

**Factors associated with substance use amongst secondary school learners in the
Thulamela Municipality of the Limpopo Province**

By

Managa Tshililo Lawrence

(STUDENT NUMBER: 11612376)

**A mini-dissertation submitted in partial fulfilment of the requirements for a Master's
degree in Public Health (MPH) at the School of Health Sciences -, University of Venda**

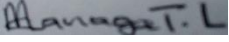
Supervisor : Prof Maphula A

Co-Supervisor: Dr Mashau NS

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DECLARATION

I, Managa Tshililo Lawrence, hereby declare that the mini-dissertation entitled “**factors associated with substance use amongst secondary school learners in Thulamela municipality of Limpopo Province**” for the Master’s degree in Public Health at the University of Venda hereby submitted by me, has not been submitted previously for a degree at this or any other university, that it is my own work in design and in execution, and that all reference material contained therein has been duly acknowledged.

Signature: 

Date: 2022.04.29

DEDICATION

This research is dedicated to my late parents, Mr Tshisikhawe Alpheus Managa and Mrs Mukatshelwa Muelekanyi Munyai Managa, may their soul continue rest in peace. My late grandmother Mrs Luvhengo Mukwena Munyai, I really miss you and may your soul rest in peace. Finally, to my wife Phathutshedzo Patricia Rabambukwa, my son Ndamulelo Managa and my daughter Thifhidzi Managa.

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TABLE OF CONTENTS	PAGES
Declaration.....	i
Dedication.....	ii
Acknowledgement.....	iii
Table of content	iv
List of figures	viii
List of tables	ix
Acronyms & abbreviations	x
Abstract.....	xi
CHAPTER 1: INTRODUCTION	1
1.1 Study background	1
1.2 Problem statement.....	4
1.3 Rationale of study	5
1.4 Significant of study.....	5
1.5 Aim of Study	6
1.6 Objectives of Study	6
1.7 Definition of key terms	6
1.8 Chapters Outline	7
CHAPTER 2: LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Prevalence of substance use	8
2.3 Brief history of substance use	11
2.4 Influence of social factors on substance use	12
2.4.1 Friends drug use	12
2.4.2 Sibling drug use	14
2.4.3 Parent drug use.....	15
2.5 Influence of economic factors on substance use	16
2.5.1 Pocket money	16
2.5.2 Parent economic status.....	17

2.6 Influence of environmental factors on substance use	18
2.6.1 School environment	18
2.6.2 Availability of drugs	19
2.7 South African legislation and guidelines on substance use	20
2.7.1 National strategy for the prevention and management of Alcohol and Drug use.....	20
2.7.2 National Drug Master Plan	20
2.7.3 South African National Policy of Drug Abuse Management in Schools	21
2.7.4 Kimoja “I’m fine without drugs”	21
2.8 THEORITICAL FRAMEWORK	21
2.9 Summary	24
CHAPTER 3: RESEARCH METHODOLOGY.....	25
1.3 Introduction	25
3.2 Research Approach: Quantitative Approach	25
3.2.1 Study design	26
3.2. 2 Cross-sectional surveys	26
3.2.3 Descriptive design.....	26
3.3 Study setting	26
3.4 Study population	27
3.4.1 Inclusion criteria	27
3.4.2 Exclusion	28
3.5 Sampling & procedure.....	28
3.5.1 Sampling of site: Purpose sampling	28
3.5.2 Sampling of respondents: Simple random sampling.....	28
3.5.3 Sample size	29
3.6 Instrument.....	30
3.7 Pretesting the instrument	30
3.8 Validity & Reliability	31
3.8.1 Validity	31
3.8.2 Reliability of the instrument	31

3.9 Data collection procedure	32
3.10 Data management and analysis	33
3.11 Ethical considerations	33
3.11.1 Permission to conduct the study	33
3.11.2 Inform consent & assent for minors	33
3.11.3 Voluntary participation.....	34
3.11.4 Confidentiality and anonymity.....	34
3.12 Dissemination of the results	34
3.13 Summary.....	34
CHAPTER 4: ANALYSIS AND PRESENTATION OF DATA.....	35
4.1 Introduction	35
4.2 Demographic information	35
4.2.1 Respondent demographic information	35
Objective 1: Assessing the prevalence of substance.....	37
Objective 2 Determining the influence of factors on substance use.....	39
Objective 3: Determining the influence of environmental.....	41
Objective 4: Assess the influence of economic factors.....	43
Objective 2,3,4 Overall influence of social, environmental, and economic factors	45
4.7 Conclusion	46
CHAPTER 5: DISCUSSION OF FINDINGS	47
5.1 Introduction	47
Objective 1: Assess the prevalence of substance use.....	47
5.2. Prevalence of substance use and practice	48
Objective 2: Determine the influence of social factor	49
5.3 Social factors influencing substance use.....	49
Objective 3: Determine the influence of environmental factors	50
5.4 Environmental factors influencing substance use.....	50
Objective 4: Assessing influence of economic factors	51
5.4 Economic factors influencing substance use.....	51

5.5 Overall influence of social factors, environmental and economic factors	52
5.6 Application of Ecological factors system theory	52
5.7 Conclusion	53
CHAPTER 6: SUMMARY, STRENGTH, LIMITATIONS AND RECOMMENDATIONS	54
6.1 Introduction	54
6.2 Chapter summaries.....	54
6.3 Strength	55
6.4 Limitations	55
6.5 Recommendations	56
6.6 Contribution of study	57
6.7 Conclusion	57
Reference	58
Annexure 1: Respondent information letter	72
Annexure 2: Parents information letter	74
Annexure 3: Assent form	76
Annexure 4: Consent form	78
Annexure 5: Ethical clearance.....	79
Annexure 6: Department of Basic Education Approval.....	80
Annexure 7: Letter to Department of Basic Education	82
Annexure 8: Letter to the schools	84
Annexure 9: Questionnaire	85
Annexure 10: Editor letter	92
Annexure 11: Turnitin report.....	93

LIST OF FIGURES

Figure 1.1: Bronfenbrenner Ecological System Theory	23
Figure 3.1: Research methodology overview	25
Figure 3.2 Study population	27

LIST OF TABLES

Table 3.1 Population framework.....	28
Table 3.2 Sampling framework.....	29
Table 4.1 Demographic profile of learners.....	36
Table 4.2 Prevalence of substance use.....	37
Table 4.3 Descriptive finding on social factor.....	39
Table 4.4 Descriptive finding on the environmental factors.....	41
Table 4.5 Descriptive finding on the economic factors.....	43
Table 4.6 Overall influence of factors on substance use.....	45

LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	:	Acquired Immunodeficiency Syndrome
CDC	:	Center for Disease Control and Prevention
HIV	:	Human Immunodeficiency Virus
IDP	:	Integrated Development Plan
SA	:	South Africa
SPSS	:	Statistical Package for Social Sciences
USA	:	United States of America
WHO	:	World Health Organization?
YRBS	:	Youth Risk Behaviour Survey
UNODC	:	United Nation Office on Drug and Crime

ABSTRACT

Background: The use of substances such as illicit drugs, alcohol and tobacco cigarettes by secondary school learners is considered as a health risk behavior worldwide. The use of substances continues to predispose the young generation to the risks of mental illness, depression, physical illness, and academic regression, traffic accidents, breaking of the law, school absenteeism and high dropout rates. **Purpose:** The study aimed to describe the factors associated with substance use amongst secondary school learners within the Thulamela local Municipality in the Limpopo Province. **Methodology:** The study adopted the quantitative approach using the cross-sectional descriptive design. The target population consisted of all learners registered in secondary schools that fall within the Mvudi educational circuit in the Thulamela Local Municipality. The purposive sampling technique was used to select the circuit. A simple-random sampling technique was used to select 284 respondents from grade 11 classes. Slovin's formula was used to calculate the sample size. Self-administered questionnaires were then distributed among 284 learners. The data collected was analysed using the SPSS 26.0. **Results:** Among learners, 28.5% had already taken alcohol while 5.6% admitted to taking drugs. Approximately, 12% of respondents reported that a friend introduced them to substances. Furthermore, 19.4% of respondents indicated that they had siblings who use substance while, 16.5% of respondents revealed that their father use substance. It was also revealed that 35.8% of respondents had best friends who use substances. Surprisingly, learners (11.6%) reported that their sibling and father had alcohol problems. Respondents also reported easy access to both alcohol and drugs and substances because they are sold cheap. Economic factors were not related to neither alcohol nor drugs use. Gender was significantly associated with having taken alcohol, $X^2(1, N = 284) = 14.33, p < .001$. Only alcohol intake was significantly related to some social and environmental factors, for example, knowing a learner who use substances, family who use substances, the degree of access to drugs, seeing advertisement in the community, knowing a tavern near school and substances being easily accessible in the neighbourhood at $p < .005$.

Recommendations: The Department of Basic Education should strengthen the prevention of substance use programs within the school and security personnel should be strengthened in each school to fight substance use within the school premises

Key words: *Factors, Learners, Substance use, Ecology System Theory, Limpopo, South Africa*

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 Background of study

Substance use refers to the use of drugs, alcohol, chemical or psychoactive substances (Begun, 2020). Substance use has become a globally public health challenge that concern health professionals. Studies show that young people are at great risk for substance use due to adolescents' psychosocial development that they go through. It is also reported that secondary school learners are at risk of using different forms of substance especially the over-the-counter ones (Hamdan-Mansour, AL-Sagarat, Shehadeh, & Thawabieh, 2020).

A study conducted by United Nation Office on Drugs and Crime showed that globally in 2019 approximately 275 million people worldwide age 15 and above were found to be using substance. It was also found that the number of people using substance has increased from 226 million to 274 million between 2010 and 2019 (Canton, 2021). The study also shows that 35 million people who were found to be suffering from the problem of drug use disorder, and they need treatment services (Canton, 2021).

Another study from United Nation (2017) report on drug abuse reveals that more than 200 million people globally are addicted to difference illegal substance. It has been reported that 144 million people were addicted to dagga, 29 million to amphetamines, and 14 million addicted to cocaine. This numbers reflected substance use and addiction as one of the most significant mental health and social ill problems worldwide (United Nation Office on Drugs and Crime, 2017).

In the United State, the report released by National Survey on Drug Use and Health, shows that substance use has significant impacts on the people, families, communities, and society at large. The report shows that among people aged 12 and older, 165 million were found using substance such as tobacco, alcohol, and other illicit drugs. The report further shows that 139.7 were using alcohol, 581 million using tobacco and 58.1 million were using illicit drugs (Abuse, 2020).

In Europe, it has been reported by United Nations Office on Drugs and Crime that in 2016, about 28 million age 15 and above have been found using cannabis. Again, the prevalence of cannabis use in Europe has taken a difference form with higher prevalence in Mediterranean and Central western followed by Eastern and Northern countries (Manthey, 2019). It has been also reported that substance use usually starts during adolescent age. Alcohol was found to be most common

substance used with (64%) followed by marijuana (45%) and cigarette use at (31%) (Gray & Squeglia, 2018).

In Asia, a study conducted in New Delhi about the prevalence of substance use indicated that more than half (55.6%) of the male young people were found to be using one or more substance in their lifetime. It was also reported that 44.26% of the young people started at the age of 13 years and the common substance used were found to be tobacco (77.05%), inhalants (26.23%) and followed by alcohol at (11.47%). The most common reason for young people to use substance was the influence of friends (Daniel, Krishnan, & Gupta, 2017).

In Sub-Saharan Africa, substance use among young people continues to be a great public health challenge. It is reported that prevalence of substance use in Sub-Saharan Africa is 41.6 % with the highest rate in the Central Africa at 55.5%. Alcohol was recorded at 38.8%, tobacco recorded 23.5 %, Khat at 22.0% and Dagga at 15.9%. The study shows a high use of psychoactive substance among adolescents in Sub-Saharan Africa (Ogundipe, Amoo, Adeloye, & Olawole-Isaac, 2018).

Study conducted in Zimbabwe showed that substance use among young people is a serious problem because more than half of young population (approximately 75 %) are involved in substance use. It has been reported that the number of young people who use substance increase yearly regardless of the measures put in place by different stakeholders in attempt to fight the problem (Cann Maraire & Mariamdaran, 2020). In Botswana, study conducted regarding prevalence of alcohol and illicit drug use among secondary school learners reveals that 42% were using alcohol, 22.4 % met the criteria for hazardous alcohol use, 76.7% reported illicit drug use with marijuana being the most used drug (Riva, Allen-Taylor, Schupmann, Mphele, Moshashane & Lowenthal, 2018).

In central Africa, a study conducted in Nigeria, Yenagoa local government about substance use pattern among young people shows that prevalence level of cocaine was (13.8%), with male 65.2% of respondent were found more using than female 34.8%. The study also revealed that majority of respondent were from the age of 18-20 years. Finally, the results found that alcohol use recorded (33.2%) followed by cigarettes (26.8%) and this are most common used substances by young people (Funmilayo, Robert, Raimi, Okoyen, & Tuebi, 2019). Another study conducted in Kenya, Kiambu regarding the factors influencing substance use among public secondary school learners showed that substance use was generally prevalent. The male learners were found to be mostly affected by drugs and substance use. It was also found that consumption of substance

among learners were influenced by peer pressure and cigarette smoking was found to be common within the school (Kiambi, 2018).

In South Africa, substance use statistics showed that drug consumption such as cannabis, cocaine and tik among adolescents is twice as high compared to the global average and second to none in Africa (Merz, 2018). Adolescent learners appear to be more at risk of using illegal substances because of the negative influence that they get from their peers and by not following the advice that is given by their parents and guardians (Welsh, Shentu & Sarvey, 2019).

A study conducted in Eastern Cape regarding knowledge of high school learners on the use of substance within the school premises shows that learners were aware of substance use activities within the school premises. The study revealed that alcohol, tobacco, and marijuana were commonly used substances within the school. It was also found that rest rooms and sports ground were identified as an area that learners usually use substances. It was also found that many learners were not aware about substance policies and regulation within the school (Manu, Maluleke & Douglas, 2017).

In a study conducted in Limpopo Province, Capricorn district regarding educators' views on alcohol use at selected high school revealed that learners' use of substances is caused by psychosocial, academic poor performance problems. The study also recommended the implementation of guidance, support, motivation, and behaviour change assistance to combat substance use within the school premises (Chueng, Lebesse, Maputle, & Makhado, 2021). A study conducted in Mopani District municipality regarding the effects of substance use among young people, shows that substance use among young people does not affect the user only. It has been reported that substance use also affects the families of the users. Families find themselves distressed when trying to help the substance users and this in turn results in other family relationship being neglected (Mafa & Makhubele, 2020).

Another study has been conducted in Grade 11 secondary school at Musina regarding the use of alcohol among young people. The study revealed that there is high prevalence of substance use at Musina as almost two thirds (61%) of the respondents reported to be current users. The study found that young people usually drink on weekend and holidays. It has been reported that situations such as social gathering, schools, homes, and unlicensed liquor outlets are identified as hotspot for binge drinking (Mafa, 2019). Another study conducted at Vhumbedzi circuit in Limpopo Province on the prevalence of substance use amongst rural secondary learners showed that most learners who abuse substance started during adolescent stage. The study revealed that

the easy access of substances from the surrounding community hinders the prevention of substance abuse among teenagers (Tshitangano & Tosin, 2016).

