



Analysis of psychoeducational difficulties for students who consume drugs living in Christian families: Case of the City of Bukavu/DRC

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Abstract

This study is focuses on the analysis of psycho-educational difficulties on student who consume drugs living in Christian families in the city of Bukavu. Using an interview guide, clinical observation and questionnaire helped us in data collection and thematic of content analysis and Excel 2010 software were helped us to analyze our results. Following the verification of the question by the methodological approach adopted in this study, by the thematic analysis of content three themes were carried out in the analysis of our results from our interviews. By the first theme concerning the causes which pushing schoolchildren towards drug consumption, it has been identified that the psychosocial problem and the environmental influence are stimulants that lead schoolchildren towards the consumption of drugs. The second theme identified, which is the psychological problems encountered by student drug users, indicates that, in the affective aspect, it has been noticed in schoolchildren (sexual vagabondage, feeling of insecurity, feeling of ambivalence, feeling of sadness; crisis of anxiety. On the behavioral aspect, it was found in schoolchildren (behavior of isolation accompanied by the inferiority complex, behavior of aggressiveness). On the cognitive aspect, it has been observed among schoolchildren (lack of concentration, school

failure, loss of academic interest, agitation in schools, school phobia).The third theme identified the attitudes and behaviors of educators towards students who using drogues, where it has been observed that teachers are indignant at the physical and verbal aggression of these drug-using by students, towards theirs colleagues and teachers. It turns out that in terms of youth participation in church activities on 11 young people interviewed, 8 young drug users agreed to participate in church activities while 3 declined to participate. With regard to the permission of drug consumption within the families 7 out of 11 of our interviewees agreed that to consume drugs is a permitted act in a Protestant Christian family.10 out of 11 of our interviewees opted for the use of drugs before entering in the church, while 9 out of 11 admitted that in the present day drug use among Christian young is taking place on a large scale. The churches are not involved in encouraging drug use in the arguments of 10 out of 11 and 6 out of 11 showed the extent given by Bukavu churches about the consequence relative of the drug's use in daily life of population. At this point, 11 out of 11 agree that taking drugs helps them to pray suitably where 11 out of 11 young people admit that the use of drugs helps them to overcome the problems of daily life than the word of God preached in Bukavu churches. In

addition, 82% of the subjects surveyed refer to the lack of psychotherapeutic assistance among troubled young people in local churches and 91% of young people are in need of the existence of psychotherapist pastor in Bukavu churches. In view of the foregoing, it is advisable to suggest the following: We wish to recommend the denominations of Protestant churches, to use within their communities the pastors-psychotherapist (PPT) from which they will play the role of a Christian Psychotherapist Assistant Pastor (CPAP); We recommend to Christian families sheltering schoolchildren drug-user to reassure the children with non-traumatic counseling and dialogues that can lead to drug abandonment; monitor the child's attitude and behaviors within the family, neighborhood group, church, and even track relationships with teachers to uncover unusual behaviors and attitudes of the children into school settings; interact with their children to understand or find their problems, and help them overcome them.

Keywords: *Analysis, Difficulties, Psychoeducational, Schoolchildren, Consumers, Drugs, Families, Christian*

Introduction

In the United States of America in the Far East, drug abuse is a real psychosocial problems in schools affecting large-scale Christian families and this phenomenon is increasingly noticeable in developed countries than no developing countries. Drugs kill about 200,000 people in underdeveloped countries in general each year. According to UNESCO, problem drug users representing the bulk of demand one of the best ways to reduce the market is to treat drug addiction (UNESCO, 1987).

This consumption of drugs is also accentuated in cities more than in rural areas where 30% of drug users live in urban areas while 70% are in the countryside (UNESCO, 1987). Students cannot study regularly, dropping out of school caused by this drug use increases from day to day

(Pépin, 1987). Alcohol consumption accounts for 3.2% of school-age deaths (WHO, 2001). The Moscow Congress, in 1968, declared tobacco the leading agent of bronchial and lung cancer (Derek, 2006, UNESCO, 1987). A survey conducted in the United Kingdom in 1971 revealed that each year, 38,000 boys and 4,000 girls and 42,000 students die in England and Wales due to tobacco (UNESCO, 1987, Pascal, 2013).

In Africa, since the contact of Africans with the outside world through slavery and colonization, this phenomenon has intensified. Settlers and slavers have taken to Africa this desire for drug use. With the legacy of colonization, Africans have developed this spirit of pleasure [...] (Pauzé, 1995). First, African leaders, in exchange for slavery, gold, ivories, etc. received cigarettes and wiskis from settlers (Langelier, 1993 and Pauzé, 1995). Then, during the colonization, the Europeans used to smoke and drink in the happy moment as in the difficult moment, therefore, the Africans adopted this way. Some Africans used drugs to relieve themselves or to get rid of headaches, that is to say problems or during the pleasant moment that is to say the holidays (Walker, 1995 and Mary A.K., 2007). Finally, after colonization, with cyclical wars, social injustice, etc. there has been an increase in drug use among young people than among adults (Pilotto and Gorski, 1993; Laurier F. and Daniel F., 2000).

Today, in Africa, drug users are becoming more prevalent among young people than among adults, but young people are the main drug users (Gorski et al., 1993 and Esseine et al., 2009). Thus, in the school environment, there are a large number of students who are victims of drug use in Africa, especially in sub-Saharan Africa because, there are no strong regional or continental institutions to combat drug producers, drug dealers, and

regional or continental laws that punish the drug trade (Derry, 1996). As a result, in Africa, many students drop out of school, fall into banditry and often suffer from mental illnesses that cause a great loss of school performance. Thus, it is a phenomenon that has consequences for academic performance and psychosocial experience (Biron, 1993).

In Democratic Republic of the Congo, drug use is a reality in young people only in adults. This phenomenon exists in schools and the environment around schools. In Bukavu, to be well integrated in this or that group of young people drugs users, one has to do certain practices such as smoking cigarettes or hemp or drinking alcohol. In 2009 these drug-taking practices have been swept away in schools (UNESCO, 2009, Thapar, 2012). All students coming from Christian and pagan families meet in schools, so public or private schools can be found with groups of students who trains each as to use cigarette smokers, hemp or alcohol drinkers (Derek, 2006; CQCT, 2007; UNESCO, 2009).

