STRATEGIES FOR THE PREVENTION

& Control of Drug and Substance Abuse

AMONG UNIVERSITY STUDENTS

in Zimbabwe

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Strategies for the Prevention and Control of Drug and Substance Abuse Among University Students in Zimbabwe

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Book Synopsis

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

Countries throughout the world rely on the valuable youth potential that drugs and substance abuse are robbing, hence these widespread issues have not decreased among young people. The use of alcohol, *mbanje,* crystal meth (Guka) and bronclear has increased, particularly among university students globally and remain a significant public health issue associated with serious academic, psychological and health problems. The purpose of the study was to explore the additional strategies for the prevention and control of drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe. Albert Bandura's social learning theory model was used to guide this study. According to social learning theory, social behaviour is learnt by observing and replicating the behaviour of others. Theoretical models of social behaviour emphasize the importance of peer behaviour as a modelling or normative influence. A qualitative research approach was used to determine the additional strategies for the prevention and control of drugs and substance abuse among Chinhoyi University and Technology students in Zimbabwe. Purposive sampling was used to select a sample of 55 subjects. Demographic data for drugs and substance abuse questionnaires were used to collect the data using face to face interviews. Qualitative data analysis was used to provide qualitative data. Data was presented using themes that were generated from the respondents 'responses. The research findings are shown below on the additional strategies for the prevention and control of drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe. Additional

strategies for the prevention and control of drugs and substance abuse were found to be isolation of drug abusers, high quality education of drug abusers, gospel musical concerts, testimonies of drug abusers who are suffering from negative effects of drugs and substance abuse. There is need for formation of an organisation to be on taskforce that can oversee the fight for drugs and substance abuse in Zimbabwe. The findings will assist the Substance Abuse and Life Skills Officer to prevent and control drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe.

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Chapter 1: The Context of Drugs and Substance Abuse

Countries throughout the world rely on the valuable youth potential that drugs and substance abuse are robbing, hence these are widespread issues that have increased among young people. The prevalence of drugs and substance abuse among young people has not decreased across the globe (Namada & Karimi, 2021:4). Approximately 31 million people have suffered from drugs and substance abuse disorders globally (World Health Organisation, 2019). Drugs and substance abuse is a global challenge with harmful effects on health, wealth and wellbeing of nations. University students report more habitual use of marijuana, cocaine, hallucinogens and illicit drugs, (Kabbash, Zidan, & Saed, 2021). Annually, 5% of the world population (200 million people) aged 15–64 years report using at least a single illicit drug. Marijuana is the most broadly used, with a prevalence of 3.8%, compared to 0.6% for amphetamines and opiates, 0.3% for cocaine and heroin and 0.2% for ecstasy, (Kabbash *et al.*, 2021). In 2011, the United States Monitoring the Future Survey revealed that 49% of university students had consumed an illicit drug at least once in their lifetime and 21% had abused an illicit drug in the last 30 days. The most abused drug was marijuana, which was reported by 47% of university students throughout their lifetime and 19% of university students had abused marijuana in the previous month. Other most abused drugs by university students in the previous 30 days were amphetamines (4.5%), opioids (2.1%), cocaine (1.2%) and hallucinogens (1.2%) (Kabbash et al., 2021).

The use of alcohol, *mbanje,* crystal meth (*guka*) and bronclear has increased, particularly among university students globally. According to Musyoka *et al.* (2020) alcohol and drug consumption is consistent across all countries. In addition, 275 million people used a

psychoactive substance at least once in 2016 across the entire world's population (Musyoka *et al.*, 2020). The rate of substance use is increasing in the United States of America among those between the ages of 18 and 25, with many of them being first-time users. The three most abused substances that Americans abuse between the ages of 18 and 25 were found to be alcohol, marijuana, and opioids hence, 2.6 million users reported using marijuana every day, whereas 3.4 million (10%) reported having alcohol abuse disorders (Musyoka *et al.*, 2020). An estimated 19.1 million young individuals (15-34) in Europe abused drugs and substances in the year 2018. Males were found to be abusing drugs and substances more frequently than females, with cannabis being the most abused drug (Musyoka *et al.*, 2020).

Several youths worldwide experience mental, physical, social and emotional health problems either temporary or for a long period due to drugs and substance abuse (Ungar *et al.*, 2014). In addition, young people are becoming the largest hostage of the threat of drugs and substance abuse and their vulnerability is increasing gradually. In a study done by (Sahu & Sahu, 2012) they found that commonly abused drugs and substances by youths globally are marijuana (*mbanje*), alcohol, broncho, weed cakes, dragon, tobacco, crystal meth (*guka*) and many other various drugs and substances. Sahu and Sahu (2012) found that drugs and substance abuse is increasing at an alarming rate, causing serious threat to every nation by deteriorating health, increasing crimes, and hampering productivity, destroying social relations, eroding social and moral values and impeding the overall progress of communities. In research carried out in Nigeria, the majority of drug abusers among medical students at a Nigerian university were men (81%), followed by women (19%), and the most commonly abused drugs and substances were found to be alcohol (60%), tobacco (35%) minor tranquilizers (48%) narcotics (29%), codeine and cannabis (11%); (Aguocha & Nwefoh, 2021).Between 27.5% and 62% of African students in South Africa, Nigeria, Uganda,

and Ethiopia reported using alcohol and other drugs at some point in their lives. One institution in Nigeria found that 27.5% of undergraduate students used drugs or alcohol (Aguocha & Nwefoh, 2021). Another study carried out in South Africa, cannabis was found to be the most abused illicit drug among South African university students, and 12% have ever tried at least one illegal drug such as heroin, mandrax and cocaine; (Kabbash *et al.*, 2021).

Kabbash *et al.* (2021) found that 22.5% Egyptian university students in the year 2018 reported the lifetime prevalence of drugs and substance abuse. In addition, among Mansoura University students in the year 2016, 88 university students were found to have been abusing heroin (Kabbash *et al.*, 2021). Another research conducted at Zagazig University in the year 2018 reported alcohol and sedative abuse prevalence as 10.29% and 5.2%, respectively. Drugs and substance abuse was considered an important problem in Egypt that is of concern both to the community and government. Peer pressure and negative life events are mentioned as the most common reasons for drugs and substance abuse (Kabbash *et al.*, 2021). Conversely, rigorous parenting and religions were found to be among the factors perceived to prevent and control drugs and substance abuse. Different reports have indicated a progressive rise in drug abuse among Egyptian university students over time (Kabbash *et al.*, 2021). Cigarette smoking was found to be more prevalent among university students in practical faculties (10.6%) than among university students in academic faculties (9.9%) and medical faculties (3.75%) (Kabbash *et al.*, 2021).

According to the United Nations Office of Drugs and Crimes (UNODC), (2018) report on drugs and substance use in Nigeria, there were 14.3 million (14.4%) cases in the previous year. Despite being used across all age groups, cannabis was the most often abused substance, with an average age of introduction of 19 years; amphetamine and ecstasy abused among young people was also

recorded. In addition, widely abused drugs were prescription opioids, primarily tramadol, morphine, and codeine.

