

CHAPTER TWO: A Review of Strategies for Educating Students on the Prevention and Control of Drug and Substance Abuse

Literature review is a combined summary of all obtainable literature relevant to a specific research question (Bless *et al.*, 2014). During literature review the researcher acquired knowledge of existing theory and research in the field through the process of reviewing the existing literature on the subject matter. The necessary variables were identified and both the conceptual and the operational definitions were developed. Bless *et al.* (2014) found out that literature review helps the researcher to learn first-hand information about what has been studied on a specific question and thereby increase understanding of the concept under investigation by asking more relevant questions. This study is aimed at developing additional strategies for educating Chinhoyi University of Technology students on the prevention and control of drug and substance abuse in Zimbabwe. The study rose out of concern that given the availability of the drug and substance abuse policy and the current strategies on the prevention and control of drug and substance, students continue to abuse drugs and substances.

There are various variables that lead to drug and substance abuse, some of which include family, the environment, peer pressure, personal characteristics, and general issues. Numerous studies have demonstrated that there are several factors that contribute to drug and substance usage among adolescents. Drug and substance abuse has an impact on both students from wealthy and poor families (Rice, 1981). According to Shoemaker (1984), a combination of biological, environmental, and psychological variables contributes to drug and substance abuse. The family, peer associations, and social class

membership are the most important characteristics under environmental factors. Forthcoming are some of the factors which are contributing to drug and substance abuse.

Stress is defined as a state of mental or emotional strain brought on by adversity. Most people experience stress at some point in their lives (Ruisoto & Contador, 2019). According to one study, 33% of adults reported high levels of perceived stress. Chronic stress increases a university student chance of developing a drug and substance abuse disorder or relapsing. Therefore, it is dangerous to combine stress and drug and substance abuse. As stated by Ruisoto and Contador (2019), one of the most common triggers for experiencing setbacks in recovery is stress.

Peer pressure, breakdown of the family support system, limited knowledge about the negative effects of drug and substance abuse and stress were identified as the major contributing factors of substance abuse among university students in Zimbabwe, (Matutu & Mususa, 2019). Matunhu and Matunhu (2018) found out that the main motivations for using psychoactive substances were curiosity, societal pressure, and peer pressure. Most young people in Nigeria unknowingly rely on drugs and substance abuse for a variety of everyday tasks, including social, educational, political, and moral ones. Tobacco, Indian hemp, cocaine, morphine, heroin, alcohol, ephedrine, Madras, caffeine, glue, barbiturates, and amphetamines are some examples of these drugs and substances (Abudu, 2008). Drug usage can also result from the pressure to do well in some athletic events. Athletes utilize illegal drugs and substances because they want to improve their athletic performance. In the past, people have utilized drugs and substances, particularly in the Greek and Egyptian sports sectors. Psychoactive substances were utilized in the ancient Olympics to improve performance (Mackey, 1996).

Findings demonstrate a relationship between adolescent drug and substance abuse and environmental factors and the degree of affiliation with conservative groups (Fletcher, 2008). Students who do not participate in school struggle to mature or maintain relationships with their lecturers and those who struggle academically are more likely to abuse drugs and substances. this, It is linked to improved drug and substance abuse among university students and increases levels of public inadequacy when university students feel cut off from their communities or a little uneasy in their surroundings (Hays, 2003). University students who actively participate in communal organisations like churches and colleges are less likely to take drugs. In addition, universities and communities might take a defensive stance by encouraging university students to take active measures to occupy themselves to avoid drug and substance abuse and other criminal behaviors (Hays, 2003).

According to researchers, it has been observed that when university students come to the universities, they are perceived as adults, so they tend to abuse the freedom due to lack of parental monitoring, guidance, and supervision. Therefore, many university students tend to lack self-discipline and conduct (Bachman *et al.*, 2013).

When university students come to colleges, they are given large sums of money from home by their parents, therefore they tend to abuse the funds through use of drug and substances instead of buying basic commodities. Most of these drug abusers in universities tend to experience serious negative effects due to abuse of drug and substance abuse without proper balanced diet (Khalil *et al.*, 2022). Drug and substance abusers frequently come from families where there has been drug or alcohol abuse. Although not everyone who is susceptible to drug and substance abuse takes that route, university students who have parents or grandparents who abuse drugs may have a stronger

tendency to consume. When anxious or under peer pressure, they could also be more susceptible (Charney, 2022).