The consumption of drugs in schools marks the schooling and psychosocial experience of these consumers. 25% of student girls and 30% of male students drop out of school because of excessive drug use (Thomas, 1980). Student girls who are addicted to these drugs are engaged in prostitution and other misconduct with the risk of having sexually transmitted diseases such as AIDS causing heavy burdens within families and even within churches. For boys who are addicted to these drugs, they are engaged in banditry, in delinquent behavior with a disorganized mode of adaptation (Thapar et al., 2012, UNESCO, 1987). School-based drug use decreases the school success rate. Some people experience a decrease in physical activity and others experience mental disturbances. They lose the ability to

think clearly, to reason and to create (Ralph, 1970; Kaufman J. et al., 2001).

We can thus say that there are student from Christian families who have bad school-oriented and maladaptive school behaviors in schools and in the churches, following the consumption of drugs. Since drug use is a reality in schools and locals churches, it is important to consider the psycho-educational and spiritual problems faced by student's drug-users from Christian families in the city of Bukavu. Psychological experience, their school curriculum and their states of spirituality have aroused our curiosity to produce this scientific paper.

II. Materials and methodology

The city of Bukavu has three communes including: Ibanda commune; the commune of Bagira; The municipality of Kadutu: (Chamaa S. and Ndagiriyehe A., 1981). In this work, we have seen fit to use a qualitative study using semi-structured clinical interview, case study and content analysis on issues related to psychoeducational difficulties due to drug use and issues. With spiritual, we had drawn up a questionnaire leaving the questions closed from where the quantitative analysis was followed. For our research to be effective, the survey population was formed by students from Protestant Christian families. We had compiled 32 students in the city of Bukavu who agreed to be interviewed, but we have five teachers from different schools in the city where the total of population is 37 people.

The sample population is represented by 11 student drug users who study and live in Christian families and 5 (five) educators, bringing the total of our sample to 16 respondents. Within this sample, the researcher prepares to meet the people who speak Swahili or French, the most widely used language in schools in the Democratic

Republic of Congo (DRC), for most of them then translate its interviews in English).

Conscious of the data collection technique, the preferred data collection techniques are the clinical observation and the interview guide for conducting the interview. Where we did by observing behavior and attitudes in order to understand how students with difficulties related to drug use in school and in the family express themselves. The interview was conducted with the respondents and the researcher recorded their remarks in strict respect of the anonymity of the interviewees and the length of the information given. From this, a questionnaire with closed questions was distributed to the respondents.

To analyze and interpret the qualitative results relating to issues related to psychoeducational difficulties due to drug use, the technique of analysis and interpretation of the results was the analysis of content. After gathering the information from the study subjects, we sought to classify the content according to the categories, the themes of the research hence this specific name of thematic analysis of content. In terms of relative quantitative results on spirituality issues, we used Excel 2010 software to analyze our results.

III. Analysis and interpretation of the results

3.1. Presentation of qualitative results

This part allowed us to analyze, examine, test and interpret the results of the research. The interview guide and the questionnaire guided us to enter our research. The aim is to understand and analyze the psychoeducational difficulties encountered by students who consume drugs in schools from Protestant Christian families in the city of Bukavu.

3. 1.1. Presentation of the results of the case study

Table of cases studies

| N° | Code | Sexe | Age | Classe | Lieux de naissance |
|----|------|------|-----|-------------|--------------------|
| 1 | BT | M | 21 | S 1SO | Kabare |
| 2 | GS | F | 21 | S 6L.M | Bukavu |
| 3 | KA | M | 19 | S 4P | Ngweshe |
| 4 | SP | M | 16 | S 9SOC | Uvira |
| 5 | IE | M | 19 | S 4SOC | Kamanyola |
| 6 | UO | M | 18 | S 5BIOCH | Bukavu |
| 7 | NIN | M | 17 | S 4 PH | Ijwi |
| 8 | HF | M | 18 | S 3MP | Bukavu |
| 9 | HE | M | 15 | S 5AGE | Bukavu |
| 10 | MA | F | 17 | S 9COM | Bukavu |
| 11 | IA | F | 20 | S 5COM | Bukavu |

Observed case n ° 1:

BT is 21 years old, he is from Kabare territory, he studies in S1classin SO, in his life he likes the music reaggestyle, He considering the behavior of the musicians and singers of the reagee by the father of the reagee BOB Marley, He decided to comply with this father of reagee. He has chosen raster and some raster consume hemp, considered the pride of these rasterfaray communities. That pushed him to consume hemp as his friends in the community. His relationship is not good at all with some non-native teachers because they think of him as a thug and he tends to be disrespectful. Dealing with the family of BT, despite their Christianity. He confirms to us that outside of the church his parents are also drug users, they do not disturb anyone having five drug users at home, we consider it as an accustomed practice. Regarding the supervision of students who use drugs, BT says that students who consume drugs are scorned compared to others in school. Negative effects of drug use include school exclusion, aggression and dispute between drug-using and non-consuming students. BT states that some consumer students

experience psychological and educational difficulties such as studies neglect, loss of studies and academic interest, forgetfulness, and vision and hearing problems in the classroom with other non-academic subjects. BT claims out of social life there is no positive impact of drug use on school activities. With regard to advice to students who use drugs, BT says it is difficult to give up drugs, but he advises his friends to give up definitively.

Observed case n ° 2:

GS, have 21 years old, she is native of Bukavu city. She studies in the S 1 class in P. She consumes the drugs because she grew up seeing her father using cannabis and his mother takes alcohol before converting to Christianity. The use of the drug does not favor him to be in good relation with the teachers because they accuse Her of being ignorant and turbulent and she does not have problems with her parents. The harmful effects associated with the use of drugs are the loss of trust between students and teachers, the difficulties of politeness for her, no positive impact of drugs on school activities. When it comes to advice to students who are drug users, it is almost the abandonment of drugs.

Observed Case n ° 3:

19-year-old KA from Ngweshevillage in Territory of Walungu; He is studying in S 4 class in P. He started using drugs when he have 15 years old; he would like to be eloquent and strong to flirt with girls; the drugs help him not to be ashamed and afraid to confront whoever it is even a girl of age above his age. He confuses him to ask for love. In class the teachers are against me, they accuse me of being all the time with the girls in class. It hurts these relationships

between professors, KA. Claiming to have arguments with his parents because of academic failures, drug-using students still argue about romantic relationships with his fellow sex-opponents. Many drug-user friends are hunted because of aggravating their classmates. KA claims to have the following psychological and educational difficulties: Lack of academic interest and academic failure. For him no positive impact on school activities, he advised students drug users not to take much drugs and if possible to abandon completely for academic and academic interests.

