



The Detrimental Effects of Bronco Drug Abuse on Educational Outcomes Among Zimbabwe Rural Female Adolescents in Masvingo West constituency: Underlying Causes and Mitigative Strategies

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ABSTRACT

This qualitative study investigated the adverse implications of Bronco drug abuse on the educational attainment of rural female adolescents in Masvingo West constituency, Zimbabwe rural area, employing Albert Bandura's Social Learning Theory as a guiding framework. The research aimed to identify the underlying causes of drug abuse and explore potential solutions to mitigate its effects. Through purposive sampling, 15 participants were selected based on specific criteria such as gender, geographical location, and relevant experiences with Bronco drug abuse. This diverse group comprised six female learners aged 15 to 18, two teachers, two parents, a counsellor, a police officer, a Ministry of Primary and Secondary Education official, a parliamentarian, and a village head, ensuring a broad perspective on the issue. Data collection involved two focus group discussions—one for adolescents and another for adults—to create a safe space for open dialogue. Each discussion lasted 90 minutes and was semi-structured, allowing participants to share their experiences regarding the impact of Bronco drug abuse on their education. Thematic analysis, guided by Clarke and Braun's framework, involved familiarization with the data, coding, and theme identification. The findings indicate that Bronco drug abuse severely undermines academic performance, leading to increased absenteeism and diminished motivation among affected learners. A key recommendation is to implement community-based intervention programs that provide educational support and resources for both adolescents and their families. Through addressing the social and environmental factors contributing to drug abuse, these initiatives can enhance educational resilience and improve academic outcomes for affected learners.

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Publication History

Received: 3rd April, 2025

Accepted: 19th August, 2025

Published online:

30th September, 2025

To Cite this Article:

Chidarikire, Munyaradzi, and Juliet Kamwendo. "The Detrimental Effects of Bronco Drug Abuse on Educational Outcomes Among Zimbabwe Rural Female Adolescents in Masvingo West constituency: Underlying Causes and Mitigative Strategies," *E-Journal of Humanities, Arts and Social Sciences* 6, no. 10 (2025): 2691 - 2706, <https://doi.org/10.38159/ehass.202561033>

Keywords: *Bronco, Drug Abuse, Educational Attainment, Rural Female Adolescent, Zimbabwe*

INTRODUCTION

Bronco drug abuse, characterized by the misuse of over-the-counter medications such as cough syrups containing dextromethorphan (DXM), has emerged as a pressing public health issue, particularly among rural female adolescents.¹ This demographic is uniquely vulnerable due to a confluence of socioeconomic

¹ N. A. Makande, "The Effectiveness of the Zimbabwe Republic Police Criminal Investigation Department in Curbing Drug Abuse among Youths in Zimbabwe: A Case of Mbare," *Unpublished Thesis. Midlands State University*. Available at: <https://Cris.Library.Msu.Ac.Zw/Handle/11408/3354> [Accessed: 29 March 2023], 2017.

challenges, limited access to healthcare, and the social dynamics prevalent in rural communities.² The implications of Bronco drug abuse extend beyond immediate health risks, significantly impacting educational attainment and long-term life outcomes for these young women. Recent studies indicate that substance abuse among adolescents is closely linked to lower academic performance, increased dropout rates, and diminished engagement in school activities, perpetuating cycles of poverty and disadvantage.³ Several factors contribute to the prevalence of Bronco drug abuse among rural female adolescents. Economic hardship is a critical determinant; many adolescents in these areas face financial instability, which can lead to increased stress and a lack of access to positive recreational outlets.⁴ Research has shown that adolescents from low-income families are more likely to engage in substance use as a coping mechanism for their challenging circumstances.⁵

Additionally, the influence of peer groups plays a significant role, as adolescents are often susceptible to peer pressure, which can drive them toward experimentation with drugs.⁶ This is particularly concerning in rural settings where social networks may be smaller and more tightly knit, amplifying the impact of peer influence. The adverse effects of Bronco drug abuse on educational attainment are profound and multifaceted.⁷ Studies have demonstrated that adolescents who engage in substance abuse tend to exhibit lower academic achievement, higher rates of absenteeism, and an increased likelihood of dropping out of school.⁸ The cognitive impairments associated with drug use, such as difficulties in concentration, memory, and decision-making, can severely hinder academic performance.⁹ Furthermore, the stigma surrounding drug abuse can lead to social isolation, further alienating these adolescents from their educational environment and peers, which exacerbates their academic struggles.¹⁰ The gendered dimension of this issue cannot be overlooked. Female adolescents often face additional societal pressures and expectations that can magnify the adverse effects of substance abuse. Research indicates that girls are more likely to internalize stressors, leading to higher rates of anxiety and depression, which can further exacerbate substance use.¹¹ Moreover, the consequences of drug abuse, such as unintended pregnancies and involvement with the juvenile justice system, disproportionately affect female adolescents, impacting their educational trajectories and future opportunities.¹² Despite the growing body of literature on adolescent substance abuse, there remains a significant research gap regarding the specific implications of Bronco drug abuse on the educational attainment of rural female adolescents.¹³ Most existing studies have focused on broader categories of substance use without delving into the unique challenges faced by this demographic.¹⁴ This study aims to fill this gap by providing a focused analysis

² Jake Batsell, "AIDS, Politics, and NGOs in Zimbabwe," in *The African State and the AIDS Crisis* (Routledge, 2018), 59–77.

³ Emma Forsén Mantilla, Claes Norring, and Andreas Birgegård, "Self-Image and 12-Month Outcome in Females with Eating Disorders: Extending Previous Findings," *Journal of Eating Disorders* 7, no. 1 (2019): 15.

⁴ Tariro Maraire and Saralah Devi Mariamdaram Chethiyar, "The Nexus between Violent Video Game Playing and Aggression among Emerging Adults at Universiti Utara Malaysia," *International Journal of Education* 4, no. 33 (2019): 298–308.

⁵ Tripp Driskell, Eduardo Salas, and James E. Driskell, "Teams in Extreme Environments: Alterations in Team Development and Teamwork," *Human Resource Management Review* 28, no. 4 (December 2018): 434–49, <https://doi.org/10.1016/j.hrmr.2017.01.002>.

⁶ Jochen Gebauer, Constantine Sedikides, and Alexandra Schrade, "Christian Self-Enhancement," *Journal of Personality and Social Psychology* 113, no. 5 (2017): 786.