The COVID-19 pandemic has significantly worsened Zimbabwe's problem with illicit drugs consumption. The rising trend in teenage and young, drugs and substance usage are particularly concerning (Mukwenha *et al*., 2022). In addition, drugs and substances commonly abused in Zimbabwe include, glue, bronclear, *mbanje,* cane sprit, codeine, methamphetamine, crystal meth (*guka)* (Mukwenha *et al*., 2022). Drugs and substance abuse or the rise in drug users had become widespread in Zimbabwe, and even the dancehall music had sped up drugs and substance use (Nyahuma, 2021).

In Zimbabwe, universities were observed to be partaking in illicit activities, such as the smuggling, purchase, and sale of broncho, a famous cough syrup that has become popular in Zimbabwe and is utilized as a narcotic with enhanced psychological effects (Nyahuma, 2021). In addition, drugs and substance abuse have significant impact on many students at Zimbabwe's higher and tertiary institutions, and little was done to stop the flow of drugs and substances onto university grounds. According to data from the Anti-Drug Misuse Association of Zimbabwe, that was reported by GAPA on March 19, 2015, the number of students being admitted to hospitals with mental health issues connected to drugs and substance abuse have risen to alarming levels in Zimbabwe.

According to research drugs and substance abuse continues to be on the increase and especially among youth in Zimbabwe and there is little being done in terms of interventions conducted by government and its partners to reduce drugs and substance abuse (Matutu & Mususa, 2019). Zimbabwe has the highest number of 15 – 19-year-olds in Africa who engage in heavy episode drinking at 70.7% among males and 55.5% among females (WHO, 2022). Prevalence of drugs and

substance abuse were observed to be at 57% among university students and the most commonly abused drugs and substances were found to be marijuana, alcohol, heroine, glue, cough mixtures such as histalix and bronclear (Matutu & Mususa, 2019).

In a different view, peer pressure, breakdown of the family support system, limited knowledge about the negative effects of drugs and substance abuse and stress were identified as the major contributing factors of drugs and substances abuse among university students in Zimbabwe, (Matutu & Mususa, 2019). In addition, Matutu and Mususa (2019) also found that criminalisation of drugs and substance abuse continues to make it difficult for university students to seek help when they suffer from the negative effects of drugs and substance abuse.

The findings by Johnson *et al.* (2011), drugs and substance abuse represent a hidden obstacle to economic and social development. In addition, they undermine the substance abusers' confidence and compromising their health. In a different view (Johnson *et al.*, 2011), also found that drugs and substance abuse deprive the drugs and substance abusers to full participation of the economic growth and cannot tend to innovative and creative ideas fully if burdened with physical and psychological scars of drugs and substance abuse.

According to UNODC (2020), additional strategies for the prevention and control of drugs and substance abuse is working with families, universities, schools and communities to prevent and control drugs and substance abuse. In addition, the university students will be able to grow, stay healthy and safe into adulthood. For every dollar spent on prevention, at least ten students can be saved in future health, social and crime cost. Thus, academic institutions are responsible to prepare citizens on how to fight the current hurdles of drugs and substance abuse and overcome tomorrow's challenges. In their responsibility, universities are expected to prepare students to guard

themselves from engaging in any undesirable behaviour and activities that spoil their academic activities (Likisa, 2021:4). In addition, universities are also expected to provide supportive environment and protect their students from behaviours that interfere with their academic, career, personal and social development (Likisa, 2021:4).

Prevention strategies based on scientific evidence working with families, schools, and communities can ensure that university students, especially the most marginalized and poor should be prioritised (UNODC, 2020).

Environmental strategies such as drugs and substance abuse university policies set up written and unwritten community standards, code, and attitudes influencing incidence and prevalence of alcohol, tobacco, and other drugs and substance abuse problems for example on and off campus. Included are laws to restrict availability and access, price increases, and community-wide action for example ordinance number 6 used at universities (UNODC, (2020).

Information dissemination for example through the use of on campus and off campus talk shows and awareness campaigns against drugs and substance abuse provides awareness and knowledge of the nature and extent of alcohol, tobacco, and other drugs and substance abuse, their effects on individuals, families, and communities, as well as information to increase perceptions of risk. It provides knowledge and awareness of prevention policies, programs, and services. It helps set and reinforce norms (for example, underage drinking and drug dealers will not be tolerated in this neighbourhood (UNODC, 2020)).

District officials and district-based support teams should ensure the implementation of policies of drugs and substance abuse and programmes to combat alcohol and drug abuse in universities, ensure that life skills training forms an integral part of the university

curriculum, implement co-curricular activities including sport, peer education and safety interventions, assist with the training of peer educators, and establish links with lobby groups and stakeholders in the community. In addition, implementing drugs testing in universities, where there is reasonable suspicion that university students are abusing drugs and substances (Marais & Petersen, 2015). The best strategy to combat drugs and substance abuse is to attack the root causes of the problem, in addition treating the symptoms, counselling the victim and rehabilitation. The management of drugs and substance abuse does not depend only on medication (Murphy *et al.*, 2007). It also requires co-operation of the family, community, friends, community health workers, substance abuse and life skills officers, and the district administrators for employment when the drug addiction is controlled therefore there is need to reassure the clients giving them psychological, social, emotional, physical and spiritual support (Murphy *et al.*, 2007).

The purpose of the study was to explore the additional strategies for the prevention and control of drugs and substance abuse among Chinhoyi University of Technology Students in Zimbabwe.

The primary research question was: What are the additional strategies for the prevention and control of drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe? The Sub research questions were:
1. What are the predisposing factors of drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe?
2. How are Chinhoyi University of Technology students in Zimbabwe affected by drugs and substance abuse?
3. Why is there continued drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe, despite the strategies being implemented?

4. What are the additional strategies for the prevention and control of drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe?

The research objectives were:
1. To determine the predisposing factors of drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe.
2. To describe how Chinhoyi University of Technology students in Zimbabwe are affected by drugs and substance abuse.
3. To determine why there is continued drugs and substance abuse among Chinhoyi University of Technology students, despite the strategies being implemented.
4. To explore the additional strategies for the prevention and control of drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe.

The study examined the additional strategies for the prevention and control of drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe. This study will assist the substance abuse and life skills officer to identify effective additional strategies on the prevention and control of drug and substance abuse among Chinhoyi University of Technology students. The knowledge gained will be used to guide the substance abuse and life skills officer's practice. The study will increase understanding of drugs and substance abuse and uncover ways to decrease its prevalence at Chinhoyi University of Technology and in Zimbabwe, by targeting the university students.

The knowledge gained will also be used as a base for further research studies for improved quality of care for Chinhoyi University of Technology students abusing drugs. The study will establish special training needs of both the university students and university staff

members of different faculties for them to contribute effectively on solving the problem of drug and substance abuse at Chinhoyi University of Technology and in Zimbabwe. The study will also help in addressing to the prevention and control of mental health problems among university students at Chinhoyi University of Technology and in Zimbabwe.

In carrying out this study, the research will be guided by the following assumptions:

- Participants will answer truthfully and accurately to the interview questions based on their observations and personal experiences.
- Drugs and substance abuse in Zimbabwe continues to be a problem affecting Chinhoyi University of Technology students due to peer pressure, excessive autonomy on campus, availability of funds in their pockets and some students want to experiment.
- Some cultural practices are major factors contributing to drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe.
- Some of the students suffer from mental illness due to drugs and substance abuse both on campus and off campus. Educating communities, on campus and off-campus students will prevent drugs and substance abuse in Zimbabwe.