Observed Case n ° 4

SP have 16 years old, he is a native of Uvira territory and He studies in S 3 class in SOC. He started using drugs because of the repetitious quarrels between his mother and his father, this quarrel makes him feel uncomfortable, often every night, his father still beats his mother, which is the source of stress has led to the consumption of drugs in relation to his school life. Consumption of drugs does not have the major impact between relationships and teachers because it does its best to understand and succeed in classes, concerning one's parents; the drug accentuates the bad relation between him and the teachers because, he tends to intervene when they make quarrels. For him, no frame because drugs are not allowed in schools. Student drug users face the adverse effects associated with drug use which we cite: The arguments and brawl between the students themselves, lack of respect and submissions to teachers and school authorities. The major psychological difficulties encountered by drug-using students are: "lack of academic and study interest, academic and study failure". SP says he does not see any positive impact of

drug use on school activities, having difficulty abandoning drug use SP would like to advise drug-using students to abandon drug use for their future schooling and academic.

Observed case n °5

IE is 19 years old, he is from Kamanyola village in territory of walungu, and he studies in S 4 class in SOC. He started using drugs because of family abuse, IE lives with his maternal aunt who is a woman president in the church, and his aunt asked him to leave Kamanyola, his hometown, to continue his work. Studies in Bukavu, his mother and father are poor, they are not able to take care of him, his aunt and her husband are abusive to him, and they do not consider IE as a human being. IE even lacks something to eat. That's why he started using drugs to let off steam from all his stressful problems. Relationships between him and the teacher and his parents are not at all normal, when he feels stressed, this situation makes it difficult for him to understand himself to succeed in classes properly, so that these relationships introduce him in difficult relationship with teachers and even with his parents wholiving in Kamanyola. Their parents in Kamanyola, do not understand why his son continue to be victims of school failures, her aunt sees the school situation of IE to normality because she considers him like inhuman.

Students known as drug users are excluded from school accompanied by ignorance of teachers and other non-drug users. IE revealed to us the issues effects associated with drug use which are: Aggression, brutality, school exclusion, punishments and disrespect by non-drug users. For him, the psychological and educational difficulties

encountered by student drug users are numerous, including: the loss of academic interest, weakening of learning especially in courses requiring the student's personal analysis. IE says with any farm that there is no positive impact of drugs on school activities, he advises his friends to give up drug use because the drug harms the future of the student.

Case observed n ° 6

UO, have 18 years old, he is native of Bukavu city, he studies in S 5 class in BIOCH. Having an orphan of the mother. His father being an evangelist in church he has married another lady and he does not remember him, or has ever felt parental affection. In his life, he grew up with isolation because no one came to his as a rescue, so he began to use drugs in search of personal stability. Relationships between him and the teachers often deteriorate because he lacks respect for him, he says, and because they consider him a thug. UO's parents send him to school without showing him parental love towards the child, this affects his academic failure. By contributing to the school intervention of students who use the drugs, UO says that no framework is provided for students who use drugs in schools, except demonization and marginalization. Adverse effects of drug use in school settings include academic failure, lack of self-control, arguments and aggression towards colleagues. The psychological and educational difficulties are school failure, psycho-cognitive degradation, deterioration of reasoning, forgetfulness and loss of learning dynamism, UO claims to have no positive impact of drug use in schools. OU offers advice to drug-using students like him to give up to

improve the relations between their parents and their teachers even if it seems difficult.

Observed case n ° 7

NIN, have 17 years old, is from Ijwi territory, he is studying in S 4 in class PH. He started using drugs after seeing several films that the actors use drugs to overcome the difficulties encountered on the battlefield, he was attracted by the actions of these drug users, which he considers a source of pride. Having had high levels of pleasure, NIN states that drugs contribute significantly to overcoming the school stress they experience. The relationship between NIN and his parents is normal because they are not aware that he consumes drugs, it takes everything to hide it only we have a fight with them when he presents them the school result which are always mediocre, in class he has the problem of forgetting and the problem of visions, often he sees two professor at the blackboard in front of him. It is difficult for him to see who to submit to in class solution, he decides to learn silence and stability that leads him into a deep sleep. At school, he does not know that he is using drugs! Only they consider him as a nutty (Duru) and a madman (Mwendawazimu). For his part, he is not able to retain the material learned in class at the height of other students, NIN displays the disorder of forgetfulness and school phobia. It seems to me difficult to give up drugs for the sake of studies, the psychological and educational difficulties that seem apparent to MIN is the lack of self-control, loss of academic love, academic failure, and difficulties in learning in courses requiring analysis. NIN, advises their colleagues to do not use drug even not to dare to consume and his fellow consumer

to give up to improve their academic performance.

Observed case n ° 8

HF have 18 years old, he is a native of Bukavu city, he studies in S 3class in MP, he chose to consume drugs because he used drugs he facilitates better in mathematical resolution and other courses in mathematical character. The relationship between him and the teachers goes well only they accuse him of being filthy in class that other students in the class, HF is considered at their home as an ignorant child. HF says that in school, students known to be drug users are excluded from school. HF presents the harmful effects related to drug use in schools such as exclusion, poor performance among some students and especially lack of respect. The psychological and educational difficulties that drug users face are the deterioration of academic success, the destruction of psychosocial relationships between the student consumer and his colleagues. In his opinion, all drug-using students are more successful in science courses, so drugs are important in schools because its help memory and brain. HF advises his fellow drug users if they do not succeed in school because of this drug use, the main thing is to stop consumption to improve their academic successes.

Observed case n ° 9

HE, 15 years old, is from the city of Bukavu. He studies in 5class in AGE. he wanted to use drugs so that he could adjust to his drug company, relations with teachers sometimes seem deteriorated because teachers accuse him of being turbulent, unstable, attention and details of the answer. HE claims that his parents display mean behavior towards him. In the Democratic Republic of Congo,

no school has the program to supervise student drug users because they take them out of school especially in "Ligalas". The adverse effects of drug use are exclusion at the institution, marginalization of drug-using students by non-drug users. The psychological and educational difficulties are: the inferiority complex, ignorance, lack of academic interest. Verbal aggression of teachers and forgetfulness, anguish. HE claims to use drugs before going to class to be resistant to classes and to be able to cope with all the stress caused by teachers and colleagues. Given the educational and family marginalization that is at the root of school failure, his wish for his fellow consumers is to stop drug use in order to succeed in school.

