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Prevalence of Psychoactive Substance Use and Associated Behavioral Risks among Secondary School Students in Tanzania

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Abstract: This study aimed to investigate the prevalence of psychoactive substance use and associated behavioral risks among secondary school students in Tanzania. The study adopted a qualitative research approach. Data generated from semi-structured interviews with Heads of school, focused group discussions with teachers and students and documentary reviews were subjected to thematic analysis. Credibility, dependability, confirmability and transferability were considered to ensure trustworthiness. Rights and welfare of research participants and subjects were considered by the researcher. The most commonly used psychoactive substances among secondary school students were marijuana (cannabis), cigarettes and alcohol. Peer pressure, the family environment, the availability of substances in students localities are some of factors that influenced students to use psychoactive substances. The study recommends that the government should take special priority in banning the use of cannabis, cigarettes and alcohol, especially among secondary school students in order to minimize the prevalence of the use of psychoactive substances among secondary school students. School management and government at large need to establish drug control and prevention clubs in secondary schools so as to equip students with the necessary skills of knowing to resist temptations related to the use of psychoactive substances.

Keywords: Psychoactive substance; Substance Abuse; Behavioral risks; Tanzania

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Introduction

While the use of psychoactive substances among students at various levels of education is a public health concern (Moonajilin, 2021; Musyoka, Mbwayo, Donovan & Mathai, 2020), the World Health Organization (2021) and the UNODC (2017) estimated that 275 million people used psychoactive drugs in 2020. This accounts for 5.6% of the world population mostly students aged 15-16 years.

Students who are at the adolescent stage are the most vulnerable age group as they frequently consume higher doses of substances, resulting in substantial addiction and health-risk situations which may become risky and may negatively affect their physical and mental health. The World Drug Report (2020) shows that by 2018, cannabis and alcohol were the leading psychoactive drugs of abuse. Furthermore, statistics show that marijuana and alcohol are the most commonly used psychoactive drugs among adolescents, accounting for 70% of 12th graders aged 12 to 17 years old, with more males at risk than females. In the United States and the Latin America, substance use among young people is increasingly a significant public health problem leading to lower quality of life, particularly for young people aged 18 to 25 years (OAS, 2019). Moreover, estimates from Europe put the number of young adult (aged 15–34) users of substances at 19.1 million in 2018 (EMCDA, 2019), the UK being one of the nations with higher rates of youth alcohol and drug use in Europe (World Drug

Report, 2021). In developing countries, trends indicate a steady increase in psychoactive substance abuse (Khoza & Shilubane, 2021; Yunusa, Bello, Idris, Haddad & Adamu, 2017); Musyoka, Mbwayo, Donovan & Mathai, 2020). Moreover, studies conducted in South Africa, Bangladesh, Nigeria, Uganda, Ethiopia and Kenya have shown that the prevalence of substance abuse has been reported to be on the rise trend though with varying pace (Mohale & Mokwena, 2020; Yunusa, Bello, Idris, Haddad & Adamu, 2017).

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In Africa, the traditional use of cannabis has becomes a challenge to legislative and regulatory authorities (Mnunguli & Kisangiri, 2018). Due to availability of drugs and drug trafficking operations, about 28 million people in Africa consume illegal drugs such as cannabis, khat, heroin and cocaine. According to UNODC World Drug Report (2021), Nigeria is among countries with the highest rate of cannabis users in the world with 19.4% of the population aged 15 and up having ingested it in the previous year. Statistics in East Africa show that Tanzania is leading in marijuana consumption with 3.6 million users while Kenya and Uganda were ranked the second and third respectively (The Citizen Newspaper, 2019).

In Tanzania, substance use among school and college students is a growing public health concern as in many developing countries. Studies in Tanzanian schools and colleges among adolescents as well as government statistics and reports evidence prevalence of the problem (Magabe, 2013; PMO, 2020). Magabe (2013) argues that illicit drug abuse and trafficking are among the outstanding new challenges facing the modern world today. Tanzania as a nation has not been spared from these challenges. It is faced with upwards trends in drug abuse, illicit drugs as well as cultivation and trafficking that have severe detrimental socio–economic, political, health as well as cognitive and social behaviours (URT, 2017).