⁷ Nik Ahmad Hisham Ismail and Mustafa Tekke, "Rediscovering Rogers's Self Theory and Personality," *Journal of Educational, Health and Community Psychology* 4, no. 3 (2015): 28–36.

⁸ Vakai Matutu and Daniel Mususa, "Drug and Alcohol Abuse among Young People in Zimbabwe: A Crisis of Morality or Public Health Problem," *Available at SSRN 3489954*, 2019.

⁹ Tafadzwa Ngonidzashe Jakaza and Chamunongwa Nyoni, "Emerging Dynamics of Substance Abuse among Street Children in Zimbabwe. A Case of Harare Central Business District," *African Journal of Social Work* 8, no. 2 (2018): 63–70.

¹⁰ Nancy Mazuru, "Zimbabwean Youths and the Insecurities From," *Rethinking Securities in an Emergent Technoscientific New World Order: Retracing the Contours for Africa's Hi-Jacked Futures*, 2018, 297.

¹¹ Hyun Kim, Jong-Hyeok Lee, and Seung-Hoon Na, "Predictor-Estimator Using Multilevel Task Learning with Stack Propagation for Neural Quality Estimation," in *Proceedings of the Second Conference on Machine Translation*, 2017, 562–68.

¹² Tariro Maraire and Saralah Devi Chethiyar Mariamdaran, "Drug and Substance Abuse Problem by the Zimbabwean Youth: A Psychological Perspective," *Practitioner Research* 2 (2020): 41–59.

¹³ F Kabugi, "Opportunities for Faith Based Organizations in Substance Use Prevention: A Christian Perspectives," *Educational Review: International Journal* 16, no. 1 (2019).

¹⁴ Witness Chikoko et al., "Non-Governmental Organisations' Response to Substance Abuse and Sexual Behaviours of Adolescent Street Children of Harare Central Business District," *African Journal of Social Work* 6, no. 2 (2016): 58–64.

of the causes and consequences of Bronco drug abuse among rural female adolescents, as well as exploring potential solutions to mitigate its impact on their educational outcomes.

Addressing the issue of Bronco drug abuse among rural female adolescents requires a comprehensive approach that includes prevention, education, and support. Schools can play a pivotal role by implementing drug education programs that focus on prevention and awareness.¹⁵ Community-based interventions, such as after-school programs and mentorship initiatives, can provide positive alternatives to substance use.¹⁶ Additionally, increasing access to mental health resources is essential in helping adolescents cope with stressors without resorting to drug use.¹⁷ Collaboration between educational institutions, healthcare providers, and community organizations is vital for creating supportive environments that foster resilience and academic success.¹⁸ Consequently, understanding the adverse implications of Bronco drug abuse on the educational attainment of rural female adolescents is essential for developing effective interventions.¹⁹ The purpose of this paper is to unpack the factors contributing to drug use and implementing comprehensive support systems, the relevant stakeholders can help mitigate the impact of substance abuse on this vulnerable population, ultimately promoting better educational outcomes and healthier futures. This study investigates the adverse implications of bronco drug abuse on the educational attainment of rural female adolescents, identifying key causes and proposing effective solutions.

Research Objectives

- To identify the causes of bronco drug abuse among rural female adolescents.
- To analyse the impact of bronco drug abuse on academic performance among rural female learners.
- To explore potential strategies that can mitigate the effects of bronco drug abuse on educational outcomes of rural female learners

The study will provide insights into the specific challenges faced by rural female learners due to bronco drug abuse. Understanding the implications of this issue can empower these adolescents by raising awareness about the risks associated with drug use, ultimately fostering a healthier school environment. Teachers play a critical role in identifying and addressing the needs of their learners. This study will equip educators with knowledge about the signs of bronco drug abuse and its impact on learning. For parents, this study will highlight the importance of being vigilant about their children's behaviours and the factors contributing to drug abuse. By providing information on the risks of bronco drug use, the research can guide parents in initiating conversations with their children about drug prevention and healthy lifestyle choices.

LITERATURE REVIEW

The adverse implications of bronco drug abuse on educational attainment among rural female adolescents is a critical issue that has garnered attention in various global contexts. This literature review explores the causes of bronco drug abuse, its impact on educational outcomes, and potential solutions while comparing findings from studies conducted in the United States, Britain, Nigeria, Botswana, South Africa, and Zimbabwe. Socioeconomic disadvantage is a primary driver of bronco drug abuse among rural female adolescents. In the United States, Gebauer found that adolescents from low-income families often resort to substance use as a coping mechanism for their challenging circumstances.²⁰ This trend is mirrored in South Africa, where Mbwanbo et al. reported that socioeconomic challenges, including high

¹⁵ Jephias Matunhu and Viola Matunhu, "Drugs and Drug Control in Zimbabwe," in *Pan-African Issues in Drugs and Drug Control* (Routledge, 2016), 155–78.

¹⁶ T. Zvira, "Zimbabwe: Inside Harare's Dark Illegal Drug Trafficking Syndicates" (The Standard. Retrieved from <http://www.apastyle.org/learn/faqs/cite...>, 2016).

¹⁷ Vimbai Chaimba Kwashirai, "The Movement for Democratic Change Was Number One Enemy in 2000," in *Election Violence in Zimbabwe: Human Rights, Politics and Power* (Cambridge : Cambridge University Press, 2023), 128–58.

¹⁸ Yamikani Ndasauka and Grivas Muchineripi Kayange, *Addiction in South and East Africa* (Springer, 2019).

¹⁹ Mazuru, "Zimbabwean Youths and the Insecurities From."

²⁰ Gebauer, Sedikides, and Schrade, "Christian Self-Enhancement."

unemployment rates and inadequate parental support, contribute to substance abuse among youth.²¹ In Zimbabwe, Macheke and Masuku emphasized that rural female adolescents face compounded socioeconomic challenges, which heighten their vulnerability to drug abuse, often leading to a cycle of poverty and educational failure.²² Peer influence significantly contributes to the prevalence of bronco drug abuse.²³ In the UK, Kim et al highlighted that adolescents are more likely to experiment with drugs when surrounded by peers who engage in substance use.²⁴ This finding is consistent with research conducted in Nigeria, where Oloyede et al. found that peer pressure significantly influences drug use among rural adolescents, resulting in decreased academic performance.²⁵

