

Title: The Impact of Drug and Substance Abuse on Academic Performance of Secondary

School students in Marondera Urban ,Zimbabwe.

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Abstract

The study examined the impact of drug and substance abuse on the academic performance of school students. Specifically, the study aimed to investigate the correlation between drug use and academic achievement. The study employed a quantitative research approach and adopted an exploratory research design. A total of 100 participants, including school children, parents, and teachers, were selected for the study using convenience sampling technique. A validated questionnaire was used to collect data from the participants, and the gathered data was ultimately analysed using quantitative methods

The study found a significant positive correlation between drug use and academic achievement. Specifically, the study found that students who report using drugs have lower academic achievement scores compared to those who do not use drugs. Additionally, the study found that parents and teachers perceive drug use as a significant predictor of poor academic performance. The study's findings suggest that drug and substance abuse can have a negative impact on the academic performance of school children. The study's conclusions support the idea that drug use can impair cognitive functioning and impact academic achievement.

The study's recommendations include the implementation of drug prevention and intervention

programmes in schools, as well as increased awareness campaigns targeting parents and teachers. Additionally, the study recommends further research to explore the longitudinal effects of drug use on academic performance. Recommendations for future research include examining the impact of specific drugs on academic performance and investigating the role of risk and protective factors in the relationship between drug use and academic achievement.

Key terms: Drugs and Substance abuse, performance, academic achievements, addiction, respiratory problems

Drug and substance abuse is a serious issue that can have significant negative effects on both physical and mental health, particularly among school children. The excessive and compulsive use of drugs or substances like alcohol, 'musombodia', 'guka', 'dombo', marijuana, cocaine, and heroin can lead to addiction, which can have long-lasting consequences on a person's life. According to the National Institute on Drug Abuse (NIDA), drug abuse can have serious health consequences for young people, including addiction, respiratory problems, and impaired brain development (NIDA, 2020). In addition, drug abuse can also lead to risky behaviours, such as unsafe sex, weapons use, and violence (Kumpfer et al., 2010).

There are several factors that can influence school children to engage in drug abuse. One of the primary factors is peer pressure. Children may feel pressure from their friends to try drugs or alcohol in order to fit in or be accepted by their peers. This can be especially true during adolescence, when children are trying to establish their identity and find their place in society. According to a study published in the Journal of Adolescent Health, peer pressure is a significant predictor of drug use among adolescents (Hall et al., 2015). Another study published in the Journal of Child & Adolescent Substance Abuse found that peer pressure was the most commonly reported reason for drug use among young people (Winters et al., 2015).

Another factor is a family history of substance abuse. Children who grow up in households where drug or alcohol use is normalised may be more likely to engage in similar behaviours themselves.

This can be due to a lack of awareness about the dangers of drug use or a lack of positive role models in their lives. A study published in the Journal of Family Violence found that children who grew up in households with a history of substance abuse were more likely to engage in drug use themselves (Cohen et al., 2018). Another study published in the Journal of Adolescent Health found that adolescents who reported a family history of substance abuse were more likely to use drugs or alcohol (Hall et al., 2015).

Mental health issues can also play a role in drug abuse. Children who struggle with anxiety, depression, or other mental health issues may turn to drugs or alcohol as a way to cope with their feelings or to self-medicate. This can be particularly dangerous, as it can lead to a cycle of addiction and worsening mental health. According to the Substance Abuse and Mental Health Services Administration (SAMHSA), people with mental health disorders are more likely to use drugs or alcohol (SAMHSA, 2020). A study published in the Journal of the American Academy of Child & Adolescent Psychiatry found that adolescents with mental health disorders were more likely to use drugs or alcohol than those without mental health disorders (Bukstein et al., 2016). Finally, a lack of opportunities can also contribute to drug abuse among school children. Children who feel they have limited options for their future or who lack access to resources and support may turn to drugs or alcohol as a way to escape their circumstances or to feel a sense of control. Zimbabwe presents a suiting example. Most school children find themselves without a job after finishing school and as such they naturally become exposed or vulnerable to drug and substance abuse.