The South African government has developed a policy and legislation to combat the use of substances by school learners. The National Drug Master Plan (2013-2017) is the policy which has been introduced to address substance use challenges with the purpose to improve the collaboration of different stake holders to work together in the reduction of drugs within the society (Department of Social Development, 2013). The Prevention and Treatment of Substance Abuse Act, No 70 of (2008), has been introduced to fight substance use. The intervention strategy of this Act focuses on the three categories, namely, demand reduction, harm reduction and supply reduction (South Africa, 2008). The Department of Basic Education (2013) developed the National Strategy for the prevention and management of alcohol and drug use amongst learners in schools which focuses on prevention strategy. Despite all the attempt to reduce the use of substances, learners continue to use substances.

1.2 Problem statement

Despite the introduction of the National Strategy for the prevention and management of alcohol and drug use amongst learners in schools (Department of Basic Education, 2013) which focuses more on the prevention of substance use, learners continue to use substances. In South Africa, substance use has increased amongst learners in schools., A survey conducted by the South African National Youth among grade 8-11 learners reported that the status of substance use is 31.8% for alcohol, 23% for binge drinking, and 91% for dagga (Khoza & Shilubane, 2021). Research about substance use among high school learners in rural areas of the Geater Murble-Hall Municipality, Sekhukhune district in Limpopo province shows that there is prevalence of substance use such as alcohol, study conducted on 314 learners age 11 to 25 and more than half of the respondent 169 (53.8%) were using substance with some of them founded to be almost dependent on alcohol (Maserumule, Skaal, & Sithole, 2019).

A study conducted at Musina Local Municipality shows that substance use among young people contribute to various problems such as sexually transmitted infections, and unplanned pregnancy (Matlakala, 2018). Again, the same study also revealed that easy access to buy substance, peer pressure and poor enforcement of legislation also contribute to the escalating rates of substance use among young people (Matlakala, 2018). A study conducted in Shayandima Township in Limpopo about the perception of the community towards alcohol use among young people found that despite policies put in by the government that manage issues of substance use among young

people, the liquor sellers do not adhere to these policies, and they end up selling alcohol to young people (Dau,2020). Substance use if not taken seriously, can destroy the lives and future of young generations. The researcher was motivated to conduct this study because he noticed the growing number of substance use among learners at Thulamela Local Municipality.

1.3 Rationale of study

The impact of Nyaope use among youth in rural communities such as Itsani, Maini and Muledani villages at Thulamela Municipality shows that peer pressure, curiosity, accessibility, family break down and lack of parental support are factors that influence substance use among young male and female aged 18-31 (Nevhutalu, 2017). There is limited information regarding the factors associated with substance use among secondary school' learners that fall under Mvudi educational circuit at Thulamela Municipality, therefore it is important to conduct a study on the factors associated with substance use amongst secondary learners within the Mvudi educational circuit in the Thulamela Municipality.

1.4 Significance of study

Recommendations from the study may benefit residents of Thulamela Local Municipality to identify the factors that might influence substance use among learners, so that they may be able to come up with strategies to minimise the risks within their schools and community at large. The Department of Education may benefit by identifying the factors associated with substance use within and around the school premises and may be able to review their strategy to eradicate substance use among learners. Parents may benefit from the study by identifying the factors that may influence substance use within the family level and be able to minimise the risk. The study may also assist learners to identify the factors associated with substance use at individual level and they may be able to avoid any risk behaviour associated with substance use. Policy makers may benefit from the study by identifying factors that may influence substance use among secondary school learners within societal level and maybe able to develop more effective policy interventions to fight substance use.

1.5 Aim of study

The aim of this study was to describe factors associated with substance use amongst secondary schools' learners in the Thulamela Local Municipality in Limpopo Province.

1.6 Objectives of study

The objectives of the study are to:

- 1.6.1 Assess the prevalence of substance use among learners in secondary schools within Thulamela Local Municipality
- 1.6.2 Determine the influence of social factors on substance use among learners in secondary schools within Thulamela Local Municipality.
- 1.6.3 Determine the influence of environmental factors on substance use among learners in secondary schools within Thulamela Local Municipality.
- 1.6.4 Assess the influence of economic factors on substance use among learners in secondary schools within Thulamela Local Municipality.

1.7 Definition of key terms

Factors: Factors are circumstances, facts or influences that contribute to a given result or outcome (Soanes, Hawker & Elliot, 2005). In this study factors refer to social, environmental, and economic influences that are associated with substance use among secondary school learners.

Substance use: Substance use has been defined as the systematic use of substances that destroy daily life activities (Reus, Fochtman, Buckstein, Eyler, Hilty, Horvitz-Lennon, & McIntyre, 2018). In this study, substance use refers to the use of alcohol, tobacco and any illicit drugs that may be used by learners and may have health, social, psychological, and educationally destructive results.

Learners: A learner is “any person obliged to receive education” from any institution of learning (Zibi, 2018). In this study a learner refers a person registered with the Department of Basic Education in the selected secondary schools.

Ecological system theory: The ecological system theory is the human development theory which describes socialisation as a way of becoming members of society (Bourdieu, Coleman, & Coleman, 2019). In this study the theory is adopted as it is.

1.8 CHAPTER OUTLINE

Chapter 1

Chapter one provides the introduction and background of the study, problem statement, rationale of the study, significant of the study, aim of the study, objectives and definitions of key terms were detailed in this chapter.

Chapter 2

The chapter discusses literature, which is relevant to the study, content that focuses on perceived prevalence of substance use, influence of social, economic, and environmental factors on substance use amongst learners in secondary school within Mvudi circuit, Thulamela Local Municipality and determining the predictors of substance use among learners. An Ecological System Theory was used to support the study.

Chapter 3

The chapter discusses research methodology, research design, study location, background, population setting and its characteristics. The study outlines the quantitative approach, cross-sectional design, sampling method, study instrument, reliability, and validity. The chapter also gives the outline on how data had been collected and analysed. The ethical consideration was also detailed on this chapter.

Chapter 4

Chapter four provides detailed analysis, presentation, and the finding of the study. The researcher presented the statistical findings through demographic information and data that answers all four objectives of the study.

Chapter 5

This chapter outlines the discussion of the research findings and assimilation of the results, combining the findings of the researcher and theoretical explanations in relation with the objectives of the study.

Chapter 6

Chapter six provides the summary of the chapters, strengths and detail, the limitation of the study. Then it outlines the recommendations that were made, its contributions and conclusions made formed from the outcomes of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The literature review in this section was presented according to data and conceptual-based literature. The data-based literature had covered the prevalence of substance use globally, Europe, Africa, and South Africa. It had also explored the influence of social, economic, and environmental factors on substance use among learners in secondary schools. The conceptual framework to guide the study was ecological system theory by Bronfenbrenner (Eriksson, Ghazinour & Hammarström, 2018).

2.2 Prevalence of substance use

Globally, the use of substance remains ongoing health crisis that was affecting every part of the world. In 2016, the United Nation Office on Drug and Crime (UNODC) estimated 275 million people aged 15-64 used drugs at least once (Tran, Moir, Latkin, Hall, Nguyen, Ha, & Ho, 2019). The United Nation Office on Drug and Crime (UNODC) again reported that the prevalence of substance use significantly increased from 2016 to 2017 and 20.2 % of the world population aged 15 years old were current smokers (Tran et al ,2019).

In the European region, it has been reported that the prevalence alcohol and tobacco use was very high. The standardized age on the prevalence of substance use especially alcohol dependence was 843.2 per 100 000 people (Peacock, Leung, Larney, Colledge, Hickman, Rehm, & Degenhardt, 2018). When it comes to the cocaine and cannabis use, the dependence reported to be 259.3, 220.46.0 and 52.5 per 100 000 people. The study continues to reveal that substance use mortality rate were highest wherein the tobacco smoking recorded 110.7 death per 100 000 people, followed by alcohol and other illegal drugs at 33.0 and 6.9 death per 100 000 people (Peacock, et al., 2018)

In the United States of America, a study found that it was common for young people to use illicit drugs. It reported that over 24 million Americans over the age of 12 had used illicit drugs such as dagga, cocaine, heroin, and hallucinogens (Qato, Zhang, Gandhi, Simoni-Wastila & Coleman-Cowger, 2020). Results from the 2017 National Youth Risk Behaviour Surveillance in the United States show that there are many high school learners who engage in high-risk behaviour such as substance use especially those between the ages of 10 and 24 years (Kann, McManus, Harris, Shanklin, Flint, Queen & Ethier, 2018). Another study conducted in the United States by

monitoring the future survey shows that marijuana prevalence has increased with rates of 1%, 3% and 6% in grade 8, 10, and 12 respectively (Johnston, Miech, O'Malley, Bachman, Schulenberg & Patrick, 2019).

In Asia, the World Drug Report indicated that substance use such as tobacco was a major public health challenge. It has been reported that the prevalence of cannabis was 24% which is followed by amphetamines at 0.59% and Opioids by 0.46% (Chun, 2020). The report further reveals that in South Korea, and Japan, the prevalence of tobacco use recorded 29.3% and 22.5% accordingly. It was also reported that substance use amongst young people aged 21 to 35 from Hong Kong had recorded 48% in 2017. India shows a higher rate of opioid when compared to other Asian countries (Chun, 2020). The study conducted in the Caribbean, Jamaica, regarding factors associated with age initiation of cannabis among secondary school revealed that 20 to 30% of students reported a lifetime use of substances (Bernard, Abel, Whitehorne-Smith, Mitchell, Thompson, Lalwani, Clayton & Oshi, 2017).

In Africa, survey conducted in Nigeria secondary schools on parental monitoring and substance use among youth shows that unsupervised time for the learners contribute to the learner substance use. The prevalence of substance was 21.7% (Odukoya, Sobande, Adeniran & Adesokan, 2018). In East Africa, Kenya, a study on drugs and substance abuse among secondary schools showed a high prevalence of substance abuse among learners in secondary schools in the Eldoret town. The study also reported that 55 students were arrested by police due to the hedonistic rampage of drugs with majority of them being 18 years of age (Jane, 2017).

In Southern Africa Zimbabwe, The Anti- Drug Abuse Association of Zimbabwe reports that a significant number of high school learners get admitted in mental health care institutions for mental health problems related to the use of drugs (Muchena & Makotamo, 2017). Study conducted in Botswana about prevalence and influence of alcohol and drug use among secondary school learners recorded that 816 (42.1%) were using alcohol, whereas 434 (22.4%) met the criteria for illicit alcohol. Illicit drug use among learners was reported to be 16.7% with dagga as the most substance used (Riva, Allen-Taylor, Schupmann, Mphele, Moshashane, & Lowenthal, 2018).

In South Africa, substance use among young learners was a serious challenge. The study regarding the impact of substance use in South Africa in the informal settlement communities reported that the country is experiencing high levels of alcohol use. The study also found that the high consumption of alcohol is among young generation (Mbandlwa & Dorasamy, 2020). Despite

difference intervention that the government has undertaken to combat the challenge of substance use among the young people particularly learners, there has been significant increase of substance in South African schools (Nzama & Ajani, 2021).

Study regarding substance use among secondary school learners in South Africa indicated that cigarettes, marijuana, alcohol, and dagga are most common among secondary school learners. The same study also reveals that learners who involve themselves in this substance usually linked with to challenges from homes, such as neglect, not having full parental support and sometimes living with single mothers (Nzama & Ajani, 2021). A study among secondary schools in Cape Town, South Africa found that 9% of learners are users of methamphetamine (Carney, Browne, Myers, Kline, Howard & Wechsberg, 2019). The same study showed that methamphetamine use was associated with aggressive behavior, mental health risk and depression.

In the Gauteng province, the challenge of drug use amongst learners conducted in previously disadvantaged township secondary schools reveals that learner's substance use is a major problem. It was also found that most used substance amongst learners are marijuana which disguised in muffins called "space muffins" (Sedibe & Hendricks, 2020). Another study conducted in Johannesburg regarding substance use amongst 308 learners from four secondary school shows substance use prevalence of 31% with 52% of those who use substance being male learners compared to the 48% female learners. The study also reveals that 69 % use alcohol, 10% smoke dagga, 5% smoke cigarette, 7% use other substance and that the prevalence of substance use was high by 31%. (Mohale, & Mokwena, 2020)

In Limpopo Province, the study conducted on 314 learners regarding substance use among secondary school learners in rural area shows that more than half 169 (53.8 %) of respondent were using substance such as alcohol, 173 (55.1%) of respondent had parents who use substance and 204 (65%) had friends who use substance. The conclusion of this study shows that substance was prevalent among secondary school learners in area of investigation (Maserumule, Skaal, & Sithole, 2019).

A study conducted at Giyani Local Municipality regarding educators' knowledge of factors that contribute to substance use by secondary school learners revealed that factors such as low-self-esteem, poor self-control, depression, poor finance, academic environment, accessibility of substance use contributed to learners' substance use (Khosa, 2018).

In Vhembe District Municipality, A study conducted at Musina High School regarding the psychosocial and demographic factors that influence substance abuse showed that young people

in rural areas are excessively exposed to substances and they do not have good guidance that can help them to stay away from alcohol use (Koketso, Calvin & Prudence, 2019). Another study conducted at Makhado Local Municipality regarding factors contributing to alcohol use and effects among the youth shows environment and substance use initiation by young learners have a positive relationship. The study also reveals that each village was having more than three alcohol outlets (Mudau, 2020).

In the Thulamela Local Municipality, the study conducted regarding the impact of Nyaope among the youth in the rural area revealed that Nyaope is commonly used by the young people around Thulamela and is highly addictive to the young people (Nevhotalu, 2017). Another study conducted in Shayandima Township, regarding the perception of community toward alcohol use shows that young people have access to alcohol at any time and any day because parents provide them with excessive pocket money that makes it easier for them to buy alcohol (Dau, 2020).

2.3 Brief history of substance use

In 1887, many Native American (95%) of school going learners were forced to attend residential school throughout the United State of America as an effort to civilize them in Euro-American way of living. Generation of Native American school going were taken from their homes and forced to abandon their traditional way of living. To the Indian tribal, this created the feeling of so impacted by historical trauma as they feel trapped and victimised. To accept the situation, many Native American parents and their children develop the habit of substance use to overcome negative stereotype of their history (Zephier Olson & Dombrowski, 2020).

The widespread of substance use had emerged in the 1960's amongst United State young people and since then dramatic change had taken place in the use of substance such as alcohol and tobacco. Currently, the new devices for taking substance such as e-cigarette and vaporizers has emerged which raises concern for the parents, teachers, health professional and law-enforcement because young people have now been attracted to these innovations in large numbers (Miech, Johnston, O'Malley, Bachman, Schulenberg & Patrick, 2018).

In the colonial times in Africa, the use of traditional beer and wine were common in the practices of religious, cultural, and secular gathering. The socio-cultural practices in this case create a habit of acceptable and culture of substance use. This practice has played a bigger role in the introduction of substance use amongst young people. It was also found that consumption of traditional beer "Mporosi" is currently a habit amongst young people in the funeral and preparation (Mabasa, & Makhubele, 2019).