The purpose of this study was to establish the prevalence of psychoactive substance use and its associated behavioural risks among secondary school students in Tanzania. The study was guided by the following research questions:-

1. What are the commonly used psychoactive substances by secondary school students?
2. What are the motives for using psychoactive substances among secondary school students?
3. What are the behavioural risks associated with psychoactive substance use among secondary school students?

Literature Review

The Concept of Psychoactive Substance Use

Tracy (2016) defines psychoactive substances as all substances that change the nervous system function and result in alterations in perception, mood, consciousness, cognition and behaviour. Psychoactive substances may be used medically, recreationally or to avoid shame. The WHO (2022) defines psychoactive substances as those substances that when taken in or administered into one's system affect the mental processes. Usually, psychoactive substances affect how the brain works and causes changes in mood, awareness, thoughts, feelings or behaviour. Examples of psychoactive substances include cocaine, heroin, marijuana, cannabis and amphetamines just to name a few (Mayer, 2011). Alcohol and caffeine are psychoactive drugs that people most commonly use to alter their mood and mental states. While alcohol is legally available, it is physically and psychologically harmful.

Substance abuse is the medical term used to describe a pattern of using a substance (drug) that causes significant problems or distress (WHO, 2022). Psychoactive substances use may lead to substance-related legal and behavioural problems.

Mayer (2011) asserts that psychoactive substance abuse refers to the abuse of illegal substances such as marijuana, heroin, cocaine or methamphetamine or it may be the abuse of legal substances such as alcohol, nicotine or prescription medicines. As a recognized brain disorder, substance abuse entails harmful or hazardous use of psychoactive substances including alcohol and illicit drugs and among the illicit substance, cannabis remains the most widely used in the African Region. The highest prevalence and increase in use of cannabis is being reported in west and central Africa with rates between 5.2 % and 13.5 % among the youth (WHO, 2022).

Commonly Used Psychoactive Substances Use by Secondary School Students

Globally, despite strict prohibitory laws against the abuse of substances around the world, still many illicit drugs are commonly used and are widely spread (Mayer, 2011). Each country has their own reaction to substance abuse, some embracing the use of specific substances while others shunning them outright (Duresso & Mathew, 2016). According to WHO (2020), 275 million people abused substance worldwide in 2020 and most of them were youths aged between the ages of 15-26 amounting 5.5% of the global population. The report indicates that in Afghanistan, the most common used drugs are Heroin and opium. Albania is known for massive use of sedatives and tranquillizers where many children are at high risks (WHO, 2022). WHO (2020) revealed that the opioid epidemic, referring to the opioids crisis including increases in opioid misuse and related overdose, is becoming a major problem in the U.S, Canada and Bangladesh. It was also revealed that methamphetamine is commonly used drugs in China, South Korea and Japan. According to Jones (2015), 2.8% of the population aged between 12 and 25 years old were considered substance dependents in Europe, each country having its own commonly abused drug.

In Africa, the most used psychoactive substance among students in Africa is cannabis with an estimate of 34 million users. Sub-Saharan Africa region faces an increased number of substance users including students in secondary schools (WHO, 2019). The WHO report of 2019 identifies alcohol as the most consumed substance in Southern Africa and it has become the leading risk factors for health related problems including cancers and psychiatric disorders in Africa.

Establishment of big multinational alcoholic beverage industries where the rich invest billions of dollars has increased the number of alcohol users in Ethiopia. Most commonly used substances in Ethiopia include alcohol, tobacco, cannabis and khat (Berecha, 2015). The use of psychoactive substances is common among risk populations such as street youth and secondary school students. Musyoka, Mbwayo, Donovan & Mathai (2020) assert that, substance abuse in Nigeria is considered as a moral failure and personal weakness to the most of the families in which there is low treatment seeking behaviour to both parents and caregivers.

In Tanzania, Khat, Heroin, Cigarette and cannabis alcohol have been the most used psychoactive substances and Youth have been identified to be the most vulnerable group and highly affected than any age category (Dotto, 2016). Khat for example, is commonly used by long distance lorry drivers and some students who want to read for longer periods to keep them awake (NACADAS, 2012). The study conducted by Dotto (2016) suggests that most youths and especially students in secondary schools in Arusha Municipality access the psychoactive substances because they are cheaply available closer to their living environment.