Self-concept is how a person sees himself or herself in a range of contexts, such as intellectually, physically, and socially (Louw, 2001). Core values that one's self-evaluation depends on who they compare themselves to. Low self-esteem causes a student to redefine their self, which causes them to engage in amusing behavior, including drug and substance abuse as a coping mechanism. Merki (1993) noted that university students turn to drug and substance abuse when they feel horrible about themselves or when they feel unlovable, undeserving, or rejected. When they are exceptional, nothing mentally bothers or hurts them.

University students in colleges may use drugs and substances to keep up with their studies, sharpen their focus, or boost their grades. They might use medication like Adderall that is prescribed for attention deficit hyperactivity disorder, to stay up late and finish papers or help them study for tests. On university campuses, using Adderall and other illegal study aids has become popular (Murphy & MacDonald, 2022).

The strategies currently employed to curb drug and substance abuse among Chinhoyi University of Technology students are many: Awareness campaigns act as marketing efforts to build public recognition of drug and substance abuse problem through peer educators. These awareness campaigns target many university students over a specific period to try and generate specific outcomes or achieve specific outcomes or goals. These awareness campaigns can educate the students about negative effects of drug and substance abuse (Bouder, 2013).

Talk-shows are defined as a chat show, especially one in which university students are invited to participate in the discussion of drug and substance abuse (Uppal, 2021). Talk - shows are significant because they can provide useful information to university students against drug and substance abuse. They can really help students to gain perspective and knowledge of drug and substance abuse on their lives. Talk-shows can serve purely as entertainment to university students and they can be being conducted on and off campus (Birkeland *et al.*, 2005).

Counselling is the provision of professional assistance and guidance in resolving personal or psychological problems (Martinez-Martin & Kreitmair, 2018). Counselling improves interpersonal communication abilities and communication between university students. It is an essential part of drug and substance abuse treatment. In fact, most programs would be ineffective without drug and substance abuse counselling and treatment (Rose-Clarke *et al.*, 2019). Counselling addresses the underlying causes of drug and substance abuse that frequently cause mental health issues. Counselling workshops teach students how to cope with life without reverting to their old habits. It can also help students avoid cravings of drugs. There is no single approach that works for everyone. However, living a full and clean life is possible with the right counselling drug and substance abuse treatment plan tailored to the university students' personality (Ghasemi *et al.*, 2019).

In addition, depressive and anxiety symptoms are reduced. Counselling also enhances good standards of living for university students (Bellier *et al.*, 2022).

First year's orientation is the process of bringing first year university students up to speed on university drug and substance abuse policies, responsibilities, other University attributes and concepts that will

make their transition into the role more seamless. First year's orientation in universities is crucial because it goes over all the expectations for university students, ensuring that the university students have enough information. Information like rules and regulations and campus personnel are introduced. If there are questions or clarifications, orientation is another place to start (Harvey *et al.*, 2022).

A university exchange program is a type of study abroad program in which the different universities agree to regularly exchange students to learn about drug and substance abuse. One of the most significant benefits of university exchange programs is that it provides students with a global perspective of drugs and substance abuse through equitable sharing of information between university students from different universities. It enables them to see things more objectively and become more knowledgeable about the negative effects of different drugs and substances use. Some of these programs also provide academic credit that can be used to improve students' grades when they leave drugs (Clarke *et al.*, 2016).

Drug and substance abuse is the harmful or dangerous use of psychoactive substances such as alcohol and illicit drugs (Kerch, 2019). A drug is defined as any chemical that alters a student physical or mental functioning. Drug and substance abuse is defined as the repeated use of a substance without a medical purpose or basis in an amount, frequency, or manner that harms a student physical, mental, and social functioning. Tolerance occurs when a user requires more of a drug to achieve the same effect. Dependence can be physical or psychological. Physical dependence occurs when the student body becomes completely dependent on the drug, a student can only function normally if the drug is present in the body (Nestler & Luscher, 2019).

Drug and substance abuse policy influences the levels and patterns of drug and substance abuse intervention at Chinhoyi University of Technology (CUT) Rehabilitation section work towards the restoration of health in affected university students. The university strives to preserve the dignity of university students and staff members from different faculties to address drug and substance abuse problems.

Peer Educator refers to a person who has been specifically appointed and assigned to convey educational messages and provide necessary information and help on drug and substance abuse to a target group, usually his or her age group. Peer educators' orientation workshops improve university students in learning about drug and substance abuse. When advanced university students assist each other in learning complex lessons concerning drug and substance abuse, they are given mutual ways of enhancing their knowledge. Peer educator's orientation workshops encourage strong relationships among university students. In addition, it builds university students' confidence. It also makes learning goals on drug and substance abuse attainable thereby helping struggling university students to master the life skills of drug and substance abuse.