From 1922, cannabis was taken as a dangerous drug in South Africa and was prohibited to be used. The criminalization of cannabis in South Africa has open debate on whether the use of this substance should constitute criminal offence. However, in 2018 the Constitutional Court of South Africa declared that the personal possession of cannabis including the cultivation of limited amount fell within that right to privacy according to the Section 14 of the Bill of Rights (Nkosi, Devey, & Waetjen, 2020).

The subculture of gangsterism contributes to substance use among young people. A study conducted in the Cape Flats suburb of Mitchell's Plain in South Africa shows that the subculture of drug abuse and gangsterism in that area exposes young people in the practices of substance use. According to the South African Police Service (SAPS) 2015 report on the national levels of crime, Mitchell's Plain was leading in terms of substance use and crime. It was reported that young people in Cape Flats find themselves spending a large amount of time hanging in the street where they learn gang subculture of using substances (Chetty, 2017).

Moral degeneration in South Africa contributed to the substance use amongst young people. When people who are in senior position such as politician, school managers, parent fail to lead by example, the lack of trust within community influence people not to report drug trafficking and consumptions of illegal substance within school boundaries during school times. Complicity between members of police and drug lords has paved the way for drug lords' control over school learners and local young people (Singh & Bhoola, 2017)

After the 1994 democratic elections, South Africa was recognized within the continent of Africa and other international countries. This encouraged a lot of migrants into the country including the illegal migrants. The massive entry of illegal immigrants into South Africa open opportunity for those who traffic drugs into the country, and this has a negative effect to the vulnerable young people who end up experimenting illegal substances. The socio-economic impact of illegal immigration and weak borders control contribute to substance use amongst South African young people (Crush & Williams, 2018).

2.4 Influence of social factors on substance use

2.4.1 Friends Drug Use

The problem of consuming psychoactive substances in secondary schools by learners it now common. It has been reported that having friends who use substance and having knowledge of drugs increased the possibility of consuming illicit drugs (Alves, Precioso, & Becoña, 2021). In

peer influence, young people change the way they live to suit the group that they are joining. They also select friends with whom they have similar lifestyles to influence each other in substance use behavior. This was also supported by the study conducted regarding peer influence and adolescent substance use, the study reveals that peer selection may have effects on substance use influence (Henneberger, Mushonga, & Preston, 2021).

Peer influence is one of the factors that determine the use of drugs among adolescent learners, and it has been reported that the peer group is the main source of information about availability of drugs (Mason, Light, Mennis, Rusby, Westling, Crewe, Zaharakis, Way & Flay, 2017). Adolescents usually seek for approval and acceptance for using the drugs through and from their friends. This is confirmed by Kelly, Vuolo & Marin, (2017) who argue that learners' close friends are the best placed individuals that have influence on substance use than the general broader peer connection. The use of drugs becomes a habit when individuals associate themselves with the group of people who are using drugs. The group members usually convince each other to use drugs regardless of the consequences on the individuals. Peer influences have been identified as key agents of socialization that can have effects on the development of adolescent life. Adolescence is the stage in which young people form relationship with others and find themselves engaging in substance use risk behavior such as smoking and excessively drinking of alcohol (Boyas, Kim, Moon, Ruiz & Gaines, 2017).

A study by Zaharakis, Mason, Mennis, Light, Rusby, Westling, Crewe, Flay & Way (2018) regarding school, friends, and substance use showed that deviant peer affiliation by adolescents within the school led to behavior such as skipping school, drinking alcohol, and experimenting with other drugs. The study conducted about decision making and substance use among young people shows that best friends were found to be similar in the risk-taking behavior such using substance. The study also find that it is more popular for both friends to be all associated with alcohol use especially those who have high social status (De Water, Burk, Cillessen & Scheres, 2017).

Learners' close friends have also been reported as the main influence in substance use involving an escalation of adolescent drinking (Nesi, Rothenberg, Hussong & Jackson, 2017). The study conducted regarding the impact of peer substance use and polygenic risk shows that peer influence is one of great contributory factors of heavy episodic drinking among young people's particularly during the late stage of adolescent (Li, Cho, Salvatore, Edenberg, Agrawal, Chorlian, & Reilly, 2017).

2.4.2 Sibling Drug Use

Study about socioecological influence of young people substance use shows that close family member such as sibling are another key influence on substance use especially marijuana. It has been reported that elder sibling is most influencer of substance use amongst sibling (Manu, E Douglas, & Ayanore, 2020). The study regarding sibling influence on teenage substance use reveals that older siblings are most influential on substance use to younger one (Altonji, Cattan & Ware, 2017). This was also confirmed by another study conducted regarding sibling influences on risky behaviors which shows that both older and younger siblings are important socializers of risk behavior that lead to the influence of substance use (Whiteman, Jensen & McHale, 2017).

Research shows that siblings have stronger influence on adolescent substance use, when compared to parents and peer influence (Samek, Hicks, Keyes, Iacono, & McGue, 2017). Sibling substance use behavior and permissive family norms regarding substance use have been shown to have strong association with the adolescent substance use such as smoking and alcohol (Cambron, Kosterman, Catalano, Guttmanova & Hawkins, 2018).

The study regarding the role of siblings in the development of behavior during childhood shows that siblings play an important role in behavior development of the child. The study also reveals that the process through which siblings influences the development includes substance use behavior (Waid, Tanana, Vanderloo, Voit, & Kothari, 2020). Study conducted about sibling cigarette smoking and peer network influences on substance use shows that having a sister who smokes and interacting with peer network appear to be one of the influences of substance use amongst siblings especially at the age of adolescents (Mahboubi, Salimi, Shushtari, Rafiey, & Sajjadi, 2020).

Another study conducted on 24 young people aged 17 to 30 years who had experiences of siblings using substance shows that the environment that the siblings grew in influence the use of substance amongst one another (Swinton, 2020). This was supported by another finding which shows siblings substance use is usually started on the adolescent's stage and above and they usually drink on the absence of their parents (Yurasek, Brick, Nestor, Hernandez, Graves, & Spirito, 2019).

2.4.3 Parent Drug Use

The study about associations of parental and peer substance shows that parental drinking has relations with their children substance use. It has been discovered that male young alcohol use has been influenced by both parents whereas, female young drinking influenced by maternal drinking (Kuo, Huang, Wu & Chen, 2021). The study further, discovered that young substance use was associated with parents who are having lower educational level. Again, single parents also associated with greater risk of substance use than those staying with both parents (Kuo, Huang, Wu & Chen, 2021).

The knowledge of parents about their children's interactive behavior with other peer and parental supervision can determine the influence of substance use among learners. If parents do not have knowledge of who their children play with or spend most of their time with, it can give opportunities for learners to use substances (Sellers, McManama O'Brien, Hernandez & Spirito, 2018).

Children living with parents who use substances tend to imitate their parents' behavior of using substances. Parents' attitudes toward tobacco, alcohol and drug use play a major role towards children's behavior. Adolescents learn through what they see and usually imitate what their parents and community members around them do as part of the socialization process (Gottfredson, Hussong, Ennett & Rothenberg, 2017). Another study regarding pathways from parental substance use to child internalizing and externalizing behaviour shows that poor parental supervision may lead to the child substance use. Substance use problems by parents has been associated with decreased of parental supervision of the child which led to higher risk of substance use (Seay, 2020).

The study regarding childhood experience and substance use shows that childhood experiences, such as physical, sexual abuse and neglect by parent may result in adolescents being likely to be initiated into illicit drug use (Gomez, Peh, Cheok, & Guo, 2018). Researchers found that parental mistreatment of children represents future risk factors for problematic alcohol and substance use (Brumley, Jaffee & Brumley, 2017). Study concerning review of psychosocial factors associated with a learner's substance use shows that in the family were parents use substance there is greater in the availability of substance which can lead to the substance use by child. Parents who usually permit their children to test alcohol may pass the message of substance use acceptance (Trucco, 2020).

2.5 Influence of economic factors on substance use

2.5.1 Pocket money

Research findings show that there is a strong positive association between learners having more money and participating in binge drinking. This was also confirmed by study conducted among English school children which showed that learners who had more pocket money were frequent drinkers of alcohol (Bosque-Prous, Kuipers, Espelt, Richter, Rimpelä, Perelman, Federico, Brugal, Lorant & Kunst, 2017).

The study regarding the influence of pocket money towards smoking by secondary school learners shows that learners with a high amount of pocket money usually use it to sustain their smoking behavior. Parents who have high income usually give e excessive pocket money to their children which increases the risk of smoking. This happen when there is lack of parental control on the learner pocket money which trigger the easy purchase of cigarette (Pandayu & Murti, 2017).

Another study conducted about association between availability of money and excessive use of alcohol by learners shows that when weekly pocket money increases, so does the possibility of learner to consume more alcohol. The finding further shows families that have greater availability of money might find themselves contributing to this substance risk behavior (Vargas-Martínez, Trapero-Bertran, Mora & Lima-Serrano, 2020). According to the study regarding the effects of pocket money and smoking initiations, shows that most predictor for young learner's substance use is the amount of pocket money. If learners have more pocket money, it will result in the higher possibility substance use initiations (Cui, Forget, Zhu, Torabi, & Oguzoglu, 2019).

The study about association between cigarette advertisement, peer group, family income, pocket money and smoking behavior revealed that high availability of pocket money can affect enhancement of smoking behavior among young people (Purnaningrum, Joebagio, & Murti, 2017). The high availability of money owned by learners can increases substance behavior. The finding also shows that there is relationship between the availability of pocket money and substance behavior (Purnaningrum, Joebagio, & Murti, 2017).

The study conducted at Shayandima Township regarding young learners' substance use shows that young learners have access to alcohol at any times because parent usually give them more money to spend and this makes easier for them to buy alcohol. The study also revealed that liquor

sellers violate the rules by selling liquor to young learners who are underage of buying alcohol (Dau, 2020).

2.5.2 Parent economic status

Study conducted about trends in substance use among young people shows that frequent substance use was found to be higher among young people whose parents are unemployed than among those whose parents are employed. The study further reveals that substance use is higher among young people whose parents had low education compared to those whose parents had better education. Family with higher economic status reported to have more influence on the substance use among young people (Torikka, Kaltiala-Heino, Luukkaala, & Rimpelä, 2017).

Again, the study conducted about parenting and adolescent socioeconomic status shows that young people who grew up in the poor families may likely show substance use problem because they are exposed in the stress environment than those who grew up in the high economic status families. The study further revealed that parents with high knowledge about their children behavior may help to guide and strengthen the development of their children (Farley, & Kim-Spoon, 2017).

This was also confirmed by another study which shows that income inequality, parental education and household income put pressure on children to end up using substances as a coping strategy (Quon & McGrath, 2015). A study conducted at Madonsi village regarding socio-economic factors that influence deviant behaviour show that youth who are from high income family they can get money easier and be involved into drugs and substance abuse (Josephine, Andrew & Stephen, 2019).

The study regarding socioeconomic status of parental education, school connectedness and substance use among learners shows that families who lives in poor socioeconomic environment usually face poor housing, unsafe Neighbourhood, poor schooling, and stressful situation in their daily lives. This situation my influence young learners on the use of substances such as alcohol and dagga (Gerra, Benedetti, Resce, Potente, Cutilli, & Molinaro, 2020).

The study conducted about pathway between young people and socioeconomic status shows that socioeconomic status for parent is potential risk for negative behavior and development of young people. It has been reported that young people from lower economic home and communities have a high risk for poor mental health which result in depression and substance use among young peoples (Devenish, Hooley, & Mellor, 2017).

This means when people have adequate knowledge on the danger of abusing substance, they can take steps to reduce the consequences. Learners who abuse drugs sometimes they do not have information and knowledge about the danger of drugs (Miech, Johnston, O'Malley, Bachman, Schulenberg & Patrick, 2019). The status of education can also influence the environment that a person lives. People who are from communities with a lower education status often live in the environment that cannot promote public health (Artiga & Hinton, 2019).

Alcohol advertisements are a key factor in influencing learners to indulge in alcohol. These usually appear every 5 minutes on television media, and they depict the drinking of alcohol as something worth cherishing. The age restrictions appear in small letters and adverts show alcohol consumers as being wise and strong. This attracts young people to experiment with alcohol as they would not want to be seen as weak and stupid (Thobejane & Raselekoane, 2017).

Poor economic condition is the one of economic factors that lead young people to engage themselves into substance use. Some of the young people are from disadvantage communities and see substance use as status in the area they live. The lead to substance use to forget their challenges (Gordon, Russell & Finan, 2020). It was also established that the use of alcohol has connection with poverty and dis-functionality in some of the families. These families use it to try to forget about the challenges (Hoffmann, 2017).

2.6 Influence of environmental factors on substance use

2.6.1 School environment

Study conducted in relation to determinants of substance use amongst high school learners shows clear evidence that learners in high schools are at high risk of substance use challenge and this usually happen to the public schools compared to the private one (Hamdan-Mansour, AL-Sagarat, Shehadeh, & Thawabieh, 2020). Another study conducted in Swaziland regarding prevalence of substance abuse among school going teenagers showed that a school environment where learners can be able to access taverns and student bars also contributes to the excessive use of substances (Gugu & Davison, 2017).

Another study conducted in relation to substance use among high school learners in rural education district shows that in the school environment, the use of substance by learners has been associated with problems in the school discipline and management of classrooms. Substance use within the school environment led to the poor academic performance including possible dropping out of school (Mokwena & Setshego, 2021).

This is supported by Mason, et al. (2017) who argued that behavioural characteristics of close friend influencing substance use shows that adolescents' close friends within the school environment display the same behaviour of substance use including smoking. This has been supported by another study conducted in Pretoria about cigarette smoking and alcohol intake among 1087 high school learners, the study shows that prevalence of cigarette smoking, and alcohol was 9% and 28% respectively. Boys were 2.3 times more likely to smoke cigarette than girls and 1.4% likely to consume alcohol than girls (Mohale & Mokwena, 2020).

In West Rand District Gauteng, study conducted regarding the perception of secondary school learners on substance use reveals that secondary school learners have advanced experiences of substance use and have progressed into dangerous drugs such as Crystal meth, rock, cat and flakka (Zibi, 2018). Another study also shows that school environment influence substance use amongst learners, it has been reported that when learners saw educators smoking, they felt that it was a good habit to be illuminated and they ended up smoking also. Learners were also reported to use free time for smoking whenever the educator is not present (Manu, Douglas, & Ayanore, 2020).

2.6.2 Availability of drugs

Learners use illegal substances because of their availability within the school environment. Some learners are reported to be smoke dagga in the school toilets (Gugu & Davison, 2017). Study conducted to 123 grade 11 learners at Musina Town secondary schools in Limpopo province regarding youth alcohol consumption and influences shows that learners find substance such as alcohol from liquor outlets around town, school friends, and social gathering (Mafa, 2020). This was confirmed by another study regarding experiences of illicit substance use by learners which shows that availability and exposure to substance often increases the possibility for young learners to experiment with this substance which led to the addiction and conflict with the law (Phillips, 2020).

A study regarding neighbourhood, family and peer factors on the early smoking and alcohol use shows that peer influence is a predictor of environment tobacco, alcohol, and drug use (Cambron *et al.*, 2018). A study regarding the influence of alcohol and marijuana uses on academic performance showed that poor school performance was reported to be influenced by cannabis smoking in some of the adolescents with the possibility of developing substance use disorder (Meda, Gueorguieva, Pittman, Rosen, Aslanzadeh, Tennen, Leen, Hawkins, Raskin, Wood & Austad, 2017).