Factors Influencing the Use of Psychoactive Substances

Motive behind student's engagement in the abuse of psychoactive substance is important for development of effective prevention policies and programs (Ahmadi-Nejad, Jadidi, Dehghani & Divsalar, 2012). A variety of studies investigated reasons behind substance use among students in the world. Neeraja (2011), for instance, revealed that individuals decided to consume substances either consciously or unconsciously because of the belief that consequences of using the substances outweigh those of not using. Joel (2018) added that enhancement to positive mood, desire to obtain social rewards and coping with negative emotions drive students into the use of psychoactive substance in the USA.

Motivational factors behind student's use of psychoactive substances differ according to gender. Longitudinal research with adolescents in Brazil indicated that males were using more substance than females. Laboratory studies indicated significant gender differences in biological responses to stimulant use including higher perceived lethargy

among males in secondary schools in Colombia (WHO, 2019).

A cross–sectional study of secondary school students in Poland indicated that human differences between boys and girls act as a motivation factor which introduce youths into substance abuse, whereas boys use more psychoactive substances than girls. Anxiety levels may be associated positively with nicotine use for coping reasons among females but not males and females may be more likely to expect cognitive and behavioural problems compared to males (Kim, 2017).

A survey study conducted by CSEW (2020) among secondary schools in Wales revealed that students engaged in the use of psychoactive substances because they wanted to ease problems such as stress, anxiety and depression. Joel (2018) revealed that ease availability of pain killers, sleeping pills and tranquilizers motivated students to practice psychoactive substance in Jamaica.

Academic pressure motivates students to engage in substance abuse in Uganda. A study by Musyoka, Mbwayo, A., Donovan & Mathai (2020) showed that students who get A's and B's in school are less motivated to engage in substance use than students who experience poor academic performance.

A study by Gatasetegn (2016) revealed that lack of parent-child communication is a source of students' engagement in the use of substances. One of the greatest things a parent can do to prevent children from using substances is to communicate and talk to them on the danger of drug use. Research done by Gatasetegn (2016) has proven that the majority of students who have conversations with their parents about drinking or drug use in South Africa are reportedly less likely to engage in the use of drugs. Nikmanesh (2015) assert that peer pressure is among the motives behind the use of substances by secondary school students in Libya. The author added that a student who has already started using psychoactive substances is likely to invite other students into the use of psychoactive substances.

A study conducted by Bentea (2014) in Romania suggested that senior students in Secondary schools purposely approached freshmen students to benefit from sharing their money in order to cover the cost of substances. Feelings of inferiority among students in secondary schools constitute a motive behind the use of psychoactive substances among students in Rwanda. Findings from a study by Diehl, Jansen, Ishchanova and Hilger-Kolb (2018) revealed that students were motivated to use substances in order to get relaxed for a moment because they had poor dressing no pocket money or because they came from low income families.

Behavioural characteristics of students who use psychoactive substances

Youths of school going age are likely to develop risk behaviours like community and school violence, risky sexual behaviours and teen pregnancy as a result of psychoactive substance use. A stud by Ford (2015) shows that drug users provided signs which they did not have before including sleeping habit, mental health problems and shame. Other users isolated themselves by spending much of the time in their rooms, locking the doors and shutting down when asked questions.

Students who are at the adolescent stage are the most vulnerable age group to frequently consume higher doses of substances, resulting in substantial addiction which may place them in health-risk situations which may affect their physical and mental health (NACADAS, 2012). A study among five secondary schools in Brazil indicated that 156 students who were involved in aggressive behaviours were using psychoactive substance (Aucejo & Romano, 2016). Jang (2019) investigated the impact of psychoactive drug abuse on student's learning and established that students who used substances experienced a number of problems such as mental disorder, health problems and juvenile justice system in Colombia.

In Nigeria, people who used drugs did not acknowledge that they have problems despite showing some behavioural characteristics such as persistent itching in specific area of the body, frequent sniffling and slurred speech (Hiram, 2018). Rooms lived by people who use substances in Cape Town were seen to be occupied by items like cut- up straws, soiled cotton swabs, lighters, bongs and injection pipes (WHO, 2017). Salwan and Katz (2014) revealed that drug users in the surveyed areas in Dar es Salaam failed to manage their emotional inputs and most of the time the drug users were seen to have extreme upset, irritation and anger in situations they previously handled their moods well. Therefore, there is a relationship between psychoactive substance use and behavioural changes.

