



Evaluating students' perceptions of factors contributing to alcohol abuse at a TVET college in the Tshwane district

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Abstract— The abuse of alcohol by young people has become widespread across the world. Previous studies confirmed that the excessive use of alcohol by students affects their health and academic results in South Africa. This study evaluates the students' perceptions of factors contributing to alcohol abuse. It employed a quantitative approach and cross-sectional design. It used a structured questionnaire to collect data. Three hundred and forty-four students were selected at a TVET college in the Tshwane District. Descriptive and inferential analyses, including factor analyses, correlation, and regression analyses, were used to analyse data. The findings revealed that the students perceived access to cheap alcohol could contribute to alcohol abuse. Stress and peer pressure could lead to alcohol abuse. This study recommended social support programmes to assist students in reducing alcohol abuse in communities.

Keywords: Alcohol abuse, Perception, TVET college, Students' perceptions

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I. INTRODUCTION

ALCOHOL consumption is increasing worldwide, and the alcohol industry is investing heavily in sub-Saharan Africa to capitalise on this increasing demand (McCall, 2017, as cited in Paltzer et al., 2021). The South African alcohol industry employs many people and contributes significantly to the fiscus. Unfortunately, alcohol abuse has become a global problem, exacting a high cost on society regarding alcohol-related injuries, diseases, and social ills (van Walbeek & Blecher, 2014; Letsela et al., 2019). The World Health Organisation's (WHO) African Region has found that 6.5 per cent of all deaths in Africa are related to alcohol abuse (Ferreira-Borges et al., 2016). With more than ten liters of pure alcohol consumed per drinker per year, South Africa is among the five highest consumers of alcohol in Africa (WHO, 2014). Various studies confirmed the excessive use of substances such as alcohol, glue, and nyaope in South Africa due to ease of access (Mohasoa & Mokoena, 2017). Youth drinking between the ages of 11 and 20 years in South Africa is of particular concern, as it is estimated that 36.6% of males and 28% of females have consumed alcohol in the past month. Of these, 30% of males and 20% of females reported engaging in harmful binge drinking in the past month (Peltzer et al., 2011; Ramsomare et al., 2012).

Factors contributing to alcohol abuse among students

Literature reported various factors that could contribute to alcohol abuse, such as poverty (Zawaira, 2009; Shield et al., 2013), experiencing stress (Thobejane & Raselekoane, 2017), peer pressure (Branstetter et al., 2011), money to spend (Kouvonen & Lintonen, 2002), access to cheap alcohol (Letsela et al., 2019), and advertising (Monteiro et al., 2017).

Alcohol abuse increases occurrences such as road accidents, gratuitous violence, and dropping out of school; it puts pressure on the health care system, families, and communities in South Africa. In the Republic of South Africa in 2009, the combined tangible and intangible

costs of harmful alcohol use to the economy were nearly R 300 bn, or 10–12% of the 2009 gross domestic product (Matzopoulos et al., 2014). Therefore, there are compelling reasons for interventions by the government, community, religious organisations, and parents to alleviate alcohol abuse and its effects. However, the South African population is diverse, with different groups having different cultural and economic backgrounds and exhibiting different reactions to factors experienced in a social and professional context. Data about optimising interventions for various population groups are mostly incomplete due to deficiencies in the available data. As the researchers were interested in the alcohol abuse problem at a specific TVET college, they attempted to test the applicability of factors commonly reported in research as contributing to alcohol abuse in the context of a TVET to advise about specific effective interventions.

II. SIGNIFICANCE OF THE STUDY

The study contributes to the specific knowledge of the phenomenon among the students at the institution of higher education. This study allowed the researchers and the relevant management structures to assess students' perceptions about factors contributing to alcohol abuse at a TVET college in the Tshwane district in South Africa. The study aimed to determine the relationship between various factors contributing to alcohol abuse and the relative contribution of specific factors to make recommendations about appropriate interventions. It helps many professionals, such as psychologists, social workers, teachers, and health care workers involved with students struggling with alcohol abuse in similar contexts. The study's findings also benefit families and communities.

III. LITERATURE REVIEW

What is Alcohol Abuse

The American Psychiatric Association (APA) defines alcohol abuse as a problematic pattern of alcohol use leading to clinically significant

impairment or distress (APA, 2013). A legal definition used in the United States of America in the workplace is alcohol abuse, which means any pattern of pathological use of alcohol that causes impairment in social or occupational functioning, or that produces physiological dependency evidenced by physical tolerance or by physical symptoms when it is withdrawn (Lawinsider, n.d.).