The study conducted at Thulamela Local Municipality regarding perception of community towards substance use among young people shows that there are policies that have been introduced by government to manage substance use among young people, however those who sell alcohol within the community did not follow the rules and regulation put by the government to protect young people for buying alcohol, this means young people has access to buy alcohol at any time they want (Dau, M. 2020).

Another study conducted about availability of liquor outlets within the community shows that majority of respondent indicated that liquor outlet is very close to where they live. Some respondent indicated that liquor outlet is less than a kilometer from their school. The study concluded that physical availability of alcohol outlet has greater influence of substance amongst young people (Rabotata, Makhubele, & Mafa, 2021). There is strong agreement that socio-economic factors within the neighborhood represent key component of the social determinants of the health and wellbeing of the people who live in that neighborhood, and this can influence the learner's substance use (Lockwood, Coffee, Rossini, Niyonsenga, & McGreal, 2018).

Policies, legislations, regulation, and political commitment of the authorities within the society are some of the determinants of substance use among adolescent learners (Zibi, 2018). The study regarding youth alcohol consumption reveals that access to alcohol were found to be associated with availability. It has been reported that young people who do not have money to buy alcohol usually depend on their friends and older family members. Some use pocket money to buy alcohol in the nearby liquor outlet (Mafa, 2020).

2.7 South African legislation and guidelines on substance use

2.7.1 National Strategy for the Prevention and Management of Alcohol and Drug use

The National Strategy for the Prevention and Management of Alcohol and Drug use amongst learners in schools was developed by the Department of Basic Education. The policy focuses more on the prevention on alcohol and drug use because it is associated with academic difficulties, absenteeism, and school dropout. The policy also helps in the prevention of high-risk behavior such as violent acts and unprotected sex among school learners (Department of Basic Education, 2013).

2.7.2 National Drug Master Plan

The introduction of the National Drug Master Plan was to focus more on the co-operation between government departments and other stakeholders on the prevention of drug abuse. According to

this policy, the Department of Education should offer a helpful life orientation program at schools to educate the learner about the danger of drug abuse and its contribution to learning barriers (Department of Social Development, 2013).

2.7.3 South African National Policy of Drug Abuse Management in Schools

The South African National Policy of Drug Abuse Management in Schools was established in 2002. The main aim of this policy was to provide guidelines on the management of drug abuse within the school environment. These was done with the purpose of securing school as a safe and disciplined environment of learning to improve quality education. The main pillar of this policy is to support prevention, management, and treatment of drug misuse. Also, to help school to develop clear policies on the prevention of substance use within school premises (Mokwena, Mokwena, Van Der Heever, & Mokgatle, 2020).

2.7.4 Kimoja “I’m fine without drugs”

This is a national substance abuse prevention program implemented by all 9 provinces in South Africa. The objectives of this theses program were to raise awareness amongst youth regarding the harmful effects of substance abuse, to advocate for the early intervention and integrated strategies to prevent substance use. The program ensures that there is greater access to treatment facilities and rolling out peer education program in schools. Lastly, the program seeks to train educators, caregivers, and school governing bodies on how to handle substance use (Khosa, Dube & Nkomo, 2017).

2.8 THEORITICAL FRAMEWORK

Ecological System Theory

The theory was developed by Bronfenbrenner (1979). The researcher chose the theory because it is relevant in explaining the factors that influence substance use among learners from different dimensions and not using one factor as the only cause of substance use. It also covers the social determinants of substance use by learners and the surrounding environment. The theoretical framework was developed to understand the influence of the social environment on human behaviour. The model was developed by Macleroy, Bibeau, Steker and Glanz (1988) and is based on Uriel Brofenbrenner’s multilevel framework (Golden & Earp, 2012).

The constructs of this model are that the behaviour of the individual is influenced by the environment they live in. Rungani (2012) indicates that Bronfenbrenner identified four types of systems in which the individual is involved. The first is the micro-system which is the immediate

setting, and it comprises of family members and friends. The second is the mesosystem which is linked to the micro-system, and it shows relationships between major groups, organisations, and institution such as school, church, and workplace. The exosystem is the environment activities such as parent economic situation that have important influence on a child development, even though the child is not directly involved. The last part of the constructs of this model is the macro-system which include the larger cultural context such economic, health, political system. The three-level framework consisting of the microsystem, meso-system and macro-system will be used as theoretical framework that supports this study.

Application of the theory to the study

Ecological system theory shows that behaviour is influenced by variety of factors that work together as a system.

- **Microsystem**

Microsystem is the layer which is close to the child, and it contains the structure in which the child will have direct contact relationship and interaction with immediate surroundings (Coll, Bearer & Lerner, 2014). In this study, the microsystem level refers to social factors such as relationships between learners and their parents, siblings, or friends. Family members such as parents and siblings including friends who use substance who may tempt a learner to use substances also. Poor-parental relationships and peer pressure could be contributory factors that are associated with substance use.

- **Mesosystem**

Mesosystem refers to the environment that influences and determine the functions of the above-mentioned micro-environment (Coll, Bearer, & Lerner, 2014). In this study the mesosystem level refers to the environmental factors such as availability and accessibility of substances e.g., alcohol, dagga, cigarettes and other illegal drugs in the school settings and neighbourhood environment of the learners. Again, poverty, unfavourable housing conditions, large number of substance outlets, alcoholism and immorality in a certain area may also be a causative factor that is associated with substance use amongst secondary school learners.

- **Exosystem**

Exosystem refers to the larger social system in which the learner does not function directly (Bourdieu, Coleman, & Coleman, 2019) in this level family resources, parents' workplace and community resources in which the child does not direct get involved in has positive and negative influence on the behaviour of the learner. In this study, exosystem refers to parental income and

the amount of pocket money that can have negative influence of substance use amongst secondary school learners.

- **Macro system**

Macrosystem refers to the wider structure in which the above-mentioned mesosystem groups are functioning and could include the cultural values, traditions, and laws (Coll, Bearer, & Lerner, 2014). In this study, the macrosystem level will refer to the cultural values, traditions laws and policies that might have negative influence associated with learner substance use. The culture of using alcohol and drugs excessively within the learner environments might influence substance use. The lack of strict laws and policies that govern the alcohol outlets nearby schools and neighbourhoods may become likely factors that are associated with substance use amongst secondary school learners.

Ecological System Theory

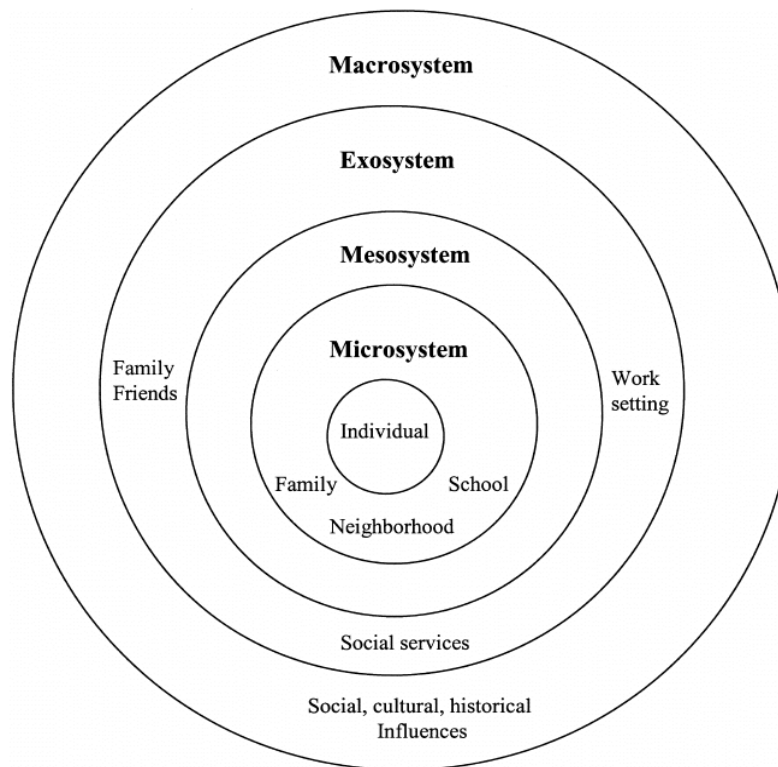


Figure 1:1 Bronfenbrenner, Ecological System Theory (Source: Coll, Bearer, & Lerner, 2014:65)

2.9 Summary

This section reviewed literature on substance use among secondary school learners. The researcher reviewed various literature sources from different websites and databases such as Ebscohost, Sabinet, PubMed, Google scholar and the South African legislation. It has been found that substance use amongst secondary school learners contributes to academic failure, absenteeism, dropout, high risk behavior such as unprotected sex and school violence. Regardless of policies and legislation to help in the prevention of substance use among secondary school learners, literature shows that learners still use substance due to different reasons. Research about factors that are associated with substance use may help in the prevention of substance abuse. The ecological system theory will underpin the study because it shows the interplay of factors which influence substance use beyond the person and outline the interconnection among individual, social, environment and economic influences on substance use. The next chapter will outline the research methodology and the objectives of the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is the process of collecting, analyzing, and interpreting data (Creswell, 2014). In this section, the researcher discussed the research approach, study design, study setting, population, sampling, data collection procedure, data management and analysis as well as ethical considerations.

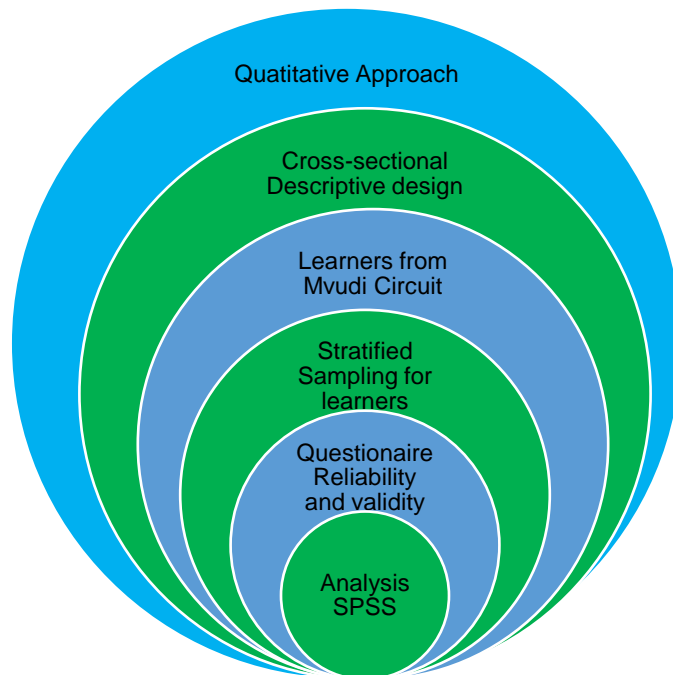


Figure 3.1 Research methodology overview

3.2 Research Approach: Quantitative Approach

The study used a quantitative approach. Quantitative is the approach in which relationships between variables are tested through numerical techniques. The variables are measured by using a research instrument and the data are analyzed using statistical procedures (Bloomfield & Fisher, 2019). The researcher opted for the quantitative approach because it is suitable for statistical analyses which can give unbiased and objective results. It is also suitable for generalizing the findings to a larger population.

3.2.1 Study design

In this study, the cross-sectional, descriptive design in which data is collected at a single point in time had been used. The design allowed the researcher to collect data immediately and at once as opposed to processes that can take a long period of time.

3.2.2 Cross-sectional survey

According to Kumar (2019), cross-sectional design is effective in describing the population at a particular moment in time. Using cross-sectional survey, the researcher was able to describe the influence of social, economic, and environmental factors on substance use among secondary school learners.

3.2.3 Descriptive design

According to Gugu and Davison (2017), descriptive research refers to the method in which the characteristics of a given population or area of interest is described accurately. In this study, the researcher describes the factors that are associated with substance use amongst secondary school learners in the Thulamela Local Municipality in Limpopo province.

3.3 Study setting

The study was conducted at selected secondary schools within the Thulamela Municipality, Vhembe District in the Limpopo province. Thulamela municipality is one of the Vhembe district's Eastern-most sub-districts and borders the Kruger National Park on the East. Thohoyandou is the main town in the Thulamela Local Municipality.

Thulamela Local Municipality is Vhembe's second smallest municipality geographically with an area of 5834 km. Despite being second smallest municipality at Vhembe, Thulamela is the most populated municipality in Limpopo province with 618 642 people and ranking as the fourth most-populated of all South Africa Municipalities. More than 85% of the inhabitants of Thulamela live in tribal areas. In terms of housing, 85.7% of the housing is formal structures and 14.3% informal. Female headed homes are more than half (54.4%) of all households. Agriculture is the main economic activity.

Dominating crimes such as unlicensed liquor stores, crimes, armed robbery, common assault, and rapes are mostly influenced by abuse of liquor and unemployment. The abandonment of RDP houses and influx of undocumented immigrants particularly at Thohoyandou and the surrounding areas also contribute to the challenges that the Municipality continues to experience. The

Education system in the district area is negatively affected by gangsters, violence, burglary, vandalism, and poor management of school finances (Municipality, 2014).



Figure 3: 2 (Municipality, 2014).

3.4 Study population

According to Leavy (2017), a population is the whole group of persons or object that are of interest in the study. The target population was 284 grade 10 and 11 secondary schools' learners from the Thulamela Local Municipality and the accessible population was four secondary schools between (Quintile 1 to 4) within the Mvudi circuit as shown in Table 3.1. The study focused on male and female learners from Grade 10 -11, within the age ranges between 14 to 25, registered within the selected secondary schools.

3.4.1 Inclusion criteria

- Learners who were included in the study were those in Grade 11 and required to be attending secondary school in the selected circuit.
- Registered for 2021 academic year.
- Both males and females were targeted, from any ethnic group
- Learners who were willing to give assent/consent to participate.
- Learners whose age range between 14-25 years of age.

3.4.2 Exclusion criteria

Learners who were in the other secondary schools than those selected, whose age is below or above the range decided for this study were not included on this study.

3.5 Sampling & procedure

Sampling is the process of extracting a sample from the population (Alvi, 2016). Again, sampling is the process in which a portion of the population is selected for the study (Gentles, Charles, Ploeg & McKibbon, 2015).

3.5.1 Sampling of site: Purposive sampling

Thulamela Local Municipality consists of five educational circuits, namely, Luvuvhu, Mvudi, Sibasa, Mutshundudi and Tshinane. The researcher used purposive sampling technique to select the Mvudi educational circuit within Thulamela municipality because it was the area where the researcher has observed the problem of substance use among secondary school learners.

Table 3.1: Population framework

Distribution of four secondary school learners registered under Mvudi circuit

Name of school	School Quantile	Grade 11
Mpfariseni	Quantile 1	117
Thusalushaka	Quantile 2	87
Tshivhidzo Masiagwala	Quantile 3	121
Thohoyandou Technical	Quantile 4	403
Total		728

Source: (Mvudicircuit)

3.5.2 Sampling of respondents: Simple random sampling

Simple random sampling (Rahi, 2017) was used to select learners. Every learner had an equal chance to be selected. Learners who were selected from each school were obtained by dividing the total number in the school by total number of the circuit, multiplied by the total number of sample size on the study. Due to COVID-19 regulations, school had learners on rotational basis which made data collection process challenging due to

limited times that learners were accessible. This affected the grades that could be accessed, and the researcher had access to Grade 11 only instead.