Methodology

This study used the multiple case study design which allowed intensive, multi-method description of the case within the bounded unit or context (Yin, 1994). The researcher employed the qualitative approach to collect data from participants in order to address the intended research objectives. Purposive sampling was employed to select only four public secondary schools in Dar es Salaam city, including Benjamin William Mkapa secondary school, Kibasila secondary school, Vijibweni secondary school and Manzese secondary school. Two focus group discussions for students, one focus group discussion for a teacher and interview for heads of school were conducted in each school under study where participants were 116. Data generated from semi-structured interviews with Heads of school, focused group discussions with teachers and students and documentary reviews were subjected to thematic analysis. Credibility, dependability, confirmability and transferability were considered to ensure trustworthiness. Rights and welfare of research participants and subjects were considered by the researcher.

Results and Discussion

Chapter four presents the results and discussion of findings of the study. The findings have been presented in accordance with the research objectives.

Research Question 1: What are commonly used psychoactive substances by Secondary School Students?

The first research question sought to identify commonly used psychoactive substances by secondary schools students. In order to elicit information from the respondents regarding the commonly used psychoactive substances, data were collected through FGD and interviews with students, teachers and Heads of school. When participants were asked to give examples of psychoactive substances that are commonly used by secondary school students, they mentioned such substances as cannabis/marijuana, alcohol, cigarette, cocaine, spirits, valium and shisha as seen in table 1.

Table 1: Psychoactive Substances used by Secondary School Students

School	Most Commonly Used Psychoactive Substances by Students
School A	Cannabis/Marijuana, Cigarette smoking, Alcohol, and Cocaine
School B	Cannabis, Cigarette smoking, Alcohol, Valium, and Spirit
School C	Cannabis, Shisha, Alcohol, and Cigarettes
School D	Cannabis/Marijuana, Valium, and Alcohol

From Table 1, the psychoactive substances mentioned by students are common across the schools involved in the study. Moreover, cannabis, cigarettes and alcohol were frequently mentioned by most of the respondents indicating its prevalence and a common substance of abuse. This implies that cannabis, cigarettes and alcohol are the most used psychoactive substances among secondary school students possibly because of their availability in Dar es Salaam City and the low cost of buying those substances. Through focus group discussion conducted among teachers in schools under study, it was reported that there are a few reported cases of students involved in using and trafficking psychoactive substances. However, the situation of drug abuse in the studied schools is almost insignificant. This is exemplified by the following statements made by four participants: "some students use substances such as cannabis and cigarette *(Respondent from school A). It was also revealed that "*…it is not surprising to see student signs of using cannabis, alcohol and marijuana because schools are so close with gangs" (*Respondent from school C).*

> ……. the magnitude of substance use in our school is not big because we have few cases reported involving our students. For example, we have just received two cases of cannabis and it was also seen that students were used by drug dealers outside the school (Respondent from school B).

Other respondents mentioned as follows: "The use of substance gives students hard way to continue with studies and finally they turn into street children" (Respondent from school C). "It is improper use of drugs out of medical instructions as substances may destroy brain and lungs" (Respondents from school A). Furthermore, "substances like cannabis and many youths who use them are more affected in terms of cognitive skills

(Respondent from school A). When the participants were asked to give examples of psychoactive substances that are used by secondary school students, they mentioned such substances as cannabis/marijuana, alcohol, cigarette, cocaine, spirits, valium and shisha. From the findings, it was noted that teachers were aware of the types of substances which are commonly used by students. Moreover, responses from the heads of school revealed that cannabis, cigarettes and alcohol are among the psychoactive substances commonly used by the students due to their easy accessibilities.

The study findings support earlier findings and global trends of the commonly used psychoactive substances among youths. For example, a study conducted by Nabofa (2021) found that alcohol, cannabis and tobacco were the most commonly used psychoactive substances by secondary school students in Nigeria rather than cocaine, glue, heroine, and hashish (miraa). This corroborates the global trend of the commonly abused substances reported by the UNODC (2017) which listed marijuana as the leading substance used by youths of school-going age. Other studies found that alcohol and cannabis are the most abused substances because of easy access being the motivating factor (Manu, Maluleke, and Douglas, 2017; Mohale & Mokwena, 2020; Vincenzi, Mario, Cericato, Portilio and Rigo, 2017).

Research Question 2: What are motives for using Psychoactive Substances among Secondary Schools Students?

The second research question sought to reveal motives for using psychoactive substances among secondary school students. In order to obtain information from the respondents, data were collected through FGDs and interviews with students, teachers and heads of school.