The National Institute on Alcohol Abuse and Alcoholism (NIAAA), part of the United States National Institutes of Health (NIAAA) defines "binge drinking" as a pattern of drinking alcohol that brings the blood alcohol concentration to 0.08 percent alcohol or higher.

For a typical adult, this pattern corresponds to consuming five or more drinks (male), or four or more drinks (female), in about two hours. (A drink is 350 ml of beer, 150 ml of wine, or 40 ml of a fortified alcohol drink like brandy or whisky). They define heavy drinking as drinking more than four drinks on one day or fourteen drinks a week (NIAAA, n.d.).

IV. OBJECTIVE OF THE STUDY

The study evaluates students' perceptions of factors contributing to alcohol abuse at a TVET college in the Tshwane district. It determines the relationship between poverty, stress, peer pressure, money to spend, parental marital status, access to cheap alcohol, advertising, and abuse of alcohol.

V. METHODS

Research approach

The positivist research paradigm was employed to operationalise the research objective. This paradigm was utilised because it allowed the accumulation of knowledge by understanding the respondents' previous experiences (Gravetter & Forzano, 2012) and is relevant to quantitative research approaches (Blumberg et al., 2011). This study also used the cross-sectional quantitative descriptive research design to answer the research question and sub-questions related to this study phenomenon. This approach provided a snapshot of the respondents' thoughts, feelings, and behaviours (Blumberg et al., 2011).

Research design

A cross-sectional design was also crucial for this study because it helped the researchers better understand the students' perception of factors contributing to alcohol abuse during the assessment.

Population

The target population was 920 students enrolled at a Public TVET College in Tshwane, South Africa. Based on Slovin's Formula (Tejada & Punzalan, 2012), the sample size for this population was 344. A pilot study was conducted with ten Tshwane North Public TVET college to ensure the measurement tool was understandable while free from grammatical and spelling mistakes.

Study respondents were drawn from all the enrolled students using stratified and convenience sampling strategies. The stratified sampling strategy was necessary since the study respondents were drawn from different academic programmes. Also, the convenient sampling strategy was essential, considering that it allowed data to be collected from conveniently available respondents in a timely and cost-effective manner. According to Nieuwenhuis (2019), a convenience sampling strategy is a method for choosing research participants due to their availability for participation.

Data collection tool

A self-completion structured questionnaire was used over three months to collect data regarding students' perceptions of factors contributing to alcohol abuse, using a five-point Likert scale. The questionnaire was adapted from Mohasoa and Mokoena (2017).

Data analysis

The data was analysed using IBM Statistical Package for Social Sciences (SPSS) version 30 after it was checked for missing data, extreme outliers, and normality. The kurtosis and skewness were calculated to determine the normality of the data before descriptive analyses were

carried out. After this, descriptive statistics in the form of frequency tables, mean, and standard deviation were used to understand the respondents' characteristics and perceptions on factors contributing to alcohol abuse. The relationships between the factors contributing to alcohol abuse were analysed using Pearson's correlation and linear regression.

Ethical considerations

Research ethics were critical in this study. Hence, researchers complied with the ethical requirements. Researchers obtained consent from respondents for their voluntary participation in the study. It was explained to the respondents that the study was anonymous and voluntary, and that all information obtained would be confidential. Respondents were informed that they could withdraw from the study at any time without prejudice. All information gathered was treated as group data, and there were no reports on individuals. This research was conducted under the rules and regulations of ethics conduct. Researchers ensured that the research conducted did not harm the respondents or their educational institution.

VI. RESULTS AND DISCUSSION

Demographics of the participants

This study measured the participant's gender, age, education, study programme, and family employment history. The demographic profiles of the participants were analysed according to categories that included gender (male, female and other), age (18 –19 years, 20 – 24 years, 25 – 30 years, 31–35 years, 36 years and more), education (national vocational certificates L2 to L4, and national certificates N4 to N6), study programmes (business management, marketing management, legal secretary, management practice and public relations), and family employment (both parents are working, only father is employed, only the mother is employed, both parents are unemployed) as shown in Table 1.

