impact of drug abuse on performance can vary depending on the type and severity of substance abuse, the individual's overall health, and other factors. If you or someone you know is struggling with drug abuse, seeking professional help and support is crucial in addressing the issue and minimizing its impact on performance and overall well-being.

5.3. Combatting drug abuse

When it comes to addressing the issue of drug abuse among secondary school students, we must recognize the significance of this problem and the need for compassionate and proactive interventions (Bola, A. (2013). Empowerment through school learning: A pathway to societal functionality. *Journal of Educational Empowerment*, 8(2), 45-56). Drug abuse not only poses physical and mental health risks to students but also hinders their educational growth and overall well-being. It is crucial for us to implement comprehensive strategies within secondary schools that foster awareness, prevention, and support, creating an environment where students can thrive and make positive choices.

Secondary schools play a vital role in tackling drug abuse as they serve as a second home for students, providing structure and guidance during their formative years. By focusing on interventions within these educational institutions, we can create a nurturing and inclusive atmosphere that supports students in making informed decisions and resisting the temptations of substance abuse. The primary objective of interventions in secondary schools is to empower students with knowledge about the dangers and consequences of drug abuse, while simultaneously providing them with the skills and support necessary to lead healthy lives. By cultivating a culture

of prevention and intervention, schools can empower students to resist peer pressure, develop effective coping mechanisms, and navigate the challenges they may encounter.

Based on the research findings and theoretical frameworks such as the Peer Cluster Theory and the Modified Social Stress Model, several strategies can be implemented to mitigate drug abuse and its adverse effects on academic performance and delinquent behavior. These interventions include education and awareness, strong policies and disciplinary actions, monitoring and surveillance, collaboration with parents and community, counseling and mental health services, education and awareness.

When it comes to addressing drug abuse in secondary schools, one of the most impactful strategies is implementing comprehensive drug education programs that prioritize accurate information and engage students on a personal level (Johnston et al., 2002). Respondents mentioned

Sensitization from the social service in order to warn against dangers of social ills in school

Social service

Also,

Sensitization campaigns, severely punish suppliers and addicts.

Social service

These programs are designed to provide students with a deep understanding of the risks and consequences associated with drug abuse, empowering them to make informed choices and steer clear of harmful substances. It's essential to tailor the content of drug education programs to the specific age group of secondary school students. By using language and examples that resonate with their experiences, we can ensure that the information is relatable and relevant. This approach helps students connect with the material and understand how it applies to their own lives.

To capture students' attention and foster active learning, it's important to incorporate interactive teaching methods. Group discussions, role-playing exercises, case studies, and multimedia presentations can make the learning experience more engaging and memorable. Encouraging students to actively participate and ask questions creates a collaborative and dynamic environment.

A comprehensive drug education program should cover a wide range of substances, including drugs, alcohol, and tobacco. By providing accurate and up-to-date information about the physical, psychological, and social consequences of substance abuse, students can gain a holistic understanding of the risks involved. This knowledge helps them develop a strong aversion to experimenting with drugs.

Inviting guest speakers, such as recovering addicts, healthcare professionals, and law enforcement officers, can bring real-life experiences and expertise into the classroom. These individuals can share their personal stories, insights, and knowledge, which often leaves a lasting impact on students. Workshops focused on drug abuse prevention can also provide students with practical skills and strategies to resist peer pressure.

5.3.1. Strong policies and disciplinary actions

To effectively address drug abuse within secondary schools, it is crucial to establish clear policies that leave no room for delinquent acts and drug abuse. School policies on drug abuse should be well-defined, easily understood, and widely communicated. Clear guidelines should outline what constitutes drug abuse, the consequences of such behavior, and the procedures for reporting and addressing incidents. By ensuring that everyone is aware of the policies, students, parents, and staff members can actively contribute to maintaining a safe and drug-free environment. Adopting a zero-tolerance approach sends a strong message that drug abuse will not be tolerated within the school community. Emphasize the serious nature of drug-related offenses and the potential consequences they may have on students' academic progress, extracurricular involvement, and future opportunities. This approach creates a strong deterrent and helps establish a culture where drug abuse is seen as unacceptable.