The question remains as to why there is continued drug and substance abuse among university students despite the strategies being implemented.

Many people do not comprehend the causes of or processes involved in drug and substance abuse among university students. They may believe that drug users lack moral values or willpower and that they can easily decide to quit using drugs (Yang *et al.*, 2012). Drug and substance addiction is a complicated condition, and it typically requires more than just determination and good intentions to overcome. Even for individual university students who wish to quit, drugs alter the brain in ways that make it difficult (Yang *et al.*, 2012).

Drug seeking and usage that is obsessive, or difficult to control, despite negative effects, characterizes addiction as a chronic condition. Most university students choose to use drugs and substances voluntarily at first, but continued drug and substance abuse can result in brain changes that makes it difficult for an addict to maintain self-control and interfere with their capacity to withstand strong desires to use drugs. Drug addiction is regarded as a "relapsing" disease because university students in recovery from drug use disorders are more likely to relapse even after years without using the drug. These brain modifications can be long-lasting (Sharma *et al.*, 2022).

Relapses are frequent, but that does not mean the treatment is ineffective. Similar to other chronic medical illnesses, treatment must be ongoing and modified in response to the patient's responses. To accommodate the patient's evolving demands, treatment regimens must be often evaluated and adjusted (Sharma *et al.*, 2022).

According to Cuijpers (2003), the "reward circuit" of the brain is affected by most drugs, which elicit euphoria and flood the brain with the chemical messenger dopamine. A person is motivated to repeat behaviors necessary for survival, such as eating and spending time with loved ones, when a reward system is working effectively. Dopamine rushes in the reward circuit encourage pleasurable but harmful behaviors like drug use, encouraging users to keep engaging in the action (Cuijpers, 2003). The brain adjusts as a student uses drugs by lowering the ability of cells in the reward circuit to react to it. As a result, the person experiences a lower high than they did when they initially started using the drug. This is a phenomenon known as tolerance (Soole *et al.*, 2008). To try to get the same high, they can use more of the substance. These brain changes frequently result in the person's ability to enjoy formerly enjoyable activities like eating, sex, or social interactions diminishing with time (McHugh *et al.*, 2015).

Long-term usage also affects other brain chemical circuits and systems, impacting processes like stress management, remembering behavior, learning, and decision-making. Many drug users continue to use drugs despite being aware of these negative effects; this is typical of addiction (National Institute on Drug Abuse, 2000).

Addicts frequently come from families where there has been drug or alcohol abuse. Although not everyone who is susceptible to addiction takes that route, college students who have parents or grandparents who abuse drugs may have a stronger tendency to consume. When anxious or under peer pressure, they could also be more susceptible (Charney, 2022).

Alcohol and drugs are widely used to treat the symptoms of mental diseases such bipolar disorder, anxiety, and depression. In some cases, these problems among university students have not yet been identified. In other situations, university students might experience fear from their symptoms, be unable to manage them, or stop taking their medications (Rabipour *et al.*, 2022).

Trauma can result in addictive and self-destructive behaviors, according to studies. Using the example of a tornado is helpful. It begins as a minor storm and, if left unattended or unresolved, it increases until it becomes a tornado (Gilang, 2022).

Based on their metabolism, some university students are more likely to experience problems with alcohol, according to research. While the breakdown and removal of alcohol in the body is largely a chemical process, some people have inherited enzymes that can make them more susceptible to alcohol-related issues. This could help to explain why one university student can use alcohol more frequently without experiencing any issues, but another university student develops an addiction (Aberg *et al.*, 2022).

According to Hamby (2022) university students from smaller towns frequently attend large colleges and must learn how to be successful both academically and socially. College life involves partying frequently, and university students' social lives frequently centre on drinking or doing drugs.

Students in college may use drugs to keep up with their studies, sharpen their focus, or boost their grades. They might use the medication Adderall, which is prescribed for attention deficit hyperactivity disorder, to stay up late and finish papers or help them study for tests. On college campuses, using Adderall and other illegal study aids has become popular (Murphy & MacDonald, 2022).

Some university students still lack the emotional maturity or life skills necessary to succeed in the collegiate environment. This limits their capacity to make informed decisions. They find that college is a veritable buffet of temptations, and as a result, they wind up imitating others' examples and being easily distracted. They might not have the anchor needed to avoid drugs and substances if there is no family to help and mentor them (Winner, 2022).