Table 3. 2: Sampling framework

Name of school	School Quantile	Grade 11	Sample size
Mpariseni	Quantile 1	117	46
Thusalushaka	Quantile 2	87	34
Tshivhidzo Masiagwala	Quantile 3	121	47
Thohoyandou Technical	Quantile 4	403	157
Total		728	284

3.5.3 Sample size

The sample was calculated using the Solvin's (1960) formula as cited by Guilford and Frucher (1973), where N is the total number of learners, n is the sample size and e is the accepted level of error of 0.05:

n = sample size

N = total population

e = margin of error (which is 0.05 or 5%)

For proportion of sample size in the selected schools, the researcher divided the numbers of learners in the selected schools by the total number of all registered student within the circuit and multiplied it by 100. The total sample size was 258. The sample size then increases by 10% to cover the questionnaires that can be affected by error or defaults. This means that the sample size was then increased from 258 to 284.

$$= 728 / 1 + (728 * 0.05 * 0.05)$$

$$= 728 / 1 + (728 * 0.0025)$$

$$= 728 / 1 + 0.9675$$

= 728/1.9675

n = 258

3.6 Instrument

To collect data, the researcher used a self-administered questionnaire. The questionnaire was concise and clear.

The questionnaire was adapted from the 2011 high school Youth Risk Behavior Survey (YRBS) of the Center for Disease Control and Prevention (CDC, 2011). The YRBS is the standardized instrument which was developed to measure the risk behavior of high school learners with generally high reliability rating (Kappa=61-100%) (CDC, 2011). The questionnaire is divided into four sections. Section A was the Socio-demographic data, Section B was the prevalence of substance use, Section C was the social factors associated with substance use, Section D was the economic factors associated with substance use and Section E was the environmental factors associated with substance use. The instrument comprised of closed ended questions. The questionnaire was in English and not translated into another language because respondents were from selected secondary schools where English is the language of teaching and learning.

3.7 Pretesting the instrument

The adapted instrument from 2011 School Youth Risk Behavior was pretested on the small respondent with the same characteristics as the study population (Ikart, 2019). The purpose of pretesting the instrument was detecting mistakes in the methodology and to ensure the feasibility of the study before conducting the real research. In this study the instrument was pre-tested by selecting learners from one of the schools within Dzindi circuit. The circuit falls within the Thulamela Local Municipality which is the area in which the researcher is conducting study. Selected learners were both male and female learners aged 14-25. Those who were part of pretesting were not part of the actual study. The researcher selected the 10% of learners (28) who share similar characteristics with the prospective target group. After, pretesting the instrument, it was discovered that some items did not have the proper response that can have the impact to add value to the study. The instrument was adjusted to make the questions more understandable to respondents in order to have significant outcome of the whole study.

3.8 Validity & Reliability

Validity and reliability were considered in this study to ensure that the information collected must address all objectives of the study. Validity is when the instrument is measuring what is supposed to measure and reliability is the consistency of the instrument to give some results if the research is repeated on the same sample (Cohen, Manion & Morrison, 2017).

3.8.1 Validity

To ensure validity the researcher chose face and content validity. The instrument was forwarded to the supervisor to ensure that instrument covers all objectives of the study, and it is in consistent with other instrument that have been used in similar study.

Face Validity

Face validity is the extent to which the measure or question makes sense to the knowledgeable about the subject (Kumar, Dinesh, & Periasamy, 2021). To ensure face validity the researcher presented the questionnaire to the supervisors, department seminars, and high degrees committee. The instrument was corrected by considering the feedback received.

Content Validity

Content validity focuses on whether the full content of a conceptual definition is represented in the measure (Kumar, Dinesh, & Periasamy, 2021). The researcher ensure that the instrument contains all the main objectives that were supposed to be covered. Sampling was done carefully so that correct representatives are included in the study. Literature was reviewed according to the purpose and objectives of the study. The instrument was forwarded to the supervisor and lecturers from the Department of Public Health and other department during departmental seminar presentation for evaluation to ensure it covers all the contents to be measured in the study. After correction from departmental seminar and Higher Degree Committee, the researcher modifies the instrument. The English specialists also ensured the correctness of language.

3.8.2 Reliability of the instrument

Reliability is the extent to which a measuring instrument is repeatable and consistent (Maree, 2016). In this study the researcher calculated using SPSS to determine reliability. The results showed that the average values of Cronbach alpha for the questionnaire was 0.955 and for the economic factors was 0.954 and the r values were ($r = .0966$) and ($r = .884$) respectively, thus, the questionnaire fulfilled the tests for validity and reliability.

3.9 Data collection procedure

The proposal was presented to the Department of Public Health, Faculty of Health Sciences in the School Higher Degree Committee to assure quality before sending to the University Higher Degree Committee. The researcher obtained ethical clearance from the University of Venda (See Annexure 5, page 79). After obtaining the ethical clearance, the researcher applied for permission to collect data from Department of Basic Education circuit (See Annexure 7 page 82). The researcher also asked the permission from school principals and the School Governing Bodies (See Annexure 7 & 8 page 82 & 84).

Then, researcher asked for consent, and assent from parents and learners respectively. After consent and assent from relevant respondent was obtained, then, the questionnaire was distributed, learners received an explanation about the study and expectations. Every questionnaire was assigned a unique number and it was registered on the researcher book and marked to ensure that it has been returned. The researcher gathered the respondents and gave them oral instructions on how to fill the questionnaire. Before filling the questionnaire, information on the purpose and process of study was explained in detail to the Respondents. The purpose and objective of the study was explained on the cover letter of each questionnaire and learners were given clarity in case they don't understand the questions. The written assent forms were issued and explained to the respondents. Respondents were then allowed to fill questionnaire. The researcher was present to give clarity to those who needed it. The researcher ensure that data collection process did not disrupt classes or take the lesson time.

Data was collected at Mpariseni Secondary, Thusalushaka Secondary, Tshivhidzo Masiagwala Secondary and Thohoyandou Technical High School. The researcher submitted the letters to ask permission to collect data at Mvudi circuit and all selected secondary school. After getting permission from Department of Basic Education, the researcher visited the school principal of all selected school to arrange the date for data collection. The school principal introduced the researcher to the schoolteachers who assist with the arrangements of venue for data collection. The researcher was also introduced to the learners by delegated teachers and the process for data collection lasted for a week. Data was collected in a group format and each session lasted between 1 hour and 1 hour 10 minutes.

3.10 Data management and analysis

Data was analyzed by using the statistical Package for the Social Sciences (SPSS) version 26.0 software and Microsoft Excel. Descriptive statistics (Percentages, mean etc.) was used to summarize the data. Researchers enter data from questionnaire to be coded using code sheet. The chi-square test was used to determine the association between social, environmental, and economic factors with substance use among secondary school learners. The level of significance was set at $P \leq 0.05$, and any value which equals to or is less than 0.05 was regarded as significant association. Any value above 0.05 was regarded as an insignificant association. Frequency distributions, pie charts, tables, frequency polygons and histograms were used to present the findings information.

3.11 Ethical considerations

Collecting data from people raises ethical concerns and include taking care to avoid harming people physically and psychologically (Alderson & Morrow, 2020). In this study, the respondents were protected by adhering to research ethics. The researcher sought permission to conduct the study. Informed consent, voluntary participation, confidentiality, and anonymity was considered.

3.11.1 Permission to conduct the study

The proposal was presented to the Faculty of Health Sciences for quality assurance. After presenting the proposal at the School of Health Sciences, the researcher then submitting the proposal to the University of Venda Higher Degrees Committee for approval and to get the ethical clearance certificate from the ethics committee. Permission to conduct the study was requested from Limpopo Department of Education (See annexure, 6 page 80), Department of Education circuit (See annexure 7 page 82), school authorities (See annexure 8, page 84) and parents of the learners (See annexure 2, page 75).

3.11.2 Informed consent & assent for minors

In this study, before the respondents sign the consent forms, they were informed about the purpose of the study, expected duration and all procedures for (See annexure 1 page 73). Legally children are not able to give informed consent until they turn 18 years. The parents or legal guardians were asked to give consent on the behalf of minor learners (See annexure 1 page 73). Assent form was provided to those respondents who are still under the age of 18 (See annexure 3 page 76). The assent forms explained key aspects of the proposed study, why the study is being

done, their role in the study and their rights before, during and after participating in the study. Both consent and assent were signed before any respondent was enrolled in the study.

3.11.3 Voluntary participation

Participation should always be voluntary, and one should not be forced to participate in a research project (Suresh, 2018). Participation was voluntary and the respondents were not forced to participate in the study (See annexure 4 page 78). Respondents were informed about their rights to withdraw at any time if they so wish and not be threatened in any way to participate. Respondents were informed about the indirect benefits of participating in this study (See annexure 1 page 73). Inform consent and assent for minors were provided before the respondents participate in the study.

3.11.4 Confidentiality and anonymity

Confidentiality means that nobody, but research personnel have access to information that could link respondents to their responses (Arifin, 2018). In this study, the respondents' identities such as names and addresses were protected from public exposure. Anonymity means that the researcher must put in place a mechanism such that the researcher cannot link a respondent with any information that comes from him or her (Arifin, 2018). In this study the researcher did not use real names of the respondents and respondent code was used (See annexure 9 page 85). Again, respondents were not allowed to sign their names on the questionnaire to guarantee their anonymity.

3.13 Summary

The section above discussed the research methodology used in this study. The section that was covered include study design, study setting, study population and sampling, instrument and pre-testing, data collection procedure and analysis, ethical consideration, dissemination of results and implementation.

CHAPTER 4

ANALYSIS AND PRESENTATION OF DATA

4.1 Introduction

This chapter presents the finding of the study in which responses from the respondents are presented through statistics. Findings were analysed descriptively and presented in tables. The data analysis and interpretation were done following study objectives. Demographic data was presented first, followed by data that answers the study objectives.

4.2 Demographic information

Demographic information includes respondent information such as age, gender, race, tribe, grade, knowledge of a learner who use substance, if there was a punishment following the use of substances and if one has ever failed.

4.2.1 Respondents demographic information

Table 4.1: Demographic profile of learners Respondents (N=284)

Variable	Frequency (N=284)	Percentage (%)
Age: 14-18 years 19-22 years	258 26	90.8 % 9.2 %
Gender: Female Male	131 153	46.1 % 53.9 %
Race: Black	284	100.0%
Tribe: Venda Pedi Tsonga	274 4 6	96.5 % 1.4 % 2.1 %
Grade: 11	284	100.0%
Have you ever failed a Grade? Yes No	146 138	51.4% 48.6%
Do you know a learner/s who use substance in the school? Yes No	198 86	69.7 30.3
Was he or she given any punishment? YES NO DO NOT KNOW	125 66 93	44% 23.2% 32.7%
Total	284	100%

The total of number of the respondents for this study was (N = 284). Table 4.1 shows that 90.8% of respondents were learners aged between 14-18 years while 9.2% were 19-22 years of age. Regarding gender distribution 53.9 % of the respondents were males, and 46.1 % were females, all in Grade 11 and all were black. Respondents were selected from four schools that are classified under quintile 1 to quintile 4. The findings show that 71.5% of respondents did not know

learners who use substance in the school, while 28.5% of respondent indicated that they knew learners who are using substance in the school. Of the total population, 96.5% comprised of Tshivenda speaking learners, 2.1 were Tsonga and 1.4% being Sepedi speaking learners. The findings further revealed that 51.4% of the respondents failed a Grade before, 69.7% knew a learner who use substances in their school and 44% of those who were found using substances were reported to have been punished.

Objective 1: Assess the prevalence of substance use among learners in secondary schools within Thulamela Municipality

Table 4.2: Prevalence of substance use and practice among learners

QUESTION	FREQUENCY(N)/ PERCENTAGE (%)
Have you ever taken alcohol? YES NO	81 (28.5%) 203 (71.5%)
Have you taken drugs? YES NO	16 (5.6%) 203 (71.5%)
Have any learners been found by teachers using drugs in the school? YES NO	168 (59.2%) 116 (40.8%)
If yes which kind of drug, was it? Cigarettes Alcohol Cocaine Dagga Other N/A	119 (41.9%) 19 (6.6%) 10 (3.5%) 31 (10.9%) 89 (31.3%) 16 (5.6%)

What is the degree to which learners in your school have access to drugs?	
High	67 (23.6%)
Very High	59 (20.8%)
Mild	61 (21.5%)
Very Low	40 (14.1%)
Low	57 (20.1)
Level of awareness about the negative effects of drugs?	
High	96 (33.8%)
Very High	72 (25.4%)
Mild	20 (7%)
Very Low	32 (11.3%)
Low	64 (22.5)
When did you last use substances?	
Today	3 (1.1%)
Within last seven days	7 (2,5%)
Within last 30 days	13 (4.6%)
Never	261 (91.9%)
Who introduced you to substance?	
Friend	34 (12%)
Sibling	7 (2.5%)
Parent	4 (1.4%)
Teacher	8 (2.8%)
Other	3 (1.5%)
N/A	228 (80.3%)
TOTAL	284 (100%)

Table 4.2 findings show that 28.5% of learners had taken alcohol while 5.6% admitted having used drugs. The study also revealed that 59.2% of learners knew a learner who has been found by the teachers using drugs in the school. The most common used substance was cigarette

accounting for 41.9%, followed by 31.3% of other substances, 31% of dagga, 19% of alcohol and 10% of cocaine.

The findings on the degree to which learners have access to drugs was very high at a combined 44.4%. The level of awareness about the negative effects of drugs was also high at a combined 59.2%. The respondents (91.9%) reported that they have not used substances in the last 30 days, 4.6% admitted to having used substances in the last 30 days while 2.5% used within the last seven days and 1.1 reported to have used on the day of data collection. About 12% of the respondents indicated that a friend introduced them to substances, shockingly 2.8% revealed that their teacher introduced them to substances, 2.5% reported that siblings were the ones who introduced them to substances and 1.4% accounting for parents.