Implement disciplinary actions that are consistent, fair, and proportionate to the severity of the offense. This ensures that consequences for drug-related incidents are applied uniformly, regardless of factors such as socio-economic background, ethnicity, or academic performance. Consistency helps maintain the integrity of the disciplinary process and reinforces the message that drug abuse will not be tolerated. Someone proposed;

*Students who smoke should be dismissed
Form three student*

While disciplinary actions are necessary to address drug abuse, it is important to approach the issue from a perspective of rehabilitation and support. Provide students who have engaged in drug abuse with access to counseling services, addiction support groups, or referral programs that can help them address the underlying issues contributing to their substance abuse. By offering support, schools can guide students towards making positive changes and preventing future relapses. Just as a respondent said;

*Protect them from bad people
Form four student*

Alongside disciplinary measures, implement education and prevention programs that complement the policies. These programs should focus on educating students about the dangers of drug abuse, promoting healthy alternatives, and developing life skills to resist peer pressure. By combining discipline with proactive prevention efforts, schools can address the root causes of drug abuse and empower students to make positive choices.

5.3.2. Monitoring and surveillance

When it comes to monitoring and surveillance in schools to address drug abuse, it's important to approach the topic with a human touch and consider the well-being and privacy of all individuals involved. Some respondents believed that monitoring is an effective means to know those who consume drugs;

*Toilets especially should be monitored
because that is where the students consume
drugs
Form four student*

While monitoring systems can play a role in maintaining a safe environment, it is crucial to balance their implementation with respect for privacy and fostering a supportive atmosphere (Hawkins et al., 1992). It is important to recognize that students have a right to privacy and that trust is a vital element in their educational experience. When implementing monitoring systems, it's important to communicate openly with students and their parents, explaining the purpose and extent of the monitoring measures. By involving them in the conversation, addressing concerns, and respecting their privacy, schools can build trust and create a safe space where students feel comfortable sharing their experiences and seeking support.

Each student has unique circumstances and may be facing personal challenges that contribute to drug abuse. Rather than solely relying on monitoring systems, it is essential to offer support services that address the underlying issues. By taking a compassionate approach, schools can provide counseling, rehabilitation programs, and resources aimed at helping students overcome substance abuse and make positive changes in their lives. While monitoring and surveillance can help detect and prevent drug abuse incidents, they should not undermine the overall goal of fostering a caring and nurturing school community. By combining monitoring measures with educational programs, prevention initiatives, and mental health support, schools can create a holistic approach that addresses the root causes of substance abuse and promotes overall well-being.

5.3.3. Collaboration with parents and community

According to (Spooner, 2005 cited by Patricia Caren Tuwei 2014) the social environment is a powerful influence on health and social outcomes. Collaboration with parents and the local community is a crucial aspect of effective drug prevention efforts in schools. By involving parents and engaging community stakeholders, schools can create a united front in addressing drug abuse. Schools should organize workshops, informational sessions, and parent support groups to educate parents about the signs of drug abuse, its impact on students, and strategies to support their children. These sessions can provide parents with valuable knowledge and resources to identify warning signs, communicate effectively with their children, and seek appropriate help when needed. By empowering parents with information, schools can enhance their ability to prevent and address drug abuse. Schools should establish open lines of communication between schools and parents, creating a supportive environment where concerns and information can be shared. Regularly communicate with parents through newsletters, parent-teacher meetings, and online platforms to keep them informed about drug prevention initiatives, school policies, and available resources. Encourage parents to actively participate and provide feedback to foster a collaborative approach.