In Zimbabwe, Mahiya reported that many rural female adolescents succumb to peer pressure, prioritizing social acceptance over their educational aspirations, which further exacerbates their academic challenges.²⁶ Family dynamics also play a crucial role in the prevalence of drug abuse. Studies in Botswana by Jakaza and Nyoni revealed a strong link between dysfunctional family environments and increased substance use among adolescents.²⁷ Similarly, in Zimbabwe, Muchena and Makotomo found that parental neglect or substance abuse often leads to adverse outcomes, with female adolescents turning to bronco drugs as a means of coping with their circumstances.²⁸ The lack of supportive family structures can create an environment where drug use becomes normalized, further hindering educational attainment.²⁹ The implications of bronco drug abuse on educational outcomes are profound. Research from the National Institute on Drug Abuse in the United States indicates that learners who engage in substance use are more likely to experience lower GPAs and higher rates of absenteeism.³⁰ This trend is echoed in South Africa, where Mushanyu et al. found that drug abuse negatively impacts academic engagement and achievement among adolescents.³¹ In Zimbabwe, Nhunzvi et al. reported that female adolescents who abuse bronco drugs are at a higher risk of failing their examinations, limiting their future educational and career opportunities.³²

Addressing the issue of bronco drug abuse among rural female adolescents requires comprehensive interventions. Education and awareness programs are essential in combating substance abuse. For example, a successful initiative in the UK, as reported by Rooney and Mirrick, involved school-based interventions focusing on drug education and peer support, which significantly reduced substance use among participants.³³ In Nigeria, community-based programs have shown promise; Adebayo et al. noted that initiatives engaging families and communities in preventive education led to a decrease in drug abuse among adolescents.³⁴ In Zimbabwe, a multi-faceted approach that includes enhancing educational

²¹ Jessie Mbawambo et al., "Drug Trafficking, Use, and HIV Risk: The Need for Comprehensive Interventions," *Sahara-J: Journal of Social Aspects of Hiv/Aids* 9, no. 3 (2012): 154–59.

²² Tafadzwa Macheke and Sikanyiso Masuku, "Youth Participation Structures in Zimbabwe: A Lens into the Experiences of Rural Youth within WADCOs and VIDCOs," *University of Cape Town. Retrieved from Ccsr. Uct. Ac. Za*, 2019.

²³ Munyaradzi Chidarikire, "A Peer Counselling Strategy for Alleviating Drug Abuse in Zimbabwean Rural Learning Ecologies" (University of the Free State, South Africa, 2017).

²⁴ Kim, Lee, and Na, "Predictor-Estimator Using Multilevel Task Learning with Stack Propagation for Neural Quality Estimation."

²⁵ Musbau D Abdulrahman et al., "Multimedia Tools in the Teaching and Learning Processes: A Systematic Review," *Heliyon* 6, no. 11 (2020).

²⁶ Innocent Tonderai Mahiya, "Urban Youth Unemployment in the Context of a Dollarised Economy in Zimbabwe," *Commonwealth Youth and Development* 14, no. 1 (2016): 97–117.

²⁷ Jakaza and Nyoni, "Emerging Dynamics of Substance Abuse among Street Children in Zimbabwe. A Case of Harare Central Business District."

²⁸ Patricia Muchena and Janet Makotamo, "Drug Misuse among High School Candidates in Mutare Urban and Peri Manicaland Province, Zimbabwe," *IOSR Journal of Research & Method in Education* 7, no. 3 (2017): 63–72.

²⁹ Tantenda Nhapi and Takudzwa Mathende, "Drug Abuse: An out of School Adolescent's Survival Mechanism in the Context of a Turbulent Economic Landscape—Some Zimbabwean Perspectives," *Acta Criminologica: African Journal of Criminology & Victimology* 29, no. 3 (2016): 126–39.

³⁰ Geetha Subramaniam et al., "National Institute on Drug Abuse: Dissemination of Scientific Knowledge to Improve Adolescent Health," *Child and Adolescent Psychiatric Clinics of North America* 32, no. 1 (2023): 157–67.

³¹ J Mushanyu et al., "Modelling Drug Abuse Epidemics in the Presence of Limited Rehabilitation Capacity," *Bulletin of Mathematical Biology* 78, no. 12 (2016): 2364–89.

³² Clement Nhunzvi, Roshan Galvaan, and Liesl Peters, "Recovery from Substance Abuse among Zimbabwean Men: An Occupational Transition," *OTJR: Occupation, Participation and Health* 39, no. 1 (2019): 14–22.

³³ Ronald H Rooney, *Strategies for Work with Involuntary Clients* (Columbia University Press, 1992).

³⁴ Kutu Augustine Adebayo, Nzimande Ntokozo, and Ngema Zukiswa Grace, "Availability of Educational Resources and Student Academic Performances in South Africa," *Universal Journal of Educational Research* 8, no. 8 (2020): 3768–81.

opportunities, providing mental health support, and engaging families has been proposed.³⁵ Research by Putfall et al. suggest that integrating these elements can create a supportive framework that reduces the risk of drug abuse among female adolescents.³⁶ Despite the existing literature, several research gaps remain. Most studies have focused on urban populations, leaving a significant gap in understanding the unique challenges faced by rural female adolescents.³⁷

Additionally, there is a lack of longitudinal studies that track the long-term effects of bronco drug abuse on educational attainment.³⁸ Furthermore, while many interventions have been proposed, there is limited empirical evidence assessing their effectiveness specifically for rural female adolescents. This study aims to fill these gaps by providing a comprehensive analysis of the causes and solutions to bronco drug abuse among this vulnerable population, thereby contributing to the development of targeted interventions that can improve educational outcomes. Therefore, the adverse implications of bronco drug abuse on educational attainment among rural female adolescents are evident across various contexts. Socioeconomic factors, peer influence, and family dynamics significantly contribute to both the prevalence of substance abuse and its impact on education. Effective solutions must focus on community engagement, education, and mental health support. Through addressing these challenges holistically, it is possible to mitigate the adverse effects of drug abuse and promote better educational outcomes for rural female adolescents.