The data was analysed through descriptive and inferential analysis to answer the research objective. Measuring the research objective assisted in determining students' perceptions of factors contributing to alcohol abuse at a TVET college in the Tshwane district. Also, it was essential to ascertain if there is a relationship between poverty, stress, peer pressure, money to spend, parental marital status, access to cheap alcohol, advertising, and abuse of alcohol.

Table 1: Depicts the demographic characteristics of study respondents.

Demographic characteristics		Frequency	Per cent
Gender	Male	76	22,09
	Female	267	77,62
	Other	1	0,29
Age	18 – 19 years	36	10,47
	20 – 24 years	232	67,44
	25 – 30 years	70	20,35
	31 – 35 years	6	1,74
	36 years and more	6	1,74
Education	NCV L 2	24	6,98
	NCV L3	1	0,29
	NCV L4	4	1,16
	N4	156	46,22
	N5	114	33,14
	N6	42	12,21
Study programme	Business Management	166	48,26
	Marketing Management	104	30,23
	Legal Secretary	31	9,01
	Management Practice	3	0,87
	Public Relations	40	11,63
Family employment history	Both parents are employed	59	17,15
	Only the father is employed	94	27,33
	Only the mother is employed	54	15,70
	Both parents are unemployed	136	39,53

Reliability

The factors contributing to alcohol abuse among students were measured on a five-point Likert scale (*Strongly Agree* = 1; *Agree* = 2; *Neutral* = 3; *Disagree* = 4; *Strongly Disagree* = 5). The reliability and validity of the data collected had to be ensured before inferential data analysis could be conducted. Reliability is the degree of obtaining consistent results from the same instrument given the same or similar conditions (de Vos et al., 2002). A pilot study was carried out with ten students at Tshwane North public TVET college to ensure that the measurement tool was free from grammatical and spelling mistakes and was easily understood by the participants.

The reliability analysis was carried out by determining Cronbach's Alpha, and 0.7 was considered the minimum threshold (Field, 2018). All sub-constructs making up the students' perceptions of the factors contributing to alcohol abuse surpassed the expected 0.7 minimum threshold, except for advertisement, where one of the factors did not meet the reliability standard, as it had a 0.67 measure for the Cronbach's alpha. Therefore, this factor was not included in the analysis from now on. However, the other sub-constructs were proven reliable and employed in this study.

As the questionnaire had some positively worded and some negatively worded questions, as is often the case in Likert scale-based questionnaires, the negatively worded questions were reverse-scored to obtain the results regarding the contributing factors evaluated before the means were calculated.

Table 2: Perception of students in Tshwane on factors contributing to alcohol abuse

	Dimensions and items	Mean	Standard deviation	Kurtosis	Skewness
	Poverty	2.42	1.03	0.05	0.66
PO1	My family has a regular monthly income	2.48	1.01	.07	.59
PO2	My family can provide me three meals eachday	2.52	1.09	-.18	.63
PO3	My family provides me withpocket money each month	2.40	1.02	.26	.73
PO4	My family provides me withenough pocket money to take me through the month	2.39	1.05	-.07	.66
PO5	My family has a reliable source of income	2.33	1.01	.21	.69
	Stress	2.36	0.94	0.310.51	
ST1	My family membersdo stress me	2.33	.88	.30.23	
ST2	My friends do not stress me	2.31	.91	1.13.97	
ST3	Schoolwork does stress students	2.34	.98	.03.52	
ST4	My lecturers do not stress me	2.49	1.02	-.22.35	
	Peer pressure	2.17	0.96	0.430.76	
PP1	My friends influence me positively in my life.	2.20	.95	.16.63	
PP2	My classmates influence me into doing good things	2.13	.92	.99.89	
PP3	My college mates influence me to do well	2.19	1.02	.00.70	
PP4	My family members influence me into a good person	2.17	.97	.58.83	
	Money to spend	2.38	0.99	-0.070.44	

