

**Educators' knowledge of the factors contributing to substance
use among secondary school learners in Greater Giyani
Municipality, Limpopo Province**

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Educators' knowledge of the factors contributing to substance use among secondary school learners in Greater Giyani Municipality, Limpopo Province

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Declaration

I, Khosa Aram, hereby declare that the study titled **“Educators’ knowledge of the factors contributing to substance use among secondary school learners in Greater Giyani Municipality, Limpopo Province”** is my original work and all sources and material consulted has been acknowledged accordingly. I confidently declare that the study has not been submitted anywhere else for the fulfilment of any academic qualification.

Student’s Signature: **Date:**

Dedication

This work is dedicated to my wife, Mission Malatjie, my two sons, Sikheto Khosa and Ndzhaka Khosa who always supported me and reminded me that I should complete this study for the betterment of their future; my two sisters, Nomsa Khosa, Pretty Khosa and brother, Wiseman Khosa for their support over the years and more importantly my mother, Sayina Sarah Khosa and my father, Zama Thomas Khosa who viewed education as the key to my success and supported me from primary level until postgraduate level. Special dedication to my late grandmother, Tereka Misolwa Khosa who passed away while I was busy conducting the study.

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Furthermore, I wish to thank the Limpopo Department of Education and Shamavunga Education circuit for granting me permission to conduct this study and all the educators (participants) who compromised their time to provide the information for this study to be accomplished.

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Abstract

Globally, substance use is a significant public health problem around the world. Many schools encounter the challenge of learners using substances in and outside of the school premises. This problem affects the education system because learners who use substances display behaviours that negatively affect the quality of learning and teaching. The study aimed to determine the educators' knowledge of the factors contributing to substance use among secondary school learners in Greater Giyani Municipality, Limpopo Province. A descriptive research design was employed, and the participants were selected using purposive sampling. Data was collected utilising a structured questionnaire and analysed using the Statistical Package for Social Sciences (SPSS) version 25 programme.

The study findings show substance use as a significant public health problem in schools. Some of the factors identified that contributed to substance use among learners by most educators were low-self-esteem, poor self-control, depression, meagre finances, academic environment, background, peer pressure, accessibility and availability of substances. Based on the findings a number of recommendations were made such as capacitating parents on parenting skills and also on strategies to assist teachers to fight against substance use by students. Instead of the media only displaying lucrative advertisements of alcohol, it must also provide education and awareness about substance use/abuse and its consequences. Further research is necessary to investigate learners' and parents' knowledge of the factors contributing to substance use.

Key words : Educators, Factors, Knowledge, Learners Secondary school, Substance use

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List of Acronyms

DSD	Department of Social Development
DoE	Department of Education
DoJ & CD	Department of Justice and Constitutional Development
NGOs	Non-Governmental Organizations
SAPS	South African Police Services
USA	United States of America
WHO	World Health Organization

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The use of alcohol and drugs by learners is a major public health problem internationally. Substance use among public secondary school learners is increasing rapidly, and if not dealt with appropriately it could destroy the future of the youth of our society. Substance use has negative consequences such as school dropouts, injuries, loss of lives, destruction of properties, misallocation of resources, indiscipline and compromised academic standards (Simatwa, Odhong, Juma & Choka, 2014). According to Amosun, Ige and Ajala (2010), substance use is a problem that is spreading and increasing rapidly in the educational system, especially in secondary schools. Educators in schools face the challenges of misconduct by learners and assume that the abnormal behaviour is a result of the use of substances by these learners.

When a learner engages in substance use, it does not only affect him or her as an individual, but also the people around him or her and the environment in which he or she lives. Maithya (2009) asserts that substance use is a problem that affects parents, children, educators, government officials, among others, and failure to resolve this problem will not only affect the individual but also the economic and social development of the country. In schools, substance use appears to be normal behaviour among learners. Consequently, criminal activities taking place in shopping centres and other public places are more likely to be committed by learners who dropped out of school because of substance use.

Around the world, 4.9% (240 million people) suffer from alcohol use disorder and 22.5% (one billion people) smoke tobacco products and an estimated 17% of deaths each year are caused by tobacco (Gowing, Ali, Allsop, Marsden, Turf, West & Witton, 2015). Furthermore, in African regions, the incidence of alcohol consumption is at 30%, whereas tobacco is at 13% among adults and 15% among youth. In a study

conducted in Western Cape among grade 8-10 learners, 66% reported lifetime use of alcohol, tobacco (47.4%), and cannabis/dagga (23.6%) (Morojele, Myers, Townsend, Lombard, Plüddemann, Carney, Petersen, Padayachee, Nel & Nkosi, 2013). A study conducted in the Limpopo Province conducted by the Department of Social Development (DSD) (2013) found that there are different types of substances which are commonly used by learners. Results revealed that the students used cannabis/marijuana (49%), inhalants (e.g., glue, benzene and petrol) (39%), bottled wine (32%), home-brewed beer (Umquombothi) (30%), and commercially brewed beer (higher than 4% Alc/Vol) (54.8%) indicating that alcohol was the most commonly used substance among this group. This study also found that children start engaging in substance use at an early age, frequently under ten years of age.

Similarly, a study conducted by Shilubane, Ruiters, Van den Borne, Sewpaul, James and Reddy (2013) reflected that learners used cigarette (22%), alcohol (41%), Marijuana (10%) and drugs such as glue, thinners, benzene, mandrax, cocaine and heroin (20%). Learners who engage in substance use display behaviour that negatively affects the educational system. Another recent study in the Limpopo Province reflected that the majority of the learners who use substances were aged 13 (23%) and 14 (20%) years old while 17% of the learners aged 19 years and above also use substances (Mothibi, 2014).

Several studies focusing on factors contributing to substance use among learners found that there are common aspects that influence learners to engage in substance use. These factors include among others peer pressure, family's' socioeconomic status, parental supervision, low self-esteem, history of use or neglect. (Amosun, Ige & Ajala, 2010; Simbee, 2012; Mothibi, 2014). According to these studies, substance use in schools can be reduced or eliminated if these factors are well studied and understood to develop strategies to eliminate or control the problem.

1.2 Statement of the problem

The researcher is a social worker employed by the Limpopo DSD and stationed at the Giyani Welfare complex. The researcher interacts with educators and learners when performing his duties. Therefore, through this interaction, he discovered that

substance use is a major problem in the schools. Learners using substances in the schools were reported to frequently display uncontrollable behaviour such as disturbing lessons by making a noise, moving about unnecessarily when the class is in progress, insulting others or using vulgar words, thus making it difficult for the educators to carry out their tasks effectively and also preventing other learners from receiving good quality education.

According to the DSD (2015) in Greater Giyani Municipality, among the 81 children who were arrested in 2015, 64% were found to be using substances, whereas in 2016 among the 70 children who offended, 61 % were also reported to be using substances. Furthermore, from January to June 2017, among 35 children who committed offences, 71% were reported to use substances. Therefore, it is important to gather scientific evidence about this subject for an understanding of the factors contributing to the learners' involvement in substance use from the educators' point of view as they interact with these learners on a daily basis.

1.3 Rationale of the study

Many studies on substance use in schools have been conducted in African countries including South Africa. However, little research has taken place in the Limpopo Province, and there are no known studies on educators' knowledge of the reasons contributing to substance use among secondary school learners in the Greater Giyani Municipality.

1.4 Significance of the study

The conclusions of this study may improve understanding of the factors that influence learners to engage in substance use. Also, the results of this may serve as a knowledge base for different stakeholders, such as government departments, Non-Governmental Organizations (NGOs), researchers and policymakers on the factors influencing substance use among learners. The policymakers may use these findings to develop new policies aimed to reduce use and also eliminate the factors that influence learners to engage in substance use.