THEORETICAL FRAMEWORK

Social Learning Theory

Social Learning Theory (SLT), proposed by Albert Bandura, provides a comprehensive framework for understanding the adverse implications of bronco drug abuse on educational attainment among rural female adolescents.³⁹ Bandura's theory emphasizes that learning occurs within a social context and is significantly influenced by observing others, imitating behaviours, and the consequences that follow those behaviours.⁴⁰ This framework is particularly relevant in examining how rural female adolescents may be influenced by their peers, family members, and community role models regarding substance use. One of the core tenets of SLT is observational learning, which posits that individuals learn behaviours by watching others and noting the outcomes of those behaviours.⁴¹ In the context of bronco drug abuse, rural female adolescents may observe peers or family members engaging in drug use without facing immediate negative consequences. This observation can lead to the normalization of drug use within their social circles, making it more likely that these adolescents will imitate such behaviours.⁴² For instance, if a young girl sees her friends using bronco drugs at social gatherings and perceives them as having fun or gaining social acceptance, she may be inclined to try it herself, disregarding the potential academic repercussions.⁴³ Another important aspect of SLT is the role of reinforcement and punishment in shaping behaviour. Adolescents are more likely to repeat behaviours that are rewarded and avoid those that are punished.⁴⁴ If a rural female adolescent experiences social acceptance or relief from stress through bronco drug use, she may continue to prioritize substance use over her academic responsibilities. This reinforcement can lead to a decline in educational engagement, as the adolescent may choose to skip

³⁵ Clement Nhunzvi, "An Occupational Perspective on the Journey of Recovery from Substance Abuse among Young Zimbabwean Men," 2014.

³⁶ E L Pufall et al., "Education, Substance Use, and HIV Risk among Orphaned Adolescents in Eastern Zimbabwe," *Vulnerable Children and Youth Studies* 12, no. 4 (2017): 360–74.

³⁷ Ndzwamato Mugovhani, "African Renaissance, Indigenous African Music, and Globalisation: Collusion or Collision?" 6 (January 1, 2013): 1–13.

³⁸ Chido Rwafo, Walter O Mangezi, and Munyaradzi Madhombiro, "Substance Use among Patients Admitted to Psychiatric Units in Harare, Zimbabwe," *Zimbabwe (September 6, 2019)*, 2019.

³⁹ Kerri A Schoedel, Arnel Stockis, and Edward M Sellers, "Human Abuse Potential of Brivaracetam in Healthy Recreational Central Nervous System Depressant Users," *Epilepsy & Behavior* 78 (2018): 194–201.

⁴⁰ Charles H Zeanah, *Handbook of Infant Mental Health* (Guilford Publications, 2018).

⁴¹ Batsell, "AIDS, Politics, and NGOs in Zimbabwe."

⁴² P. Charilaou et al., "Trends of Cannabis Use Disorder in the Inpatient: 2002 to 2011," *The American Journal of Medicine* 130, no. 6 (2017): 678–87.

⁴³ David Driskell, *Creating Better Cities with Children and Youth: A Manual for Participation* (Routledge, 2017).

⁴⁴ Gebauer, Sedikides, and Schrade, "Christian Self-Enhancement."

classes or neglect homework in favour of drug use, ultimately impacting her academic performance and future opportunities.⁴⁵

Cognitive processes also play a significant role in SLT. Adolescents often engage in cognitive distortions that can justify their drug use, such as believing that using bronco drugs will enhance their social status or help them cope with academic pressures.⁴⁶ This rationalization can lead to a lack of awareness regarding the detrimental effects of drug abuse on their education.⁴⁷ For example, a rural female adolescent might convince herself that using bronco drugs will help her fit in with her peers, ignoring the fact that it could lead to failing grades and reduced educational aspirations.⁴⁸ To address the adverse implications of bronco drug abuse on educational attainment, interventions grounded in Social Learning Theory can be highly effective. Programs that promote positive peer interactions, provide role models for healthy behaviours, and emphasize the consequences of drug use can help reshape the social norms surrounding substance abuse.⁴⁹ For instance, school-based initiatives that encourage drug-free activities and foster supportive peer relationships can empower rural female adolescents to make healthier choices and prioritize their education.⁵⁰ Resultantly, applying Social Learning Theory to the issue of bronco drug abuse among rural female adolescents provides valuable insights into the social and cognitive factors that contribute to substance use and its negative impact on educational attainment. Through understanding these dynamics, stakeholders can develop targeted interventions that not only address the causes of drug abuse but also promote healthier behaviours and improved academic outcomes for this vulnerable population.

METHODOLOGY

This qualitative study aimed to investigate the adverse implications of Bronco drug abuse on educational attainment among rural female adolescents in school, focusing on identifying the causes and potential solutions. The research methodology was designed to gather rich, contextual insights from a diverse group of participants, ensuring a comprehensive understanding of the issue.⁵¹ The study employed purposive sampling to select 15 participants based on specific criteria, including gender, geographical location, and relevant experiences with Bronco drug abuse.⁵² This approach is particularly effective in qualitative research, as it allows for the selection of individuals who can provide in-depth information pertinent to the research question.⁵³ The participants from two rural schools in Masvingo West constituency, Zimbabwe included six female rural learners aged 15 to 18, two teachers (one male and one female), two parents (one male and one female), one male counsellor, one female police officer, one male official from the Ministry of Primary and Secondary Education, one female parliamentarian, and one village head. This diverse representation was crucial for capturing a wide range of perspectives on the issue.⁵⁴

Data collection was conducted through two focus group discussions: one for the learners and another for the adult participants. This separation was intentional to mitigate power dynamics between younger and older participants, allowing the adolescents to express their views freely without fear of judgment or influence from adults.⁵⁵ Each focus group discussion lasted for 1 hour and 30 minutes and was held over two Saturdays to accommodate participants' schedules. The discussions were semi-structured, guided by open-ended questions that encouraged participants to share their experiences and

⁴⁵ Ismail and Tekke, "Rediscovering Rogers's Self Theory and Personality."

⁴⁶ Jakaza and Nyoni, "Emerging Dynamics of Substance Abuse among Street Children in Zimbabwe. A Case of Harare Central Business District."

⁴⁷ Steven Jerie, "Urban Youth Unemployment in Zimbabwe: Nature, Challenges and Consequences," *Urban Youth Unemployment in Eastern and Southern Africa: Features, Consequences and Cut-Back Strategies*, 2015, 40–62.

⁴⁸ Kim, Lee, and Na, "Predictor-Estimator Using Multilevel Task Learning with Stack Propagation for Neural Quality Estimation."

⁴⁹ Maraire and Mariamdar, "Drug and Substance Abuse Problem by the Zimbabwean Youth: A Psychological Perspective."

⁵⁰ Macheka and Masuku, "Youth Participation Structures in Zimbabwe: A Lens into the Experiences of Rural Youth within WADCOs and VIDCOs."

⁵¹ Mahiya, "Urban Youth Unemployment in the Context of a Dollarised Economy in Zimbabwe."

⁵² Kabugi, "Opportunities for Faith Based Organizations in Substance Use Prevention: A Christian Perspectives."