MTS1	My parents do give me a monthly allowance.	2.35	.94	-.16.26
MTS2	My friends do not buy me	2.29	.95	.22.64
MTS3	My family members do buyalcohol for me.	2.46	1.04	-.27.32
MTS4	My family members are notdrinking, and they are not giving me money to buy alcohol.	2.45	1.04	-.08.55
	Parental marital status	2.38	0.99	-0.070.44
PD1	My father and my mother are not married	2.35	.94	-.16.26
PD2	My father and my mother aremarried legally	2.29	.95	.22.64
PD3	My father and my mother aredivorced	2.46	1.04	-.27.32
PD4	I do not have parents	2.45	1.04	-.08.55
	Access to cheap alcohol	2.2	0.65	1.080.8
ACA1	I do buy alcohol in packs.	2.21	.83	1.991.03
ACA2	I do buy alcohol during special promotions.	2.20	.85	.90.72
ACA3	I do not go to clubs on Thursdays to get free wine.	2.19	.94	.36.65
	Advertisement	2.27	0.82	2.021.00
A1	I do not see the advertisement about alcohol on TV programmes	2.11	.73	3.781.38
A2	I do see the advertisement about alcohol on the billboard on the streets.	2.21	.79	2.281.13
A3	I do see the advertisement about alcohol on social media networks.	2.51	.95	.00.50
	Abuse of alcohol	2.88	1.14	-0.880.01
AA1	I do remove stress through drinking alcohol	2.85	1.12	-.87.16
AA2	I do take alcohol when I amstressed	2.97	1.16	-.92-.12
AA3	I do take alcohol to forget about family problems	2.85	1.12	-.76-.01
AA4	I do not take alcohol to impress my friends	2.88	1.18	-.97.04

VariableDimensions and items Mean of item Standard Deviation
Mean- considering reverse-scored

*Factor reverse-scored for its contribution to the main factor evaluated because the question has been negatively phrased for the main factor.

**The mean has been calculated using the reverse-scored mean of items negatively phrased concerning the main factor.

Validity

Validity ensures that a measuring instrument measures what it is intended to measure, and reliability ensures the measurement equipment's precision (Blumberg et al., 2011; Malholtra, 2010). The validity analysis was carried out through factor analysis. Field (2018) states that the factor loadings should reach a minimum threshold of 0.4 to be valid for inclusion in the inferential analysis. The 31 items for six factors contributing to alcohol abuse by students were measured through factor analysis, and all the factors (items) loadings had scores above 0.4. These scores proved the validity of the factors.

Table 3. Results of validity and reliability analysis on factors contributing

to the abuse of alcohol

	Factor loadings							
	1	2	3	4	5	6	7	8
PO1	.64							
PO2	.70							
PO3	.70							
PO4	.75							
PO5	.67							
ST1		.64						
ST2		.67						
ST3		.71						
ST4		.66						
PP1			.57					
PP2			.59					
PP3			.56					
PP4			.56					
MTS1				.74				
MTS2				.75				
MTS3				.76				
MTS4				.79				
PD1					.74			
PD2					.75			
PD3					.76			
PD4					.79			
ACA1						.52		
ACA2						.55		
ACA3						.66		
A1							.42	
A2							.58	
A3							.52	
AA1								.49
AA2								.54
AA3								.57
AA4								.51
Variance %	0.65	0.12	8.04	5.41	4.49	2.83	2.23	00
α	.88	.86	.87	.86	.86	.80	.67	.89

Correlation results

Correlation analysis was employed to measure the relationship between the independent and dependent sub-constructs. The kurtosis and skewness were calculated to determine the normality of the data before descriptive analyses were carried out to decide whether the parametric Pearson or the non-parametric Spearman should be used. The data was found to be normal; therefore, the Spearman correlations were used. Table 4 illustrates the findings of the correlation analysis. As stated above, for advertising (A), one of the factors did not meet the reliability standard as it had a .067 measure; therefore, Advertising was not used further in the analysis. The results of the correlation calculations between the other independent values (factors contributing to alcohol abuse) and the independent value (alcohol abuse) are depicted in Table 4. The results indicated a statistically significant positive relationship between all the other contributing factors considered and alcohol abuse.

Table 4. Correlation between factors contributing to alcohol abuse

Factors	1	2	3	4	5	6	7
1 Poverty	1						
2 Stress	.63*	1					
3 Peer pressure	.50*	.52*	1				
4 Money to spend	.70*	.65*	.50*	1			
5 Parental marital status	.70*	.65*	.50*	.1*	1		
6 Access to cheap alcohol	.49*	.53*	.61*	.50*	.50*	1	
7 Abuse of alcohol	.46*	.41*	.17*	.47*	.47*	.31*	1

Regression analysis and hypothesis testing results

This study used regression analysis to examine the five hypotheses created, and the results are shown in Table 5. In Table 5, SE, t, p, and R² denote the coefficient, standard error, t-test statistic, p-value, and the percentage variation of the dependent variable explained, respectively.