Peer Pressure

This study revealed that peer pressure is a motivational factor for psychoactive substance use among secondary school students. One student had this to say: "…temptations from peers influence students to use psychoactive substances because they have friends who engage in gangs who are more likely to use substances than those students who have no friends in the streets" (Respondent from School B). Another student supported this by saying that: "Students use psychoactive substances because of peer pressure as they are connected with gangs in the streets like Karume and Congo where there are many users of substances" (Respondent from school C). A similar study by Johnson, Akpanekpo, Okonna, Adeboye & Udoh (2017) found that peer pressure and curiosity caused students' use of substance use in Nigeria.

This is further supported by finding of Keyzers, Lee and Dworkin (2020) and Abdu-Raheem (2013) who found that there is a significant relationship between peer group influence and drug abuse among secondary school students in Ekiti and Ondo states in Nigeria. Similar to this, students who live in dormitories and are exposed to peer pressure end up starting to take drugs (Nikmanesh, 2015). Another explanation asserted by Nikmanesh (2015) related to the current study could be that day scholar students are more likely to be drawn into psychoactive substance use than those who live in dormitories due to peer influence and easy access to substances.

Family Background

Results from the Focus Group Discussions with students and teachers and interviews with heads of school revealed that family backgrounds can inhibit or promote the initiation of psychoactive substance use among secondary school students. Participants reported that the use of psychoactive substances like alcohol, marijuana, cigarettes and other substances by the students resulted from family contexts. Results show that family-related factors such as parental or sibling use, poor parental care, single parenthood, family relational conflicts and economic hardship are motives for initiation and use of psychoactive substance use.

Some participants pointed out the role of family and later psychoactive use was narrated in the following quote from the interviewed head of the school: "Family structure is the major source as to why students engage into the use of psychoactive substances. Parents have failed to identify peer groups which initiate their children (students) into the use of substances *(Head of school from school B).* This shows that psychoactive substance use among students can be attributed explicitly or implicitly by the nature of parent-child interactions. For example, some students come from families in which its members are victims of substance abuse as parents tolerate and accept children to try and use alcohol. The results concurs with study findings by Zrour, et al. (2021) and Geleta, Amdisa and Tilahun (2021) who confirmed that family backgrounds like family dysfunction, family

environment, poverty, parents' education and disharmony can predict adolescent drug abuse.

Curiosity

Participants cited motives for using psychoactive substances such as children' curiosity as a reason to use substances. Some participants reported that students use psychoactive substances out of children's early curiosity. It is reasoned that some children became curious about the effects of substances, so they had to try and learn what others obtain from the substances used. To some extent, findings revealed that students initiated the use of psychoactive substances to gain confidence for academic activities, especially in their study purposes. Secondary schools students believe that the use substances may activate their brain to read and acquire knowledge and do their homework better, and participants from another focus group discussion had a similar argument to comment: "…they think that by using psychoactive substances may help to develop and raise confidence to perform different activities" (Respondent from school B). "They use substances because of curiosity. He/she wants to know what is within such substances like cocaine or cannabis" *(Respondent from school C*).

Similarly, results confirmed findings from Carey, Borsari, Carey and Maisto (2007) and Pullen and Oser (2014) who found that adolescents are likely to imitate and seek reinforcement from their peers in the daily process of interaction. They also seek to conform to peer culture and sense of belonging, or to fit in with the peers. The finding supports what Kahsay, Tesema and Bazzano (2019) put forward that peer pressure influenced local norms that tends to communicate the benefits of use that incite the new students to experiment with substance use.

Availability of Substances

Participants pointed out the easy availability of substances as a motivating factor for students to use psychoactive substances such as alcohol, cigarettes and marijuana. The studied secondary schools are located in the city of Dar e s Salaam where psychoactive substances are easily available. From the focus group discussion, participants pointed out that the use was due to presence of illegal gangs, users of substances, sellers, local brews, bars, restaurants and other recreational centres near school, and at home. All these motivated students to engage in psychoactive substance use. One participant reported that "majority of students engage into the use of substances because they come from places where many users are living including family members. Also, some students use substances because they are easily accessed in the streets" (Student from school D).