The research was conducted at Chinhoyi University of Technology. Population of the study were Chinhoyi University of Technology students and staff members of Chinhoyi University of Technology from different faculties. This study explored the additional strategies for the prevention and control of drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe. The researcher conducted the study at Chinhoyi University of Technology. The population of the study were Chinhoyi University of Technology students and Chinhoyi University staff members from different faculties. They participated voluntarily as no incentives were awarded

for participating in the study. The researcher used questionnaires and structured interviews as instruments to collect data.

The key terms defined are:
- Substance abuse is the excessive and ongoing administration of drugs and substances by oneself that disregards the socially or medically acceptable pattern (Soremekun *et al.*, 2020). University student is a person who is formally enrolled in university education (Spassiani *et al.*, 2021).

Strategy: A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem (Akiola, 2014:12).

The study is structured as follows:

Chapter 1: focused on introduction about drugs and substance abuse, background of the study including global statistics, regional and national. It also focused on the statement of the research problem, research questions and objectives of the research. Significance of the study, assumptions of the study were also highlighted. Delimitations and limitations of the study were also indicated together with the defining of key terms.

Chapter 2: This Chapter provides the contextual background to the study inclusive the additional strategies for educating Chinhoyi University of Technology students on the prevention and control of drugs and substance abuse in Zimbabwe.

Chapter 3: This chapter discusses the methods used in the study. The study will collect data from a purposive sampling of fifty-five participants, consisting of forty Chinhoyi University of Technology students aged 18 to 45 and 15 Chinhoyi University of Technology staff members. The qualitative approach design was used to collect data

through face-to-face interviews and structured questionnaires. The chapter provides comprehensive quality description of the research design and the methods used to achieve the purpose and objectives of the study and to answer the research questions. The study was based on the collection of empirical data to understand the additional strategies for the prevention and control of drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe.

Chapter 4: This chapter presented the analysis of data and findings from the research study. Qualitative data was obtained from two sets of respondents, namely Chinhoyi University of Technology students aged 19–45 years and Chinhoyi University of Technology staff members from different faculties.

Chapter 5: This chapter presents the summary, discussions based on the major findings of the stud, recommendations of the study.

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, if 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 personals 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).
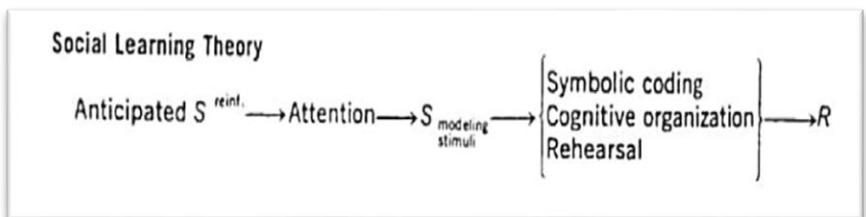

Figure 2.1: Social Learning Theory (Bandura & Walters, 1977:9.)

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.

CHAPTER THREE: Study Design and Methodology

The discussion of the presumptions underlying various research methodologies and their implications for conducting research and developing theory is known as methodology. According to Babbie (2010) methodology is the science of determining how to conduct scientific research. This chapter's goal was to provide an in-depth, high-quality description of the research design and the techniques employed to accomplish the study's goals and objectives and respond to its research questions. To comprehend the experiences of drug and substance abuse at Chinhoyi University of Technology, the study gathered empirical data. The procedures for participant selection, data collection, and analysis were all described. Ethical considerations were outlined because they are critical in this study due to the highly personal nature of the data. The chapter also discussed the validation of the procedures used.

According to Creswell (2014) research approaches encompass of strategies and methods for research that ranges the decisions from general expectations to through methods of data gathering and reasoning. Examples of research approaches are qualitative research, quantitative research and mixed methods research. The researcher used qualitative as a research approach. Qualitative research is an analysis of understanding based on different methodological traditions of inquiry that discover a social or human problem (Creswell, 2014). The researcher used qualitative research approach as it a multi method in focus, involving, interpretative and naturalistic approach to each subject matter (Aspers & Corte, 2019). A qualitative research approach was used to determine the additional strategies on the prevention and

control of drug and substance abuse among Chinhoyi University and Technology students in Zimbabwe.

Research philosophy delivers theories about the nature of genuineness that is being investigated in research (ontology) and about how knowledge of this genuineness is produced and justified (Epistemology). In addition, research philosophy deals with the source, nature and development of knowledge Mauthner (2020). There are three types of qualitative research philosophy namely interpretive, humanistic and naturalistic. The researcher used an interpretive research philosophy which was appropriate to the research. Interpretive approaches involve social theories and views that embrace a view of reality as socially created meaningful through actors understanding of events (Putnam & Banghart, 2017:1). Justification of using interpretive approach is that the responses are valid and close to the truth. Respondents give reflection of how they are truly feeling and provide accurate picture and measuring what the researcher set out to measure. In addition, they allow the participant to give more personal and in-depth in their responses.

The researcher used case study design. Case study research involves the study of an issue explored through one or more cases within a bounded system that is a setting, Creswell (2007). A case study was used to determine the additional strategies on the prevention and control of drug and substance abuse among Chinhoyi University and Technology students in Zimbabwe. The main focus of the case study was to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people Creswell (2014).

The research was conducted at Chinhoyi University of Technology in Makonde District under Mashonaland West Province. Chinhoyi University of Technology has a population of around 13 000 students

from different faculties. The research was carried out comprising students and staff members from campus and off campus. Population refers to the complete set of events, people or things to which the research findings are to be applied (Bless *et al.,* 2014). On a different view population is a group of students who have the same characteristics. The group can be small or large. The researcher has to decide what group he or she would like to study (Creswell, 2012). The study population under study were 40 Chinhoyi University of Technology students and 15 Chinhoyi University of Technology staff thus the total study population was 55. The study established that 80 percent of the respondents were males while 20 percent were females from different faculties.

Sample refers to the group of elements drawn from the population that is considered to be representative of the population and which is studied to acquire some knowledge about the entire population (Bless *et al.*, 2014). On another note, sample is a subgroup of the target population that the researcher plans to study for generalising about the target population. The researcher selected a sample of Chinhoyi University Students who are who are representative of the entire population for instance selecting university students and staff members. On a different view a sample is a subgroup of the population the researcher is interested in (Kumar, 2014).

The sample comprised Chinhoyi University Students and staff members. The sample covered a variety of students and staff members from different faculties.

The researcher made use of purposive sampling. Purposive sampling, according to Barbour, 2014, entails the researcher using prior knowledge about existing research and the research setting to determine the selection of research participants. The sampling method used by the researcher was purposive sampling. Purposive sampling

involves selecting people for a specific reason, as the word implies. For example, the researcher may select persons who he or she believes are "typical" of a group or those who reflect varied opinions on a particular subject. Purposive sampling may be particularly appropriate for certain research topics, and the reason for a certain sample may be quite important (Leedy & Ormrod, 2015). Purposive sampling, on the other hand, is the process by which researchers select individuals who will best assist them in understanding the study topic and research questions (Creswell, 2014). The major consideration in purposive sampling, according to Kumar (2014), is the researcher's judgment as to who can supply the greatest information to meet the study's objectives. The researcher approaches participants who, in his or her opinion, are likely to have the relevant knowledge and are willing to offer it. Critical-case sampling technique was used. Critical case sampling is a type of purposive sampling technique that is particularly useful in exploratory qualitative research, research with limited resources, and research where a single case (or small number of cases) can be decisive in explaining the phenomenon of interest. It is this decisive aspect of critical case sampling that is arguably the most important (Patton, 2002).