Conduct community-wide awareness campaigns to educate the public about the dangers of drug abuse and the importance of supporting youth. These campaigns can involve local media, religious

organizations, and community groups (Harwood et al., 1998). Collaborate with local community organizations, law enforcement agencies, and healthcare providers to develop comprehensive drug prevention strategies. Community organizations can offer additional resources, expertise, and programs that complement school efforts. Law enforcement agencies can provide guidance on legal frameworks, conduct awareness campaigns, and offer support in addressing drug-related issues. Healthcare providers can contribute by providing educational materials, counseling services, and referrals for treatment if necessary. Engage in joint prevention programs with community partners, such as organizing drug awareness campaigns, community events, and peer mentorship programs. These initiatives can create a sense of unity, raise awareness about drug abuse, and encourage community members to actively participate in prevention efforts. By working together, schools and the community can create a supportive network that promotes healthy choices and discourages drug abuse.

5.3.4. Counseling and mental health services

Counseling and mental health services play a vital role in addressing drug-related issues among students. Provide accessible counseling and treatment services for students struggling with substance abuse. Schools should have on-site counselors or partnerships with local health providers to offer support (Johnston et al., 2002). School counselors should receive comprehensive training on identifying signs of drug abuse, understanding the underlying causes, and implementing appropriate interventions. Training should cover effective communication techniques, crisis management, and knowledge of available resources for referral. This equips counselors with the necessary skills to address drug-related issues sensitively and effectively. Counselors should actively monitor and identify students who may be at risk of or already engaged in drug abuse (Metuge, C. E., et al. (2021). Prevalence and factors associated with substance use among students in tertiary institutions in Buea, Cameroon. Clinical Research Education, Networking Consultancy, Yaounde, Cameroon). By establishing trusting relationships with students, counselors can create a safe space where students feel comfortable sharing their concerns and experiences (Hawkins et al., 1992). Early intervention allows for timely support and appropriate referrals to prevent further escalation of drug-related issues.

It is necessary to know that each student's situation is unique, and counseling services should be tailored to meet their specific needs. Counselors can provide one-on-one counseling sessions to

address underlying issues contributing to substance abuse, such as stress, peer pressure, mental health challenges, or family problems. By addressing these root causes, counselors can help students develop healthy coping mechanisms and make positive changes.

Group counseling sessions and support programs can be beneficial for students experiencing drug-related issues (Velleman et al., 2005). These sessions provide a supportive environment where students can share their experiences, receive peer support, and learn from others who have faced similar challenges. Group counseling can also help students develop healthy relationships and learn effective communication and problem-solving skills. In cases where additional support is required beyond the scope of school counseling services, counselors should be prepared to make appropriate referrals to external mental health professionals or substance abuse treatment centers. Collaborating with external service providers ensures that students receive specialized and comprehensive care tailored to their specific needs.

By implementing these interventions, secondary schools can create an environment that prioritizes the well-being of students, reduces the prevalence of drug abuse, and sets them on a path towards a bright and promising future. Together, we can work towards fostering a sense of belonging, compassion, and resilience among secondary school students, ensuring their holistic development and success.

In summary, the discussion chapter provides a synthesis of the study findings and their implications for theory, practice, and policy. By elucidating the complex interplay between juvenile delinquency, academic performance, and substance abuse, the study contributes to our understanding of adolescent development and informs evidence-based interventions aimed at promoting positive outcomes among secondary school students.

The gender debate on juvenile delinquency has concluded that the phenomenon does not vary by sex as male and female juveniles engage in delinquent acts; male rates in cases of juvenile delinquency are almost the same for the female, especially for consumption and distribution conducts. Sequel from the above information, this study focused on the trends, patterns and factors responsible for juvenile delinquency in academic milieus. It showed how social and psychological conditions can have expulsive effects on the learner and make for engagement in delinquent activities. Furthermore, the essential purpose of this study was to reformulate and apply to our

society the theoretical framework which writers who have studied juvenile delinquency have used. In this way, the study intends to adopt a holistic or multidimensional approach for the explanation of juvenile acts still affecting school productivity.