The findings may be beneficial to the Department of Education (DoE) in assisting them to develop strategies to deal with substance use in schools and improve the quality of learning and teaching by ensuring that schools are drugs and alcohol-free. The government departments in collaboration with NGOs may use these results to understand the underlying causes of substance use by learners and establish integrated programmes aimed to eradicate substance use in schools. Also, the study provides additional evidence concerning factors that influence learners to engage in substance use which may assist different stakeholders in establishing protective factors for substance use by learners.

1.5 Aim of the study

The aim of the study was to determine the educators' knowledge of the factors contributing to substance use among secondary school learners in Greater Giyani Municipality, Limpopo Province.

1.6 Study objectives

The study objectives include:

- Assessing the educators' knowledge of the psychological factors contributing to substance use among secondary school learners in Greater Giyani Municipality, Limpopo Province.
- Describing the educators' knowledge of the socioeconomic factors contributing to substance use among secondary school learners in Greater Giyani Municipality, Limpopo Province.
- Evaluating the educators' knowledge regarding the environmental factors contributing to substance use among secondary school learners in Greater Giyani Municipality, Limpopo Province.

1.7 Operational Definition of terms

1.7.1 Educator

In this study, an educator is any person whether male or female employed by the DoE to teach children in grades 8–12 in each of the participating schools.

1.7.2 Knowledge

In this research, the term knowledge is used to describe the awareness of the educators about the factors contributing to substance use among learners in schools.

1.7.3 Factor

Factors refer to any individual, school, family and community-related factors that directly or indirectly contribute to the learners' involvement in substance use.

1.7.4 Substance use

For this study, substance use is the wrongful use of any substance that changes the learner's normal mood/mental functioning.

1.7.5 Secondary school

Secondary school refers to any school that accommodates learners from grades 8–12 in the Greater Giyani Municipality.

1.7.6 Learners

Learners are all pupils from grade 8 to grade 12 enrolled for the academic year 2017 in all schools under Shamavunga circuit.

1.8 Conclusion

This chapter presented the background of the study and outlined the statement of the problem, rationale and significance of the research. It further described the aim and objectives of the study. All the key terms of this study were operationally defined.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature is divided into two sections: data-based and concept-based literature. The data-based literature discussed the concept of substance use, the prevalence of substance use in South Africa and the educators' knowledge of the factors contributing to substance use among secondary school learners. The conceptual framework refers to the ecological systems theory presented by Bronfenbrenner (1977). There are limited studies on educators' knowledge of the factors contributing to substance use and the majority of the studies focussed on learners rather than educators. Consequently, the researcher decided to direct this study on the educators' knowledge.

2.2. The concept of substance use

Substance use is not a new concept and has existed throughout the history of mankind. Traditionally, people used different parts of plants (e.g., roots, leaves or flowers) to relieve different health conditions. However, some used it in an unacceptable manner. Mersy (2003) cited in Yusuf (2010) defines substance use as problematic use of alcohol, tobacco, illicit or prescription drugs and considers it the nation's number one health problem. It is also referring to a pathological pattern or excessive use, intake of a substance that may cause physical damage, jeopardise safety (such as driving a car while intoxicated) or impair social relationships and occupational functioning.

Substance use is the improper use of substances related or unrelated to acceptable medical practices. It is also defined as a maladaptive pattern of substance use leading to clinically significant impairment or distress. This may manifest in one or more of the following: failure to fulfil major role obligations at home, school or work. Also, substance use in situations making these physically hazardous, recurrent substance-related legal problems, continued substance use despite persistent or

recurrent social and interpersonal problems exacerbated by the effects of the substances (Aklog, Tiruneh & Tsegay, 2013).

Adolescence is a critical developmental stage where adolescents are exposed to different kinds of life styles and behaviour where they must make choices. According to Mudavanhu and Schenck (2014), adolescents start using drugs by the age of 12 years. Furthermore, substance use usually starts by experimenting with smoking cigarettes in the school toilets during breaks and later advances to using other drugs such as cannabis, crystal meth and alcohol. Yusuf (2010) asserts that substance use may reduce learners' or students' chances of graduating from school or acquiring and holding a steady job and may also cause student unrest in the campus disturbing the academic calendar and possibly lead to poor academic performance.

2.3. Prevalence of substance use in South Africa

In South Africa, substance use has become a severe ongoing public health concern because it affects almost every community and family in some way. According to Aklog et al. (2013), there are about 190 million substance users globally resulting in around 40 million serious illnesses or injuries reported annually. Furthermore, the use of substances such as alcohol and tobacco has become a cause of growing significant public health and socioeconomic problems worldwide. Yusuf (2010) argues that learners who continuously use substances are more likely to experience problems such as academic difficulties, health-related problems, poor peer relationships and involvement in anti-social behaviour such as stealing, bullying, among others, which consequently affect their family members, community and the entire society.

According to United Nations Office on Drugs and Crime (2014), substance use remains a growing problem in South Africa. Estimates are that 7.06% of the South African population use narcotics and about 3.74 million people are regular substance users. Furthermore, among those treated for addiction in South Africa in 2013, 38.4% were found to be cannabis users, 22.9% were methamphetamine users, 18.8% were heroin users, 5.7% were cocaine users, and lastly, 5.4% were dependent on prescription drugs. In a recent study conducted in the Limpopo Province, the

prevailing rates of substance use were 6.4% alcohol, 10.5% cigarettes, 1.4% cannabis, 1.2% glue and 0.8% spirits. Moreover, male students had a higher incidence of substance use than their female counterparts (Tshitangano & Tosin, 2016).

Another study conducted in Johannesburg, Cape Town and Durban found that about 46% of those arrested tested positive for drugs. Furthermore, specific ethnic groups tested positive for specific substances that is Coloured (50%) and Indian (39%) arrestees tested positive more frequently for mandrax than any other ethnic group. South Africa is considered a hard-drinking country and assumptions are that South Africans consume in excess of five billion litres of alcohol annually. South Africa has been awarded a score of four out of five on a least risky to most risky patterns of drinking, for example, drinking five or more beers or glasses of wine at one sitting for men and more than three drinks for women (Seggie, 2012).

In the first South African national youth survey conducted among grade 8-11 learners, the prevalence rate was 31.8% for alcohol, 23% for binge drinking and 9.1% for cannabis use. Furthermore, in a study conducted in the Free State, the prevalence rate was 40% for alcohol use and 5% cannabis use. Similarly, a study conducted in Tshwane among grade 6 and 7 learners found that the lifetime prevalence of alcohol was 27% and cannabis 7 % (Moodley, Matjila & Moosa, 2012). This indicates that substance use in South Africa, particularly secondary schools, is a matter of grave concern. The study conducted by Komen (2014) found that 84% of the educators indicated that learners in their schools use substances.

2.4 Educators' knowledge of the factors contributing to substance use among learners

There are limited studies on educators' knowledge of the factors contributing to substance use in Africa, particularly Kenya, and there are no known studies on the subject in South Africa. Several factors influence substance use among learners. For this study, these factors are categorised into psychological, environmental and socioeconomic factors of substance use. The study conducted in Kenya established that 84% of the educators reported substance use as a problem in schools and

associated it to poor performance (33%), indiscipline (33%) and dropping out of school (12%) which clearly indicates the negative effects of substance use on the life of learners in schools (Komen, 2014).

2.4.1. The educators' knowledge of the psychological factors contributing to substance use among learners

2.4.1.1. Low self-esteem and poor self-control

People with self-control tend to think more carefully when making decisions. They are more likely to make informed choices to avoid becoming involved in substance use. Self-control is regarded as a protective factor in a number of social and health risk behaviours during adolescence. Furthermore, an individual with low self-control is more likely to engage in risk behaviours such as substance use (Griffin, Scheier, Acevedo, Grenard & Botvin, 2011). Also, people with low self-esteem are considered to be more likely to engage in substance use to gain support and acceptance from their peers. In addition, learners with low self-esteem may engage in substance use to rationalise their poor academic performance or improve positive feelings of self-worth.