Sample size: Number =55 composed 40 students and 15 staff members

Table 3.1: Sampling

Phase	Sample	Data collection methods	Sampling technique	Inclusion criteria	Number of Participants
Phase 1	Chinhoyi University of Students	Individual interviews through use of interview guide	Purposive and inclusive	Chinhoyi University of Students	Total number of participants was 40.
Phase 2	Chinhoyi University of Technology Staff members	Individual interviews through use of questionnaire	Purposive	Chinhoyi University of Technology Staff members	15 Chinhoyi University of Technology staff members

2.1 Development of additional strategies on the prevention and control of drug and substance abuse among university students.	Results of phase 1 and 2	Purposive sampling	Model development experts	

A sample (a fraction or subset of a target group) that reflected the entire university population in the locality under study and might result in the generalisation of findings and conclusions to similar settings and demographics was necessary for a study and the individuals were chosen on purpose by the researcher from Chinhoyi University of Technology. Purposive sampling is also incredibly valuable for constructing a historical reality, describing a phenomenon, or developing something about which little is known (Kumar, 2014).

Purposive sampling was used to increase sample diversity and to make it easier to compare stories or impressions of the individuals or respondents being researched. Purposive sampling was mostly used in this study due to its effectiveness in recruiting cases with relevant information.

The number and characteristics of respondents who participated in the study had to be determined. The study required a sample (a fraction or subset of a target population that was representative of the entire population in the locality under study, and one that allowed findings and conclusions to be generalised to similar settings and populations). Participants were chosen for the study based on their knowledge and experiences, which were required to answer research questions.

According to Garg (2016) the Inclusion criteria identify the study population in a consistent, reliable, uniform and objective manner. For this particular study the inclusion criteria assisted the researcher to identify the required sample in a consistent, reliable, uniform and objective manner. The inclusion criteria for this study were as follows:

- To be a university student experiencing drug and substance abuse.
- To live either on or off campus.
- To be able to communicate fluently in English.
- Willing to participate in the study.

The exclusion criteria include factors or characteristics that make the recruited population ineligible for the study (Garg, 2016). University students experiencing drugs and substance abuse were excluded from the study if they were:

- Not willing to participate in the study.
- Not able to communicate fluently in English

The researcher developed the interview guide comprised of the main questions and the probing questions. Data were collected by means of face-to-face interviews (in-depth interviews). The interview guide was based on the main purpose of the study, the objectives of the study and the research questions. The interview guide was handed over to the supervisor of the researcher for validation purposes and approval; hence it was ready for use. A number of tools were developed and used to collect data and information from the different sources mentioned above. These tools ranged from, informative face to face interviews and semi – structured questionnaires.

In qualitative interview, the researcher conducted face to face interviews with participants. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants (Creswell, 2014).

Justifications of interviews according to Creswell (2014) are as follows:

- Useful when participants cannot be directly observed.
- Allows the researcher control over the line of questioning.
- Participants can be able to provide their historical information.

Kumar (2014) has highlighted the following justifications for using an interview:

- Interview is more appropriate for complex situations and sensitive areas as the interviewer can prepare a respondent before asking sensitive questions.
- Interview is useful for collecting in-depth information from the respondent.
- Information obtained can be supplemented from observation of non-verbal reactions.
- Questions can be explained during an interview.
- Interview can be used in almost any type of population for example children, handicapped, illiterate or very old.
- Semi - structured interview was used. For the purpose of the study the semi–structured interview was identified to be appropriate and relevant, Kumar (2014).

A semi-structured interview, also referred to as an in-depth interview is a well-established method for eliciting individuals' perspectives and accounts and involves the researcher in asking a set of questions. However, questions are not always asked in the same order and there is a room for the interviewee to raise additional issues that are salient for him or her. The researcher can add questions to the schedule in response to comments by current or previous interviewees (Barbour, 2014).

Justifications of semi-structured interviews according to Barbour (2014) are as follows:

- There is a considerable variation in researchers'practice, with some relying more heavily on the prepared order of questioning than others, who use schedules in a much more fluid way.
- This type of method balances the researcher's agenda in terms of over – arching questions and specific detailed questions.
- The interviewee is granted room to provide his or her own insights and reflections on the personal experiences and personal life styles.

In a study done by Bless *et al.* (2014), eluded the following advantages:
- Semi–structured interviews help to clarify concepts and problems, and they allow for the establishment of a list of possible answers or solutions to the research problem.
- They allow the discovery of new aspects of the problem by exploring in detail the explanations supplied by respondents.
- In addition, they also facilitate the elimination of superfluous questions and the reformulation of ambiguous ones.

The interview questions were phrased in a way that all participants could understand. A pilot study was carried out to see if the methodology, sampling, instruments, and analysis were adequate and appropriate. The interviews were conducted by the researcher in accordance with the guidelines provided by Bless, Smith, and Sithole (2014). The researcher established a good rapport with the research participants and created a conducive, risk-free environment. The questions were straightforward and non-threatening. Participants in the study were given the opportunity to choose whether or not to participate in the study without being forced or coerced to do so. The researcher treated all of the participants with dignity and listened to each participant's narrative in a non-judgmental manner.

According to Bless *et al.* (2014), a questionnaire is defined as a data collection instrument consisting of a standardised series of questions

relating to the research topic that participants must answer in writing. A questionnaire, on the other hand, is a written list of questions, the answers to which are recorded by respondents. Respondents read the questions, interpret what is expected of them, and then write down their responses (Kumar, 2014). The survey was carried out through interviews. The questionnaire included open-ended questions, close ended questions, rating scales, and a listing.

Kumar (2014), highlighted the following justifications of a structured questionnaire:

- It is less expensive in terms of time, human and financial resources as the researcher do not need to interview respondents.
- The use of questionnaire is comparatively convenient.
- It offers greater anonymity as there is no face-to-face interaction between respondents and interviewer.
- In some situations, where sensitive questions are asked, it helps to increase the data analysis.

Data that was collected during the evaluation was verified for completeness and accuracy during the field work and during the data cleaning exercise after the completion of field work. Data was collected through the structured questionnaire.

A codebook was developed to enter themes such as the predisposing factors of drugs and substance abuse among Chinhoyi University of Technology students, how Chinhoyi University of Technology students in Zimbabwe affected by drug and substance abuse, why there is continued drug and substance abuse among Chinhoyi University of Technology students, despite the strategies being implemented, why there is continued drugs and substance abuse among Chinhoyi University of Technology students and the additional strategies for educating Chinhoyi University of Technology students

on the prevention and control of drug and substance abuse, and the categories for the management of the coding system, using latent and _manifest codes.' _Manifest codes _are terms that recur within the data collected, whereas _latent codes are those themes that are implied in the text and are identified by the researcher (David *et al.*, 2007). The code book listed all the codes that were generated and applied to the data for establishing of patterns and themes. Qualitative data analysis was used to provide qualitative data.

- Data was synthesized and analysed by thematic areas.
- Qualitative data was presented using thematic formats.
- Data collection tools for the qualitative method were pretested to establish consistency, validity and reliability, and to guide appropriate adjustments of the tools.