Conclusion

In a nutshell, this research has delved into the intricate interplay between juvenile delinquency, academic performance, and drug abuse within the context of secondary schools. The fact that despite the various interventions to solve the issue of drug abuse by school children, the ill continues to persist is the problem that motivated this research piece. The persistent prevalence of drug abuse among school children despite various interventions to address the issue motivated this research endeavor. Our inquiry sought to comprehend why this societal malaise continues to disrupt the academic trajectories of young learners. Guided by the question, "What is the relationship between drug abuse and the academic performance of students?" and the overarching objective, "To establish the relationship between substance abuse and students' academic performance among secondary school students," we explored both positive and null hypotheses to ascertain the significance of the relationship between drug abuse and academic performance. Our survey encompassed data on respondents' demographics, their knowledge on drug use on campus, delinquent behaviours, academic achievement of victims and their general perception on school environments. The findings have illuminated the pervasive influence of drug abuse on both academic outcomes and delinquent behavior among adolescents. From decreased attendance and engagement in class to heightened involvement in criminal activities, the repercussions of drug abuse on academic performance and social behavior are profound and multifaceted (Bola, 2013; Esuabana, 2017).

It is evident that despite efforts to curb drug use in school environments, the issue persists, negatively affecting our educational populace, who are meant to be the torchbearers of the next generation and potential economic engine of the nation. Drug abuse has deteriorated the lives of drug victims, as it has forced them to live a gloomy life. The statistics obtained on drug scenario reveals a grim picture of drug abuse. Generally, drug abuse has many inherent problems in it, as it causes immense human distress and also its illegal production and distribution increases crime and violence amongst victims. The government through public and private bodies, has undertaken several endeavors to raise awareness amongst the population in general and youth in particular about the menace of drugs. Celebration of June 26 as International Day against Drug Abuse and Illicit Trafficking every year is one of such exercise. The State of Cameroon is steadfast in its commitment to face and crush the menace of drug trafficking and in this regard several measures

have been taken both at central as well as at local level (Conrad Ekulole Metuge et al., 2021). Adequate steps including innovative changes in enforcement, legal and judicial systems have been taken to give effect to the crusade against drug abuse/addiction/trafficking.

With a view to give deterrent message to potential offenders, strict penalty has been provided for some offences relating to drugs. Strict provisions including, imprisonment and fine payment spelled in Article 348 of the Cameroon Penal Code. The State has come with comprehensive strategy involving specific programs like education, counselling, treatment and rehabilitation to bring about an overall reduction in use of drugs, and various government and NGO agencies are working in this regard. Steps like providing of education, counseling treatment and rehabilitation programs in various centers, are taken to discourage the drug addiction/trafficking. These welfare policies are spelled out in the cahier de charge of various ministerial departments especially those directly concerned with welfare like the Ministry of Social Affairs, the Ministries of Education, Ministry of Public and the Ministry of Women Empowerment and the Family.

As is well said “it is never too late”. Therefore, we all need to focus strictly on this important matter now. Government should set targets to reduce the drug-abuse levels. At our individual level we should contribute effectively in eradicating this problem. Besides, it is a major responsibility of parents to talk to their children and shape up their minds positively. They should not pressurize them academically and socially so much that they fall into this menace. Parental control including a healthy home environment is a must for controlling drug addiction. Parents, the guiding light must teach their children to feel empathy and compassion for others.

Drug addiction can be a preventable disease and this research underscores the efficacy of prevention programs involving families, schools, communities, and the media in effectively reducing drug abuse. Although many events and cultural factors affect drug abuse trends, when youths perceive drug abuse as harmful, they reduce their drug taking. It is necessary, therefore, to help youth and the general public to understand the risks of drug abuse and for teachers, parents, and health care professionals to keep sending the message that drug addiction can be prevented if a person never abuses drugs. “It is not the drug that makes a Drug Addict rather it’s an escape from the reality”.

Moreover, this study has underscored the urgency of addressing drug abuse within secondary school environments. It is evident that substance abuse not only jeopardizes individual academic trajectories but also undermines the overall safety and well-being of school communities. By acknowledging the nexus between drug abuse and juvenile delinquency, stakeholders in education, healthcare, and law enforcement can collaborate to implement targeted interventions that mitigate risk factors and promote positive youth development. By educating youth and the public about the risks of drug abuse, we can empower individuals to make healthier choices and prevent addiction. Importantly, this study also underlines the urgency of addressing drug abuse within secondary school environments to safeguard academic success and overall well-being.