2.4.1.2 History of Abuse or neglect

Child abuse has psychological consequences such as depression, withdrawal, isolation, among others. Children who have been abused physically, sexually or emotionally are more prone to engage in substance use. They use alcohol or drugs as a way of forgetting their problems. According to Brown (2013), males are more likely to be physically abused whereas females are more often are victims of sexual and emotional abuse. Therefore, experiencing physical, sexual and emotional abuse can increase learners' participation in substance use. Also, witnessing violence creates enormous stress and learners may struggle to cope and resort to it as a coping mechanism.

2.4.2 The educators' knowledge of the environmental factors contributing to substance use among learners

2.4.2.1 Peer influence/pressure

Schools provide a system in which learners from different backgrounds interact with one another. This interaction may impact positively or negatively in a learners' life

depending on the peers with whom he or she interacts. Alhyas, Ozaibi, Elarabi, El-Kashef, Wanigaratne, Almarzouqi, Alhosani and Ghaferi (2015) propose that peer pressure has a great impact on teenagers' behaviour and regard it as one of the strongest factors contributing to learners' involvement in substance use. Learners who use substances more often seek the approval of their peers and feel a sense of belonging to the peer group.

The study conducted by Yusuf (2010) revealed that peer influence is a major issue influencing substance use among learners. Njeru and Ngesu (2014) assert that peer pressure and curiosity are the main factors leading to substance use among learners. They further argue that learners engage in substance use through the influence of their friends and are encouraged to use substances to feel high or to gain a sense of belonging. Also, they become curious which leads to involvement in or dependence on substances.

Many learners believe that their popularity increases when they use substances, therefore, they participate to gain approval within the peer group (Brown, 2013). The study conducted by Alhyas et al. (2015) found that learners who have friends who use substances are more likely to use than those whose friends do not use substances. When a learner does not associate with friends using substances, he or she will not consider it and be protected from engaging in this activity.

In a study conducted in Kenya by Barasa (2013), 96.1% of the educators reported that peer pressure influenced drug and substance abuse and believe that learners who abuse substances are introduced by their classmates which, in turn, can lead to deviant behaviour among learners, including strikes and school dropouts. Furthermore, the same study also revealed that school principals agree that their friends introduce learners to those who abuse substances. The study conducted by Nyatuoro (2012) found that 68% of the respondents reported that peer pressure is the major contributory factor to substance use among learners.

2.4.2.2. Poor parental monitoring or supervision and Poor parent-adolescent relationship

The parental and familial factor refers to the amount of time that parents spend with their children. Many parents work away from home and must leave their children at home with no adult supervision. As a result, these children have less guidance than normal and more independence at an earlier age and may engage in undesirable activities such as substance use. Parents who spend quality time with their children are more likely to guide their children who feel cared for by their parents and avoid engaging in substance use (Arria, Mericle, Meyers & Winters, 2012; Yusuf, 2010; Simbee, 2012).

The relationship between parents and their children plays a significant role in the children's participation in substance use. Learners who engage in substance use frequently have poor relationships with their parents who are too busy to show their children the love, support, advice and care they seek. Therefore, this makes their children more vulnerable to substance use. These parents often do not have a close relationship with their children and are unaware of what they do and with whom (Alhyas et al., 2015).

2.4.2.3 Family substance use history

Learners from a family with a parent or family member who use, or abuse substances have a higher tendency to engage in substance use (Arria, Mericle, Meyers & Winters, 2012; Yusuf, 2010; Simbee, 2012). According to Jiloha (2009), the conduct of parents contributes significantly to the possibility of their children's involvement in substance use, and those who use substances often influence their children leading to their participation in substance use. Furthermore, children from families where substance use is not allowed or disapproved of are less likely to initiate substance use. However, in a family where parents drink or smoke, children may be allowed to do the same because it is normal.

George, Mugai, Mugai, Mugai and Nyakwara (2013) asserts that many parents influence their children in taking alcohol by drinking in the presence of these children. Furthermore, children from these families where parents drink alcohol or take any

substance will often imitate their behaviour and start engaging in alcohol or drug use. In many instances, children observe parents going to events or pubs and this may result in children experimenting and using alcohol or other substances at an early age or later in their life. In other words, they learn through observation from what they see and experiment with what their parents or others do in the community. The study conducted by Komen (2014) found that about 45% of the respondents said that, some of their family members used drugs. Another study revealed that 27% of the respondents reported that parental use of substances is a significant factor influencing learners to engage in substance use (Nyatuoro, 2012).

2.4.2.4 Family conflicts

Family conflicts or breakdowns mostly arise when one family member is unable to fulfil his or her obligations and may result in divorce or separation of parents. According to Mothibi (2014), children grow up to be healthy when they spend their childhood in a healthy and happy family environment. Divorce is regarded as the most stressful event in the child's life and can lead to substance use. When parents are divorced they are less likely to communicate effectively, mothers are more frequently restrictive, and the child tends to develop a lower self-concept. A study conducted by Barasa (2013) established that 87.5% of the school principals agreed that violence and disagreement in the family frequently lead to learners' involvement in alcohol and drug use. Furthermore, the educators (87.5%) also reported that learners from unstable families are more liable to become involved in drug and alcohol use.

2.4.2.5 Academic environment and performance

Many schools do not have policies and strategies to deal with substance use by learners. Schools that do not discourage alcohol and other drug use among their learners, as well as the availability of drugs in and around schools, facilitate their acquisition and use. Some learners have been reported to engage in substance use because of poor academic performance and low aspirations. Another factor is the excessive pocket money received by many learners from their parents making it easy for the learners to afford substances (Stone, Becker, Huber, & Catalano, 2012).

Schools have a significant role in their learners' involvement in substances use. Many schools are rigid and authoritarian in their disciplinary policies causing disrespect for

authority. As a result, learners develop negative attitudes and become more susceptible to substance use as a form of rebellion. Most parents hope that their children make good progress academically; however, when a child fails more than once at school, the parents may lose hope and decrease their support gradually. Therefore, the child may regard him or herself as an outcast and engage in substance use (Mothibi, 2014). The study conducted in Kenya by Nyatuoro (2012) shows that most of the substance users (83%) were from schools performing below average whereas a few (29%) were from schools that performed well. This indicates that school performance significantly influences substance use among learners.

2.4.3 The educators' knowledge of the socioeconomic factors contributing to substance use among learners

2.4.3.1 Family's socioeconomic status

The socioeconomic status has a significant role in learners' involvement in substance use. The study conducted by Patrick, Wightman, Schoeni and Schulenberg (2012) found that adolescents from low socioeconomic backgrounds are more likely to engage in substance use. However, adolescents from the high socioeconomic background are also at risk for substance use particularly binge drinking due to their ability to afford to buy these substances. Furthermore, adolescents from low socioeconomic status or families with little resources are more likely to smoke cigarette whereas heavy episodic drinking and marijuana use characterise adolescents from high socioeconomic status or families with greater resources. Jiloha (2009) asserts that the level of parental education and socioeconomic status has a significant impact on adolescents' substance use. The study further indicated that there is a high prevalence of substance use in families of low socioeconomic status as these children are more likely to use inhalants and tobacco because they are cheap and accessible.