Observed case n ° 10:

MA is a 17-year-old girl, anxious, shy, and angry. She is a very smart student, she lives in a happy family, and she is in 4 class in COM. Her parents provided her with all the materials she needed to make her school more successful, her mother was a shopkeeper every time she walked in, she brought him presents. Assuring her, if she succeeds at school, she will offer him a lot of presents. As for his father, he often helps him to do his duty. When her parents died, her life changed she began to worry, all the while she remembers her parents, she lives with family members and her family does not meet these needs like her parents. As soon as her family insults her, she begins to cry while remembering her parents, even at school she is lonely. To amuse herself, to get rid of her problems, she began to drink liquor and smoke hemp finally that it breaks out of stress. Her behavior at school changes from time to time, she does not follow a proper course, she often talks at school, and

sometimes she deserts classes to find money to buy drinks, hemp. Her reputation is deteriorating at school. All of the students talk about her until management convenes the parents meeting just to talk about girls who prostitute themselves, who smoke hemp and drink alcohol. As a result, she fails school due to repeated imprisonment at Bukavu Central Prison (BPC).

Observed case n ° 11:

IA is a 20 year old girl, calm and calm, she lives with her family. When his mother died, his father married another woman. His stepmother often mistreats him in the absence of his father, she is in 5 class in COM. When she comes from school her stepmother who is also a chorister at the church, makes her work a lot, she does not give him time to revise the classes, every day she sleeps in a tired state, she does not the time to do his duty. From time to time she sleeps without eating. After she is abused by her stepmother, she begins to smoke hemp and drink alcohol to try to get rid of the ills she has, it becomes pure at school because it becomes aggressive, it is always sanctioned by school administrators, she was often apprehended about smoking hemp and when she was sent home she could spend two weeks without returning to school. His behavior has changed. From time to time she insults her teachers and she beats her classmates. When there is the interrogation, she has the attempt to cheat and we catch her, she insults the teacher, despite her intelligence, and she fails the exams because she passed the exams being Ivrea and drugged.

3. 1.2. Analysis and Interpretation of Qualitative Results of Case Studies

Our research question, which is to know the psycho-educational difficulties encountered by students who consume drugs in schools, to check them we have led the interview guides to drug-using students and educators teaching in some schools of the city of Bukavu, the answers given are analyzed in three themes.

3.1.2.1.1 Theme 1: Causes pushing schoolgirls towards drug consumption.

There are several causes that cause schoolgirls to use drugs, the causes may be psychosocial problems or environmental influence.

➤ The psychosocial problem

Social psychology deals with social facts whether sociological, economic, or even historical (Count A., 1854). Our survey of drug-using students in the city of Bukavu tells us that the socio-economic and family problem affects drug use among schoolgirls. The case of MS "The arguments between my father and my mother makes me uncomfortable, which leads me to the consumption of drugs," IE adds, "my tent mistreats me until I miss the peace and stability, this abuse has made me immerse myself in drug use behavior." UO states the following: "My stepmother is abusing me in the absence of my father". SP, UO and IE display the sad and traumatic mood caused by family feuds that has consequences on their psychosocial states in school settings and even on their spirituality.

➤ Environmental influence.

Our interviews were conducted with teenage secondary school students, an age allowing them to conform to either parents or groups or to the stars of movies or music. The subject BT in his saying confirms to us the

following: "I like the music of the style reage, considering the behavior of the musicians and singers of the reage bequeathed by the father of the reage BOB Marley, I decided to conform to this father of Reagemusic and opted to live like Rasta. The Rasta consume drugs which they reckon as proud of the community Rasta'sfaray, I forced myself to take drugs as my community studentsfriends; "according to subject GS tells us the following: "By using drugs, I comply with my parents! My father is using cannabis and my mother is drinking alcohol. "NIN's comment about this says," Having a love of movies, I was inspired by these movie actors to consume drugs because drugs help them to overcome the difficulties and stresses they encounter on the battlefield. "HE" All my ligala companions take drugs, I wanted to use drugs to adjust to them". Some students are immersed in the drug cravings of its complies with their surrounding environment.

4.1.2.1.2. Theme 2: Psychological problems encountered by student drug users

As Jacques and Rolf say, "Drug use in schools can cause blockages that hinder the proper integration and development of the student in school. Whether it's loss of self-confidence, self-esteem, fear of the unknown, and some form of isolation "(Jacques, 1996), Rolf adds that drug-using students experience a "frequent fatigue, lack of concentration, propensity to forget, lack of punctuality break with school and teachers" (Rolf, 1996). From the results of our research, the psychological problems experienced by these drug-using students affect them in three main aspects:

A. Emotional aspect

In order to develop normally, each individual needs the emotional and maternal relationships of his family and mother and

father around him. Thus, drug-using students are in most cases deprived of these primordial Independence reports in their families as well as in school settings.

➤ **Sexual wanderings**

Teen sexuality can be viewed from the point of view of the moralities of the relationship to the other. If one refers to Erikson, the development of sexual relations is part of the search for an adult identity. Moreover, the existence of truly "intimate" relationships (Erikson, 1968). Erikson testifies to the success of the constitution of a personal identity since there is at the same time dependence and independence compared to the other. Most students who use drugs are influenced by sexual instability, even pushing them to be disgusted with school life. According to KA, drugs fortify me to satisfy my sexual desires. "When I consume drugs I feel eloquent and strong to flirt with girls; because it helps me not to be ashamed and afraid to confront whoever it is even a girl of age above my age. MA "I do prostitution to earn money to buy drugs to let off steam from all the stress caused by my pets." In the case of MA, the effect of remembering her parents' affection for her and any kind of parental intervention that she no longer receives from the familiars has pushed her to plunge into drug use, which requires her to economic means that it cannot obtain itself having elevating. As a solution, she has gone into prostitution because she feels male-at-ease to be out of drug use. The conflicting family (deficient structure, presence of antisocial models, lack of affection, difficulties of affection) and the non-existent family (lack of supervision, abandonment, and emotional emptiness) are environments conducive to the explosion of delinquency (Rondal, J. A., 1999).