Following the pilot study, the tools were revised in the light of experiences from the pre-testing and finalised for use in the field. Standardisation of practice, process and approach were also established before fieldwork procedures. At the end of each field day, the researcher reviewed the data collected to rule out anomalies, and correct them at the earliest possible date. Questionnaires were checked for accuracy, completeness and consistency during these review sessions. Potential challenges were identified during pilot testing to ensure a clear and realistic data collection process.

Data collection is referred as a plan or process of how to collect data using specific method. In addition, data collection process depends on the methods of collecting data and not on the context (Meyer, 2015). Data collection methods depends on kinds of evaluations and on kinds of information needs (Meyer, 2015). Data collection methods depend on analytical purposes and not on the kind of research or evaluation (Meyer, 2015).

Chinhoyi University of Technology granted permission for the collection of data pertaining drug and substance abuse from both staff members and university students. After obtaining permission, the researcher visited the research sites to become acquainted with them and made preparatory plans for data collecting. On the days of data collection. The researcher introduced herself to the responsible participants. During the study, privacy and anonymity must be respected. Individual interviews were held in a private, quiet room at a location chosen by the researcher and participants.

A small study was conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis were adequate and appropriate. Interview guides were tested to establish their acceptability to potential research participants and their capacity to elicit the type of data that is required. Following piloting, the wording of questions and their order were amended. Pilot study refers to a small study conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate (Bless *et al.*, 2014).

The pilot testing was done on a small group similar in characteristics to the intended respondents to ensure reliability. The test was meant to establish whether respondents have understood the questions, determining understanding of the language or words by participants, determining the length of the questionnaire, and how relevant the questions were, among other issues that would serve to strengthen the value of the tool after review.

The interactive encounter between researcher and interviewee was viewed as enriching in depth experience necessary for useful information in health programming. The argument for consistency was based on the belief that research participants can provide

responses that they thought were acceptable, rather than telling the truth when questioned directly. However, this can apply in qualitative data collection. Awareness of challenges prompted the researcher to probe further and triangulate data whenever inconsistencies would be observed during interviews.

Since qualitative explorative interviews were generally considered to have greater validity due to in depth discussions with respondents, this approach enhanced reliability in this study. The researcher endeavoured to be as objective as possible in data interpretation of qualitative data, through using qualitative data software thematic analysis to avoid subjectivity and increase reliability.

To balance reliability and validity, structured questionnaires were designed   to measure variables and different questioning techniques to overcome some of the challenges of lack of reliability and validity of both the tool and the findings. Analysis will be appropriate for the larger sample (Bless *et al.*, 2014).

Structured interviews (in-depth interviews) were used to collect data, which were then followed by clarification or probing questions based on the participants' responses. The data collection lasted 2 days. The study design required Chinhoyi University of technology students and staff member's population.

At recruitment, the objectives of the study were explained to potential participants and all relevant information about the study read out from the available information sheet. An opportunity for participants to ask questions was provided.

Key informants within the Chinhoyi University of Technology were recruited, based on their availability, awareness of the drug and substance abuse and other university service activities.   Chinhoyi

University of Technology students and staff members were recruited from Chinhoyi University.

Individuals volunteering to participate in the study were requested to sign a consent form. The participant retained a copy of the signed form. The data collection method was more appropriate for exploring the variation and diversity in any aspect of social life. It also provides immense flexibility and qualitative research is more comprehensive and worth consideration, Kumar (2014). Data collection makes considerable use of inductive reasoning making many specific observations and draw inference about larger or more general phenomena.

The tools and methods for collecting qualitative data were created. Interview guides and questionnaires were utilized for the qualitative methodologies. The structured questionnaire included both open ended and closed-ended items. The categories were developed based on the study's literature analysis and the researcher's knowledge of some of the metrics for measuring excellent health care delivery to Chinhoyi university students. Respondents were able to submit their own comments and elaborate on responses in the categorized parts by using open-ended questions.

Individual interviews were done at Chinhoyi University of Technology using standardized questionnaires and interviews. The participants' conversations were held in a suitable setting that was safe, private, and comfortable, and at a time that was convenient for both the researcher and the participants. Follow-up sessions were scheduled as needed until data saturation was attained.

Data Analysis was used to provide qualitative data. Data was presented using themes that were generated from the respondent's responses. The researcher used different data techniques, that is,

questionnaires and interviews for the purpose of triangulation and the data was found too reliable. The qualitative research design was used in the study because it allows the researcher to learn about the participants' inner experiences and how meanings are formed in a cultural setting. The method can assist the researcher in comprehending the markers' working assumptions about what is to be assessed and the meanings of the score or grade.

Qualitative validity denotes the researcher's use of specific procedures to ensure the accuracy of the findings Creswell, (2014). One of the strengths of qualitative research is validity, which is based on determining whether the findings are correct from the perspective of the researcher, the participant, and the readers of an account. Alternatively, the researcher verifies the findings using specific procedures Creswell (2014). The degree to which a study actually measures what it claims to measure is also referred to as validity (Bless *et al.*, 2014).

On another version according to Kumar (2014), validity is the ability of an instrument to measure what it is designed to measure. Therefore, validity is defined as the degree to which the researcher has measured what he or she has set out to measure.

Qualitative reliability shows that a specific approach is consistent when utilizing various research projects. Alternately, it could imply that the researchers' method is the same for various projects and researchers (Creswell, 2014). The instrument's ability to produce consistent results over numerous trials is another factor in measuring measurement reliability. On the other hand, an instrument is said to have high reliability when it consistently produces the same score when used to measure a constant value because it can be relied upon to provide an accurate measurement (Bless *et al.*, 2014).

According to Kumar (2014) there are four indicators that reflect validity and reliability in qualitative research namely credibility, transferability, dependability and conformability.

Credibility, according to Bless *et al.* (2013), is related to the idea of internal validity because it aims to persuade that the results accurately reflect the reality being studied. Credibility can also be defined as demonstrating that the findings of qualitative research are credible or believable in the eyes of the research participants. The respondents are thought to be the best to judge whether or not research findings have been able to accurately reflect their opinions and feelings because qualitative research studies focus on people's perceptions, experiences, feelings, and beliefs Kumar (2014).

As a result, this is a classic example of 'quality over quantity'. It is determined by the richness of the information gathered rather than the quantity of data gathered. The researcher spent extended periods of time at the centre to understand the process and get to know the participants. The researcher conducted individual interviews, involving the respondents and establishing a positive rapport. The questions used were non-threatening, allowing sufficient time to collect comprehensive quality data.

The collected data was double-checked with participants to ensure its accuracy. The researcher ensured that data was accurately analysed to produce accurate report findings.

Transferability is similar to external validity in that it refers to how well results apply to other similar situations Bless *et al.* (2014). Transferability, according to Kumar (2014), refers to the extent to which the findings of qualitative research can be generalised or transferred to other contexts or settings. This section is defined by the research's readers as they take note of specific details about the

research situation and methods and compare them to a similar situation with which they are more familiar.

The information gathered was comprehensive, as participants described their experiences with drug and substance abuse. Furthermore, data obtained from participants supported the findings, interpretations, and conclusions. The researcher purposefully selected participants who had experienced drug and substance abuse and those who had witnessed students who have abused drugs and substances. Individual interviews and semi - structured questionnaires were used to collect data until no new information was obtained.