2.4.3.2 Availability and accessibility of substances

Historically, young people engaged in substance use. However, the difference today is the increase in availability of substances and the initial introduction to them taking place at an earlier age, mostly due to the accessibility of these substances. Although the South African government does not permit alcohol and illegal drugs to be sold to children under the age of 18 years, it is not difficult for these children to access them

since the law is not enforced as expected. Also, society or the community has a significant role in learners' involvement in substances by allowing legal and illegal substances to become more accessible, with a result that learners are more likely to use them. Public drinking by others also contributes to the learners engaging in substance use. When learners see their elders drinking in public, they become curious and experiment (Yusuf, 2010; Simbee, 2012).

According to Morojele et al. (2013), if the substances are easily accessible, the learners are more likely to use them. Furthermore, society's norms and the media through advertisements of alcohol beverages encourage drinking and use of substances, often targeting young people. In many communities, young people are exposed to public drunkenness, and as a result, they accept this behaviour and engage in substance use. Alhyas et al. (2015) argue that tobacco is the most accessible and affordable substance in many communities as cigarettes are easily can be bought in the shops and streets.

Usually, a salesman will not sell cigarette to teenagers, so a friend who looks older will buy the cigarette for the youngster. According to Komen (2014), Barasa (2013) and Nyatuoro (2012), most parents give their learners a lot of pocket money making it easy for them to afford and buy drugs. Furthermore, those whose parents do not give them sufficient money may resort to criminal activities to get cash for drugs.

The DoE (2013) argues that about 38% of the learners in public secondary schools view drugs and alcohol as more easily accessible than those in private schools. Research carried out by Barasa (2013) found that 87.5% of school principals agreed that substances are readily available within the school environment making it easy for learners to make use of them. Also, the study established that 68.0% of the teachers agree that substances are available and accessible within the school environment.

Giving learners more pocket money can contribute to learners becoming involved in substance use. In the study conducted in Kenya by Komen (2014), about 82.4% of the educators indicated an association between the amount of pocket money given to the learner by parents and substance use. Additionally, the majority (37%) of the

educators associated more pocket money with enabling the acquisition of drugs and about 19% of the educators associated it with a higher risk of substance use (Komen, 2014).

2.4.3.3 Mass media

The way in which alcohol is marketed makes it one of the highest risk factors for use among learners. How children or learners, in particular, are exposed to alcohol advertising and ownership of promotional items related to alcohol, which may include hats, T-shirts and mugs, with an alcohol brand printed on it, make it trendy and increases the risk of children engaging in its use. Advertisements for alcohol contribute to the learners' attitude and perception of it and increase the risk of experimentation and involvement. The ownership of alcohol-branded merchandise is associated with a range of high-risk behaviours, poor academic performance and early alcohol use (George et al., 2013).

King'endo (2011) states that mass media helps to influence and educate people positively. However, when substance use is highlighted and glorified through publications, televisions, radios, electronic and online media, drug dealers and users often find opportunities to discover new sources to supply them. The study conducted in Kenya by Barasa (2013) found that 62.5% of school principals and educators believe that mass media has a role in learners' involvement in substance use. He argues that mass media works on the emotions of the students leading them to admire drug users.

2.5 Conceptual framework

According to Paquette and Ryan (2001), the ecological systems theory examines the child's development within the context of the system of relationships that form his or her environment. This theory argues that each complex layer of the environment affects the child's development. The theory focusses on the relationship between the individual and the environment, and how each influences the other over time. The DSD (2013) asserts that the ecological systems theory assesses the negative interactions between people and their physical and social environments. Paquette and Ryan (2001) described the micro-system as the layer closest to the child that contains the structures within which the child has direct contact such as the family, school, neighbourhood, or childcare environments.

Furthermore, the second system is the mesosystem which provides the interaction between the structures of the child's micro-system (child's teacher and his parents, his church, his neighbourhood and peers). The exosystem is the more extensive social system in which the child is not directly involved, but he or she does feel the positive or negative forces involved in the interactions with this system. The macrosystem is considered to be the outermost layer of the child's environment. It is considered the most significant influence throughout the interactions of all other layers (Paquette & Ryan, 2001. DSD, 2013).

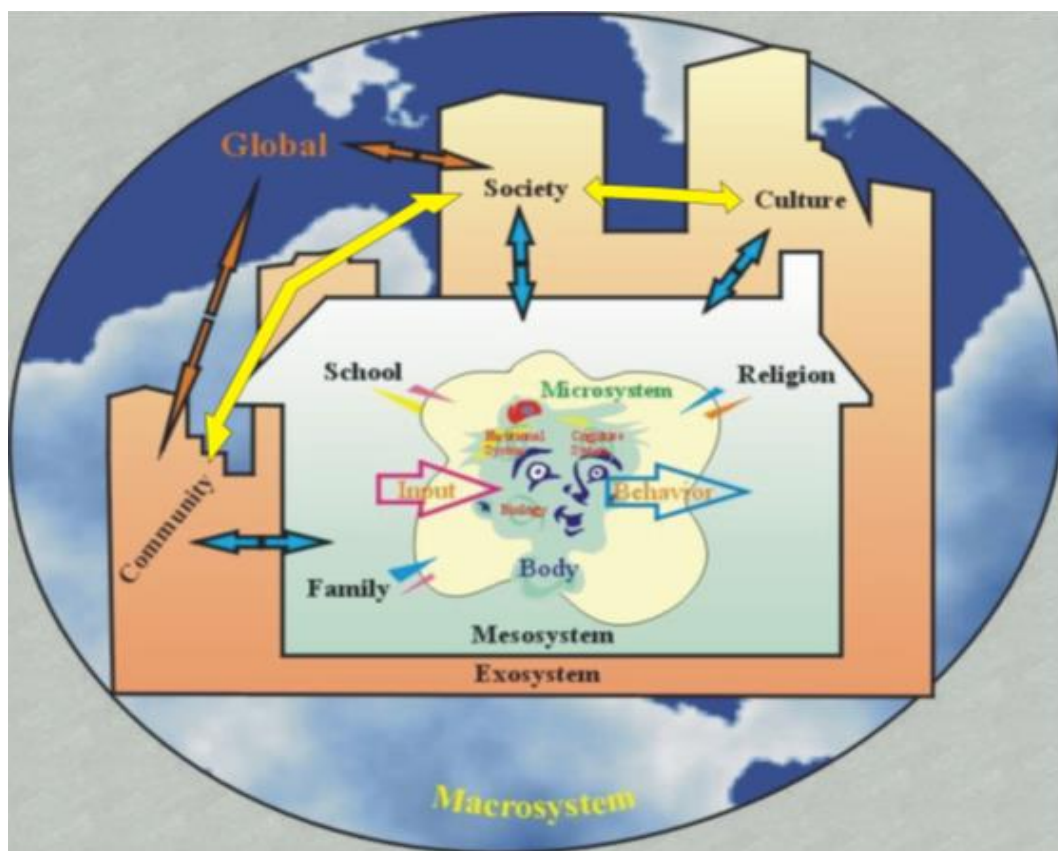


Figure 2.1: Ecological systems theory (Paquette & Ryan, 2001)

2.6. Conclusion

The chapter presented the findings of the literature on the educators' knowledge of the psychological, economic and environmental factors contributing to substance use among secondary school learners. It further described the theoretical framework applied in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