Findings further indicate that easy accessibility of these three commonly used substances to students, be it at school, at home or in their neighbourhood, increases their chances of using and abusing the substances. For example, alcohol and tobacco can be accessible at home or near homes due to parents and community members who use or abuse them openly. The findings are supported by Ananias et al. (2019) and Kimabi (2018) who found that teachers and school principals agreed that the availability and accessibility of substances within or near the school increased the chances of abuse and behavioural risks. Additionally, Tshitangano and Tosin (2016) found that the majority of the students use psychoactive substances because of easily accessibility in their communities or villages.

Research Question 3: What are the Behavioural Risks associated with Psychoactive Substance Use among Secondary School Student?

The third research question explored the behavioural risks associated with psychoactive substance use among secondary school students. In order to obtain information from the respondents regarding the behavioural risks associated with psychoactive substances, data was collected through focus group discussions and interviews with students, teachers and heads of school. The study revealed that students who persistently abused substances often experienced array problems including academic difficulties, health related problems leading to death, and poor peer relationship in terms of aggression and violent behaviour.

Poor Academic Performance

Findings from the participant's point of view show that the use of drug abuse led to poor academic performance. For example, during the focus group discussion, participants pointed out that the psychoactive substance use is among the factors that inhibit students' learning and progress. This is evidently pointed out by some of participants who had these to say: "Students who are using psychoactive substances tend to experience poor performance because they do not attend lessons. They also become over confident and very

indiscipline to both teachers and parents" (Student from school B). "The use of substances is disastrous not only to students but also to school as well, because the addicted students do not attend classes regularly and they are truant. Its use contributes to poor academic performance…" (Head of School A).

The above quotes show that students use of substances as a coping strategy to academic challenges can influence students' ability to concentrate in their studies and could predispose them to other behavioural risks. These findings imply that students who are facing academic challenges, for example poor performance, have a higher likelihood of disliking school and subsequently droping out from school.

These findings concur with earlier researchers who found that psychoactive substance use influence students' academic performance. For example, Jacobus and Tapert (2013) and Cuzen, Koopowitz, Ferret, Stein and Yurgelun-Todd (2015) found that influence of substance use on student academic performance is associated with the extent the substances affects one's learning and memory deficits the fact that can lead to poor academic performance. It is argued that students who use substances, their reward perception are impaired leading to decreased academic engagement and interests (Arria, Caldeira, Bugbee, Vincent & O'Grady, 2013). Likewise, Volkow, et al. (2016) and Kinnunen, et al. (2022) found that cannabis smoking significantly leads to poor academic performance compared to non-smokers as it negatively affects user's memory, attention, and learning after weeks of taking substances.

School Dropouts

From a focus group discussion, school dropout was another noted behavioural risk mentioned by the respondents as it is commonly developed by students who are using psychoactive substances. The study confirmed that high school students (age between 18 and 19 years old) who dropped out of school were more than twice as likely to be cannabis users, or have smoked cannabis in the past than students in lower classes who initiate substance use. One respondent had this to say: "In our school we had an incident of form five student who with no reason refused to continue with study. A bit investigation confirmed that since form two he had been using cannabis and had same trend of truancy" (Respondent from school C).

Although school dropout is a result of multiple factors, this study identified the motive is the use of psychoactive substances. This means that the likelihood of dropping out of school is higher compared to students not engaging in substance use. Students who do not comply with school rules, time tables and regulations are thought to be at risk for school dropout. Moreover, other motives associated with substance use such as family failure to meet students' school demands increases the chance of dropping out of school compared to those students whose demands are met. This result is consistent with Fernández-Suárez, et al. (2016) that there are higher rates of dropout among the illegal drug users and alcohol abuse students. The authors furthermore argue that due to poor parental monitoring and family structure, children become prone to substance use and indirectly school dropout.

Conclusions and Recommendations

Conclusions

The most commonly used psychoactive substances among secondary school students are marijuana (cannabis), cigarettes and alcohol. Peer pressure, the family environment, the availability of substances in students localities are factors that influence students to use psychoactive substances. Furthermore, students who use psychoactive substances are at risk of performing poorly in academics, school dropout and health related risks.

Recommendations

The government should take special priority in banning the use of cannabis, cigarettes and alcohol, especially among secondary school students in order to minimize the prevalence of the use of psychoactive substances among secondary school students. School management and government at large need to establish drug control and prevention clubs in secondary schools so as to equip students with the necessary skills of knowing to resist temptations related to the use of psychoactive substances.

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