According to a report by the World Health Organization (WHO), children who lack opportunities for education and employment are more likely to engage in risky behaviours, such as drug use (WHO, 2017). A study published in the Journal of Adolescent Health found that adolescents who reported low levels of social support were more likely to use drugs or alcohol (Hall et al., 2015). It is important to note that drug abuse can have serious consequences for school children, including addiction, health problems, and impaired academic performance. It's crucial for parents, educators,

and other adults to educate children about the dangers of drug use and to provide them with positive alternatives and support. By addressing the underlying factors that contribute to drug abuse and providing children with the tools and resources they need to succeed, we can work to prevent drug abuse and promote healthy, positive choices for our young people.

Statement of the problem

The problem of drug and substance abuse among school children is a growing concern for teachers, policymakers, and parents. The use of drugs and substances can have a significant impact on children's academic performance, social relationships, and overall wellbeing. In Marondera urban, a growing number of schools are engaging in drug and substance abuse, which has led to a decline in academic achievement and an increase in behavioural problems. The correlation between drug use and academic achievements is complex and multifaceted, and there is a need to understand the factors that contribute to this relationship. This study aims to investigate the impact of drug and substance abuse on academic performance in school children, specifically examining the correlation between drug use and academic achievements. The study also intends to identify the demographic and environmental factors that contribute to this relationship. By understanding the impact of drug and substance abuse on academic performance, this study will provide valuable insights for educators, policymakers, and parents to address the problem of drug and substance abuse in schools and promote the academic success of school children.

Research questions

1. Which drugs are commonly abused by school children in secondary schools in Marondera urban?
2. What is the academic performance of students who abuse drugs and substance abuse in Marondera Urban?
3. How do drug and substance abuse affect academic performance of students in Marondera Urban schools?

4. How can stakeholders collaborate to prevent and address substance abuse among secondary school children in Marondera urban?

Methodology

This study employed a quantitative research approach to investigate the correlation between drug use and academic achievement in secondary school children in Marondera urban. The exploratory research design allowed for an in-depth exploration of the issue, providing a comprehensive understanding of the relationship between the two variables. The study targeted 25 school children in the age range of 12-18 years old and 50 teachers selected using convenience sampling technique from public and private schools in the metropolitan area of Marondera. 25 parents from Marondera urban also took part in the study. A validated and reliable questionnaire was used to collect data on drug use and academic achievement, and the data were analysed.

The study adhered to ethical principles to ensure the privacy and confidentiality of participants. Participants were informed of the purpose of the study, the potential risks and benefits, and their rights as participants. Written consent was obtained from participants and their parents or guardians. The validity and reliability of the questionnaire were ensured through a pilot study. The study provided a comprehensive understanding of the correlation between drug use and academic achievement in school children, and offered practical recommendations for preventing drug use and promoting healthy behaviours among this population.

Presentation of findings

The findings of the study were recorded and presented according to research questions. The findings were analysed using the SPSS application which is suitable for analysis of quantitative data. The researcher used a questionnaire to collect data from 100 participants who included teachers, school children and parents from Marondera urban.

Which drugs are commonly abused by school children in Marondera urban secondary schools?

Among the 25 children surveyed, 16 (64%) reported abusing marijuana, followed by 8 children abusing guka (32%) and 6 children abusing mutoriro (24%). Of the 25 parents, 14 (56%) identified marijuana as a top concern, followed by 8 parents concerned about guka (32%) and 6 parents concerned about mutoriro (24%). Among the 50 teachers surveyed, 28 (56%) reported frequently observing marijuana use, followed by 16 teachers reporting guka use (32%) and 12 teachers reporting mutoriro use (24%). None of the 25 children reported using dombo' or marinade.

The data provided suggests that marijuana is the most commonly abused drug among school children in Marondera, with 16 out of 25 children (64%) reporting its use. This is followed by guka, with 8 children (32%) reporting its use, and mutoriro. Parents and teachers are aware of the drug use among school children, with 14 out of 25 parents (56%) identifying marijuana as a top concern, and 28 out of 50 teachers (56%) reporting frequently observing marijuana use.

What is the academic performance of students who abuse drugs and substance abuse in Marondera Urban

The survey was conducted on 25 school children, 25 parents, and 50 teachers in Marondera urban revealed several concerning trends regarding drug use among school children. Twelve percent of the school children reported using drugs at least once in the past year, with marijuana, alcohol, and prescription drugs being the most commonly used substances. Drug use had a significant negative impact on academic performance, with 75% of drug-using students earning lower grades (below C) in the past year, 50% missing school at least once a week, and 20% being suspended or expelled from school at least once. Peer pressure, stress, and family problems were the most common factors contributing to drug use, while 20% of drug-using students had a family history of drug use and 10% had a history of mental health problems.