Objective 2: Determine the influence of social factors on substance use among learners in secondary schools within Thulamela Municipality

Table 4.3: Descriptive findings on social factors

QUESTION	FREQUENCY(N)/ PERCENTAGE (%)
Whom do you live with at home?	
Both parent	150 (52.8%)
Mother only	72 (25.4%)
Father only	6 (2.1%)
Sibling	27 (9.5%)
Grand parents	29 (10.2)
What is your mother's highest education?	
None	22 (7.7%)
Primary school	9 (3.2%)
Secondary school	77 (27.1%)
College	61 (21.5%)
University	115 (40.5%)
What is your father highest education?	
None	19 (6.7%)
Primary school	13 (4.6%)

Secondary school	28 (9.9%)
College	71 (25%)
University	129 (45.4%)
Do not Know	24 (8.5%)
Family member using substances.?	
Father	47 (16.5%)
Mother	23 (8.1%)
Siblings (Brother/Sister)	55 (19.4%)
None	131 (46.1%)
Prefer not to answer	28 (9.9%)
Who among your family members has had an alcohol problem?	
Mother	11 (3,9 %)
Father	33 (11.6%)
Sibling	33 (11.6%)
Other	27 (9.5%)
None	180 (63.4%)
Does your best friend use substance?	
YES	101 (35.6%)
NO	183 (64,4%)
TOTAL	284 (100%)

The findings in Table 4.3 represents the descriptive findings of social factors. Respondents (52.8%) reported that they live with both their parents, 25.4% live with single mothers, 10.2% live with grandparents, followed by 9.5% who live with siblings and 2.1% live with single fathers. The findings also alluded that 40.5% of the respondents' mothers had a university qualification while 45.4% of the respondents' fathers had a university qualification. Mothers were reported to slightly be higher (7.7%) regarding being illiterate as compared to father who accounted for 6.7%. Fathers were also reported to have high (25%) college qualification compared to 21.5% of mothers. Findings revealed that 19.4% of the respondent's siblings use substances, followed by 16,5% of fathers and 8.1% of mothers which means participants observe the use of substances from home. When answering the question about whom among the family members has had an alcohol

problem, 11.6 % of respondents reported that their siblings and fathers has had an alcohol problem while 9.5% accounted for mothers and other family members. Finally, 35.8 of the respondents reported that their best friend uses substances.

Objective 3: Determine the influence of environmental factors on substance use among learners in secondary schools within Thulamela Municipality

Table 4.4: Descriptive findings on environmental factors

QUESTION	FREQUENCY(N)/ PERCENTAGE (%)
Are substance easily accessible in your neighborhood? YES NO	 161 (57%) 122 (43%)
Drug substances are cheaply sold within the school locality. YES NO	 160 (56.3%) 122 (43.7%)
How often do teachers inspect your belongings in the school classroom? Daily Weekly Monthly Once per term Never	 98 (34.5%) 21 (7.4%) 17 (6%) 24 (8.5%) 124 (43.7%)
Does your community accept the use of alcohol among the youth? YES NO	 214 (75.4%) 70 (24.6%)
Do you know any tavern, bar, club situated around your school? YES	 197 (69.4%)

NO	87 (30.6%)
How far away is the tavern, bar, club situated from school?	
100 - 500 meters	95 (33.4%)
501 meters-1 km	36 (12.7%)
1.1 - 2 km	88 (31%)
2.1km and above	65 (22.9%)
Have you seen advertisements of alcohol in your community?	150 + 134 = 284
YES	150 (52.8%)
NO	133 (46.8%)
TOTAL	284 (100%)

Table 4.4 presents the descriptive findings of environmental factors. 57.1% of respondents revealed that substances are easily accessible in their neighbourhood. Furthermore, 56.3% of respondents also reported that drugs are cheaply sold within the school locality. With disappointments, 43.7% of the respondents reported that teachers do not inspect their belongings in their school, while 34,5% indicated that their belongings are inspected daily, 8.5% is once per month, 7.4% is weekly and 6% gets their belonging inspected monthly. About 75.4% of the respondents reported that the use of alcohol by young people is accepted in their communities. 69.4% of respondents reported that they know a tavern, bar, club that is situated near their school. In addition, 33.4% of the respondents indicated that the tavern, bar, club is situated less than 500 metres away from the school, 31% reported 1.1 to 2 kilometres away from school, 22.9% 2.1 and above while 12.7% reported between 501 to 1 metres way from school. 52.8% of respondents reported to have seen advertisements of alcohol in their communities.

Objective 4: Assess the influence of economic factors on substance use among learners in secondary schools within Thulamela Municipality

Table 4.5: Descriptive findings on economic factors

QUESTION	FREQUENCY(N)/ PERCENTAGE (%)
How much pocket money (in rand) do you receive? less than 50 50-100 101-200 300-500 More than 500	144 (50.7%) 32 (11.3%) 65 (22.9%) 37 (13%) 6 (2.2%)
Do you get pocket money daily, weekly, monthly? Daily Weekly Monthly	166 (58.5%) 50 (17.6%) 68 (24%)
Do your parents/guardian own a motor vehicle? YES NO	161 (56.7%) 123 (43.3%)
Which of the following best describes your parents' house at home? Own house Rented house Other	264 (93%) 12 (4.2%) 9 (2.8%)
Remember your main house at home? What material is the wall made off? Timber Iron sheets Bricks & cement Mud	13 (4.6%) 8 (2.8%) 253 (89.1) 10 (3.5%)
How many rooms does your main house at home contain? Tick 1 room 2 room	6 (2.1%) 6 (2.1%)

3 room	26 (9.2%)
4 room	37 (13%)
5 room	95 (33.5%)
6-10 room	54 (19%)
10 and above	60 (21.5%)
What are your parents/Guardian, main source of income?	
Government employee	83 (29.2%)
Businessperson	58 (20.4%)
Unemployed	43 (15.1)
Self-employed	86 (30.3%)
Pensioner	10 (3.5%)
None	4 (1.6%)
TOTAL	284 (100%)

Table 4.5 presents the descriptive outcomes of economic factors. Many of the respondents, 50.7% reported that they receive less than R50 for school provision, surprisingly, 22.9% reported that they get between R100-200 for provision while 13% get between R300-500, 11.3% get amount between R50-100 with only 2.2% getting more than R500 for provision. Majority at 8.5% of respondents get their provision daily, 24% get it monthly while 17.6% of respondents get the provision money weekly. More than half, 56.7% of respondents reported that their parent/guardian owned a motor vehicle. Overwhelming majority, that is 93% indicated that their parent/guardian own a home with only 4.2% renting a house. In another category, majority of the respondents, (89.1%) revealed that their house wall material is made of bricks and cement, 4.6% accounting for timber, 3.5% for mud and 2.8% for iron sheets. About 3.5% of respondents reported that their homes had five rooms, 21.5% had 10 rooms and above, while 19% reported between 6-10 room, 13% with 4 rooms, 9.2% reported 3 rooms and 2.1% accounted for 1 and 2 rooms. In the last category 0.3% of respondents revealed that their parents/guardian were self-employed, followed by 29.2 who were government employees, then 20.4% were businessman, 15.1% being unemployed and 3.5% as pensioners.

Objective 2, 3, 4 Overall influence of social, environmental, and economic factors on substance use among learners

Table 4.6: Overall influence of factors on substance use among learners

Table 4.6 Substance use association with various Factors/Variables				
Variables N (%)	Have you ever taken alcohol		Have you ever taken drugs	
	Yes	No	Yes	No
Gender	$X^2 (1) = 14.33, p = .001^*$		$X^2 (1) = 3.045, p = .081$	
Male	58 (37.9)	95 (62.1)	12 (7.8)	141 (92.2)
Female	23 (17.6)	108 (82.4)	4 (3.1)	127 (96.9)
Know a learner who use	$X^2 (1) = 14.97, p = .001^*$		$X^2 (1) = 3.045, p = .301$	
Yes	70 (35.4)	128 (64.6)	13 (6.6)	185 (93.4)
No	11 (12.8)	75 (87.2)	3 (3.5)	83 (96.5)
Family who uses substances	$X^2 (1) = 14.18, p = .001^*$		$X^2 (1) = .284, p = .594$	
Yes	45 (40.9)	65 (59.1)	17 (27.9)	9 (23.1)
No	34 (20.1)	135 (79.9)	44 (72.1)	30 (76.9)
Degree of access to drugs	$X^2 (4) = 31.14, p = .001^*$		$X^2 (4) = 6.084, p = .193$	
High	30 (44.8)	37 (55.2)	2 (3)	65 (97)
Very High	27 (45.8)	32 (54.2)	6 (10.2)	53 (89.8)
Mild	10 (16.4)	51 (83.6)	1 (1.6)	60 (98.4)
Very Low	6 (15.1)	34 (85)	2 (5)	38 (95)
Low	81 (28.5)	203 (71.5)	5 (8.8)	52 (91.20)
Seem advertisement in the community	$X^2 (1) = 4.519, p = .034^*$		$X^2 (1) = 1,688, p = .194$	
Yes	51 (34)	99 (66)	11 (7.3)	139 (92.7)
No	30 (22.6)	103 (77.4)	5 (3.8)	128 (96.2)
Know Tavern near school	$X^2 (1) = 13.34, p = .001^*$		$X^2 (1) = 1.127, p = .288$	
Yes	69 (35)	128 (65)	13 (6.6)	184 (93.4)
No	12 (13.8)	75 (86.2)	3 (3.6)	84 (96.6)
Easily accessible neighbourhood	$X^2 (1) = 17.87, p = .001^*$		$X^2 (1) = 2.268, p = .132$	
Yes	62 (38.5)	99 (61.5)	12 (7.5)	149 (92.5)
No	19 (15.6)	103 (84.4)	4 (3.3)	118 (96.7)

Note: IPV = Association - *indicates significance at 0.05 level

In terms of association between social, environmental, and economic factors with substance and drug use, economic factors were not related to either alcohol or drugs use. Gender was significantly associated with having taken alcohol, $X^2 (1, N = 284) = 14.33, p < .001$.

Some social and environmental factors were significantly associated with substance use among learners. Having taken alcohol was significantly associated with knowing a learner who use substances, family who use substances, the degree of access to drugs, seeing advertisement in the community, knowing a tavern near school and substances being easily accessible in the neighborhood at $X^2 (1, N = 284) = 14.97, p < .001$; $X^2 (1, N = 284) = 14.18, p < .001$; $X^2 (4, N = 284) = 31.14, p < .001$; $X^2 (1, N = 284) = 4.519, p < .034$; $X^2 (1, N = 284) = 13.34, p < .001$ and $X^2 (1, N = 284) = 17.87, p < .001$ respectively.

4.7 Conclusion

The main findings of the study revealed that 90.8% of the respondents were 14-18 years old. About 28.5 of the respondents had already taken alcohol while 5.6% admitted to taking drugs. The findings also revealed that access to substances seems to be easy in schools and the community. Most respondents reported that friend introduced them to substances. Respondents reported 19.4% of their siblings are using substances and 16.5% of the fathers are also using substances It was also revealed that 35.8% of respondents had best friends who use substances. Surprisingly, only 1.6 of the respondents reported that mother and father had alcohol problems. Respondents also reported easy access to both alcohol and drugs and substances being cheaply sold. Economically, only 15.1% of the respondents reported unemployed parents/guardian. In terms of association between social, environmental, and economic factors with substance use and drug use, economic factors were not related to either alcohol or drugs use. Gender was significantly associated with the respondents having taken alcohol, $X^2 (1, N = 284) = 14.33, p < .001$. Only alcohol intake was significantly related to some social and environmental factors.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents the discussion of the study findings. The researcher discusses the current outcomes of the study according to objectives and deliberate on the findings against previous literature related to the same subjects and then ingrates the theoretical framework through the lenses of the current findings.

Objective 1: Assess the prevalence of substance use among learners in secondary schools within Thulamela Municipality

5.2 Prevalence of substance use and practice

The current study found that 71.5% of the respondent had never used alcohol, while 28.5% agree that they have taken alcohol. The finding is inconstant with Maserumule, Skaal, & Sithole (2019) who found that more than half 169 (53.8 %) of learners were using substance such as alcohol.

The current study revealed that 5.6% of respondents admitted to using drugs. The study is inconsistent with (Riva, Allen-Taylor, Schupmann, Mphele, Moshashane, & Lowenthal, 2018) who found that majority of learners (42.1%) met the criteria of using illicit drugs such as dagga and alcohol. Again, the current study shows that 59.2% reported that they have witnessed a learner who was found by teachers using substance in the school environment. This implies that most learners have witnessed others using substances and getting caught by teachers. This view was supported by Durum, Ersoy, Emin, & Ekey (2021) who found that certain percentage 187 (46.1%) girls, and 219 (53.9%) boys of high school learners smoke cigarette and the rates of smoking was increasing.

The present study also revealed that 41.9% of respondent indicated that the most common substance learners got caught with was cigarettes, 10.9% indicated dagga, 6.6% was alcohol 3.5% was cocaine. Similarly, (Ogundipe, Amoo, Adeloye, Olawole-Isaac, (2018) who found that the most used substance amongst learners is alcohol at (32.8%), followed by tobacco (23.5%), and on the contrary to the current study, where khat 22.0% and cannabis at (15.9%) This means that cigarette and dagga are most likely to be used by learners within school environment because they can easily be hidden.

The current study found that the degree in which learners have access to drugs within the school premises is high with a combined 44.4%. This means that the majority of respondent can access

substances within the school environment. These findings are consistent with Londani, Morojele, Egbe, Nel, Petersen Williams, Harker, & Parry (2021) who found that there are many off-licensed premises and on-licensed within the community close to school that sell substance to the learners. The current study on the level of awareness regarding the effects of substance use shows that a combine 59.2% of respondent were aware about the effects of substance use, while 33.8% revealed low level of awareness. The respondents seem to be aware of the negative effects of substances although knowledge does not guarantee behaviour towards substances. The current study findings were consistent with Chauke (2021) who found that high school learners had high knowledge that abuse of alcohol, dagga and cigarettes may pose health and social difficulties and risks.

The current study asked when did learners last use substances and 91.9% of the respondents reported that they never used substances with in the last 30 days, with 4.6% admitting to the last 30 days, only 2.5% admitted to using substances within the last seven days, 1.1 reported using substances in the day of data collection. These finding were supported by Gugu & Davison (2017) who found that some learners reported smoking dagga in the school toilets. Farley, & Kim-Spoon, (2017) found that 6.2% Canadians aged 15–24 reported using e-cigarettes in the past 30-days, while 23.9% reported having ever tried e-cigarettes. Twenty-three percent of the past 30-day users reported using e-cigarettes every day and 72.5% of the past 30-day users reported having nicotine in their last e-cigarette.

The current study revealed that 12 % of the respondents indicated that they have been introduced to substance by friends while 2.85 % reported to have been introduced to substance by teachers, while 2.5 % were introduced by their siblings and 1.4 % by their fathers. Similarly, Kamenderi, Muteti, & Okioma (2021) found that school mates and friends were influencing one another on using alcohol (41.4%), Khat (34.1%), Cigarettes (31%) and prescription drugs (30%) respectively. It is therefore important to note that peer pressure and experimenting with substances mostly begin with close friends.

Objective 2: Determine the influence of social factors on substance use among learners in secondary schools within Thulamela Municipality

5.3 Social factors influencing substance use amongst secondary school learners

The current study revealed that a total of 35.8% of the respondent had a best friend who use substance. This is consistent with Henneberger, Mushonga, & Preston, (2021) who discovered that peer selection may have effects on substance use influence amongst secondary school learners. The current study shows that those who use substance are usually friends and belong to same group.

The current study revealed that 19.4% of the respondents indicated that their siblings are having substance use problems. This has been supported by Kendler, Ohlsson, Sundquist, & Sundquist, (2019) who found that older siblings have greater influence on the use of substance when it comes to the younger siblings. On the contrary, Whiteman, Jensen & McHale, (2017) findings revealed that it is not only older siblings who had influence on the younger siblings' substance use, but both older and younger siblings are important socializers of risk behavior that lead to the influence of substance use. The potential for younger siblings to be influenced depends on how much they idolise the older sibling. The level and how much the younger sibling esteem the older sibling will determine the level of influence. By virtue of age, older siblings do have an influence on younger siblings. The current study revealed that 150 (52.8%) respondent live with both parents, while 72 (25.4%) living with their mothers only. This is followed by 29 (10.2%) of the respondent who live with their grandparents. The last group comprised of 27 (9.5%) of the respondents who live with sibling, while 6 (2.1%) live with their father only.