Table 5: Regression analysis of the contributing factors

Dependent variable: Perceived Abuse of Alcohol	B	SEB	β	t	Sig	R ²	Hypothesis
(Constant)	6.32	.57		11.00			
Poverty	.43	0.4	0.46	9.63	000*	0.21	Accept H1
(Constant)	6.66	.61		10.85			
Stress	.52	.06	0.41	8.39	000*	0.17	Accept H2
(Constant)	9.75	.60		16.30			
Peer pressure	.21	.06	0.17	3.22	000*	0.03	Accept H3
(Constant)	6.22	.57		10.88			Accept H4
Money to spend	.56	.06	0.47	9.85	000	0.22	
(Constant)	6.22	.57		10.88			Accept H5
Parental marital status	.56	.06	0.47	9.85	000*	0.22	
(Constant)	7.90	.64		12.29			
Access to cheap alcohol	.55	.09	0.31	6.00	000*	0.10	Accept H6

The regression analysis results indicate that all the null hypotheses can be rejected. The rejection of the null hypotheses and the results of the correlation analysis imply that the five factors considered all contribute to alcohol abuse by students at the TVET college.

The predicted relative contributions of contributing factors are proportional to their R² values. Hence, the most significant contribution is from money to spend and parental marital status, with an R² value of .22, followed by poverty with 0.21, stress with .17, access to cheap alcohol with .10, and peer pressure with .03.

VII. CONCLUSION

The study found that all six factors considered, namely poverty, stress, peer pressure, money to spend, parental marital status, and access to cheap alcohol, contribute to alcohol abuse among the students at the TVET college. When measuring the students' impression of whether a contributing factor from the Likert scale-based questionnaire applies to them, a mean value for an item on the scale that falls within the range of 1<m<3 signified a positive perception of students that the item applies to them. A mean value within the range of 3<m<=5 signified a negative perception that the factor applies to them, i.e., they do not think these factors apply to them.

Study Aim 1: To Assess the Perceptions of the students in a Tshwane North TVET College of Factors that Contribute to Alcohol Abuse

From the six remaining factors considered (after discarding advertising), the factor that the students see as most applicable in their context is peer pressure (with a mean of 2.17), access to cheap alcohol (with a mean of 2.2), stress (mean of 2.36), parental marital status and money to spend (mean of 2.38), and poverty (mean of 2.42). These findings imply that interventions regarding access to cheap alcohol and pressure are likely to be the most productive. Analysing the findings of the contributions of stress and peer pressure leads to the surprising insight that students are more worried about their parents' expectations

of them (They agree that their family stresses them-ST1), than their lecturers' expectations (they disagree that their lecturers stress them-ST2) or peer pressure. This finding may be specific to the African context, affirming the value of testing the global findings of contributing factors in the local context.

However, even though most of the students may believe that some of these factors did not apply to them, none of the factors was perceived as definitely not featuring in the lives of the students (strongly disagreed), implying that all these factors played some role in the lives of a substantial portion of the students.

Study Aim 2: To determine the relationship between factors affecting alcohol abuse and abuse of alcohol.

The analyses applied to the data from the questionnaire indicated a positive correlation between all six factors identified in the literature as contributing to alcohol abuse (after discarding the results from advertising) and actual alcohol abuse among the students in the TVET College. Therefore, the general factors identified by research as contributing to alcohol abuse are also confirmed as contributors to alcohol abuse in the specific context of the TVET college.

The factors with the most substantial contribution to alcohol abuse in the context of the study, when they are present, are parental marital status with a correlation factor of 0.47, money to spend with a correlation factor of .47, followed by poverty (.46), stress (.41), access to cheap alcohol (.31), and peer pressure (.17).

Recommendations

It is recommended that the interventions should be prioritised for the two contributing factors that the students believed applied the most to them (access to cheap alcohol and experiencing stress). In addition, interventions could be considered for money to spend, parental marital status, and poverty, as these were among the top three contributors to alcohol abuse.

Mitigating the negative effects of access to cheap alcohol

The students viewed these contributing factors as the most relevant to them in their context regarding alcohol abuse.