➤ **Feelings of insecurity**

The lack of security in families and schools is one of the problems facing drug users.

These students do not expect any support from their pets and their teachers who mistreat them and who consider them difficult vis-à-vis other non-drug users. We know that it is attachment behavior that brings about a sense of security, and in many schools, drug-using students are unable to bond with teachers and other non-drug users. This feeling of insecurity is the basis of the coming and going that these students do during class. Their suffering is getting worse with other non-drug users in the same class who are doing well and doing well. This feeling of insecurity can be found in the words of BT and IA: "drug-using students are despised compared to other students who do not consume drugs in school", NIN adds, "At school, 'at home I am considered as a crazy (Duru) and a madness (Mwendawazimu).

➤ **Feeling of ambivalence**

The relationships of students have with their teachers lead them to simultaneously feel positive and negative feelings. They get torn between two trends and do not know what to do. Some children become ambivalent about wanting to continue their education and give up on it. This results from the fact that some teachers encourage these student drug users to study and give up everything that prevents them from taking the courses properly, but at their absences, these students continue their drug intake preventing them from succeeding in class.

They find it difficult to obey the counselors of the teachers who are encouraging them to give up everything that prevents them from succeeding in class and ignores the academic interest in the profits of taking drugs. MA puts it in these words: "I sometimes get advice from some teacher encouraging me to surpass everything that prevents me from succeeding in class but poor family situations make me cry and remember my parents up forcing myself to

distract myself and get rid of all these problems by drinking alcohol and smoking hemp finally that I'm bored with stress. I miss what to do, leave the suffering and continue to be under misery morally, push my lectures to ask me that, if I do not leave consumption of drogues it can be better for me to abandon studies because they are tired with my behaviors. Then, IE speaks in these words: "Because of family abuse and marginalization in school, I often think about leaving school and my family". As a result of the various problems that consumer students face, they are torn between the desire to leave school and leave their respective families to flee here and there and to stay there. This emotional of instability is not likely to provide the student with the necessary happiness for his intellectual and harmonious development.

➤ **Feeling sad**

The feeling of sadness cannot be lacking among drug-using students living with difficulty from their families of origin. According to SP: "When my parents fight, it puts me in a state of sadness and leads me to the consumption of drugs." The subject UO adds "Having been orphaned of mother, I feel sad when I miss parental affection". OU manifested the behavior of sadness: by the crying and trembling of their hands when we touch certain point reminding him his life.

➤ **Crisis of anguish**

A psychologist of the French nationality JF Borel-Ferrenq quoted by Kapsambelis, explains the anxiety as a triggered by a neurotic process that is to say by the conflict that engenders the simultaneous existence of a desire and a forbidden for the same object. On the other hand, it may have originated from a phobia corresponding to an unhealthy fear linked to a bad memory (Kapsambelis, 2007 and Gillain B., 2009). Our survey of student drug users showed us that all interviewees have the anxiety crisis problem

when it comes to the issue of drug abandonment. In the speech with MA, we observed that she was pissed off, shy and anxious, HF in her speech shows the anxiety to make mathematical resolutions before using drugs and in the case of KA who told us being anxious to flirt with a girl before taking the drug.

B. Behavioral aspect

This point concerns the way that student drug users behave. It is a set of reactions of an individual that can be observed in the environment where it is found: It is normal and natural that students who use drugs react with behavioral changes.

➤ **Isolation behavior accompanied by the inferiority complex**

For some drug-using students, depending on the situation they are in, relationships with the school community have been affected. Social bonds have been broken or temporarily suspended because they believe that everyone hates them. Educators have told us that these students do not like talking in class and when they talk, they act aggressively. A teacher tells us with these words: "OU isolates herself during recess, she stands aside and does not like to play with others". Another educator told us that the subject BT refuses to go to the board like other students, he does it when I scold him with all force. BT confirmed it to us "I have a problem of vision, I talks it to two or three teachers in front of each month, each of them gives me instructions and applications to follow, but those advising do not leads me to stop be isolate myself in class". Indeed, they have a feeling of isolation, and do not want to communicate. They experience a sense of break in appearance.

➤ **aggressive behavior**

The student who use the drugs they have an aggressively behavior in their classmates' classroom, these student consumers accuse

non-drug-using students and teach to abuse them, and these drug-using students develop inner hate against them. They are willing to attack, to seek the struggle and to assert themselves by all means. They are violent students at school, who beat others without apparent cause. They are punished each time because of their aggression and disobedience. One of the educators told us: "In two past years a student MA was obedient and intelligent but we observe these changing behaviors such as the past days. She becomes a difficult student because she wants to fight with her colleagues ": Another educator told us that these children display the characters of drug addicts, they fight with other students and some want to beat with their teachers without forgetting the insult orient towards us when we meet with them in their neighborhoods.

C. Cognitive aspects

The term cognition refers first of all to all acts and processes of knowledge, to the set of mechanisms by which an organism acquires information, processes it, preserves it, and exploits it (Doron and Parot, 1998).

➤ Lack of concentration

Student drug users have difficulty of concentrating, some say they have problems entering the classroom without using drugs, and others report having problems in the classroom with teachers and colleagues after using drugs. In their words they tell us to be distracted and they easily forget the lessons learned in class.

➤ School failure

The many important drug-consuming students tell us they have failed schools, which makes these parents mean and against them. Teachers have confirmed to us that the academic performance of these drug-consuming students declines from time to time.

○ Loss of academic interest.

Student who use drugs crave tendencies to disinterest in academic interest because of academic failures. The cases BT declares to us in these words: "I do not see the interest of the studies, reason why in Africa to be musician it does not require much study!", The sentence pronounced by this student shows us how much he does not see the school interest. It is difficult to find the time to behave because of the tiring work done by her stepmother and the lack of food makes her uninterested in school. HE adds to this the following: "The marginalization and mockery of teachers and our classmates towards me when I fail in any exercise makes me see the non-interest of staying in school." In fact, stressful situations that pass through drug-using students occupy an important place in their thoughts so that they do not manage to free themselves completely from their anguishing emotions in order to be able to succeed and have the desire to study.