Furthermore, the research has highlighted the importance of early prevention and intervention strategies in mitigating the adverse effects of drug abuse on academic performance and delinquent behavior amongst adolescent learners (Conrad Ekulole Metuge et al., 2021). By fostering supportive school climates, implementing evidence-based substance abuse prevention programs, and providing accessible counseling and support services, educators and policymakers can empower students to make healthier choices and navigate the challenges of adolescence more successfully.

Additionally, the findings of this study have implications for policy development and resource allocation in the realm of education and public health. By prioritizing investments in comprehensive drug prevention and intervention initiatives within secondary schools, policymakers can safeguard the academic success and well-being of future generations. Moreover, by integrating substance abuse education and support services into the broader school curriculum, educators can equip students with the knowledge and skills necessary to resist peer pressure and make informed decisions regarding substance use. Therefore, policymakers should spotlight investments in comprehensive drug prevention initiatives within secondary schools to ensure the success and well-being of future generations.

Furthermore, the insights gleaned from this research have implications for policy development and resource allocation. Policymakers must prioritize funding for evidence-based prevention programs and treatment services, ensuring equitable access for all students, regardless of their socio-economic background or geographic location. In addition, legislative measures aimed at curbing

the supply and distribution of illicit substances should be complemented by initiatives addressing the root causes of substance abuse, including poverty, inequality, and social exclusion with regards to the individual, the family and the community.

Fostering a culture of resilience and empowerment among adolescents is essential in preventing and addressing substance abuse. Building on the strengths and assets of young people, interventions should focus on enhancing protective factors such as self-efficacy, coping skills, and social support networks. By promoting positive youth development and fostering a sense of belonging and purpose, we can empower adolescents to make healthier choices and navigate the challenges of adolescence more successfully.

Therefore, drug victims in Cameroon live in a society that is characterized by a complex interplay of cultural diversity, economic disparities, educational challenges, and social norms and thus addressing the issue of drug abuse requires a multi-faceted approach that considers these societal factors. Efforts must integrate improving access to quality education, enhancing healthcare services, reducing socio-economic disparities, and fostering supportive community environments. By understanding and addressing the broader social context, stakeholders can better support individuals affected by drug abuse and work towards creating a healthier and more resilient society for a sustainable future.

In summary, this research underscores the imperative need of addressing drug abuse as a critical determinant of juvenile delinquency and academic performance within secondary school settings.

By fostering collaborative efforts among stakeholders and implementing evidence-based interventions, we can strive to create safer, healthier, and more conducive learning environments for all students, thereby laying the foundation for their future success and well-being.

Recommendations for future research

Several avenues for future research are identified based on the limitations and gaps identified in the current study. Longitudinal investigations are warranted to examine the developmental trajectories of juvenile delinquency, academic performance, and substance abuse over time. Furthermore, research exploring the effectiveness of specific intervention strategies and policy initiatives in mitigating risk factors and promoting protective factors among adolescents is needed.

Finally, studies examining the intersectionality of diverse identities, such as race, ethnicity, gender, and sexual orientation, in shaping adolescent outcomes are recommended to inform culturally responsive practices and policies.

Other future research endeavors could explore the longitudinal effects of substance abuse on academic trajectories and long-term outcomes among adolescents. Longitudinal studies tracking students over time could provide valuable insights into the persistence and recurrence of substance abuse behaviors, as well as the effectiveness of interventions in mitigating these risks. Moreover, qualitative research approaches, such as in-depth interviews and focus group discussions, could offer a nuanced understanding of the socio-cultural factors influencing drug use behaviors and inform the development of culturally sensitive interventions.