Dependability necessitates that the researcher thoroughly describes and precisely implements a clear and well-thought-out research strategy that demonstrates that each step has been completed Bless *et al.* (2014). Dependability ensures that the research findings yield the same results every time, indicating that they are consistent and repeatable Kumar (2014). This is determined by the level at which the research is conducted, analysed, and presented. The researcher maintained her attention on the research problem, study objectives, and purpose. The researcher's private locker held copies of questionnaires and reports.

Conformability necessitates that other researchers or observers obtain comparable results by following a similar research process in a similar context Bless *et al.* (2014). According to Kumar (2014), conformability refers to the extent to which the results can be confirmed or corroborated by others. Conformability asks how the data collected supports the research findings. An outside researcher can assess whether the researcher used data collection methods, such as interviews and questionnaires.

Internal validity is the extent to which a specific research design excludes all alternative explanations for the research findings, or whether the independent variable is truly the cause of the dependent variable's variation Bless *et al.* (2014).

External validity is a measure of how well research findings can be generalised to a larger population (Bless *et al.*, 2014). Furthermore, external validity refers to how far research findings extend beyond the scope of the study (Leedy & Omrod, 2015). The conclusion reached can be applied to other situations.

There are many ethical issues to consider in relation to the participants of the research activity (Kumar, 2014).

According to Leedy and Ormrod (2015), researchers should not subject participants to unnecessary physical or psychological harm. As a result, researchers must be especially sensitive to and considerate of any potential harm they may cause to participants.

This principle requires that social science research be conducted in such a way that it causes as little harm or risk to social groups or individuals as possible (Silverman, 2017).

The researcher made certain that all participants were safe and free of any potentially harmful objects. As a result, all participants were treated courteously and respectfully in a welcoming environment.

The principle encompasses the right to self-determination and the right to complete closure. Following the right to self-determination, participants were given the right to refuse participation in the study, the right to discontinue the study if they felt uncomfortable, the right not to answer specific questions if they did not want to reveal their

information, and the right to clarification if they were unsure about any aspect.

Respect for human dignity is required; participants have the right to self-determination, which means they have the right to choose whether to participate in the study, to withdraw at any time, to ask questions, or to withhold information. Therefore, participants were made aware of these rights by means of an information letter prior to the study. Scientific integrity should be respect for the scientific community.

Furthermore, participants have the right to full disclosure, which requires the researcher to inform potential participants about the full scope of the study (Creswell, 2014). As a result, all participants were treated with dignity and courtesy.

There is also a need for justice, which means that the study population in general, and participants in particular, should be chosen based solely on research needs. Selection was purposeful or voluntary due to the nature of the study. People who refuse to participate should be treated fairly. Sensitivity and respect for people of different backgrounds and cultures' beliefs, habits, and lifestyles. It was stated clearly that participation is entirely voluntary. The researcher was aware of the participants' diversity (Creswell, 2014).

The researcher must be competent, accurate, and truthful. The researcher ensured that people who declined to participate in the study were treated fairly, with no penalty, discrimination, or loss of benefits to which they were entitled. The researcher also avoided plagiarism by properly referencing sources, ensuring that the research process is followed according to academic and scientific standards, and promising to report findings accurately and truthfully.

The researcher made it clear to subjects that participation is completely voluntary and that the subjects may withdraw from the study at any time without any penalty, discrimination or loss of benefits which they may be entitled to. Only those who were competent and capable of signing their consent forms were included in the study.

Any involvement in a study should be entirely voluntary. Informed consent is required for human research. An informed consent form should also describe the nature of the research project and one's participation in it (Leedy& Ormrod, 2015). According to Kumar (2014), it is unethical to collect information without the knowledge of participants, and their expressed willingness and informed consent. Informed consent requires that subjects be adequately informed of the type of information sought by the researcher, the reason for seeking the information, the purpose of the study, how participants are expected to participate in the study, and how the study will directly or indirectly affect them.

Participants must be competent to give consent, sufficient information must be provided to allow for reasoned decision-making, and consent must be voluntary (Kumar, 2014).

Participants in research must participate voluntarily and without coercion. Participants must be informed of their right to refuse or withdraw from participation if they so desire. To be valid, consent must be freely given (Silverman, 2017).

The purpose of the study and data collection procedure were developed to ensure autonomy in this study. This was done to ensure consistency in information provided and the freedom of choice for all potential participants to participate. According to Silverman, (2017), research staff and subjects must be informed about the purpose, methods and intended possible uses of the research.

The researcher informed prospective participants about the study so that they could make informed decisions about their participation. The participants were carefully informed of their right to refuse participation in the study, and that their participation or refusal would have no bearing on the care they received. Each participant was given the opportunity to ask questions and express her feelings.

During the interview, each participant received information about drug and substance abuse, which may have helped them make better decisions in the future. The information was provided in writing and signed by the research subjects / participants.

Each participant was asked to participate after being fully informed about the research study's purpose. Participants were not compensated for their participation in the study, and none of them suffered negative consequences for declining to do so. A signed informed consent was required of each participant who gave their consent to participate.

All the participants spoke English, so all consent forms were available in English. In an effort to preserve confidentiality, the signed consent forms and the finished structured interview guides were kept apart. Each participant received this assurance.

To maintain confidentiality, research participants received a guarantee that the comments and information they share with the researcher will remain private and not be shared with anyone else, including other research participants, unless these comments and information are anonymised (Barbour, 2014).

Sharing a respondent's personal information with others for purposes other than research is unethical, according to (Kumar, 2014). To put his or her findings into context, the researcher needs to know who the

population is that they are studying. Respondents' responses must remain completely anonymous. Information provided by research subjects must be kept confidential, unless participants consent to its disclosure (Silverman, 2017).

Therefore, it is important to make sure that the information's source is kept a secret after it has been gathered. It is unethical to be careless by failing to maintain confidentiality, so the researcher made sure that the data collected should not be accessed by others.

Thus, one method of ensuring confidentiality, which was used in this study, is to keep questionnaire answers separate from documents like consent forms that include participant names. To maintain anonymity, code numbers were used instead of names. Other than the researcher, no one else had access to the data since it was locked away in a box.

Every human subject in a study must have their privacy protected. This means that the specific performance must be kept completely private (Leedy & Ormrod, 2015). By conducting interviews in a quiet, private space, confidentiality and comfort were maintained throughout.

This chapter provided a description of the study design and methods used to achieve the study's purpose and respond to research questions. Semi-structured interviews and structured questionnaires were used to collect data among university students and staff members from different faculties who were willing to participate.

CHAPTER FOUR: Evidence from Chinhoyi University of Technology Students in Zimbabwe

The outcomes on additional strategies on the prevention and control of drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe are presented in this chapter. The following research objectives, which were established in Chapter 1, led the research: To determine the predisposing factors of drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe; to describe how Chinhoyi University of Technology students in Zimbabwe are affected by drugs and substance abuse; to determine why there is continued drug and substance abuse among Chinhoyi University of Technology students, despite the strategies being implemented; to explore the additional strategies that can be used to educate Chinhoyi University of Technology students on the prevention and control of drug and substance abuse in Zimbabwe and to explore the additional strategies for educating Chinhoyi University of Technology Students on the prevention and control of drug and substance abuse. The purpose of the study was to explore the prevention and control of drugs and substance abuse among Chinhoyi University of Technology Methods of Qualitative. Data Analysis were used to provide qualitative data. Data was presented using themes that were generated from the respondent's responses. The research's findings are shown below.