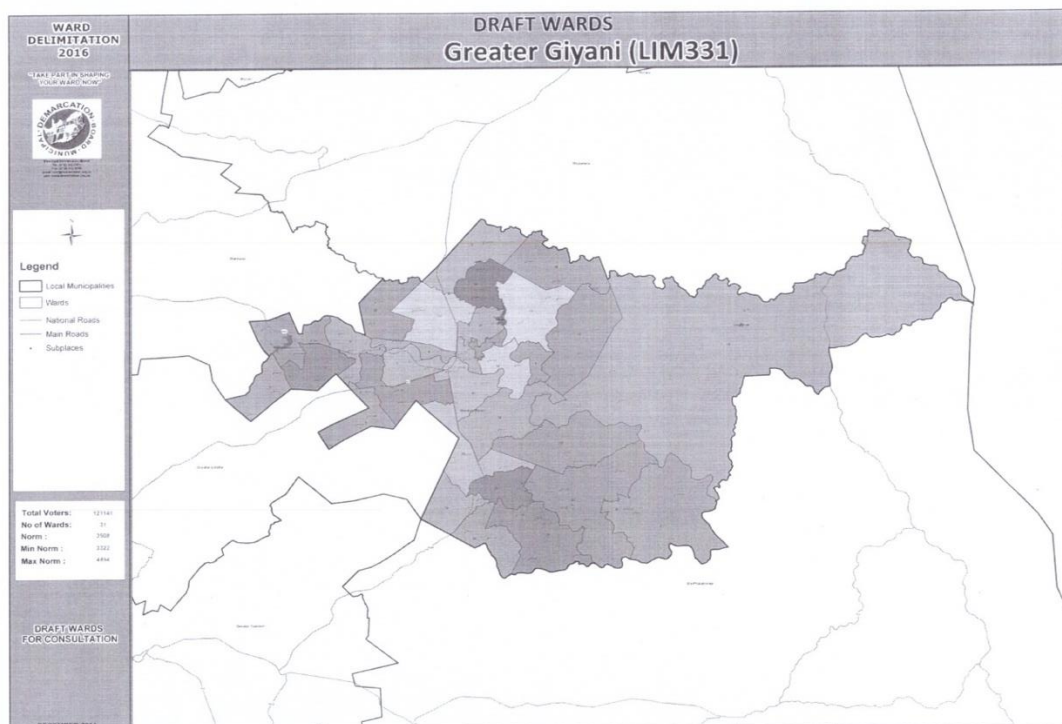
3.1 Introduction

This chapter presents the methodology applied in this study and describes the research design, study setting, sample, sampling procedure, measuring instrument and ethical considerations.

3.2 Research design

The study was quantitative in nature and a descriptive research design was applied to describe the knowledge of educators about the factors influencing substance use among learners. Goddard and Melville (2001) articulate that the purpose of a descriptive research is to gain insight into a situation, phenomenon, person or community.

3.3 Study setting



(Municipal Demarcation board, 2015)

The study was conducted in Greater Giyani Municipality in the Limpopo Province of South Africa located approximately 185km from Polokwane and has a population size of 244 217 with 35,7% attending secondary schools. Tsonga speaking people are the predominant group constituting 90.5% of the population. The Greater Giyani sub-district has 30 wards and 91 villages (Stats SA, 2011).

The area of the study has five education circuits:

- Nsami circuit with 10 secondary schools and 153 educators,
- Klein Letaba circuit with 13 secondary schools and 229 educators,
- Groot Letaba circuit with 12 secondary schools and 216 educators,
- Man'ombe circuit with 13 secondary schools and 305 educators, and
- Shamavunga circuit with 14 secondary schools and 240 educators.

These circuits provided a total of 63 secondary schools and 1143 educators. The study was carried out in the Shamavunga circuit. The majority of secondary schools are from grade 8 to grade 12 with the age of the learners ranging from 16 to 20 years (DoE, 2016).

3.4 Study population, sample and sampling procedure

3.4.1 Population

The population of this study was all educators from all secondary schools in Shamavunga circuit in Greater Giyani sub-district. The educators were employed and working in any of the schools in this circuit for the academic year 2017.

3.4.2 Sampling

3.4.2.1 Sampling of site

Greater Giyani sub-district incorporates five education circuits which are Nsami, Klein Letaba, Groot Letaba, Man'ombe and Shamavunga circuits. However, for this study, the Shamavunga circuit was selected and all secondary schools in this circuit were purposefully selected to participate in the study.

3.4.2.2 Study participants

As shown in Table 1, the educators total 240 in number. Therefore, all the educators in all the secondary schools in the Shamavunga circuit participated in this study. Therefore, the study population was 240 participants according to the sampling frame from the selected circuit.

Table 3.1 Population frame of the schools in Shamavunga Circuit.

Name of circuit	Name of secondary school	Number of educators
Shamavunga circuit	Chameti	09
	Gija- Ngove	37
	Giyani college of technology	10
	Khomani Mbhalati	12
	Mahumani	25
	Malenga	30
	Manghezi	08
	Maphusha	18
	Mukula	17
	Nhluvuko	18
	Nwakhada	09
	Phayizani	12
	Semendhe	12
	Sikhunyani	18
Total		240

3.5 The measuring instrument

Data was collected utilising a structured questionnaire comprised of closed-ended questions. The questionnaire is in English and not translated to any other language because the participants were qualified educators and the researcher believed that they were familiar with the English language. The questionnaire has four sections namely demographical, psychological, socioeconomic and environmental factors related to substance use by learners.

3.6 Validity and reliability of the research instrument

- **Validity**

The instrument was submitted to the experts (supervisors) for scrutiny to identify the areas that require modification to achieve the objectives of the study. The pre-test was done by administering the questionnaire to educators in one school that is not part of the study. This ensured that any gaps or problems concerning the instrument were identified and eliminated.

- **Reliability**

The test-retest method was used to check the reliability of the instrument, and the same participants who were pre-tested were tested again to establish that the instrument yielded similar results to the pre-test results.

3.7 Data collection

Data was collected using a self-administered questionnaire. The researcher visited the participants in their respective workplace (school) to distribute the questionnaire to those who consented to participate in the research. The completed questionnaires were collected from the participants.

3.8 Data management and analysis

Data was analysed using the SPSS version no 25. Data was presented using frequencies, tables, graphs, pie charts and incomplete data was not used. Descriptive statistics (mean, standard deviation and frequencies) were used to analyse the data. The chi-square test was used to compare categorical variables and data presented using graphs, tables and pie charts.

3.9 Ethical considerations

- **Permission to Conduct the Study**

The research proposal was presented to the University of Venda School of Health Sciences Higher Degree Committee, and also submitted to the University of Venda Higher Degree Committee for approval, and ethical clearance obtained. The permission to conduct the study was requested and obtained from the provincial DoE and Mopani District DoE.

- **Informed Consent**

The respondents gave their written consent after discussions and a detailed explanation of the aim of the study. The study participants were also informed about their rights to participate or withdraw from the study if they felt uncomfortable in continuing to participate.

- **Principle of Anonymity and confidentiality**

The principle of anonymity and confidentiality was clearly explained, and the respondents informed of their rights to privacy and confidentiality. They were informed and assured that their names will not be included anywhere or disclosed during report writing for this study.

3.10 Dissemination and interpretation of results

A copy of the dissertation will be submitted to the DoE, DSD and the library of the University of Venda. The findings will be published in accredited journals and may also be presented at national and international conferences.

3.11 Conclusion

This chapter discussed the methodology used in this study. Among others, it described the area of the study, data collection method and tool used, sample and sampling procedure. Also, it discussed the ethical considerations and method of dissemination and interpretation of the results.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents, analyses and interprets the data collected. The data is presented through graphs, charts and tables.