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ANNEXES

AUTHORISATION OF RESEARCH

REPUBLIQUE DU CAMEROUN

Paix - Travail - Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

DÉPARTEMENT DES
ENSEIGNEMENTS FONDAMENTAUX
EN EDUCATION



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EDUCATION

Le Doyen
The Dean

N° 37/24/FSE-UYI/CD-EFE

AUTORISATION DE RECHERCHE

Je soussigné, Professeur BELA Cyrille Bienvenu, Doyen de la Faculté des Sciences de l'Éducation de l'Université de Yaoundé I, certifie que l'étudiante DINGHA KORYNN KUTTEM, Matricule 21V3905, est inscrite en Master II à la Faculté des Sciences de l'Éducation, *DEPARTEMENT DES ENSEIGNEMENTS FONDAMENTAUX EN EDUCATION*, option : *SOCIOLOGIE ET ANTHROPOLOGIE DE L'EDUCATION*

L'intéressée doit effectuer des travaux de recherches en vue de la préparation de son diplôme de Master II. Elle travaille sous la direction du Dr AWONDO AWONDO Simon. Son sujet s'intitule : « *Juvenile delinquency and academic performance : Case of drug abuse in secondary schools* »

Je vous saurai gré de bien vouloir la recevoir et de mettre à sa disposition toutes les informations susceptibles de l'aider dans son travail.

En foi de quoi la présente autorisation de recherche lui est délivrée pour servir et valoir ce que de droit.

Fait à Yaoundé, le 27 FEV 2024

Le Doyen et par ordre
DINGO Etienne
Professeur

QUESTIONNAIRE

Section 1 : Demographic Information

1. Gender:

- Male
- Female

2. Age: _____ years

3. Class: _____

4. School Name: _____

Section 2: Drug Abuse Awareness

5. Are you familiar with the term "drug abuse"?

- Yes
- No

6. How would you define drug abuse? (Open-ended question)

7. Have you ever consumed or known someone who consumes drugs?

- Yes
- No

8. If yes, which of the following drugs? (Select all that apply)

- Alcohol
- Tobacco
- Marijuana
- Prescription drugs (e.g., painkillers, stimulants)
- Inhalants (e.g., glue, aerosols)
- Synthetic drugs (e.g., spice, bath salts)
- Other (please specify): _____

9. how often do people consume drugs?

- Daily
- Weekly
- Monthly
- Occasionally

10. Have you ever witnessed or heard about drug abuse incidents within your school premises?

- Yes
- No

11. If yes, please provide a brief description of the incidents you have witnessed or heard about.

12. What motivates people to continue using drugs? (Select all that apply)

- Pleasure - Social acceptance - Stress relief - Escaping problems - Coping with peer pressure
- Coping with academic pressure - Enhancing performance
- Other (please specify): _____

13. Are there any specific drugs that are more commonly abused in your school? If yes, please specify. _____

Section 3: Signs and Symptoms of Drug Abuse

14. What are some signs or behaviors that may indicate a student is involved in drug abuse? (Select all that apply)

- Sudden changes in behavior or mood
- Decline in academic performance
- Physical deterioration (e.g., weight loss, poor hygiene)
- Unexplained absences or frequent tardiness
- Association with known drug users
- Noticeable changes in social circles or friendships
- Possession of drug paraphernalia (e.g., pipes, needles)
- Other (please specify): _____

15. Have you observed any of these signs or behaviors in students within your school? If yes, please provide examples. _____

Section 4: Impact on Academic Performance

16. How would you rate the academic performance of those who consume drugs?

- Excellent
- Good
- Average
- Below Average
- Poor

17. In your opinion, how does drug abuse affect a student's academic performance?

18. Have you observed any specific instances where drug abuse has had a direct impact on a student's academic performance? If yes, please describe.

Section 5: School Policies and Support

19. Are there any existing school policies or programs in place to address drug abuse among students?

- Yes - No

20. If yes, please briefly describe the policies or programs.

21. What additional support or resources do you think would be helpful in addressing drug abuse in schools?

Section 6: Additional Comments

22. Do students who consume drugs desire to quit?

- Yes - No

23. If yes, what kind of support or resources do you think would be helpful in quitting drug consumption?

Please provide any additional comments, suggestions, or concerns regarding drug abuse in schools.