A total of 55 interviews were conducted. The researcher was successful in speaking with each of the 55 interviewees, yielding a response rate of 66.7%. The response rates were sufficient to enable the collection of sufficient data to enable data analysis. According to Resnik (2015), a

response rate of 50% is sufficient to generalise the beliefs and attitudes of the target audience and the study's subject.

The study established that 80% of the respondents were males while 20% were females. The results show that there are more males than females at CUT. This shows that males are still dominating in the learning institutions despite the campaigns to have 50-50 equal opportunities. Gender plays an indispensable role in research mainly because feminine views may be different from masculine views.

The results are similar to the findings of Osier (2016) who also found out that males are dominating work places in the 21st century despite the global campaign for equal rights. Osier argued that the gender balance will not be attained as women are finding it difficult to work in the workplaces where they are expected to be making shifts with men. Results show that most of the respondents fall in the 18-25 age range as indicated by 45% representation, followed by 26-30 with 20% representation, 31-35 with 18% representation, followed by 36-40 with 10%, followed by 41-45 with 7% representation. This shows that all the age ranges were covered with most of the respondents being young adults. This shows that the results can be relied upon since the young adults who were targeted by the research were covered and they represented the greater percentage of the respondents. Moreover, the higher representation of the young adults will give a very good picture into what is really happening and why are drugs being consumed at such rate. The age demography was all represented hence the perspective of all the age ranges was yielded.

The results show that all the respondents had university education. This shows that the respondents had high qualifications, hence they understood the importance of the research hence their responses can be relied upon.

Research has found out that 70% of the respondents were university students, while 20% were professional workers, with 6% being skilled workers and lastly 4% were unskilled workers. This shows that the research covered all occupations across the university and their views on drug and substance abuse by university students were covered.

Research has established that the monthly income that was recorded in this study was above USD $34.47. The incomes were found to be varying depending of the qualifications of the respondents. The highest recorded income was found to be USD $775.61. The results show that the level of income influences drug and substance abuse by the students.

Research found out that most of the respondents have parents as their source of income as indicated by 78% of the respondents, followed by siblings as indicated by 12% of the respondents, followed by 8% who indicated that they are funded by the relatives and lastly 2% who indicated that they are on donor funding. This shows that most of the respondents are being supported by their families. This indicated that the drug and substance abuse is not influenced by the source of funding, but by other factors presented below.

Research found out that 98% of the respondents are living off campus while only 2% live on campus. This shows that most of the students are preferring to live off campus. This can have an impact on drug and substance abuse because of little to no control as they are leaving independently unlike the on-campus residents.

Research found out that 92% of the students live alone, followed by 5% who live with their relatives and lastly 3% who live with their siblings. This shows that the students have freedom to do drugs because of little to no monitoring.

Research found out that most of the respondents (87%) are going for the newly formed Pentecostal churches, followed by 7% who are from the Roman Catholic Church, followed by 4% from the Salvation Army and 2% Muslims. This shows that all the respondents are going for church. This shows that churches are not having an influence on drug and substance abuse by the students.

This section presents the findings based on the objectives that were guiding this research:

Research has established that the main predisposal of drugs and substance abuse is peer pressure and misinformation from the fellow students and the general community. The other causes of drug abuse that were highlighted by the respondents were anxiety, others being overzealous of the freedom that the students will first get as young adults. Some of the responses are presented below:

—Most of the students start to take drugs and substances due to peer pressure and misinformation those results from the friends and the community they are living in. (Participant 1).

—There is a belief that the use of drugs will help in the students having a long working hour especially during the night. This will result in some students taking in drugs to stay awake during the night with the hope of studying which will end up affecting them negatively. (Participant 2). —The main cause of drug and substance abuse is peer pressure. Most of those who take drugs are as a result of peer pressure from friends and the community. As young adults who find pseudo freedom tend to be easily lured into taking in drugs (Participant 3).

The outcomes are similar to (Matunhu & Matunhu, 2018), who highlighted that peer pressure is a predisposing factor to drugs and substance abuse.

—Students are involved in drug and substance abuse because they have the initial freedom that they were lacking when they were at home. The initial freedom and exposure that they have will mislead them to taking drugs

hence the increase number of students taking drugs and abusing substances.
(Participant 4).

According to Bachman *et al.* (2013), too much freedom can lead to drugs and substance abuse among university students.

Counselling was found to be a useful strategy that can be used to educate university students to not take drugs and substances. Research established that some of the approach that can be used by the university to prevent and control substance abuse is through the use of awareness campaigns such as road shows and counselling and rehabilitation. This is supported by Bouder (2013) that awareness campaigns can assist the students to learn about the negative effects of drugs and substance abuse. The research has established that some of the strategies that can be used to educate students from the use of drugs and substances is a combination of many factors. Respondents have indicated that some of these strategies includes health education, music gaolers, youth friendly centres for information dissemination and providing information and providing entertainment. Respondents have indicated the need for the provision of health and social care to drug abusers. Respondents have indicated that there is need for the university authorities to put in place checks and balances in place to ban students on campus that are found to be intoxicated. Research also found out that there is need for the responsible authorities to put in place penalties for those that sell drugs and the ones that takes them. This will include a long jail term hence this can discourage the use of drugs. Some of the responses are provided below:

—The university authorities need to put in place checks that can ban students who are found to be drug and intoxicated from the campus premises. This will discourage the students from taking drugs. (Participant 1).
—The law tends to be weaker to deter a drug abuse. There is much leniency by the authorities to those that are involved in drug business and the drug abusers. (Participant 2).

Research established that peer pressure is the main cause of continued drug and substance abuse among university students in Zimbabwe despite the strategies that are being implemented. Financial difficulties and its related stress were also found to be another major cause of drug and substance abuse amongst university students. Research also found out that the other cause of continued drug abuse is because of the poor control measures by the responsible authorities. The respondents have indicated that there are poor control strategies that are being used by the responsible authorities to curb the use of drugs. Some of the responses are presented below:

―Generally, there are poor control mechanisms for both drug sellers and the drug users. The control mechanisms that are being used are very poor hence the fight to control the use of drugs will not yield any positive results‖ (Participant 1).

―The fight for the use of drugs is poor hence the continued use of drugs by the students. The level of corruption by the law enforcement authorities is high hence any efforts to control will not yield positive results‖ (Participant 2).

―The living conditions are still very poor hence the students will continue to take drugs as a way to relieve themselves from the related stress. It has been noted that some of the lead cause of drug and substance abuse is because the living standards are generally poor hence the pressure to be equal with other students will result in them taking drugs and substances to escape from the such stress‖ (Participant 3).

The findings are similar to Ruisoto and Contador (2019), who also found that students will also continue to abuse drugs and substances despite the strategies being implemented.

Research found out that there were other unique strategies that were provided by the respondents that were not currently being used to try and manage the drug and substance. Some these were the use of music concerts, isolating the drug addicts to the rehab centres and inviting those that were battling with drug abuse to share their testimony. Research also found out that there is need for the formation of an

organisation or drug task force that can oversee the fight for drug and substance abuse in the country. Some of the responses are presented below:

    ―There is need for the formation of an organisation or a task force that can oversee the fight for drug and substance abuse in country. This can help in formulating strategies that can be implemented to oversee the handling of drug addicts to rehabs and the criminal apprehension of the drug dealers‖ (Participant 1).