4.2 Demographic information

The following diagrams present the demographic information or distribution of the study participants

4.2.1 Occupation of respondents

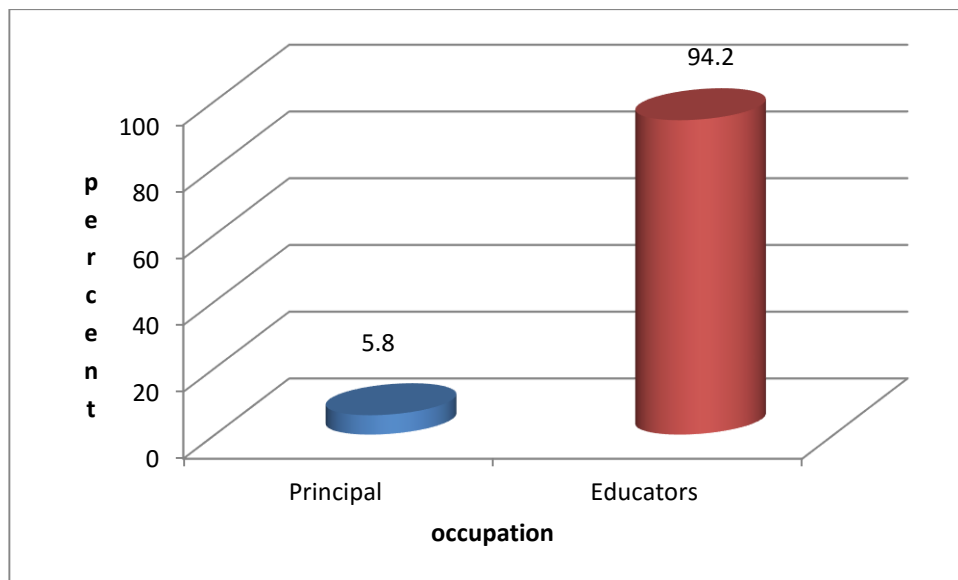


Figure 4.1 Occupation of respondents (n=224)

The findings show that 94.2% (211) were educators while 5.8% (13) were school principals. There were more educators than principals because each school has only one principal. Both educators and school principals were represented in the study.

4.2.2 Age of respondents

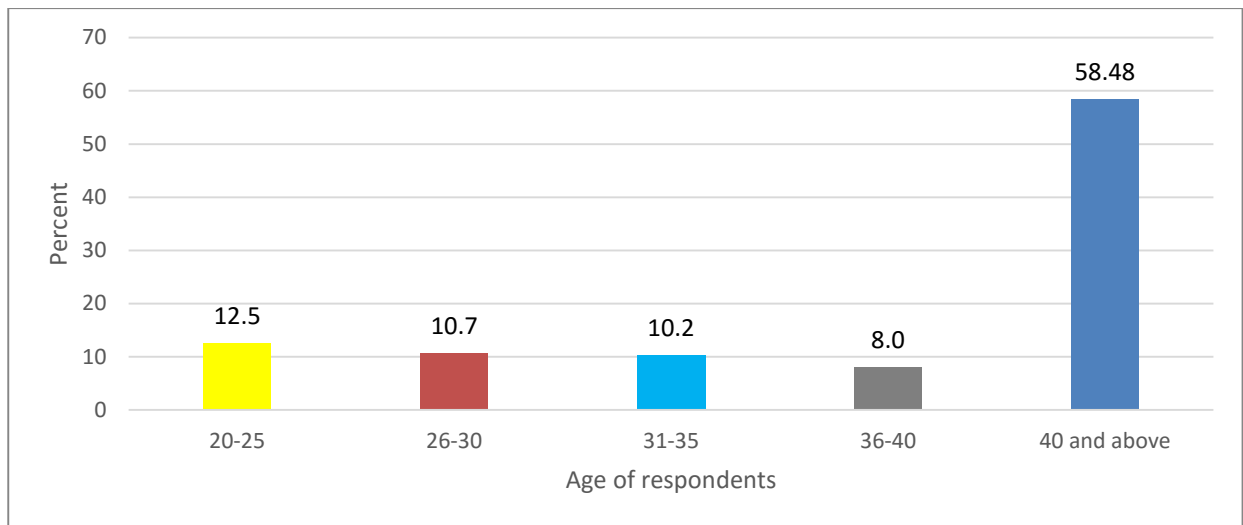


Figure 4.2 Age of respondents (n=224)

Figure 4.2 shows that 58.5% (131) of the respondents were 40 years and above while 12.5% (28) were between 20-25 years. Furthermore, both age groups 26-30 years and 31-35 were equally represented by 10% (23) and 24. The lowest represented age group was 36-40 with 8.0% (18). The results show that the majority of the respondents were above the age of 40 years.

4.2.3 Gender of respondents

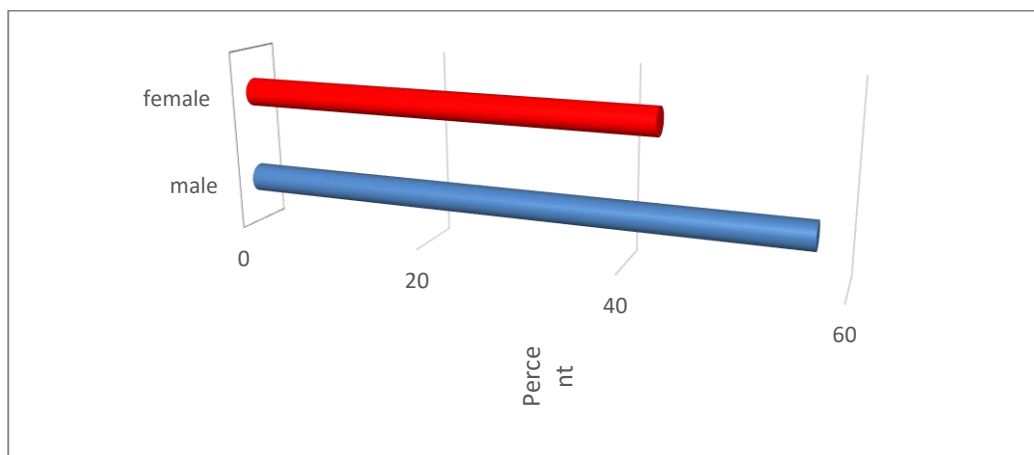


Figure 4.3 Gender of respondents (n=224)

Figure 4.3 shows that 57.1% (128) of the respondents were male educators whereas 42.9% (96) were female educators. This outcome reveals that more male educators participated in this study than their female counterparts.

4.2.4 Type of school

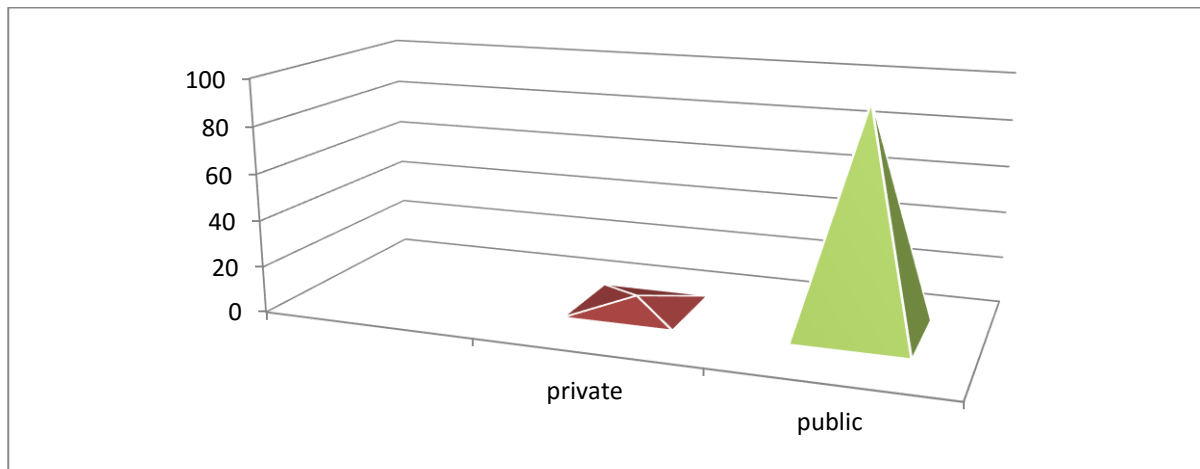


Figure 4.4 Type of school (n=224)

Figure 4.4 indicates that 95.1% (213) of the educators were from public schools while 4.9% (11) were from private schools. These findings established that the Shamavunga circuit has more public secondary schools than private schools.