○ Agitation in school environments

Agitation usually refers to a level of motor activity marked by the lack of coordination of the different sequences of activities, their relative inefficiency, their character of ordinates can go up to a loss of control leading to aggressive or even violent behavior (Doron et al., 1998). Student drug users are often agitated in class. The case of HE asserts the following: "The teachers accuse me of being turbulent, unstable, especially he accuses me of the lack of attention and precise answers". MA, going back and forth all the time, the teacher told us that MA wants to go out and come in from time to time. In the interview with her, we observed her unstable behavior because her coordination of the eyes, the movements of these hands shows us how much she is agitated. These self-destructive acts have

been observed among these student consumers, a sense of anger that incites them to destroy all that surrounds them with envy of self-care, and is not afraid of hurting themselves or hurting others.

o **School phobia**

Doron and his friend gives us the psychoanalytical explanation of the phobia, for these authors phobia is avoidance, anxious anticipation or distress in the dreaded situation significantly interferes with the normal daily life of the person, with its functioning professional, with his or her social activities and relationships or there is a marked distress due to being subject to phobia. In this case, the authors explain the phobia as "the phobia has the function of locating and focusing the anxiety so that an avoidable external danger is substituted for the internal danger of unconscious phantasms, of the breaking-in of the ego by the instinctual emergences" (Doron et al., 1998). Student drug users suffer from the phobia of school exclusions, our interviews confirmed the exclusion in schools as a serious punishment provided by the authority in charge of discipline of the school. KA by these words confirms to us "Student drug users were likely to be kicked out of school", IE adds: Students known as drug users are excluded from school accompanied by ignorance teachers and other non-drug users ". Outside of the exclusion phobia of the school, drug-using students experience the most noticeable school failure phobia to these students.

3.1.2.1.3. Theme 3: Attitudes and behaviors of educators towards students who consume drugs in schools.

The word attitude is defined as an inner disposition of the person that results in moderate emotional reactions that have been

exhausted and felt each time that person is in the presence of an object (or an idea); these emotional reactions bring her to approach (to be favorable) of this object "(Morissette, D. and Gingras, M., 1989). Educators are usually portrayed as being bad in front of student drug users. Considering the decisions and words directed towards these drug-using students, these students have bad memories of these educators. The attitude of outrage and exclusionary behavior shown by educators towards student drug users confirms the intolerance of student drug users in school environments. Teachers exhibit ignorant, disrespectful, scolding behaviors and attitudes whenever some of these students perceive as undesirable by educators when these students want to respond in class. The teachers confirmed to us that "these drug-consuming students are crazy and stupid, they look like they have no head, they are abnormal, and they are often out of reason". Teachers are indignant at the physical and verbal aggression of these drug-using students towards their colleagues and teachers.

3.2. Presentation of interpretation of quantitative results

It is a question here of knowing what are the psycho-educational and spiritual difficulties encountered by students who use school-based drugs coming from Christian families, a questionnaire was directed towards these students after carrying out the interview with them. The answers given are analyzed in four points: General information on youth participation in the church and drug use; Current information on the consequences of drug use among young women; clarification on psychotherapeutic assistance for troubled youth in the local church; an indication of the importance of the needs of psychotherapeutic assistance sessions to young people in difficulty in local churches.

3.2.1. General information on youth participation in the church and drug use

In view of the results presented in Figure 2, it turns out that in terms of youth participation in church activities on 11 young people interviewed, 8 young drug users agreed to participate in the activities of the church. Church while 3 declined to have time to participate in the activities of the church. With regard to the permission for drug consumption among families, 7 out of 11 of our interviewees agreed that the use of drugs is a permitted act in a Protestant Christian Family. Having all Christians 10 out of 11 of our interviewees opt for the use of drugs before entering the church while 9 out of 11 of the subjects surveyed admit that in the present day drug use among young Christians is taking place in large scale.

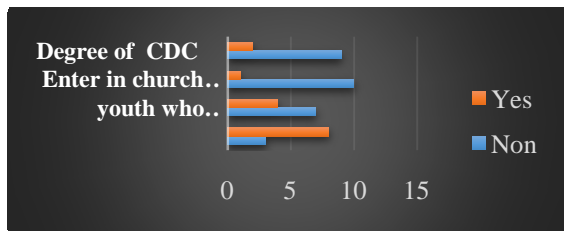


Figure 1: General information about youth participation in the church and taking drugs (Source: Our analysis of data by Excel Software, 2010)

3.2.2. Intelligence on the consequences of drug use among young men

The results presented in Figure 3 show that the churches are not involved in encouraging drug use according to the topics surveyed where 10 out of 11 disavow these encouragements within the local churches of the city from Bukavu. For 6 out of 11 subjects surveyed show that the extent given to the relative consequences of drug use in the daily life of a Christian are almost preached in local churches in the city of Bukavu. At this point, 11 out of 11 surveyed subjects agreed that taking drugs helps them to pray appropriately where 11 out of 11 young people who cooperated in this survey

admit that drug use helps them to overcome life's problems, commonplace than the word of God preached in the local churches of Bukavu.

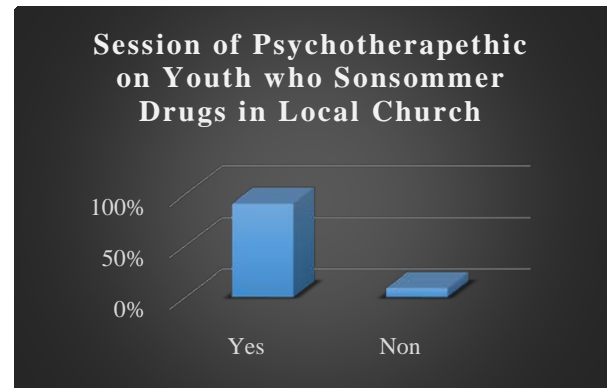


Figure 2: Clarification of psychotherapeutic assistance on youth under drugs Troubls in local church (source: Nos analyses des donnés par Logiciel Excel, 2010).

3.2.3. Clarification of psychotherapeutic assistance for troubled youth in the local church

In addition, 82% of the subjects surveyed refer to the lack of psychotherapeutic assistance among troubled young people in local churches, which pushes young people towards the indisputable refuge in drug use.