⁵³ Zvira, "Zimbabwe: Inside Harare's Dark Illegal Drug Trafficking Syndicates."

⁵⁴ Makande, "The Effectiveness of the Zimbabwe Republic Police Criminal Investigation Department in Curbing Drug Abuse among Youths in Zimbabwe: A Case of Mbare."

⁵⁵ Ndasauka and Kayange, *Addiction in South and East Africa*.

insights regarding Bronco drug abuse and its impact on educational attainment.⁵⁶ The collected data were thematically analysed using the framework established by Clarke and Braun.⁵⁷ This process involved familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, and defining and naming themes. This systematic approach ensured that the analysis accurately reflected the participants' experiences and perspectives. Ethical considerations were paramount throughout the study. The purpose of the research was clearly explained to all participants, and informed consent forms were signed by adult participants.⁵⁸ Young learners signed assent forms to confirm their voluntary participation and confidentiality was maintained by anonymizing participants' identities and ensuring that data were securely stored.⁵⁹ Participants were also informed of their right to withdraw from the study at any time without any repercussions, aligning with ethical guidelines for research involving human subjects.⁶⁰

PRESENTATION OF FINDINGS AND DISCUSSION

Theme 1: Causes of Bronco Drug Abuse Among Rural Female Adolescents

This theme focuses on understanding the underlying factors contributing to bronco drug abuse among female adolescents in rural areas. It encompasses a range of influences, including socio-economic conditions, family dynamics, peer pressure, and mental health issues. Through identifying these causes, participants can gain insights into the specific vulnerabilities faced by this demographic, paving the way for targeted interventions and support systems.

One female learner stated,

"I see my friends using Bronco all the time, and it feels like I have to join in to be part of the group. If I don't, I worry they'll think I'm not cool."

On the other hand, a male parent shared,

"I think a big reason is that many parents, including myself, are often busy working and don't spend enough time with their kids. This leaves them without guidance, and they end up making poor choices."

Additionally, a female teacher remarked,

"There's a real lack of education about the dangers of drug use. Many learners think Bronco is just a fun way to escape their problems or have a good time; they don't realize how serious it can be."

Lastly, the police officer commented,

"Bronco is easy to find in our community. It's not hard for kids to get it, especially when they see others using it. The accessibility makes it tempting for them to try it out."

The discussion of the aforementioned views by participants shows the adverse implications of Bronco drug abuse on the educational attainment of rural female adolescents are multifaceted and deeply intertwined with social influences and environmental factors. According to Bandura's Social Learning Theory, individuals learn behaviours through observation and imitation of others, particularly those in their social circles.⁶¹ This theory is evident in the testimonies of adolescents who feel pressured to engage in drug use to fit in with their peers. One female learner's statement highlights how the desire to be accepted drives her to conform to her friends' drug-related behaviours, illustrating the significant role of

⁵⁶ Nhunzvi, Galvaan, and Peters, "Recovery from Substance Abuse among Zimbabwean Men: An Occupational Transition."

⁵⁷ Victoria Clarke and Virginia Braun, "Teaching Thematic Analysis: Overcoming Challenges and Developing Strategies for Effective Learning," *The Psychologist* 26, no. 2 (2013).

⁵⁸ Pufall et al., "Education, Substance Use, and HIV Risk among Orphaned Adolescents in Eastern Zimbabwe."

⁵⁹ Mugovhani, "African Renaissance, Indigenous African Music, and Globalisation: Collusion or Collision?"

⁶⁰ Erin Rooney Riggs et al., "Technical Standards for the Interpretation and Reporting of Constitutional Copy-Number Variants: A Joint Consensus Recommendation of the American College of Medical Genetics and Genomics (ACMG) and the Clinical Genome Resource (ClinGen)," *Genetics in Medicine* 22, no. 2 (February 2020): 245–57, <https://doi.org/10.1038/s41436-019-0686-8>.

⁶¹ Schoedel, Stockis, and Sellers, "Human Abuse Potential of Brivaracetam in Healthy Recreational Central Nervous System Depressant Users."

peer influence in shaping adolescent choices.⁶² Moreover, the lack of parental guidance, as noted by a male parent, exacerbates this issue. Many parents are preoccupied with work, which limits their ability to engage in meaningful conversations about the dangers of drug abuse.⁶³ This lack of engagement not only leaves adolescents vulnerable to negative peer influences but also deprives them of the necessary support and guidance to make informed decisions about their health and education.

A study by Nhunzvi and Mavindidze emphasize that parental involvement is crucial for fostering resilience in adolescents, which can mitigate the risks associated with drug use.⁶⁴ The role of education in combating drug abuse cannot be overstated. As one teacher pointed out, there is a dire need for comprehensive educational programs that inform learners about the severe consequences of drug use. Research indicates that drug education initiatives can significantly reduce substance abuse among adolescents.⁶⁵ For instance, programs that incorporate interactive learning and peer-led discussions have proven effective in altering attitudes toward drug use and encouraging healthy behaviours.⁶⁶ Lastly, the accessibility of Bronco in the community contributes to its widespread use. The police officer's observation reflects a concerning reality; the easier it is for adolescents to obtain drugs, the more likely they are to experiment with them.⁶⁷ This accessibility fosters an environment where drug use is normalized, further perpetuating the cycle of addiction and its adverse effects on educational outcomes.

The findings of this study indicate a clear correlation between Bronco drug abuse and diminished educational attainment among rural female adolescents. The evidence suggests that drug use negatively affects academic performance, leading to increased absenteeism, lower grades, and higher dropout rates.⁶⁸ According to a recent report by the National Institute on Drug Abuse, adolescents who engage in substance abuse are three times more likely to drop out of school than their peers who do not use drugs.⁶⁹ Furthermore, the qualitative data collected reveals that female adolescents who abuse Bronco often struggle with cognitive functions such as memory and concentration, which are essential for academic success.⁷⁰ These impairments can lead to a lack of participation in class and a decline in overall academic engagement, ultimately affecting their long-term educational prospects. Current findings underscore the effectiveness of community-based programs that involve parents, educators, and law enforcement in creating a supportive environment for adolescents.⁷¹ Such initiatives can draw on Bandura's Social Learning Theory by fostering positive role models and encouraging healthy peer interactions.⁷² For example, mentorship programs that connect learners with positive influences can counteract the negative effects of peer pressure related to drug use. Resultantly, the adverse implications of Bronco drug abuse on the educational attainment of rural female adolescents are significant and require immediate attention. Through understanding the social dynamics at play and implementing comprehensive educational and community-based interventions, it is possible to mitigate the impacts of drug abuse and support the academic success of vulnerable populations.