    ―There is need for isolating the drug addicts into rehab centres where they are being deprived of drugs and go on a phase where they are allowed to recover from the drugs and receiving counselling in the process‖ (Participant 2).

On a different note, according to Handrianto *et al.* (2020) and Degenhardt *et al.* (2018), found that active communication and high quality education were found to be appropriate on the prevention and control of drug and substance for educating university students.

Results show that most of the respondents fall in the 18-25 age range as indicated by 45% representation, followed by 26-30 with 20% representation, 31-35 with 18% representation, followed by 36-40 with 10%, followed by 41-45 with 7% representation. This shows that all the age ranges were covered with most of the respondents being young adults. Research found out that 98% of the respondents are living off campus while only 2% live on campus. This shows that most of the students prefer to live off campus. This can have an impact on drug and substance abuse because of little to no control as they are leaving independently unlike the on-campus residents. Research has established that the main predisposal of drugs and substance abuse is peer pressure and misinformation from the fellow students and the general community. Counselling and awareness campaigns were found to be a useful strategy that can be used to educate university students not to take drugs and substances. Research also found out that the other cause of continued drug abuse is because of the poor control measures by the responsible authorities. Research found out

that there were other unique strategies that were provided by the respondents that were not currently being used to try and manage the drugs and substances. Some these were the use of music concerts, isolating the drug addicts to the rehab centres and inviting those that were battling with drug abuse to share their testimony.

This chapter presented the findings on the additional strategies on the prevention and control of drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe. Research has found out that the main causes of drug and substance abuse by the students in universities is peer pressure from the fellow students and income related stresses. It has been noted that the general freedom that they get away from home will lead to drug and substance abuse because they will not be having a good monitoring away from their parents.

CHAPTER FIVE: Morphing the Way Ahead Forward

This chapter presents the conclusion and recommendations from the research. The conclusions of this study are based on the findings of this study that are presented on the previous chapter. The conclusions are also backed by some findings from other studies that are reviewed in Chapter Two.

The first research question solicited information on predisposing factors of drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe.

Research has established that the main predisposal of drugs and substance abuse is peer pressure and misinformation from the fellow students and the general community. The other causes of drug abuse that were highlighted by the respondents were anxiety, others being overzealous of the freedom that the students will first get as young adults.

The second research question was on strategies that are currently employed to curb drugs and substance abuse among Chinhoyi University of Technology in Zimbabwe. Counselling was found to be a useful strategy that can be used to educate university students not to take drugs and substances. Research established that some of the approaches that can be used by the university to prevent and control drug and substance abuse is using awareness campaigns such as road shows and counselling and rehabilitation. The research established that some of the strategies that can be used to educate students from the use of drugs and substances is a combination of many factors. Respondents indicated that some of these strategies include health

education, youth friendly centres for information dissemination and providing information.

The third research question was on the reasons for continued drug and substance abuse among university students despite the strategies being implemented. Research established that peer pressure is the main cause of continued drugs and substance abuse among university students in Zimbabwe despite the strategies that are being implemented. Financial difficulties and related stress were found to be another major cause of drugs and substance abuse amongst university students. Research also found out that the other causes of continued drug abuse are because of the poor control measures by the responsible authorities. The respondents indicated that there are poor control strategies that are used by the responsible authorities to curb the use of drugs.

The fourth and last research question delved into additional strategies for educating Chinhoyi University of Technology students on the prevention and control of drugs and substance abuse. Research found out that there were other unique strategies that were provided by the respondents that were not currently being used to try and manage the drugs and substance abuse. Some were the use of music concerts, isolating the drug addicts to the rehabilitation centres and inviting those that were battling with drug abuse to share their testimony. Research also found out that there is need for the formation of an organisation or drug task force that can oversee the fight for drugs and substance abuse in the country. Respondents indicated the need for the provision of health and social care to drug abusers. Respondents indicated that there is need for the university authorities to put in place checks and balances to ban students on campus that are found to be intoxicated. Research also found out that there is need for the responsible authorities to put in place penalties for those that sell

drugs and the ones that takes them. This will include a long jail term hence this can discourage the use of drugs.

The results showed that peer pressure, too much freedom and stress were found to be the predisposing factors of drugs and substance abuse. Counselling, rehabilitation services and awareness campaigns were found to be unique strategies that were being used to educate Chinhoyi University of Technology students on the prevention and control of drugs and substance abuse. Isolating the drug abusers, testimonies of those who are battling with drugs and substance abuse and music concerts can be used as additional strategies on the prevention and control of drugs and substance abuse.

The research has recommended the following based on the research findings:

- The university should design a security division that deals with drug and substance abuse in the campus and isolate those taking drugs and inform their parents and guardians and taking other necessary measures.
- Research also recommends that the learning institutions should work hand in hand with the responsible authorities and the police to design robust measures to deal with drug dealers.
- There is need for university authorities to put in place checks that can ban students who are found to be intoxicated from campus premises and off campus university premises.
  There is need for the formation of an organisation or a task force that can oversee the fight against drugs and substance abuse in the country.
- There is need to strengthen life skills and drug refusal techniques among Chinhoyi University students.
- There is need to reduce drug and substance abuse risks and enhance protection.

- The research recommends that future studies should focus on the strategies that can be used by the university to work with other relevant authorities to successfully combat the drugs and substance abuse in learning institutions and the communities.

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Synopsis

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

Countries throughout the world rely on the valuable youth potential that drugs and substance abuse are robbing, hence these widespread issues have not decreased among young people. The use of alcohol, *mbanje,* crystal meth (Guka) and bronclear has increased, particularly among university students globally and remain a significant public health issue associated with serious academic, psychological and health problems. The purpose of the study was to explore the additional strategies for the prevention and control of drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe. Albert Bandura's social learning theory model was used to guide this study. According to social learning theory, social behaviour is learnt by observing and replicating the behaviour of others. Theoretical models of social behaviour emphasize the importance of peer behaviour as a modelling or normative influence. A qualitative research approach was used to determine the additional strategies for the prevention and control of drugs and substance abuse among Chinhoyi University and Technology students in Zimbabwe. There is need for formation of an organisation to be on taskforce that can oversee the fight for drugs and substance abuse in Zimbabwe. The findings will assist the Substance Abuse and Life Skills Officer to prevent and control drugs and substance abuse among Chinhoyi University of Technology students in Zimbabwe.

About the Author

Winnie Zembe is a holder of the Doctorate of Literature and Philosophy in Health Studies from UNISA, Masters Degree in Nursing Science specialised in Psychiatric and Administration from University of Zimbabwe. Postgraduate Diploma in Psychiatry from Ingutsheni Central Hospital, Postgraduate Diploma in Higher Education from Chinhoyi University of Technology. Diploma in General Nursing from Harare Central Hospital and Certificate in Family Planning from Kwekwe Hospital. Nurse of the year in Zimbabwe year 2000. She worked at Mberengwa Hospital as a registered general nurse under the Ministry of Health and Child Welfare. Worked as a registered mental nurse at the psychiatric nurse at Harare Central Hospital Psychiatric Unit. Also worked as a nurse tutor at Harare Central Hospital Hospital. Worked as a nurse tutor at Chinhoyi Provincial Hospital. Worked as a lecturer and programme coordinator for a Bachelor of Science Degree in Nursing Education at Chinhoyi University of Technology. She is now working as a substance abuse and life skills officer for Chinhoyi University of Technology.