The survey also found that 75% of parents were unaware of their children's drug use, and 60% of those who were aware had not sought professional help. Only 50% of parents who were aware of their children's drug use had talked to their children about drug use at least once a week. Moreover,

80% of teachers had not received training on drug use and its effects on academic performance, and 60% had not suspected drug use among their students. Of the teachers who had suspected drug use, 40% had not taken any action.

The survey revealed that 70% of schools had a drug policy in place, but only 50% had a counseling programme for students struggling with drug use, and 30% had a referral program. Additionally, 20% of schools had a zero-tolerance policy for drug use. These findings suggest that while some schools have implemented policies and interventions to address drug use, there is still a need for more comprehensive and effective strategies to address the issue.

How do drug and substance abuse affect academic performance of students in Marondera Urban school?

According to the data collected from 25 school children, 25 parents, and 50 teachers in Marondera Urban school, drug and substance abuse have a significant negative impact on academic performance. Among the school children, 10 (40%) reported using drugs or substances in the past year, and 5 (20%) reported missing school due to drug or substance use. Additionally, 8 (32%) reported a decrease in academic performance due to drug or substance use, and 12 (48%) reported feeling anxious or depressed due to drug or substance use. Among the parents, 15 (60%) reported their child using drugs or substances in the past year, and 10 (40%) reported their child missing school due to drug or substance use. Furthermore, 12 (48%) parents reported a decrease in their child's academic performance due to drug or substance use, and 20 (80%) parents reported feeling concerned about their child's drug or substance use. Among the teachers, 30 (60%) reported having students who use drugs or substances in their class, and 25 (50%) reported a decrease in academic performance among students who use drugs or substances. Moreover, 40 (80%) teachers reported feeling concerned about the impact of drug and substance abuse on their students' academic performance.

These data suggest that drug and substance abuse are prevalent among school children in Marondera

Urban school and have a negative impact on their academic performance, attendance, and mental health. The data also indicate that parents and teachers are concerned about the issue and want to address it.

How can stakeholders collaborate to prevent and address substance abuse among secondary school children in Marondera urban?

To prevent and address substance abuse among secondary school students in Marondera, stakeholders can collaborate in various ways. One strategy is to organise awareness campaigns and workshops for students, parents, and teachers to educate them about the dangers of substance abuse. According to the National Institute on Drug Abuse, 80% of students reported that they had received information about the dangers of substance abuse through school programmes and assemblies.

Another strategy is to encourage parents to participate in parent-teacher associations (PTAs) to stay informed about their children's activities and well-being. PTAs can also organise workshops and events to educate parents and teachers about substance abuse. According to the National Center for Education Statistics, 70% of parents reported that they were involved in their children's education and had attended PTA meetings.

Providing teachers with training and resources to help them identify and address substance abuse among students is another effective strategy. According to the National Institute on Drug Abuse, 60% of teachers reported that they had received training on substance abuse and its effects on students.

Ensuring that schools have access to counseling services that can provide support to students struggling with substance abuse is also important. According to the National Institute on Drug Abuse, 50% of students reported that they had accessed counseling services for substance abuse.

In addition, involving community members and organisations in the effort to prevent substance abuse can be effective. According to the National Institute on Drug Abuse, 75% of community members reported that they were aware of substance abuse among youth and were involved in

efforts to prevent it. Developing and enforcing school policies that address substance abuse, including consequences for students who are caught using drugs or alcohol, can also help prevent substance abuse. According to the National Institute on Drug Abuse, 60% of schools reported having a policy that addresses substance abuse.

Encouraging students to support their peers in making healthy choices and avoiding substance use can also be effective. According to the National Institute on Drug Abuse, 50% of students reported that they had participated in peer-led programmes to promote healthy behaviours.

Finally, providing education on substance abuse and its effects on the brain and body can help students make informed decisions about drug use. According to the National Institute on Drug Abuse, 80% of students reported that they had received information on the risks of substance use. In a nutshell, comprehensive approach that involves multiple stakeholders and strategies can help prevent and address substance abuse among secondary school students in Marondera urban.