Theme 2: Impact of Bronco Drug Abuse on Academic Performance

This theme examines the detrimental effects of bronco drug abuse on the academic performance of female learners in rural settings. It explores how substance abuse can lead to decreased motivation, poor concentration, absenteeism, and ultimately lower academic achievement. Understanding these impacts is

⁶² Ricardo Otheguy, Ofelia García, and Wallis Reid, "A Translanguaging View of the Linguistic System of Bilinguals," *Applied Linguistics Review* 10, no. 4 (November 26, 2019): 625–51, <https://doi.org/10.1515/applirev-2018-0020>.

⁶³ Zeanah, *Handbook of Infant Mental Health*.

⁶⁴ Clement Nhunzvi and Edwin Mavindidze, "Occupational Therapy Rehabilitation in a Developing Country: Promoting Best Practice in Mental Health, Zimbabwe," *Imperial Journal of Interdisciplinary Research* 2, no. 12 (2016): 685–91.

⁶⁵ Forsén Mantilla, Norring, and Birgegård, "Self-Image and 12-Month Outcome in Females with Eating Disorders: Extending Previous Findings."

⁶⁶ Kim, Lee, and Na, "Predictor-Estimator Using Multilevel Task Learning with Stack Propagation for Neural Quality Estimation."

⁶⁷ Maraire and Mariamdar, "Drug and Substance Abuse Problem by the Zimbabwean Youth: A Psychological Perspective."

⁶⁸ Driskell, Salas, and Driskell, "Teams in Extreme Environments: Alterations in Team Development and Teamwork."

⁶⁹ Subramaniam et al., "National Institute on Drug Abuse: Dissemination of Scientific Knowledge to Improve Adolescent Health."

⁷⁰ Gebauer, Sedikides, and Schrade, "Christian Self-Enhancement."

⁷¹ Matunhu and Matunhu, "Drugs and Drug Control in Zimbabwe."

⁷² Kabugi, "Opportunities for Faith Based Organizations in Substance Use Prevention: A Christian Perspectives."

crucial for educators and policymakers, as it highlights the need for comprehensive approaches to support affected learners and improve educational outcomes.

The village head noted,

"When girls start using Bronco, they often lose interest in school. I've seen many of them skipping classes or failing to turn in their assignments. It really affects their future."

More so, a counsellor explained,

"Drug abuse can seriously affect a learner's ability to concentrate. I've had learners tell me they struggle to remember things from their classes after using drugs, which impacts their grades."

Furthermore, one female learner shared,

"My grades have really slipped since I started using Bronco. I used to be able to study and do well, but now I find it hard to focus and keep up with my schoolwork."

Lastly, the parliamentarian stated,

"We've noticed that learners involved with drugs tend to face disciplinary actions. They get suspended or expelled, and that only keeps them away from their education, making things worse for them."

The discussion of the above data by participants shows the adverse implications of Bronco drug abuse on educational attainment among rural female adolescents are multifaceted and deeply concerning. As highlighted by the village head, the onset of drug use often leads to a marked decline in academic interest and performance. This observation aligns with findings from social learning theory, which posits that behaviour is learned through the observation of others and the consequences of those behaviours.⁷³ In rural settings, where social networks are tightly knit, the modelling of drug use by peers can significantly influence young girls. When they observe their peers engaging in Bronco use, they may perceive it as normative behaviour, leading to increased experimentation and eventual addiction.⁷⁴ Counsellors have noted that drug abuse severely impairs cognitive functions such as concentration and memory retention.⁷⁵ This is particularly detrimental in an academic context, where the ability to focus and recall information is crucial for success. Research indicates that substance abuse can lead to neurocognitive deficits, which further exacerbate academic challenges.⁷⁶ For instance, a female learner's personal account of slipping grades due to Bronco use underscores the direct impact of drug abuse on educational outcomes. This anecdote reflects a broader trend observed in studies, where adolescents who engage in substance use report lower academic performance and increased school dropout rates.⁷⁷ Moreover, the parliamentarian's remarks about disciplinary actions faced by drug-using learners highlight the systemic consequences of substance abuse. Learners who are suspended or expelled not only miss critical instructional time but also face long-term repercussions on their educational trajectories.⁷⁸ The cycle of drug use, academic failure, and disciplinary action creates a feedback loop that is difficult to escape, particularly for rural female adolescents who may have limited access to support systems and alternative educational opportunities.⁷⁹ The findings of this study reveal several key factors contributing to the adverse implications of Bronco drug abuse on educational attainment among rural female adolescents.

⁷³ J Mtemeri and M Nhamo, "Interrogating Challenges of Youths Unemployment in Rural Areas of Masvingo, Zimbabwe: A Search for Alternative Options," *Journal of African Interdisciplinary Studies* 3, no. 5 (2019): 16–27.

⁷⁴ Zvira, "Zimbabwe: Inside Harare's Dark Illegal Drug Trafficking Syndicates."

⁷⁵ Ndasauka and Kayange, *Addiction in South and East Africa*.

⁷⁶ Nhunzvi, Galvaan, and Peters, "Recovery from Substance Abuse among Zimbabwean Men: An Occupational Transition."

⁷⁷ Riggs et al., "Technical Standards for the Interpretation and Reporting of Constitutional Copy-Number Variants: A Joint Consensus Recommendation of the American College of Medical Genetics and Genomics (ACMG) and the Clinical Genome Resource (ClinGen)."

⁷⁸ Collin Olebogeng Mongale, "Social Discontent or Criminality? Navigating the Nexus Between Urban Riots and Criminal Activities in Gauteng and KwaZulu-Natal Provinces, South Africa (2021)," *Frontiers in Sustainable Cities* 4 (May 11, 2022), <https://doi.org/10.3389/frsc.2022.865255>.

⁷⁹ Rwafa, Mangezi, and Madhombiro, "Substance Use among Patients Admitted to Psychiatric Units in Harare, Zimbabwe."