The following are identified as additional strategies on the prevention and control of drug and substance abuse among university students in Zimbabwe:

Active communication: People are frequently addicted to drugs because they believe they have no one to talk to. Addicts turn to drugs or alcohol to cope with stress and other problems when they are unable to communicate effectively with friends and family. People who have strong social and family support networks are much less likely to become addicted to drugs. Maintaining open lines of communication with one another provides people with resources that they can use instead of succumbing to addiction (Handrianto *et al.*, 2020).

High Quality Education: High-quality education can also aid in the prevention of drug and substance abuse. Students who are in an addiction treatment program will readily admit that using drugs or alcohol is enjoyable when speaking with a counsellor there. Drug and substance use is incredibly common because, at least initially, the high feels good on both a physical and mental level. However, many drug and substance addicts are unaware of the significant financial and social costs associated with their addiction. Many students can avoid becoming drug and substance addicts who later require professional addiction treatment by learning about the risks of drugs and alcohol, especially when they are young (Degenhardt *et al.*, 2018).

Controlling Access: Many students dispute the effectiveness of the war on drugs, but the fact remains that if students cannot gain access to drugs and substances, they cannot become addicted to them. Strategies for drug and substance abuse prevention must include doing what we can to keep drugs out of our hands and the hands of loved ones. Parents or responsible persons in universities play a vital role in drug and substance abuse prevention. Simply knowing who your students hang out with can go a long way in making sure that they do not have friends who will give those drugs (Henningfield *et al.*, 2022).

Reducing the availability of drugs and substances: University laws, drug and substance abuse policies, and awareness campaign programs can all help to reduce the availability and marketing of illegal drugs and substances on campus. Reducing the availability of drugs and substances will also help to reduce drug access among many students (Camenga & Hammer, 2022).

Strengthening anti-drug use attitudes and norms: To reduce drug and substance abuse among university students, anti-drug attitudes and norms must be strengthened. Sharing accurate information about

drug and substance abuse, encouraging drug-free activities, and enforcing laws and drug and substance abuse policies are some of the strategies that can be implemented to strengthen anti-drug use attitudes and norms (Camenga & Hammer, 2022).

Strengthening life skills and drug refusal techniques: Life skills and drug refusal skills must be taught to university students using interactive techniques that emphasize critical thinking, communication, and social competence (Camenga & Hammer, 2022).

Reducing risk and enhance protection in university students: Setting rules against drug and substance abuse, clarifying expectations, monitoring behavior, communicating regularly, providing social support, and modelling positive behaviors are all ways to strengthen student skills (Camenga & Hammer, 2022).

Strengthening social bonding among university students: In universities, families, and peer groups, there is a need to strengthen social bonding and caring relationships among students who hold high standards against drug and substance (Camenga & Hammer, 2022).

Participation in group meetings and peer support groups: Participation in group meetings and peer support groups is one of these strategies. According to the social learning hypothesis, introducing a new, healthy environment into the life of an addict will have a favourable impact on the development of new behavioural patterns. These hypotheses are well supported by research, which also highlights the recognized advantages of peer support for university students who are battling with drug and substance abuse. Indeed, peer support may take the form of one-on-one mentoring, group meetings, or communities, according to (Barton & Henderson, 2016). According to Barton and Henderson (2016) peer support is an organised program

where volunteers with mental health issues help university students with similar issues define and accomplish their life goals. On the other hand, participation in support groups like Alcoholics Anonymous (AA) and Permanent Supportive Housing (PSH) might also make it possible to create a favourable external environment.

Overall, there is lack of innovativeness needed in terms of drug and substance abuse rehabilitation in Zimbabwe which is affordable and easily accessible to the public (Nhunzvi *et al.*, 2019). There is need for university authorities to put in place checks that can ban students who are found to be intoxicated from the universities on and off campus premises. This calls for the formation of an organisation or a task force that can oversee the fight against drugs and substance abuse in the country.