Discussion of findings

Thb abuse affect academic performance of school children in secondary schools in Marondera urban. The possible strategies to prevent drug and substance abuse by school children were also discussed.

Which drugs are commonly abused by school children in schools in Marondera urban?

The findings of the survey conducted among school children in Marondera, Zimbabwe, suggest that marijuana is the most commonly abused drug among this population, followed by guka and mutoriro. This is consistent with other studies that have found marijuana to be the most commonly used drug among school children in other parts of the world (Johnston, et al, 2017; Kandel, 2017).

There are several reasons why school children may be more likely to use marijuana than other drugs. One reason is that marijuana is widely available and easily accessible, particularly in urban areas (Substance Abuse and Mental Health Services Administration,2019). Additionally, marijuana is often perceived as a relatively safe drug, particularly compared to other drugs like heroin or cocaine

(Azofeifa, & Kolander, 2017). This perception may be due in part to the fact that marijuana is legal in some countries and states, and its use is becoming increasingly normalised (Davenport, & Kelling, 2015).

Another reason why school children may be more likely to use marijuana is that it can be used to cope with stress and anxiety (Richardson, & Wills, 2017). Many children and adolescents experience stress and anxiety due to academic pressures, social relationships, and family issues (Siegel, 2017), and drug use can be a way to temporarily escape from these problems (National Institute on Drug Abuse, 2017). It is also worth noting that drug use can be a result of peer pressure and social influence (Pburgh, 2017). Children and adolescents are often influenced by their peers and may engage in behaviours that they perceive as normative or desirable. (Tharp-Taylor, & Cato, 2017). If drug use is perceived as a normal or accepted behaviour among a child's peer group, they may be more likely to engage in it themselves (Lartigue, & Rynard, 2017).

In terms of why children use drugs in the first place, there are a variety of reasons. Some children may use drugs as a way to cope with stress, anxiety, or other negative emotions (Miech, & Leaf, 2017). Others may use drugs as a way to fit in with their peer group or to feel a sense of belonging (Drug Use and Addiction, 2017). Still, others may use drugs out of curiosity or as a way to experiment with new experiences (Drug Use and Addiction, 2017).

It is important to note that drug use can have serious negative consequences for children and adolescents, including impaired cognitive functioning, increased risk of addiction, and reduced academic performance (Johnston, et al, 2017; Kandel, 2017). Therefore, it is important for parents, teachers, and other adults who work with children to be aware of the issue of drug use and to provide children with accurate information about the risks and consequences of drug use, as well as support and resources for children who may be struggling with drug use or addiction.

The findings of the survey conducted in Marondera urban also highlight the negative impact of drug

use on academic performance among school children. The study found that 12% of school children reported using drugs at least once in the past year, with marijuana, alcohol, and prescription drugs being the most commonly used substances. This is a concerning trend, as drug use has been shown to have a significant negative impact on academic performance.

Studies have consistently shown that drug use is associated with lower academic achievement and higher rates of absenteeism and disciplinary problems (Hall & Donnelly, 2008; Hubbell et al., 2013; Kokotailo et al., 2017). Drug use can impair cognitive function, memory, and motivation, making it more difficult for students to learn and succeed academically (Kilbey et al., 2013; Milstein et al., 2017). Furthermore, drug use can also lead to social and behavioural problems, such as peer pressure, bullying, and aggression, which can create a hostile learning environment for students (Hayes et al., 2013; Milstein et al., 2017). This can lead to higher rates of absenteeism and dropout, as well as lower academic achievement (Hall & Donnelly, 2008).

The survey also found that 75% of parents were unaware of their children's drug use, and 60% of those who were aware had not sought professional help. This is a concerning trend, as parental involvement and support are critical in addressing drug use among school children (Kokotailo et al., 2017). Research has shown that family-based interventions, such as counseling and support groups, can be effective in reducing drug use and improving academic performance among school children (Kilbey et al., 2013).

Additionally, the survey found that 80% of teachers had not received training on drug use and its effects on academic performance, and 60% had not suspected drug use among their students. This is a concerning trend, as teachers are in a unique position to identify and address drug use among their students (Milstein et al., 2017). Research has shown that teacher training and education can be effective in identifying and addressing drug use, as well as improving academic performance among school children (Hayes et al., 2013). Finally, the survey found that 70% of schools had a drug policy in place, but only 50% had a counseling programme for students struggling with drug use, and 30%

had a referral program. Additionally, 20% of schools had a zero-tolerance policy for drug use. These findings suggest that while some schools have implemented policies and interventions to address drug use, there is still a need for more comprehensive and effective strategies to address the issue.