Majority which is 63.4% of the respondents in the current study indicated that they do not have someone who uses substance within their family. These findings differ from Gottfredson, Hussong, Ennett & Rothenberg, (2017) who indicated that adolescents learn through what they see and usually imitate what their parents and community members around them do as part of the socialization process. Only 11.6% of the respondents reported that their fathers and siblings had alcohol problem while 9.5% had mothers who had alcohol problems. Similar findings by Rusby, Light, Crowley, & Westling, (2018) who indicated that the use of substance by parents was associated with the initiation of drugs amongst adolescents aged 13 to 14 attending school. On the contrary, Yule, Wilens, Martelon, Rosenthal, & Biederman, (2018) found that exposure of the mother substance use during pregnancy increases the chances of substance use in children

especially ten years later in the young adult years. Therefore, it is important to note that family seem to have an influence on children's behavior.

Objective 3: Determine the influence of environmental factors on substance use among learners in secondary schools within Thulamela Local Municipality

5.4 Environmental factors influencing substance use amongst secondary school learners

Regarding the accessibility of substance within the neighborhood, majority which is 57.1 % of the respondents indicated that substance is easily accessible in the neighborhood. The findings are consistent with Martín-Turrero, Valiente, Molina-de la Fuente, Bilal, Lazo, & Sureda (2022) who indicated that accessibility and availability of alcohol outlets around schools' neighborhoods has been associated with the increase of alcohol consumption and harm among young generations. When substances are easily accessible it might be the contributory factor for learners to use substance. The study further revealed that 56.3% of respondents reported that substance is cheaply sold within the school locality. The study findings are supported by Rono, Kimengi, & Githinji, (2021) who confirmed that outsiders secretly sold drugs to the learners during sports and recreations event at a low price. The current finding indicates that 43.7 % of respondents' belongings is never inspected when entering the school premises. The outcomes were consistent with the findings by Masesi & Palesa (2021) who confirmed that some learners in secondary school brought drugs, dagga, and weapons that they use to stab others in the school premises due to inadequate search.

The schoolteachers cannot be solely blamed for this, as Kaibe, (2021) pointed out the lack of resources and funding by government as one of the challenges to implement safety to prevent substance from entering school. On the other hand, about 34.5% of the responded belongings were being inspected daily by teachers in the school, while 8.5 % of the respondent belongings were being inspected once per term. The study also revealed that 7.4 % of respondent belongings were inspected by teachers weekly whereas, 6.0% inspected once monthly. This brings forth the different practices in schools and where there was no consistency in the inspection process, learners were free to enter with anything (good or bad). The current finding of the study confirmed that some of the learners were not inspected when they come to school and some of alcohol outlet were found to be closer to school within 500-meter distance.

The current study further showed that 75.4 % of the respondents agreed that community accept the use of substance. Similarly, Feyisa (2021) found that substance use has been a part of social life and intergraded into the culture of many communities across the world. Taverns and alcohol

outlets seem to be easily accessible by learners within the community. This affirms that liquor policies and regulation were not properly followed which predisposes learners to using substances at ease and consequently the numerous negative effects upon young people and the community at large.

Objective 4: Assess the influence of economic factors on substance use among learners in secondary schools within Thulamela Local Municipality

5.4 Economic factors influencing substance use amongst secondary school learners

The current study revealed that 50.7 % of respondent get less than 50 rands of the pocket money while 22.9% indicated that they get 100 to 200 rands of pocket money. Similarly, learners who have more pocket money were found to potentially initiate substance use (Cui, Forget, Zhu, Torabi, & Oguzoglu, 2019). It is essential to note that provision money seems to be an enabler for earners to pay for substances. The study by Mafa, (2020) reported that young people who do not have money to buy alcohol usually depend on their friends and some use pocket money to buy alcohol in nearby liquor outlet.

The current study generally demonstrated that most parents were well off economically, where 56.7 % of the respondent indicated that their parents or guardian own motor vehicle, 93% of parents owned a home. Study conducted regarding association of economic status and substance use shows that families with higher economic status reported to have more influence on the substance use among young people (Torikka, Kaltiala-Heino, Luukkaala, & Rimpelä, 2017). On the contrary, another study's findings indicate that the parents' lower socio-economic status is associated with adolescent substance use (Lee, Cho, Yoon, Bello, Khoddam, & Leventhal, 2018).

The current study revealed that 30.3% of the respondents' parent's source of income was from being self-employed whereas 29.2% of parents/guardian are government employees. Only 15.1% of respondents reported unemployed parents. Most learners in this area of study are coming from formal settlement area and relatively able to sustain their livelihoods. Findings was supported by Netshiswinzhe, Makhado, Lebesse, & Ramathuba, (2021) who indicated that family background, household poverty and single parents contribute to the prevalence of substance use amongst learners.

5.5 Overall influence social, environmental and economic factors on substance use among learners

Of all the demographic variable, gender was the only variable that was significantly associated with alcohol use. The study findings confirmed that economic factors were not related to neither alcohol nor drugs use. Contrary to the current findings, Chalfin, & Deza, (2018,) found that parental level of education decreases alcohol, binge drinking, smoking dagga amongst young people who are at secondary school. This study is supported by Torikka, Kaltiala-Heino, Luukkaala, & Rimpelä, (2017) who revealed that substance use is higher among young people whose parents had low education compared to those whose parents had better education and family with higher economic status reported to have more influence on the substance use among young people. Contrary to the current findings, single parents were also associated with greater risk of substance use than those staying with both parents (Kuo, Huang, Wu & Chen, 2021).

Knowing a learner who use substances, family members who use substances, the degree of access to drugs, seeing advertisement in the community, a tavern near school and substances being easily accessible in the neighbourhood were significantly related to alcohol use among learners.

5.6 Application of Ecological System Theory

The first circle of Ecological System Theory is the micro-system level in which children interact with immediate people such as parents and siblings. If siblings and parents are using substance, the children might learn through observation and end up using substance. This means the immediate environment that children found themselves in can be influential in their life. The second circle of the ecological system theory is the meso-system which include the outside environment that might influence children behavior. This includes friends at schools and the neighborhoods environment such as illegal liquor outlet. Again, peer pressure is the one example of micro-system that might influence learners into substance use. The exosystem is the third circle of Ecological system theory, the system does not direct interaction with the children. However, it has indirect influence with the child, this might be socioeconomic of parents such as educational status of the parent and socioeconomic status of the parents that can have positive and negative influence on the children. Children who get more pocket money from their parents might quickly experiment substance use. Although in this study such variables were not significantly related, previous studies have highlighted some of these facts. Macrosystem is the fourth circle of the ecological system theory and it include the larger system such as government policy and

programs put as an intervention to prevent substance use. If policy to prevent substance use in school is not followed, learners might end up using drugs due to the lack of law enforcement.

5.7 Conclusion

Learners are exposed to substances and a handful percentage of learners admitted to drinking alcohol and using drugs. Having a friend, family member and access to substances seem to fuel learners to expose themselves to using substances. Social and environmental factors were significantly associated with alcohol intake.

CHAPTER 6

SUMMARY, STRENGTH, LIMITATIONS AND RECOMMENDATIONS

6.1 Introduction

This is the final chapter of the study which present the chapter summaries, strength, limitations, and recommendations of the study. The researcher presents strength, limitations and makes recommendations based on the findings of the study.

6.2 Summation of the study

Chapter one gave an introduction and background of the study. The background reflects the factors associated with substance use globally, continent of Africa, South Africa, and local municipality perspectives. The aim of the study was to determine factors associated with substance use amongst secondary schools' learners in the Thulamela Local Municipality in Limpopo Province.

Chapter two provided details regarding literature review on the prevalence of substance use, social factors, economic factors, environmental factors associated with substance use amongst secondary school learners. Ecological system theory was adopted for this study to unpack all levels of influence regarding substance use. A study done on substance use amongst high school learners confirmed that learners in high schools are at high risk of substance use (Hamdan-Mansour, AL-Sagarat, Shehadeh, & Thawabieh, 2020).

Chapter three presented research methodology. The study used quantitative approach, cross-sectional descriptive design. The study population included four secondary schools within Mvudi circuit Thulamela Municipality, Vhembe district. The population of the study comprised of both male and female registered for Grade 11 aged between 14-25. Simple random sampling was used to select respondents. The researcher also ensured the validity and reliability of the study. Data was collected using group administered questionnaire. To avoid harming respondents physical and psychologically, the research ethics such as confidentiality and anonymity were considered.

Chapter four presented study findings revealing that some learners are already engaging on alcohol and drugs use. Easy access, friends, and family seem to fuel alcohol use among learners.

Chapter five discussed the finding of the study focusing on the prevalence of substance use, social factors influencing substance use, economic factors influencing substance use and

environmental factors that influence substance use amongst secondary school learners. The findings were supported by previous literature and the application of the ecological system theory has been integrated to the findings.

Chapter six presented the summary of the study, strength of study, limitations of study and recommendations of the study that focuses on strengthening substance use prevention programs within secondary schools.

6.3 Strength

The first strength of the study is that this project covered different schools from quantile 1-4 which is conducted around Thulamela Local Municipality.

The second strength is that this project allows the Department of Education to gain insights into what is lacking about effective implementation of programs with the study. The Department of Basic Education will have an opportunity to evaluate the compliance of substance use policy within the schools and strengthen implementation where necessary.

The third strength is potential to assist with the National Liquor Authority to review the recommended distance of 500 meter between school premises and liquor outlets as part of substance use prevention within secondary schools.

6.4 Limitations

The study sampling only covered Grade 11 from the four selected secondary schools within Mvudi educational circuit, Thulamela Local Municipality instead of including Grade 10 as intended initially. The population comprised of Black learners only, thus cannot be generalized to all races but only to the population that possess similar characteristics with the current population. The study conducted in the time where school authorities were implementing rotational class attendance due to COVID-19 pandemic, therefore the simple random sampling was limited. The questionnaire offered learners an opportunity to answer (self-report), this might have bias when learners decide to provide what they consider acceptable answers instead of being truthful, the potential bias therefore need to be noted. Lastly, there was a small number of respondents for drug use and that affected analysis and further exploration, therefore the findings need to be interpreted with caution.

6.5 Recommendations

The study outcomes encouraged the researcher to make the following recommendations to expand further knowledge on the factors that influence substance use amongst secondary school's learners:

- The Department of Basic Education should improve monitoring and evaluation on the effectiveness of substance use prevention program within the school.
- Security personnel should be strengthening in each school to fight substance use within the school premises
- The Department of Basic Education and Department of Trade and Industry should work together to ensure that liquor outlets are located at least 500 meters away from schools, residential areas, and public institutions.
- Parents, teachers, and school governing bodied body should be encouraged to work together to prevent the use of substance by learners and disciplinary measures should be aligned and be visible to instill fear among learners.
- The Department of Basic Education, Department of Social Development and Department of Health should work together to organize awareness campaigns about the dangers of substance use by learners.
- Deployment of School Social worker to each school to strengthen the substance use prevention interventions programs within secondary schools and Psychologists to assist those who have addition tendencies and behaviors.
- Department of Trade and Industries to review the legal drinking age from 18 to 21 years old.
- National Liquor Authority to strengthen the restriction on advertising and probation of sponsorship and marketing to reduce the excessive use of substance by young people.

Recommendations for future research

It is recommended that future research on this area include all races, various tribes equally to easily generalize the findings to a larger population. Further research is needed to explore qualitatively on the leading factors for substance use among learners. A study that looks at various personal factors might be beneficial to understand substance use fully, this will assist to align programs dealing with substance use.

6.6 Contribution of study

The findings of this study contributed to the body of existing knowledge in the field of public health. Again, the study findings have revealed some of the factors that are associated with substance use amongst secondary school learners. This may assist the school authority and policy makers to strengthen the substance use prevention programs within the school environment.

6.7 Conclusion

The aims of the study were to describe the factors associated with substance use amongst secondary school learners within the Thulamela Local Municipality in the Limpopo Province. The study found that having best friends who use substance contribute to substance use. The most used substance is cigarette followed by dagga and lastly alcohol. Study also revealed that parents' substance use especially fathers contribute to learner experimenting with substances. Siblings influence younger siblings to use substance. Liquor outlet around schools and substance accessibility contribute to substance use by learners. Social and environmental factors were significantly associated with substance use among learners. Having taken alcohol was significantly associated with knowing a learner who use substances, family who use substances, the degree of access to drugs, seeing advertisement in the community, knowing a tavern near school and substances being easily accessible in the neighbourhood.

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ANNEXURES

ANNEXURE 1: RESPONDENTS' INFORMATION LETTER

Title of the Research Study : Factors associated with substance use amongst learners in secondary schools at Thulamela Local Municipality, Limpopo provinces

Principal investigator/s/ researcher : Managa Tshililo Lawrence

Co-Investigator/s/supervisor : Prof A Maphula/Dr NS Mashau

Brief Introduction and Purpose of the Study : to describe the factors associated with substance use among secondary school learners.

Outline of the procedure : Respondent will be provided with questioner to complete. The questionnaire will include the statement related to the factors that associated with substance use among secondary students.

Risks or Discomforts to the Respondent : The Respondent who use substance may get emotional if he/she reflect on the issues been discussed.

Benefits : By participating in this study, respondent will be contributing towards the improvement of policies and programs that aims in the prevention of substance use by learners in the secondary schools. Researcher will benefit by getting opportunity to discover new knowledge and expand on what the researcher already knows regarding substance use among secondary school learners. The research will also gain academic credentials through publishing the articles.

Reason/s why the Respondent May Be Withdrawn from the Study: Participating in this study will be voluntary and Respondent can drop out of a study at any time.

Remuneration : No remuneration will be given to respondent.

Costs of the Study : Respondent will not expect to cover costs toward study

Confidentiality : Confidentiality will be ensured, proper safeguard to protect the privacy of Respondents and information from any unauthorized access use. Respondent personal information such as names birthdates and place of resident will be

anonymous. Respondent code will be used to label data instead of names and keeping separate list of code to name match ups.

Research-related Injury : Respondent will not be compensated for research related injury or any adverse reaction from this study.

Persons to Contact in the Event of Any Problems or Queries:

(Prof A Maphula from University of Venda, Psychology Department) Please contact the researcher (0766752197), my supervisor (072 564 3666) or the University Research Ethics Committee Secretariat on 015 962 9058. Complaints can be reported to the Director: Research and Innovation, Prof GE Ekosse on 015 962 8313 or Georges Ivo. Ekosse@unven.ac.za

ANNEXURE 2: PARENT INFORMATION LETTER

Factors associated with substance use amongst learners in secondary schools Thulamela Municipality, Limpopo provinces

Date:

Dear Parent

I, Managa Tshililo Lawrence, a qualified social worker, and a Master of Public Health student from the University of Venda, would like to include your child, in a research project on **Factors associated with substance use amongst learners in secondary schools Thulamela Municipality, Limpopo provinces**. Your child's participation in this project is completely voluntary. In addition to your permission, your child will also be asked if he or she would like to take part in the project. Only those children who have parental permission and who want to participate will do so, and any child may stop taking part at any time.