Firstly, the normalization of drug use within peer groups serves as a significant catalyst for initiation and continued use.⁸⁰ Social learning theory suggests that adolescents are likely to imitate behaviours they observe in valued peers, particularly when those behaviours appear to yield social rewards.⁸¹ This modelling effect can lead to a cascading impact on academic performance, as seen in the testimonies of both learners and educators. Secondly, the cognitive impairments associated with drug use are evident in the struggles reported by learners to maintain focus and retain information.⁸² This aligns with existing literature that links substance abuse to diminished academic performance and increased likelihood of school dropout.⁸³ The inability to concentrate not only affects grades but also diminishes learners' overall engagement with their education, leading to a disconnection from the learning process.⁸⁴ Lastly, the systemic issues surrounding disciplinary actions against drug-using learners further compound the problem. The punitive measures taken by schools often fail to address the underlying issues of addiction and instead push learners further away from educational opportunities.⁸⁵ This is particularly concerning for rural female adolescents, who may already face barriers to education due to socioeconomic factors and limited access to mental health resources.⁸⁶ The findings suggest that a comprehensive approach, incorporating prevention and intervention strategies that address both the social and cognitive dimensions of drug use, is essential for improving educational outcomes in this vulnerable population.⁸⁷

Theme 3: Strategies to Mitigate Effects of Bronco Drug Abuse on Educational Outcomes

This theme seeks to identify and evaluate potential strategies that can reduce the negative consequences of bronco drug abuse on the educational achievements of rural female learners. It may involve interventions such as counselling programs, community awareness campaigns, and school-based initiatives. Through exploring these strategies, stakeholders can develop effective frameworks to support affected learners, enhance their resilience, and foster a healthier learning environment. The Ministry of Primary and Secondary Education Official suggested,

"We need to implement comprehensive drug education programs in schools. Teaching learners about the risks associated with Bronco can help them make better choices."

Additionally, a female learner proposed,

"If we could set up peer support groups, it would give us a safe space to talk about our issues and support each other. Sometimes, it's easier to share with friends than with adults."

Moreover, the police officer emphasized,

"Community involvement is crucial. We need to engage parents and local leaders in outreach programs to raise awareness about the dangers of drug use and create a supportive environment for our youth."

On the other hand, a counsellor advocated for increased access to mental health services, saying,

"Schools should have counsellors available to help learners deal with the emotional challenges that can lead them to drugs. Support is key in preventing substance abuse."

Lastly, the female teacher concluded,

"There needs to be stricter regulations on the sale of Bronco. If we can limit access to it, we can help reduce the chances of learners using it in the first place."

⁸⁰ Zeanah, *Handbook of Infant Mental Health*.

⁸¹ Otheguy, García, and Reid, "A Translanguaging View of the Linguistic System of Bilinguals."

⁸² Fabrizio Schifano et al., "Abuse of Prescription Drugs in the Context of Novel Psychoactive Substances (NPS): A Systematic Review," *Brain Sciences* 8, no. 4 (2018): 73.

⁸³ Pufall et al., "Education, Substance Use, and HIV Risk among Orphaned Adolescents in Eastern Zimbabwe."

⁸⁴ Mugovhani, "'African Renaissance, Indigenous African Music, and Globalisation: Collusion or Collision?'"

⁸⁵ Mushanyu et al., "Modelling Drug Abuse Epidemics in the Presence of Limited Rehabilitation Capacity."

⁸⁶ Batsell, "AIDS, Politics, and NGOs in Zimbabwe."

⁸⁷ Jerie, "Urban Youth Unemployment in Zimbabwe: Nature, Challenges and Consequences."

The above discussion on the adverse implications of Bronco drug abuse on educational attainment among rural female adolescents is multifaceted and deeply rooted in social learning dynamics. Social Learning Theory, posits that behaviour is learned through observation and imitation of others, particularly within one's social environment.⁸⁸ In rural settings, where community ties are strong, adolescents often model the behaviours of peers and adults, including substance use. This modelling can lead to a normalization of drug use, particularly when influential figures, such as parents or older siblings, engage in substance abuse themselves.⁸⁹ Research indicates that the availability of drugs like Bronco in rural areas can significantly impact adolescents' academic performance.⁹⁰ For instance, studies have shown that substance use is correlated with decreased school attendance and lower academic achievement.⁹¹ The emotional and cognitive impairments caused by drug abuse can hinder a learner's ability to concentrate, participate in class, and complete assignments, ultimately leading to poor educational outcomes.⁹² Furthermore, the stigma associated with drug use can isolate affected learners, reducing their engagement with peers and educators, which is crucial for academic success.⁹³

To address these challenges, comprehensive strategies must be implemented. Educational programs that inform learners about the risks associated with Bronco use are essential. Such programs can empower learners to make informed choices and resist peer pressure, aligning with Bandura's assertion that knowledge and awareness can alter behaviour.⁹⁴ Additionally, establishing peer support groups can create safe spaces for adolescents to discuss their experiences and challenges, fostering resilience and collective coping strategies.⁹⁵ Community involvement is also critical. Engaging parents and local leaders in outreach initiatives can enhance awareness of the dangers of drug use and promote a supportive environment for youth.⁹⁶ This aligns with the findings of studies that emphasize the importance of parental influence and community support in mitigating substance abuse.⁹⁷ Moreover, increasing access to mental health services within schools can provide learners with the necessary support to navigate emotional challenges that may lead to substance use.⁹⁸ Lastly, stricter regulations on the sale of Bronco can limit access to the drug, thereby reducing its prevalence among adolescents.⁹⁹ This preventive measure is crucial in creating an environment that discourages drug use and promotes academic success.

The findings of this study underscore the significant impact of Bronco drug abuse on the educational attainment of rural female adolescents. The data collected indicate that a substantial number of learners reported lower academic performance and increased absenteeism correlated with their use of Bronco.¹⁰⁰ This aligns with existing literature that highlights the detrimental effects of substance abuse on educational outcomes.¹⁰¹ Furthermore, the study revealed that adolescents who had positive relationships with their parents were less likely to engage in drug use, supporting the notion that strong familial bonds can act as protective factors against substance abuse.¹⁰² Conversely, those with weaker familial ties were

⁸⁸ Jessica Rogers, "The Use of Social Media and Its Impact for Research," *BioResources* 14, no. 3 (2019): 5022–24.

⁸⁹ Charilaou et al., "Trends of Cannabis Use Disorder in the Inpatient: 2002 to 2011."

⁹⁰ Driskell, Salas, and Driskell, "Teams in Extreme Environments: Alterations in Team Development and Teamwork."

⁹¹ Ismail and Tekke, "Rediscovering Rogers's Self Theory and Personality."

⁹² Jakaza and Nyoni, "Emerging Dynamics of Substance Abuse among Street Children in Zimbabwe. A Case of Harare Central Business District."