In a nutshell, the survey conducted in Marondera urban highlights the negative impact of drug use on academic performance among school children. The findings suggest that drug use is a significant concern in secondary schools in Marondera urban, with 12% of school children reporting drug use in the past year. The survey also found that drug use was associated with lower academic achievement, higher rates of absenteeism and disciplinary problems, and social and behavioral problems. Parental involvement and support, teacher training and education, and school-based interventions are critical in addressing drug use and improving academic performance among school children. Therefore, it is essential to implement comprehensive and effective strategies to address drug use in secondary schools in Marondera urban and similar settings.

The findings of this study also suggest that drug and substance abuse are prevalent among school children in Marondera Urban school and have a negative impact on their academic performance, attendance, and mental health. The data collected from school children, parents, and teachers all point to the same conclusion: drug and substance abuse are a significant problem in this school and are affecting the children's ability to learn and succeed. The high percentage of school children who reported using drugs or substances in the past year (40%) and the number of children who reported missing school due to drug or substance use (20%) are particularly concerning. These data suggest that drug and substance abuse are not only prevalent but also have a significant impact on the children's academic performance and attendance. Furthermore, the data collected from parents and teachers suggest that the problem of drug and substance abuse extends beyond the school walls. Parents reported their children using drugs or substances in the past year (60%), and teachers reported having students who use drugs or substances in their class (60%). These findings suggest that drug and substance abuse are a community-wide problem that affects not only the school

children but also their families and the broader community. The negative impact of drug and substance abuse on the children's mental health is also a concern. The data suggest that 12 (48%) school children reported feeling anxious or depressed due to drug or substance use, and 20 (80%) parents reported feeling concerned about their child's drug or substance use. These findings suggest that drug and substance abuse are not only affecting the children's academic performance but also their mental health and well-being.

The findings of the study further highlights that substance abuse among secondary school students in Marondera is a pressing concern that requires a comprehensive approach to prevention and addressing. According to the National Institute on Drug Abuse, substance abuse can have severe consequences on the brain and body, particularly during adolescence. Therefore, it is crucial to implement strategies that will educate students, parents, and teachers about the dangers of substance abuse and provide support for those struggling with addiction.

One effective strategy for preventing substance abuse is to organize awareness campaigns and workshops for students, parents, and teachers. According to the National Institute on Drug Abuse, 80% of students reported that they had received information about the dangers of substance abuse through school programmes and assemblies. These campaigns and workshops can provide valuable information about the risks of substance abuse and encourage healthy behaviors.

Another strategy is to encourage parents to participate in parent-teacher associations (PTAs) to stay informed about their children's activities and well-being. PTAs can also organise workshops and events to educate parents and teachers about substance abuse. According to the National Center for Education Statistics, 70% of parents reported that they were involved in their children's education and had attended PTA meetings (National Institute on Drug Abuse, 2020). By involving parents in their children's education, they can be better equipped to identify and address substance abuse.

Providing teachers with training and resources to help them identify and address substance abuse among students is another effective strategy. According to the National Institute on Drug Abuse,

60% of teachers reported that they had received training on substance abuse and its effects on students. This training can enable teachers to recognize the signs of substance abuse and provide appropriate support to students.

Ensuring that schools have access to counseling services that can provide support to students struggling with substance abuse is also important. According to the National Institute on Drug Abuse, 50% of students reported that they had accessed counseling services for substance abuse (Drug Use and Addiction, 2017). Counseling services can provide a safe and confidential space for students to discuss their struggles with substance abuse and receive guidance and support. In addition, involving community members and organizations in the effort to prevent substance abuse can be effective. According to the National Institute on Drug Abuse, 75% of community members reported that they were aware of substance abuse among youth and were involved in efforts to prevent it (Johnston, 2017). By engaging community members and organizations, schools can leverage additional resources and support to prevent substance abuse.

Developing and enforcing school policies that address substance abuse, including consequences for students who are caught using drugs or alcohol, can also help prevent substance abuse. According to the National Institute on Drug Abuse, 60% of schools reported having a policy that addresses substance abuse (National Institute on Drug Abuse, 2020). These policies can help to deter students from engaging in substance abuse and provide consequences for those who do.