You are free to withdraw your permission or your child's participation at any time and for any reason without penalty. These decisions will have no effect on your future relationship with the school or your child's status or grades.

The information that will be obtained during the research project will be kept strictly confidential and will not become part of your child's school record. Any sharing or publication of the research results will not identify any of the Respondents by name.

We look forward to working with you and your child. I think that this research will be beneficial to your child because substance use among adolescent within high school in South Africa, including Thulamela area is problem which affect academic success. This study will enable us and the Departments of Education to establish relevant strategies to eliminate the risk factors that may influence substance use among adolescent learners in high schools.

If you have any questions about the project, please contact me using the information below.

Please keep the attached copy of this letter for your records. Yours Sincerely:

Managa T. L

Signature.....

Contact: 076 6752 197

lawrencemanaga@gmail.com

Informed consent declaration

I confirm that I have read and understand the information sheet for the above study on **Factors associated with substance use amongst learners in secondary schools Thulamela Municipality, Limpopo province** and had an opportunity to ask questions. I also understand that my child's participation is voluntary and that I am free to withdraw at any time, without giving a reason. I agree that my child take part in the above study

Name of Parent/ Guardian	Date	Signature
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Witness	Date	Signature
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Researcher	Date	Signature
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ANNEXURE 3: ASSENT FORM

Assent form for minors

Introduction

I am Managa Tshililo Lawrence, a Master' student at the University of Venda who is doing research on the topic "Factors associated with substance use amongst learners in secondary schools Thulamela Municipality, Limpopo province"

What is research?

Research is the study of specific problem, concern, or any other issue by using scientific method.

What is this research all about?

I want to find out the prevalence and factors that are associated with substance use amongst learners in secondary schools.

Why you are been invited to take part in this research project?

You are being invited to participate in this study because you are a secondary school learner, and you can provide the right information which is needed in this study.

What will happen to you in this study?

You will complete a questionnaire that will be given to you after you have consented to participate in the study. The questionnaire will have statement regarding the prevalence and factors that are associated with substance use, you will be required to express your view by filling in the question.

Can anything bad happen to you?

You may have an emotional problem if you are using substance as some of statement will reflect to you mind.

Will anyone know that you were participating in this study?

No one will know that you participated in the study because you will not be required to put your name on the questionnaire. Information in this research will not be linked to your name. Completed questionnaires will be kept in a safe to which only researcher will have access.

Who can you talk to about the study?

Should you have further questions about the study, you can contact me at 0766752197 and I will answer your questions.

What if you do not want to participate?

Participation is voluntary. You are allowed not to take part in the study, even if your parents/legal guardians have agreed that you can participate. You can also stop being part of the study at any time without being asked any questions.

Do you understand what is research is all about and are you willing to take part in it?

YES		NO	
-----	--	----	--

Has the research answered all your questions?

YES		NO	
-----	--	----	--

Do you understand that you can leave the study at any time?

YES		NO	
-----	--	----	--

Do you agree / not agree to participate in this study?

AGREE		NOT AGREE	
-------	--	-----------	--

Signature of child.....Date.....

ANNEXURE 4: CONSENT

Statement of Agreement to Respondent in the Research Study:

- I hereby confirm that I have been informed by the researcher, (Managa Tshililo Lawrence), about the nature, conduct, benefits, and risks of this study- Research Ethics Clearance Number.....
- I have also received, read, and understood the above written information regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and declare myself prepared to participate in the study.
- I understand that significant new findings developed during this research which may relate to my participation will be made available to me.

Full Name of Respondent	Date	Time	Signature
I

(Managa Tshililo Lawrence) herewith confirm that the above Respondent has been fully informed about the nature, conduct and risks of the above study.

Full Name of Researcher

..... Date..... Signature.....

Full Name of Witness (if applicable)

..... Date..... Signature.....

Full Name of Legal Guardian (if applicable)

..... Date..... Signature.....

ANNEXURE 5: ETHICAL CLEARANCE

ETHICS APPROVAL CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Mr TL Managa

STUDENT NO:
11612376

PROJECT TITLE: **Factors associated with substance use amongst secondary school learners in the Thulamela Municipality of the Limpopo province.**

ETHICAL CLEARANCE NO: SHS/21/PH/10/2708

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr A Maphula	University of Venda	Supervisor
Dr NS Mashau	University of Venda	Co- Supervisor
Mr TL Managa	University of Venda	Investigator – Student

Type: **Masters Research**

Risk: **Minimal risk to humans, animals or environment (Category 2)**

Approval Period: **August 2021 – August 2023**

The Human and Clinical Trials Research Ethics Committee (HCTREC) hereby approves your project as indicated above.

General Conditions

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following.

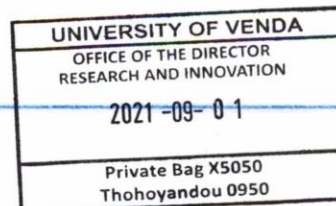
- The project leader (principal investigator) must report in the prescribed format to the REC:
 - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project
 - Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the REC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
- In the interest of ethical responsibility, the REC retains the right to:
 - Request access to any information or data at any time during the course or after completion of the project,
 - To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:
 - Any unethical principles or practices of the project are revealed or suspected.
 - It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented.
 - The required annual report and reporting of adverse events was not done timely and accurately,
 - New institutional rules, national legislation or international conventions deem it necessary

ISSUED BY:

UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE
Date Considered: July 2021

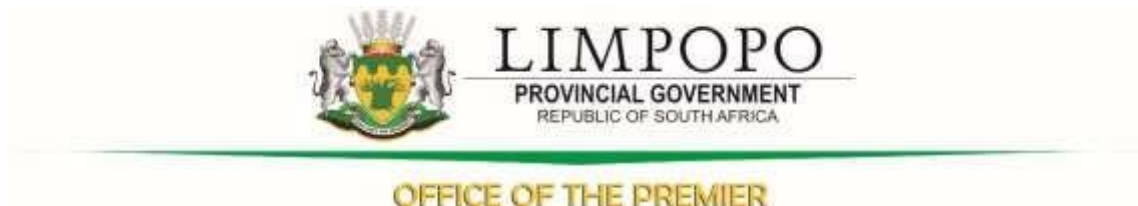
Name of the HCTREC Chairperson of the Committee: PASCAL O. BESSONG

Signature:

ANNEXURE 6: DEPARTMENT OF BASIC EDUCATION APPROVAL LETTER

CONFIDENTIAL



Office of the Premier

Research and Development Directorate

Private Bag X9483, Polokwane, 0700, South Africa

Tel: (015) 230 9910, Email: mokobij@premier.limpopo.gov.za

LIMPOPO PROVINCIAL RESEARCH ETHICS

COMMITTEE CLEARANCE CERTIFICATE

Online Review Date: 04-13 October 2021

Project Number: LPREC/81/2021: PG

Subject: Factors Associated with Substance Use amongst Secondary School Learners in the Thulamela Municipality of the Limpopo Province

Researcher: Managa TL

Dr Thembinkosi Mabila



Chairperson: Limpopo Provincial Research Ethics Committee

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with National Health Research Council (NHREC) Registration Number **REC-111513-038**.

Note:

- i. **This study is categorized as a Low Risk Level in accordance with risk level descriptors as enshrined in LPREC Standard Operating Procedures (SOPs)**
- ii. **Should there be any amendment to the approved research proposal; the researcher(s) must re-submit the proposal to the ethics committee for review prior data collection.**

- iii. **The researcher(s) must provide annual reporting to the committee as well as the relevant department and also provide the department with the final report/thesis.**
- iv. **The ethical clearance certificate is valid for 12 months. Should the need to extend the period for data collection arise then the researcher should renew the certificate through LPREC secretariat. PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRIES.**

ANNEXURE 7: LETTER TO THE DEPARTMENT OF EDUCATION

Managa Tshililo Lawrence

P O Box 4552

Thohoyandou

0950

Head of Department

Department of Education, Limpopo

Private Bag X9484

POLOKWANE

0700

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

Dear Sir/Madam

I am ManagaTshililo Lawrence, and Master of Public Health student at the University of Venda, School of Health Sciences. The research I wish to conduct for my master's is entitled **Factors associated with substance use amongst learners in secondary schools Thulamela Municipality, Limpopo provinces**. This project will be conducted under the supervision of Prof A Maphula (supervisor) and Dr. N Mashau (co-supervisor)

I hereby seek your consent to approach a selected number of schools in the Thulamela Municipality, Limpopo Province to provide Respondents for the project. I have provided you with a copy of my dissertation proposal which includes copies of the measure and consent and assent forms to be used in the research process, as well as a copy of the approval letter which I received from the Research Ethics Committee of the University of Venda.

Upon completion of the study, I undertake to provide the Department of Education with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me at 0766752197 or the following email: lawrencemanaga@gmail.com.

Thank you for your time and consideration in this matter.

Yours sincerely,

Managa T.L

ANNEXURE 8: LETTER TO THE SCHOOLS

Managa Tshililo Lawrence

P O Box 4552

Thohoyandou

0950

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

The principal

Dear Sir/Madam

I am Managa Tshililo Lawrence, and Master of public Health student at the University of Venda, school of Health Sciences. The research I wish to conduct for my masters involves “**Factors associated with substance use amongst learners in secondary schools Thulamela Municipality, Limpopo provinces.** This project will be conducted under the supervision of Prof A. Maphula (supervisor) and Dr N.Mashau (co-supervisor).

I am hereby seeking your consent to approach selected number of schools in the Thulamela Municipality, Limpopo province to provide Respondents for this project. I have provided you with a copy of my dissertation proposal which includes copies of the measure, consent, and data collection forms to be used in the research process, as well as a copy of the approval letter which I received from the Research Ethics Committee of the University of Venda.

Upon completion of the study, I undertake to provide the Department of Education with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on 076 6752 197 or email to: lawrencemanaga@gmail.com.

Thank you for your time and consideration in this matter.

Yours sincerely,

Managa T.L

ANNXURE 9: QUESTIONNAIRE

Instructions:

Please complete the following questionnaire

Do not write your name or number

Participation in this study is voluntary and all the information provided will be treated with confidentiality

Respondent's code (for official use only)

SECTION A: DEMOGRAPHIC INFORMATION

1. Age (Please tick)

Age group	code
14-18	1
19-22	2

2. Gender (Please tick)

Gender	code
Male	1
Female	2

3. Race

Age group	code
Black	1
White	2
Indian	3
Coloured	4

4. Tribe

Age group	code
Venda	1
Pedi	2
Tsonga	3

Other-Specify.....

5. Current Grade

School grade	code
8	1
9	2
10	3
11	4
12	5

6. Have you ever failed a Grade?. Tick	Yes	No
---	------------	-----------

If your answer is yes, indicate which Grade you failed and how many times you failed?

.....

7. Do you know a learner who use substance in the school	Yes	No
---	------------	-----------

8. Was he or she given any punishment?	Yes	No	Do not Know
---	------------	-----------	--------------------

SECTION B: PREVELENCE OF SUBSTANCE USE

9. Have you ever taken alcohol?	Yes	No
--	------------	-----------

10. Have you take drugs	Yes	No
--------------------------------	------------	-----------

11. Have any learners been found by teachers using drugs in the school?	Yes	No
--	------------	-----------

<p>12. If yes which kind of drug was it?</p> <p>Cigarettes</p> <p>Alcohol</p> <p>Cocaine</p> <p>Dagga</p> <p>Other</p> <p>N/A</p>
--

13. What is the degree to which learners in your school may access drugs? Tick

a) High		(d) Very low	
(b) Very high		(e) Low	
(c) Mild			

14. What is your level of awareness about the effects of drug abuse? Tick

a) High		(d) Very low	
(b) Very high		(e) Low	
(c) Mild			

<p>15. When did you last use substances?</p> <p>Today</p> <p>Within last seven days</p> <p>Within last 30 days</p> <p>Never</p>
--

16. Who introduced you to substance?

Friend

Sibling

Parent

Teacher

Other

N/A

SECTION C: SOCIAL FACTORS

17 Whom do you live with at home?

Both parent

Father only

Sibling

Grand parents

18. What is your mother's highest education?

None

Primary school

College

University

19. What is your father highest education?

None

Primary school

College

University

Do not know

20. Does any of family member use substance

Father

Mother

Siblings (Brother/Sister)

None

Prefer not to answer

21. Does your best friend use substance?

Yes

No
22. Who among your family members has and alcohol problem?
Mother
Father
Sibling
Other
None

SECTION D: ENVIRONMENTAL FACTORS

23. Are substance easily accessible in your neighborhood?
Yes
No
24. Drug substances are cheaply sold within the school locality?
Yes
No
25. How often do teachers inspect your belongings in the school classroom?
Daily
Weekly
Monthly
Once per term
Never
26. Does your community accept the use of alcohol among the?
Yes
No
27. Do you know any tavern/bar club situated around your school?
Yes
No
28 How far tavern, club, situated from school
100-500km
501 meters-1km
1.1-2 km
2.1 km and above

29. Have you seen advertisement in your community? Yes No

SECTION E: ECONOMIC FACTORS

30. How much pocket money (in rand) do you receive? Less than 50 50-100 101-200 300-500 More that 500
31. Do you get money daily, weekly, monthly? Daily Weekly Monthly
32. Do your parents/guardian own a motor vehicle? Tick Yes No
33. Which of the following best describe your parents' house at home? Own house Rented house Other
34. Remember your main house at home? What material is the wall made off? Timber Iron sheets Bricks & cement Mud
35. How many rooms does your main house at home contain? Tick 1 room 2 room 3 room

4 room

5 room

6-10 room

10 and above

36. What is your parents/ guardian main source of income?

Government employee

Businessperson

Unemployed

Pensioner

None

Thank you for taking your time to complete this survey. You are appreciated.!

ANNXURE 10: EDITOR'S LETTER

FACULTY OF HUMANITIES, SOCIAL SCIENCES AND EDUCATION
DEPARTMENT OF ENGLISH, MEDIA STUDIES AND LINGUISTICS

14 March 2022

To whom it may concern

This serves to certify that I have been requested by **Managa Tshililo Lawrence (STUDENT NUMBER: 11612376)** to proof-read his dissertation for Master's in Public Health . He is a student attached in the Faculty of Health Sciences.

The title of his study is: **Factors associated with substance use amongst secondary school learners in the Thulamela Local Municipality of the Limpopo Province**. I have read the whole document and made suggestions reflected through track changes software and highlighting general errors.

Yours Sincerely



Mzamani J. Maluleke



University of Venda

PRIVATE BAG X5050, THOHOYANDOU, 0950, SOUTH
AFRICATEL +27 15 962 8291

ANNXURE 11: TURNITIN REPORT

Feedback Studio - Google Chrome
ev.turnitin.com/app/carta/en_us/?o=1784329913&u=28007335&lang=en_us&s=1

feedback studio Tshililo Lawrence Managa Factors associated with sub... -- /0 < 3 of 4 > ?

14 Factors associated with substance use amongst secondary school learners in the Thulamela Municipality of the Limpopo province

By
Managa Tshililo Lawrence
(STUDENT NUMBER: 11612376)

A mini-dissertation submitted in partial fulfilment of the requirements for a Master's degree in Public Health (MPH) at the School of Health Sciences -, University of Venda

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