4.2.5 Professional qualification

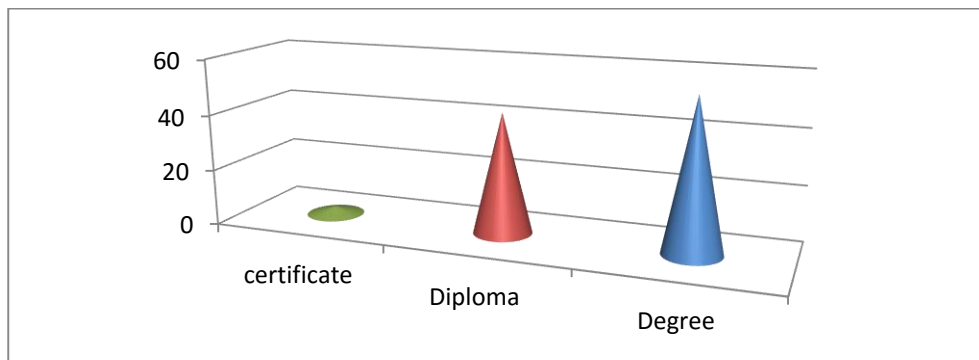


Figure 4.5 Qualifications of respondents (n=224)

Figure 4.5 reflects that 54% (121) of the respondents are qualified educators with degrees, while 43.3% (97) have diplomas and 2.7% (6) have certificates. The findings show that most of the educators who participated in this study have degrees while only a few have certificates.

4.2.6 Years of experience of respondents as educators

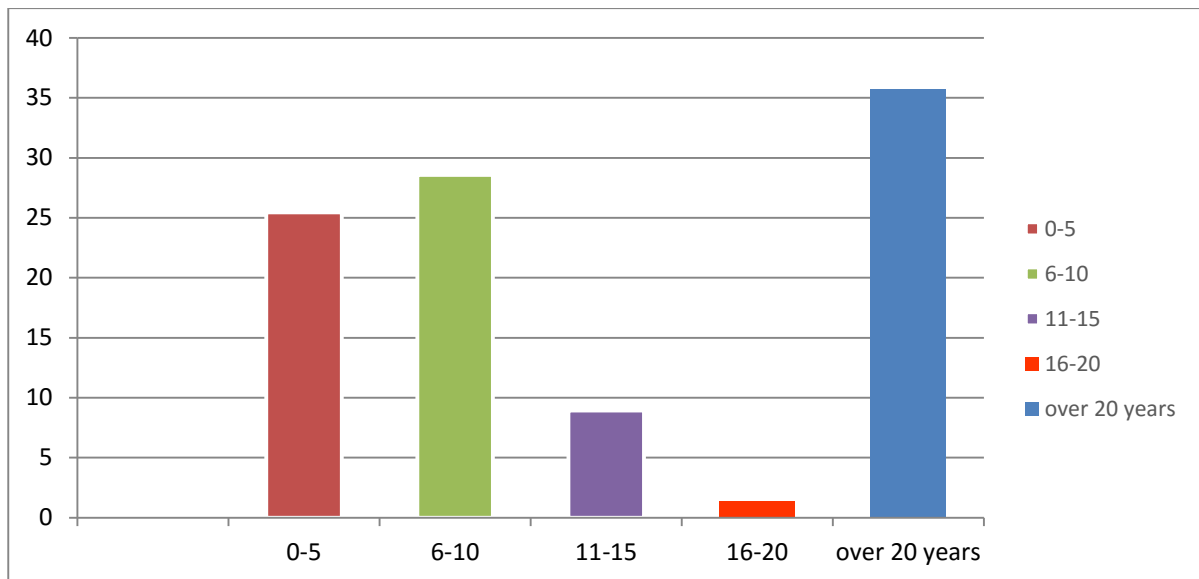


Figure 4.6 Years of experience of respondents' educators (n=224)

Figure 4.6 shows that most of the respondents 35.7% (80) have over 20 years of professional experience as educators and 28.6% (64) have 6–10 years. Moreover, 25.4% (57) of respondents have 0–5 years of experience. There was less experience held by respondents in the range of 11–16 and 16–20 years with 8.9% (20) and 1.3% (3) respectively.

4.2.7 Years of experience in the current school

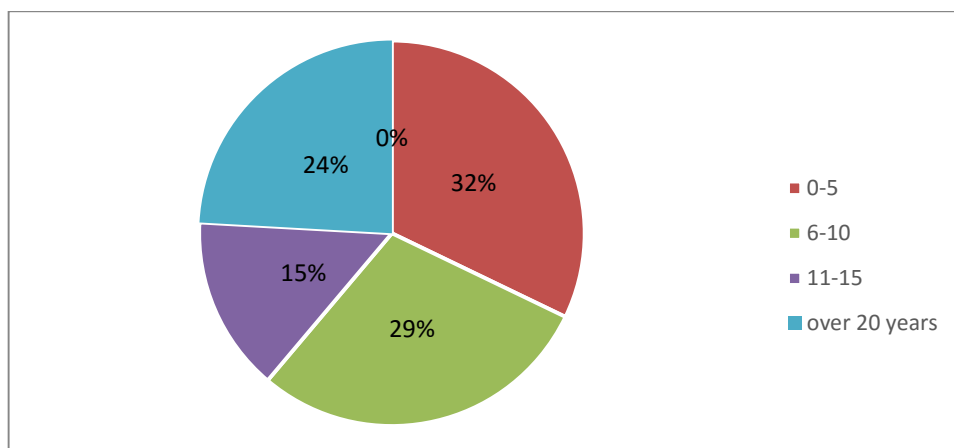


Figure 4.7 Years of experience in the current school (n=224)

The study shows that 32% (72) of the respondents had 0–5 years' experience teaching in the current school while 29% (65) of the respondents had 6–10 years' experience in the present school. Furthermore, 24% (54) of the respondents had

over 20 years' experience whereas 15% (33) of the respondents had 11–15 years of experience in the current school.

4.3 The prevalence of substance use in schools

The following diagrams and tables provide an overview of substance use among learners in Greater Giyani Municipality.

4.3.1 Substance use problem in schools

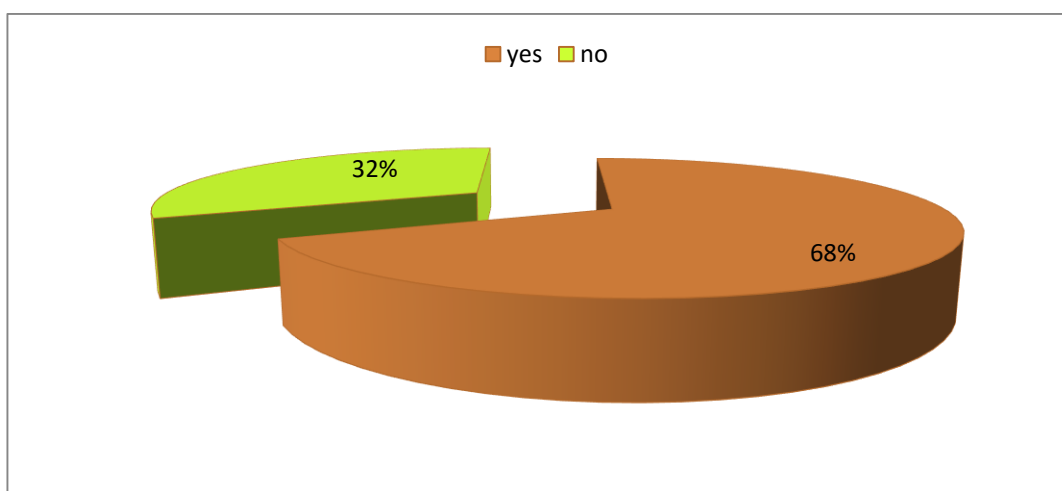


Figure 4.8 Substance use problem in the schools (n=224)

Figure 4.8 indicates that 68.3% (153) of the respondents reported that there is substance use problem in their schools, while 31.7% (71) reported that there is none. These results indicate that substance use by learners is a matter of serious concern.