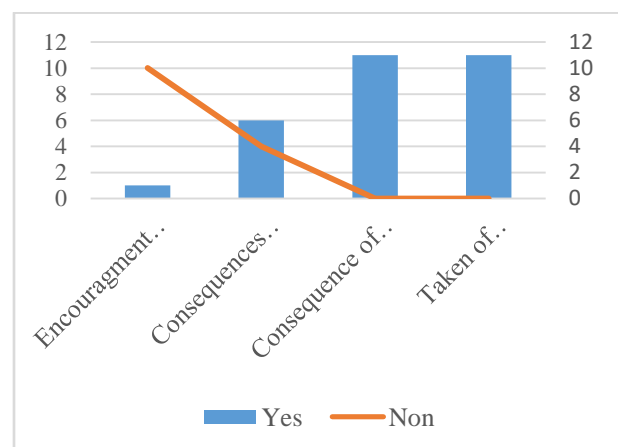


Figure 3: Clarification of psychotherapy assistance for troubled youth within

the local church (source: Our analysis of data by Excel Software, 2010).

3.2.4. An indication of the importance of the needs of psychotherapeutic assistance sessions to young people in difficulty in local churches

In view of the results presented in Figure 4, it turns out that 91% of young people in difficulty in local churches need the existence of psychotherapist pastor in the churches of the city of Bukavu where their role will be to assist the young people in the church and accompany them in their families to overcome the different problems overlooking them until they grow in the consumption of different drugs.

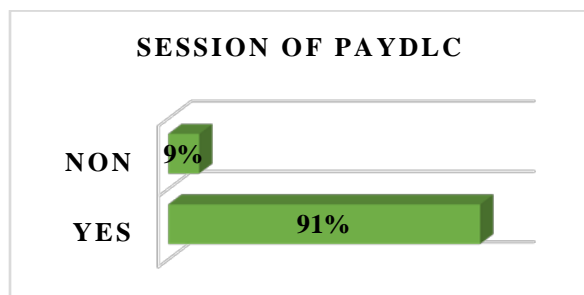


Figure 4: Indication about the importance of meeting needs Psychotherapeutic assistance to young people in difficulty in churches Local (source: Our analysis of data by Excel 2013 software).

3.2.3. Quantitative results analysis

3.2.3.1. Youth participation in the church and taking drugs

From the corresponding results analysis of youth participation in the church and taking drugs, it turns out that out of 11 young people interviewed, 8 young drug users agreed to participate in church activities. These results are in communion with those of Sabine et al. (2010) who emphasizes that the church has always had the concern of everyone, and the increasingly frequent proposals for spiritual accompaniment of young people correspond to this need for

customization of listening and dialogue. At this point Danie (2005) in his publication accuses them of attachment to idols etc. saying, "They have been accused of attaching themselves to Balaam's mistakes, of putting a stumbling block before the church of God by defending the freedom to eat things sacrificed to idols, and fornication (Revelation 2: 6)".

With regard to the permission for drug consumption among families, 7 out of 11 of our interviewees agreed that the use of drugs is a permitted act in a Protestant Christian family where they come from. 10 out of 11 of our interviewees opted for the use of drugs before entering the church, while 9 out of 11 of the subjects surveyed admitted that in the present time drug use among young Christian women is taking place on a large scale. These results presented here refer to the errors of Jezebel that the scriptures give and we can join them to the Christian families of our time 1 Kings, (21: 1-16) she usurped the role of the head of the family or nation, in other words, it seeks to upset the established order of the roles of each other within the church and in the home. This means that the spirit of Jezebel according to 1 Kings (16:31) seduces church leaders and husbands, and tries to make them turn away from God. From this, we support the talking of Edward (2014) saying that in this case, families are in great danger. The problems of our society and even our churches come largely from bad family relationships.

3.2.3.2. The consequences of taking drugs among young Christians

The results of this study revealed that 10 out of 11 disapproved of encouraging the teaching of drug use in churches and 6 out of 11 subjects surveyed show that the extent given to the consequences of drug use in the everyday life of a Christian is almost preached in the churches of the city of Bukavu. On this subject drug consumption

has never been one of the founding lessons and dogmas of Protestant churches in Africa, Sommer M (2007) explains that the installation of addiction, the individual closes on itself and the relationship with substances becomes a relationship with a single, mutually determined center that culminates in social isolation and emotional and psychological blockages. The local churches have as roles and duties to make the adapts understand the importance of managing their bodies from where is the home of the holy spirit finally arrived at a phase of belief, Peck (1978) and Sommer, M (2004) told us that "spiritual growth is a journey towards knowledge, not belief."

From this, Stanton and Tood (1985) showed us the characteristics of family-based substance-dependent systems that are not derived from religious teachings "frequent drug use and multigenerational dependence; Rude and direct expression of family conflict with partnerships between members, explicitly; Mothers in symbiosis with their children since childhood and in the long term; Coincidence of unexpected untimely deaths in the family; Attempts by family members to differentiate themselves from one another, like a pseudo-individualization, but in a fragile way, under rules and limits supposed to regulate the functioning but which are in this case distorted. At this point, 11 out of 11 respondents agree that taking drugs helps them to pray appropriately where 11 out of 11 young people who cooperated in this survey admit that drug use helps them to overcome problems of everyday life than the word of God preached in the local churches in Bukavu cities.

The results obtained are contrary to what Tiago M (2015) said in the introduction to his book that, in this way, the Lord says: "My people are destroyed for lack of knowledge ...". We must make our own experience of salvation with Christ Himself; and to be taught by God Himself to know,

understand, and accept the truth taught by the Spirit. This is why it is said in Phil, (3: 15-16) "All of us who are perfect, let us have this same thought; and if you have some other opinion, God will also enlighten you on this. Only, to the point where we have arrived, let's walk at the same pace. " In some corner of the city of Bukavu, we observe the proliferation of sects filled by the heretical teachings seen teenagers love groups and companions, some opt the ignoble behaviors acting contrary to good faith in Jesus Christ. These sects preach libertinage, we live in times when people do not support good doctrine; being rather in search of the "teachers" who teach them the things which they desire to see 2Tim, (4: 3) "For there will come a time when men will not endure sound doctrine; but, having the itch to hear pleasant things, they will give themselves a crowd of doctors according to their own desires. The Lord Jesus said, "They are in the world, but they are not of this world." And the writing of Rom (12: 2) exhorts us to not conform to the present century. It is in this sense that a certain Christian continues to forget that they are the elect of God, called to the sanctification of the body, the soul and the spirit for the granting of eternal life.