IMAGES OF THE RESEARCH SITE



CATOGRAPHY OF THE RESEARCH SITE

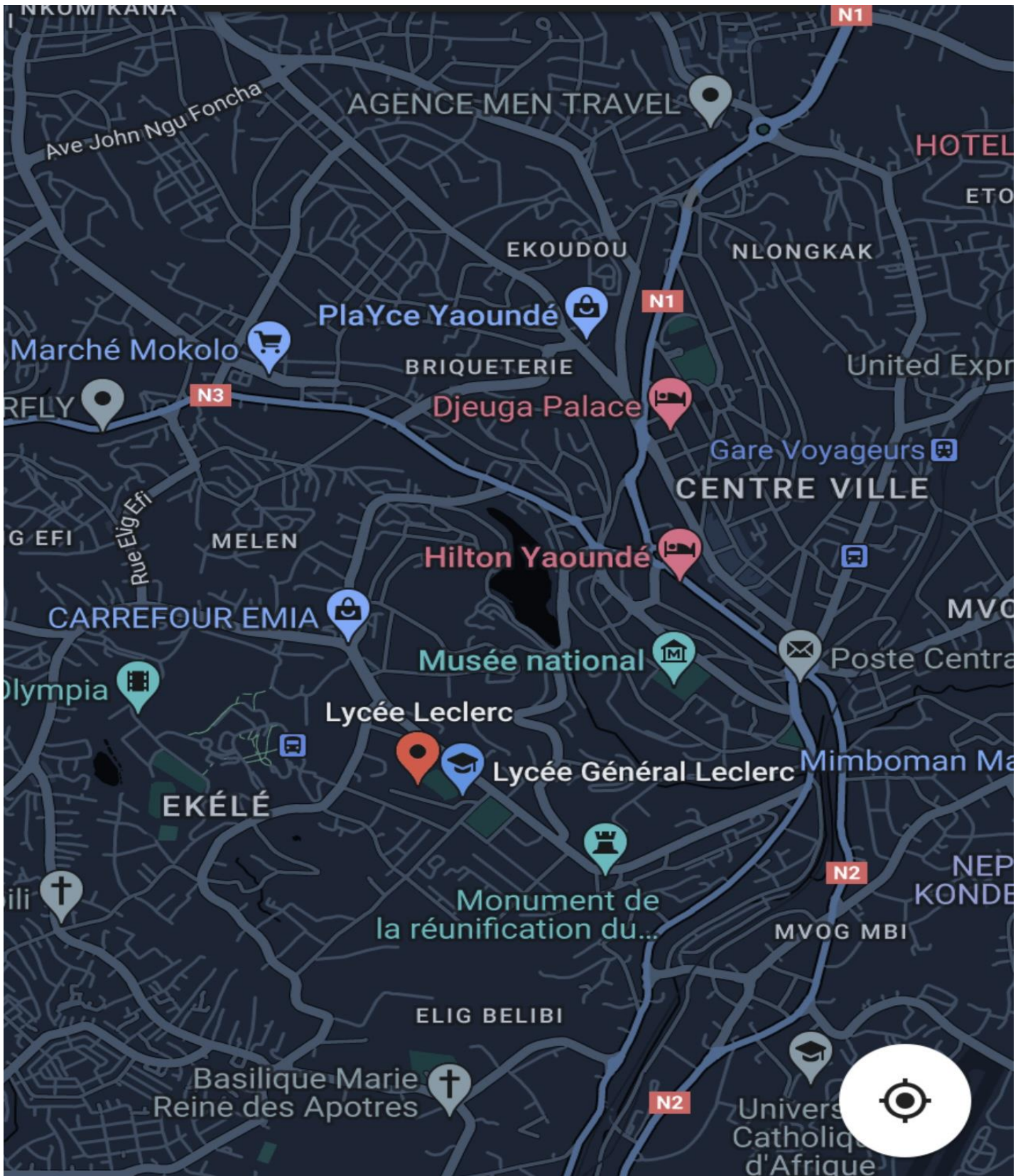


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