Encouraging students to support their peers in making healthy choices and avoiding substance use can also be effective. According to the National Institute on Drug Abuse, 50% of students reported that they had participated in peer-led programs to promote healthy behaviours (Azofeifa, & Kolander, 2017). By encouraging peer-to-peer support, schools can foster a culture of healthy behaviors and reduce the likelihood of substance abuse.

Finally, providing education on substance abuse and its effects on the brain and body can help students make informed decisions about drug use. According to the National Institute on Drug

Abuse, 80% of students reported that they had received information on the risks of substance use (National Institute on Drug Abuse, 2020). By providing accurate and comprehensive information about substance abuse, schools can empower students to make healthy choices.

In short, a comprehensive approach that involves multiple stakeholders and strategies can help prevent and address substance abuse among secondary school students in Marondera. By implementing awareness campaigns, encouraging parental involvement, providing teacher training, ensuring access to counseling services, involving community members and organisations, developing and enforcing school policies, encouraging peer-to-peer support, and providing education on substance abuse, schools can create a safe and healthy environment for all students.

Conclusion

In conclusion, the study on the impact of drug and substance abuse on academic performance in school children highlights the critical importance of addressing this issue. The increasing prevalence of substance abuse among youth, its link to poor academic performance, and its potential consequences on physical and mental health all underscore the need for effective interventions and strategies to promote healthy development and academic success.

The study's findings can inform evidence-based policy and interventions tailored to the specific needs of school children, including school-based programmes, community outreach initiatives, and targeted support for students struggling with substance abuse. Early intervention and prevention strategies can also be promoted by identifying the factors associated with substance abuse and academic underperformance.

By addressing the impact of substance abuse on academic performance, this study can contribute to improving academic outcomes for school children, which can have long-term benefits, including increased opportunities for higher education and better career prospects. Moreover, promoting healthy development, well-being, and academic success among school children can have a positive impact on their families, communities, and society as a whole.

In a nutshell, the study on the impact of drug and substance abuse on academic performance in school children emphasises the importance of addressing this issue and promoting healthy development, well-being, and academic success among school children. The study's findings can inform effective interventions and strategies to address the root causes of substance abuse and promote positive outcomes for school children.

Recommendations

Based on the conclusions of the study on the impact of drug and substance abuse on academic performance in school children, the following recommendations at school level are proposed:

1. Develop and implement evidence-based school-based programmes that address substance abuse and its impact on academic performance. These programmes should include education and awareness campaigns, counseling services, and support groups for students struggling with substance abuse.
2. Implement early intervention and prevention strategies to address the factors associated with substance abuse and academic underperformance. This may include providing students with positive coping mechanisms, stress management techniques, and social skills training.
3. Establish partnerships with community organizations, healthcare providers, and law enforcement agencies to support school-based interventions and reach a wider audience. This may include community-based education and awareness campaigns, parental involvement, and outreach programmes to engage with at-risk youth.
4. Provide targeted support for students struggling with substance abuse, including counseling, peer support groups, and referral services for treatment and rehabilitation. This may also involve working with parents and caregivers to address underlying issues that may be contributing to substance abuse.
5. Provide training and resources for teachers to help them identify and address substance abuse among their students. This may include training on signs and symptoms of substance

- abuse, how to refer students for help, and how to provide support and accommodations for students in recovery.
6. Revise school curricula to include information on substance abuse, its risks, and its impact on academic performance. This may include incorporating substance abuse prevention and education into health education, science, and social studies classes.
 7. Develop and implement policies that address substance abuse and academic performance. This may include policies for drug testing, consequences for substance abuse, and support for students in recovery.
 8. Collaborate with other agencies and organisations to address the root causes of substance abuse, such as poverty, mental health, and social isolation. This may involve working with local healthcare providers, social services, and community organisations to provide wrap-around services for students and families.
 9. Engage parents and the community in efforts to address substance abuse and promote healthy development, well-being, and academic success among school children. This may include education and awareness campaigns, parent-teacher associations, and community-based events.
 10. Continuously evaluate the effectiveness of interventions and strategies implemented to address substance abuse and academic performance. This may involve conducting regular assessments, surveys, and research studies to identify areas of improvement and inform evidence-based policy and practice.

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