Specialists and academics produce and apply a wide range of psychological theories in the modern therapeutic methods to drugs and substance abuse treatment that guide evidence-based choices for positive university students' outcomes. Drugs and substance abuse is frequently thought of a behavioural disorder caused using drug and substance abuse repeatedly, which leads to addiction. However, Albert Bandura's theory of social learning has offered a fresh viewpoint on this matter, contending that addiction, like all other behaviours, is a product of social influence on university student. In other words, university students pick up specific behavioural patterns and coping strategies from the people around them. One definition of such a process is a reciprocal determinism where interrelated and interdependent personal qualities, environment and behaviour are linked and dependent on one another. The social learning hypothesis explains the origins of drugs and substance abuse and identifies practical additional strategies on the prevention and control of drugs and substance abuse, given the significant social involvement of addicted university students. Thus, the purpose of this research is to

summarize the foundational ideas of Alfred Bandura's social learning theory, explain how it explains addiction, and consider several additional strategies approaches based on the theory's ideas.

An important turning point in the shift from behavioural psychology to the cognitive approach to the study of human development was the introduction of the social learning theory to psychology. The social learning theory, which Alfred Bandura developed in the 1970s, postulated that university students learn their conduct not just from direct experiences but also from watching other people's behaviour that acts as a model (Bandura & Walters, 1977). Stimuli, the way in which they are perceived, and the observation of the precursors of one's responses to the stimuli all play a significant role in the process of learning behavioural patterns.

The theory is predicated on the notion that "modelling influences induce learning mostly through their informative functions and that university students acquire primarily symbolic representations of modelled phenomena," as stated by Bandura and Walters in 1977. Activity as opposed to a particular stimulus-response relationship. The expected stimulus in the social learning model is followed by university students' attention, a modelling stimulus, symbolic coding, cognitive organisation, and practice before leading to the formation of a behavioural response (Bandura & Walters, 1977).

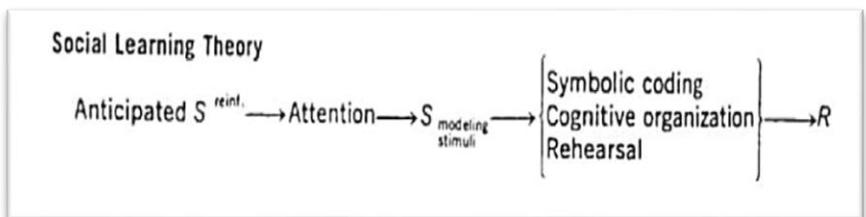


Figure 2.1: Social Learning Theory (Bandura & Walters, 1977:9.)

According to the reciprocal determinism hypothesis of social learning, which holds that various variables are interconnected and interdependent, new university students' behaviours are learned.

According to Bandura's theory, "events that affect one university student of these components will also affect the others university students'," as behaviour, the environment, and interior personal variables all have reciprocal effects on one another (Smith, 2020). Therefore, these ideas are fundamental in shaping how university students _behave in social situations.

The social learning theory's tenets can be used to explain addiction as it appears in drugs and substance abuse disorders. The idea of modelling is especially important in this situation because drugs and substance abuse are frequently linked to university students observing others' consumption of drugs, nicotine, and alcohol and the pleasant consequences that follow. In fact, a university student who regularly witnesses his or her parent drinking to unwind and improve their mood develops the same behavioural pattern and correlates drinking with positive outcomes. When "both personal factors internal to the university students and environmental factors external to the university students directly impact the likelihood of using drugs and substance abuse". Smith (2020) claims that drugs and substance abuse are "considered the important behaviour of interest", as a result, university students who have consistently seen drinking as a response to stress are more likely to drink excessively and get addicted.

Therefore, the interaction of the three fundamental social learning theory components behaviour, environment, and personal factors is crucial for the emergence of drugs and substance abuse addiction. Similarly, the development of university students' addictive behaviours under the influence of peers illustrates the idea of reciprocal determinism, which holds that conduct is influenced by the

environment (Barton & Henderson, 2016). Additionally, the environment that model's drugs and substance abuse reinforce the development of addictive behaviours, as do personal variables like stress, trouble interacting with others, and lack of confidence. This strategy may considerably contribute to the conceptual explanation of addiction provided by the social learning theory.

Theoreticians and counsellors have a wealth of strategies and techniques at their disposal to assist their clients suffering from drugs and substance abuse disorders thanks to the theoretical and conceptual underpinnings of the social learning theory. Since excessive drinking, drug use, or tobacco use and substance use are all learnt behaviours, it seems sense that these undesirable behavioural patterns may be changed or replaced by other, more beneficial learned habits. Smith (2020) states that "addiction is a persistently evolving disorder, in which the likelihood of abusing drugs and substances is constantly rising or decreasing depending on many internal and environmental causes" So that the negative behaviour of university student can eventually be modified, the heart of social learning-based therapy should be focused on changes in the environment and personal elements. To illustrate how the social learning theory might be useful in treating drug and substance abuse disorders, two crucial building blocks of therapeutic interventions are proposed.