3.2.3.3. Psychotherapeutic assistance for troubled youth in the local's churches

In addition, 82% of the subjects surveyed mentioned respectively the lack of psychotherapeutic assistance for young people in difficulty. Having the disciples of Jesus Christ, this leads us to form a single family of believers from where compassion is necessary to each of us as we command the Bible because the Christian who forgets his family is worse than a pagan see 1 Timothy (5: 8) If anyone does not care for his family, and especially those of his family, he has denied faith, and he is worse than an infidel. In addition to this, it is the Holy Spirit who helps us to keep these good

relationships because it is he who spreads the love in our hearts, a love of divine quality since the love of God is widespread in our hearts by the Holy Spirit that has been given to us. See Romans (5: 5) I also believe that a psychotherapeutic assistance session for troubled youth accompanied by family worship is necessary and beneficial, for when the family meets to pray and perform social works, the Holy Spirit can spread his love in every heart.

Statistics showing that 91% of young people have suggested the intervention of psychotherapeutic assistance to young people in difficulty in the churches of the city of Bukavu. Nor do they depart from Sommer M's murmur (2007), which states that in some therapeutic communities the spiritual dimension is associated with religious activity. Similarly, he adds that religious activity is usually administered by religious ministers (Protestant pastors) who regularly visit the therapeutic community and discuss Bible experiences and respective learning and messages. Kurtz (1979) argues that the spiritual experience that culminates when one stops drinking or consuming drugs leads people to discover the goodness of God.

A psychotherapist helps the patient come to self-awareness: this is the purpose of psychotherapy and not faith in a manifestation of God. It puts the patient in a climate of security, acceptance, tolerance, encouraging, through which he can explore his feelings and develop inconsistencies that he has experience in his behavior. Seeing Rogers C (1951) that therapy is self-awareness involves a vision of one's own feelings and a discernment of their meaning in clear terms for the subject himself. Henceforth, Rogers C (1951) adds that the therapeutic concept which has proved most useful to the pastor for "client-centered therapy" presupposes a fundamental attitude according to which the

client has within himself the resources to take control of their issues. His own conduct provided he is given the opportunity to explore himself in complete safety. According to this conception, Rogers C (1951) and Thomas C (1980) explain that effective therapy does not result from a method by which one learns to manipulate others, but from a relationship and an attitude where, fundamentally, we support the subject's value by leveraging his own ability to reorient himself until succeed with good behavior.

IV. CONCLUSION

4.1. Introduction

The present work focused on the central theme called "analysis of psychoeducational difficulties for schoolgirls who consume drugs living in Christian families: the case of the city of Bukavu". The overall objective of this study was to critically analyze the spiritual and psycho-educational difficulties faced by schoolgirls who use drugs alive in Christian families in the city of Bukavu. In addition, this study pursued the following specific objectives: To identify the psychological difficulties encountered by its children who use drugs in schools; to show the negative effects on the academic success of students who use drugs in schools; shows the psychosocial difficulty of schoolgirls in their families and churches. This study attempted to answer the question below:

- What are the psycho-educational and spiritual difficulties faced by drug-using schoolgirls living in Christian families in the city of Bukavu?

The literature search facilitated the development of the theoretical framework relating to generalities on the analysis of psychoeducational difficulties for schoolgirls who consume drugs living in Christian families. Using an interview guide, clinical observation and questionnaire we

performed data collection and thematic content analysis and the Excel 2010 software helped us analyze our results.

4.2. Summary of results

Following the verification of the question by the methodological approach adopted in this study, by the thematic analysis of contained three themes were carried out after analyzing our interview results. By the first theme concerning the causes pushing schoolgirls towards drug consumption, it has been identified that the psychosocial problem and the environmental influence are stimulants that lead schoolgirls towards the consumption of drugs. The second theme identified, which is the psychological problems encountered by student drug users, indicates that the affective aspect has been noticed in schoolgirls (sexual wanderings, feelings of insecurity, feelings of ambivalence, feelings of sadness; The behavioral aspect was found in schoolgirls (behavior of isolation accompanied by the inferiority complex, aggressive behavior) and on the cognitive aspect, it was observed in schoolgirls (lack of concentration, school failure, loss of academic interest, agitation in school environments, school phobia) .The third theme identified the attitudes and behaviors of educators towards drug-using students in school settings, where he was contemplated that teachers are indignant at the physical and verbal aggression of these drug-using students , oriented towards colleagues and teachers.

It turns out that in terms of youth participation in church activities among 11 young people surveyed, 8 young drug users agreed to participate in the activities while 3 declined. With regard to the permission for drug consumption among families, 7 out of 11 of our interviewees agreed that the use of drugs is a permitted act in a Protestant Christian family. 10 out of 11 of our

interviewees opted for the use of drugs before entering the church while 9 out of 11 admitted that in the present time drug use among young Christian women is widespread.

The churches are not involved in encouraging drug use in the words of 10 out of 11 and 6 out of 11 showed the extent given to the relative consequences of the use of drugs in everyday life by churches from Bukavu. At this point, 11 out of 11 agree that taking drugs helps them to pray appropriately where 11 out of 11 young people admit that the use of drugs helps them to overcome the problems of everyday life that the word of God preached in churches local Bukavu. In addition, 82% of the subjects surveyed referred to the lack of psychotherapeutic assistance among troubled young people in local churches and 91% of young people in need of psychotherapist's life in churches in the city of Bukavu.

4.3. Recommendation

By appearance of the results presented above, and given that the psychoeducational difficulties to schoolgirls consuming drugs living in Christian families continues to increase more and more among the children of the Christian community of the city of Bukavu, he to suggest the following:

- We would like to recommend to denominations of Protestant churches, to use in their communities the pastors-psychotherapist (PT) from which he will play the role of a Pastor Assistant Psychotherapist Christian (PAPC); We recommend to Christian families sheltering drug-using schoolgirls to reassure the child with non-traumatic counseling and dialogue that can lead to drug abandonment; monitor the child's attitude and behaviors within the family, neighborhood group, church,

and even track relationships with teachers to uncover unusual behaviors and attitudes of the child in school settings; Interact with your children to understand or find their problems, and help them overcome them.

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