Cheap alcohol is available through low-cost providers like shebeens, special marketing programmes like happy hours, ladies' nights, students' specials, and special marketing offers on bulk alcohol purchasing (Letsela et al., 2019). There is a strong case for government intervention to reduce the excessive consumption of alcohol and produce a balance between the cost to taxpayers of alcohol abuse and income from the alcohol industry. Health Minister Aaron Motsoaledi indicated in 2013 that the total income from the liquor sector for the fiscus was R 19 bn. Still, the total cost attributed to just the direct effect of alcohol abuse was estimated at R 39 bn. Therefore:

The government should consider increasing excise duties on alcohol to reduce the availability of cheap alcohol, as there is a relatively low real price for alcohol in South Africa, and young drinkers are especially sensitive to price (Schneider et al., 2007).

The government should enforce existing alcohol control regulations. This enforcement should include bringing unlicensed outlets, like shebeens, where traditional, home-brewed alcoholic beverages are produced, into the regulated market and enforcing regulations restricting them from operating within 500 metres of schools or education institutions (HEIs). Local and community-level advocacy must be exercised to ensure compliance, including community-based monitoring processes. Taking cognisance of the high unemployment rate in South Africa. The government can recruit and train qualifying unemployed citizens to monitor the strict adherence to rules and regulations within the industry and ensure that the law is implemented regarding the matter.

Mitigating the effects of stress

Experiencing stress is seen by the student participants as one of the contributing factors affecting them. The students indicate that the stress originates from family circumstances (they agree that my family members do stress me with a mean of 2.33, and schoolwork does stress me with a mean of 2.34) rather than from peer pressure (they also agree

that my friends do not stress me with a mean of 2.31).

It is recommended that HEIs, like the Tshwane TVET college, implement effective interventions to assist students in mitigating the effects of experiencing stress and educate them about the negative effects of alcohol abuse by providing access to counselling services that can assist students in managing stress. In addition, the education department can task personnel trained in guidance to compile and promote educational material advising students of the negative effects of alcohol abuse. The HEIs should also ensure that their disciplinary codes set out suitable frameworks for managing alcohol use on campus and enforce these codes.

Mitigation for other contributing factors

Money to spend

Money to spend is a strong contributing factor to alcohol abuse when it is present in a specific respondent. However, many students did not believe the factor applied to them. The negative effect of this contributing factor can be addressed to an extent through the education of parents or guardians, as many students depend on their parents and guardians for financial support. Many students indicated that they were supplied with alcohol by their parents and guardians (Many students agreed with the item: My family members do buy alcohol for me, with a mean of 2.46). Therefore, non-governmental community-focused charity organisations, educators, and religious leaders must educate parents about the possible adverse effects of making alcohol more affordable by buying liquor for students or providing large allowances to students without monitoring the students' spending. An example of a communication project to make parents aware of the reasons for underage drinking is a video created and communicated by Aware.org (n.d).

Poverty relief programmes

Poverty is a broad challenge in the South African context due to the prevalence of systemic poverty among a large part of the population, especially those previously disadvantaged by politically imposed dispositions when Apartheid was practiced before 1994. However, intervention at this level is best pursued by the government structures tasked with the population's well-being, charitable non-governmental organisations, and activists championing poverty alleviation actions. It is recommended that the government, including education structures, should be made aware of the findings of this and other collaborating research on the effect of poverty on alcohol abuse by NGOs focusing on poverty relief and community activists supporting programmes such as the basic income grant currently under consideration.

VIII. LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The first limitation of this study was its inability to cover all public TVET colleges in the Tshwane district. This study was based on a single public TVET college in Tshwane. Hence, its findings cannot be generalised to all public TVET colleges in Tshwane, South Africa. It is, therefore, limited in terms of its scope. Future research could confirm the results in other TVET colleges and other HEIs. The second limitation is inherent in the research methodology used. As a result, the benefits of adopting qualitative data gathering methods were lost by using a quantitative research approach via a questionnaire. A qualitative component could have allowed respondents to justify their responses based on their personal experiences. The third limitation relates to the conceptual framework. The conceptual framework explored only six factors that were seen as contributing to alcohol abuse among students. These factors included poverty, stress, peer pressure, money to spend, parental marital status, and access to cheap alcohol. It must be realised that these are not the only factors contributing to alcohol abuse among students. The fourth limitation is related to the time frame for carrying out this study. This study adopted a cross-sectional approach that took three months to collect data.

IX. CONFLICTS OF INTEREST

There are no conflicts of interest in this study.

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