As previously mentioned, addictive habits frequently result from a bad environment, which is made up of people who use drugs and substances can influence university students to pick up the same behaviour. In this aspect, the external environment is crucial for students' ability to reinforce negative behaviours (Smith, 2020). In fact, drug and substance abusers frequently interact with university students to obtain drugs, use them, and talk about their drug-related experiences. This vicious spiral keeps the addicted university students from being affected by inspiring role models, which damages their

view of healing. However, because addiction is an illness that is constantly changing, integrating positive influences and drastically altering the environment will have an equal impact on producing non-addictive behaviours (Barton & Henderson, 2016; Smith, 2020).

Therefore, altering the external environment need to be a crucial component of a successful drug and substance abuse disorder treatment program.

Participation in group meetings and peer support groups is one of these strategies. According to the social learning hypothesis, introducing a new, healthy environment into the life of an addict will have a favourable impact on the development of new behavioural patterns. These hypotheses are well supported by research, which also highlights the recognized advantages of peer support for university students who are battling with drug and substance abuse. Indeed, peer support may take the form of one-on-one mentoring, group meetings, or communities, according to (Barton & Henderson, 2016). Barton and Henderson (2016), say peer support is an organised program where volunteers with mental health issues help university students with similar issues define and accomplish their life goals. On the other hand, participation in support groups like Alcoholics Anonymous (AA) and Permanent Supportive Housing (PSH) might also make it possible to create a favourable external environment.

The modelling is the mechanism by which the peer support interventions are anticipated to operate and benefit the university students. In fact, social learning theory creates a "living model, in which an observed person models the desired behaviour and produces observable consequences for their actions," according to (Barton & Henderson, 2016). When university student are seeking recovery and ready for the stimulus, they will focus on the newly benefits to health, successful socialization, the absence of risk factors, and threats are

especially likely to cause a favourable alteration in how university students react to behavioural stimuli (Barton & Henderson, 2016). Numerous studies have found that those university students who get peer support recover more quickly (Barton & Henderson, 2016), therefore, peer support treatments must be included in the treatment plan for drug and substance abuse disorder. Introduced activity and its rewards, which will nudge them toward behaviour change.

Despite the benefits of peer support in integrating a person into a non-addictive context, it can be challenging to remove drug and substance abuse addict from the former setting where unhealthy behaviours were displayed. Therefore, it's crucial to teach the university students how to handle peer pressure and relapse while they're in an environment that supports their addiction in addition to modelling new behavioural patterns for them. It will be crucial in this regard to develop coping mechanisms and communication skills for refuse (Barton & Henderson, 2016; Smith, 2020). In fact, when university students engage with friends or relatives who abuse drugs and substances, they should be aware of tactics that will allow them to preserve their treatment progress and withstand peer pressure. In the context of the social learning theory, these abilities might be learnt through modelling, observation, cognitive organisation, and practice (Bandura & Walters, 1977). Moreover, while utilizing social learning for the treatment of drug and substance abuse another crucial aspect of the theory, namely personal considerations, may also be included. In particular, university student should be taught a set of individualized behaviour methods to regulate unhealthy impulses to cope with stress and resist the temptation to drink, smoke, or use drugs.

One of the most challenging and prevalent issues facing most colleges in terms of administration and management of universities is drug and substance abuse. The effects of drugs and substance abuse on the college students are terrible and life-threatening. Rapid social and

technological change, which has a corrupting effect on university students, has made this worse, (Musyoka, 2020). In Zimbabwean universities, drugs and substance abuse has been observed to be on the increase trend, (Chidarikire *et al.*, 2020).

Overall, this approach to developmental research offers a complete and trustworthy set of concepts for behavior acquisition interpretation, as the summary of the social learning theory's concepts and the overall framework shown. According to the notion, university students pick up new habits through seeing how others behave. In more academic words, this process involves reciprocal determinism, in which three dimensions—the outside environment, a person's characteristics, and their conduct—have an effect on one another and help shape behavior. Since addiction is a learned behavior that manifests as a developing drug and substance abuse problem, it is possible to change the environment, university student characters, and their behaviours to instil long-lasting beneficial behavioural patterns. These objectives may be met through individual peer support, mentoring, group or community assistance, and learning coping mechanisms in terms of treatment.