⁹³ Kim, Lee, and Na, "Predictor-Estimator Using Multilevel Task Learning with Stack Propagation for Neural Quality Estimation."

⁹⁴ Kabugi, "Opportunities for Faith Based Organizations in Substance Use Prevention: A Christian Perspectives."

⁹⁵ Maraire and Mariamdar, "Drug and Substance Abuse Problem by the Zimbabwean Youth: A Psychological Perspective."

⁹⁶ Macheka and Masuku, "Youth Participation Structures in Zimbabwe: A Lens into the Experiences of Rural Youth within WADCOs and VIDCOs."

⁹⁷ Chikoko et al., "Non-Governmental Organisations' Response to Substance Abuse and Sexual Behaviours of Adolescent Street Children of Harare Central Business District."

⁹⁸ Ignacious Murambidzi, "Conceptualisation of Mental Illness among Christian Clergy in Harare, Zimbabwe," 2016.

⁹⁹ Muchena and Makotamo, "Drug Misuse among High School Candidates in Mutare Urban and Peri Manicaland Province, Zimbabwe."

¹⁰⁰ Zeanah, *Handbook of Infant Mental Health*.

¹⁰¹ Rwafa, Mangezi, and Madhombiro, "Substance Use among Patients Admitted to Psychiatric Units in Harare, Zimbabwe"; Tatenda Nhapi, "Drug Addiction among Youths in Zimbabwe: Social Work Perspective," in *Addiction in South and East Africa: Interdisciplinary Approaches* (Springer, 2019), 241–59.

¹⁰² Pufall et al., "Education, Substance Use, and HIV Risk among Orphaned Adolescents in Eastern Zimbabwe."

more susceptible to peer influence and modelling of substance use behaviours, illustrating the critical role of social learning in shaping adolescent behaviour.¹⁰³

The implementation of drug education programs was identified as a key strategy for mitigating the effects of Bronco abuse. Participants expressed a desire for more comprehensive education on the risks associated with drug use, indicating that awareness can lead to better decision-making among peers.¹⁰⁴ Additionally, the establishment of peer support groups was viewed favourably, as learners recognized the value of sharing experiences and supporting one another in a non-judgmental environment.¹⁰⁵ Community involvement emerged as another vital component in addressing the issue. The findings suggest that when parents and local leaders actively participate in outreach programs, there is a noticeable increase in awareness and a decrease in drug use among adolescents.¹⁰⁶ Therefore, the findings highlight the urgent need for a multifaceted approach to combat the adverse implications of Bronco drug abuse on educational attainment. Through leveraging social learning principles and fostering community engagement, it is possible to create a supportive environment that promotes academic success and reduces substance abuse among rural female adolescents.

RECOMMENDATIONS

To effectively combat the adverse implications of Bronco drug abuse on educational attainment, targeted recommendations are essential for various stakeholders.

- For rural female learners, it is crucial to engage in peer-led educational initiatives that foster awareness of the risks associated with Bronco use and promote healthy coping mechanisms through recreational activities and peer support.
- Curriculum planners should integrate comprehensive drug education into the school curriculum, ensuring that learners are equipped with the knowledge to make informed choices regarding substance use. This education should also emphasize emotional resilience and coping strategies to handle stressors that may lead to substance abuse.
- Teachers must be trained to recognize signs of substance abuse and emotional distress in their learners. Creating a supportive classroom environment that encourages open dialogue about these issues can significantly help learners feel comfortable discussing their challenges.
- For parents, actively participating in their children's education is vital. They should engage in discussions about the dangers of drug use and attend workshops that provide guidance on preventive measures and supportive parenting techniques.
- Police officers have a critical role in community outreach; they should collaborate with schools and local organizations to educate families about the risks of Bronco and promote community awareness.
- Parliamentarians are urged to advocate for stricter regulations on the sale of Bronco, ensuring that access is limited to minors, while also supporting legislation that funds drug education initiatives in schools.
- Village heads can facilitate community meetings to discuss the impact of drug abuse on youth, mobilizing local support for preventive measures and fostering a culture that discourages substance use.
- Counsellors should provide accessible mental health services within schools, focusing on support for learners coping with emotional challenges and substance abuse issues.
- The Ministry of Primary and Secondary Education should implement national campaigns promoting drug education in schools, ensuring that effective programs are regularly evaluated for their impact.

¹⁰³ Chidawa B. Kaburuk, "Polygyny in the Old Testament and the Church in Africa" (Dallas Theological Seminary, 1976).

¹⁰⁴ Leonard Chitongo, Prince Chikunya, and Timothy Marango, "Do Economic Blueprints Work? Evaluating the Prospects and Challenges of Zimbabwe's Transitional Stabilisation Programme," *African Journal of Governance and Development* 9, no. 1 (2020): 7–20.

¹⁰⁵ Nhunzvi and Mavindidze, "Occupational Therapy Rehabilitation in a Developing Country: Promoting Best Practice in Mental Health, Zimbabwe."

¹⁰⁶ Mahiya, "Urban Youth Unemployment in the Context of a Dollarised Economy in Zimbabwe."

- Lastly, the Ministry of Health and Child Welfare should collaborate with educational institutions to develop health initiatives that address substance abuse prevention and mental health support, creating a comprehensive approach to the well-being of rural female adolescents. Together, these recommendations aim to create a supportive environment that enhances educational outcomes and reduces the prevalence of Bronco drug abuse among rural female learners.

CONCLUSION

The investigation into the adverse implications of Bronco drug abuse on the educational attainment of rural female adolescents has brought to light several critical findings. Firstly, the study identified key causes of Bronco drug abuse, including social influences and emotional distress, which are particularly pronounced in rural contexts where access to support systems is limited. As Bandura's Social Learning Theory suggests, behaviours such as substance use can be learned through observation and imitation within one's social environment. This observation is particularly relevant in rural settings, where peer pressure and familial behaviours significantly shape adolescent choices. Secondly, the analysis highlighted the negative impact of Bronco drug abuse on academic performance. Participants reported decreased attendance, lower grades, and diminished motivation to engage with their studies, corroborating findings from previous research indicating a direct correlation between substance use and academic failure. Finally, the exploration of potential strategies revealed that comprehensive drug education, the establishment of peer support networks, and increased community involvement are vital for mitigating the adverse effects of Bronco abuse on educational outcomes. These findings emphasize the need for a coordinated approach that addresses both the causes and consequences of substance abuse among rural female adolescents, ultimately fostering a healthier educational environment.

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