4.3.2 Overall assessment of substance use in schools

Table 4.1 Assessment of substance use in the school

Overall assessment of substance use in schools by respondents	Frequency (f)	Percent (%)
About 80%	10	4.5
About 60%	85	37.9
About 40%	51	22.8
About 20%	24	10.7
Less than 20%	54	24.1
Total	n=224	100

Table 4.1 shows that 37.9% of the respondents reported that about 60% of learners were using substances while 22.8% related that about 40% of learners were using substances. Furthermore, 24.1%, 10.7% and 4.5% of the respondents reported that less than 20%, about 20% and about 80% of the learners use substances respectively. These results indicate that majority of the learners are using substances.

4.3.3 Learners who more likely to use substances

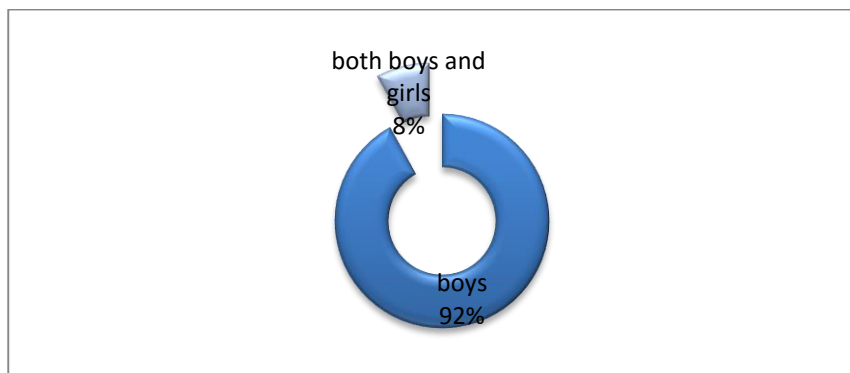


Figure 4.9 Learners who are more likely to use substances (n=224)

Figure 4.8 shows that 92% (206) of the respondents reported that typically boys use substances, while only 8% (18) of the respondents stated that both boys and girls use substances. These findings reveal that boys are the main substance users.

4.4 The educators' knowledge of the psychological factors contributing to substance use among learners

This section presents the results concerning the factors contributing to substance use among secondary school learners in Greater Giyani Municipality.

4.4.1 The psychological factor contributing to substance use among learners

The following diagrams and tables present the results of the psychological factors contributing to substance use among secondary school learners.

Table 4.2 The most common psychological factor contributing to substance use among learners

The most psychological factor contributing to substance use among learners	Frequency	Percentage (%)
Post-traumatic stress disorder	59	26
Low self-esteem	92	41
Poor self-confidence	26	12
Abuse/Neglect	47	21
Total	n= 224	100

Low self-esteem was reported to be the most common psychological factor contributing to substance use by learners with 40.6% while 26.3% reported post-traumatic stress disorder as another issue as presented in Table 4.2. Furthermore, reports stated that abuse/neglect and poor self-confidence also contributed to substance use by learners with 21% and 11.6% respectively as in the above table.

4.4.2 Substance use and low self-esteem

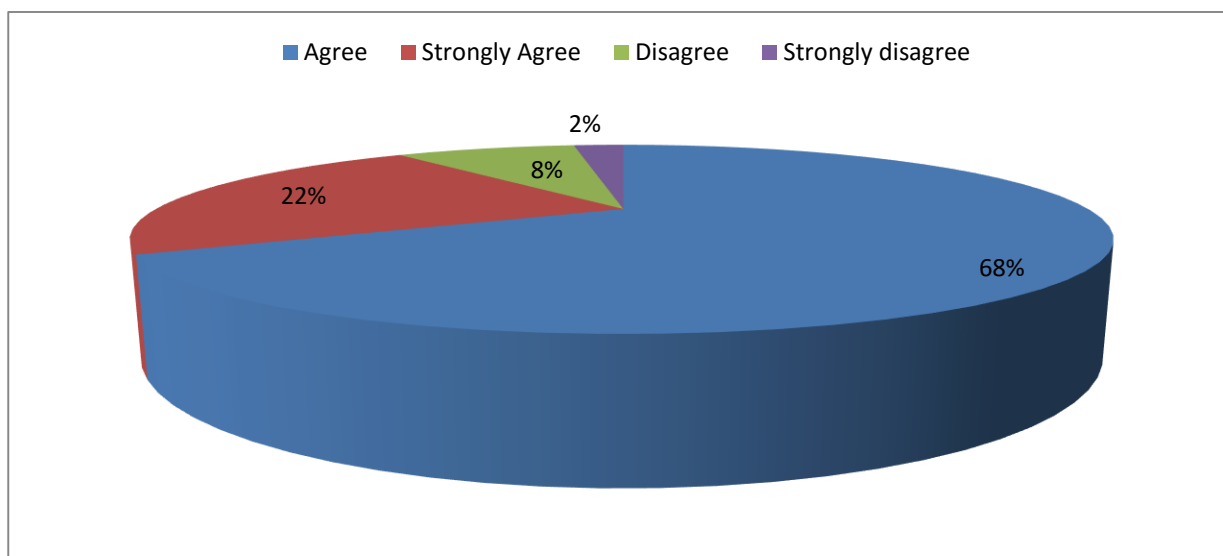


Figure 4.10 Substance use and low self-esteem (n=224)

The findings indicated that 68% (151) of the respondents agree and 22% (50) strongly agree that low self-esteem contributes to the learners' involvement in substance use as presented in Figure 4.9. Furthermore, 8% (18) of the respondents

disagree while 2% (5) of the respondents strongly disagree that low self-esteem contributes to learners using substances. The results show that low self-esteem is one of the factors adding to learners' involvement in substance use.

4.4.3 Substance use and poor self-control

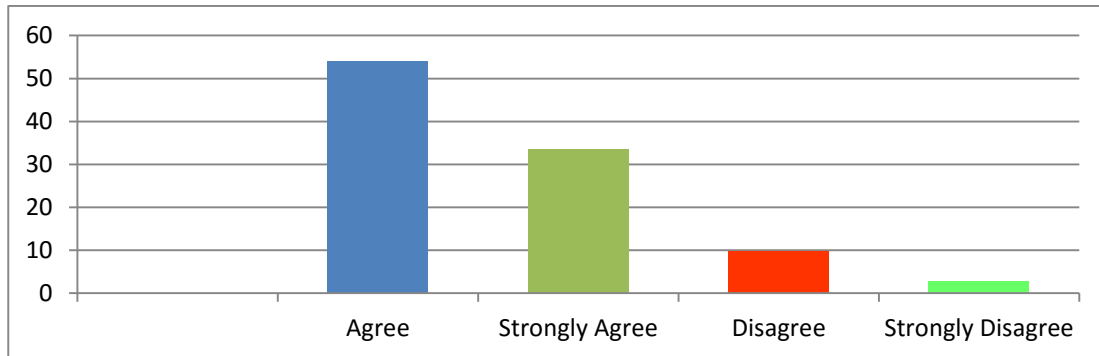


Figure 4.11 Substance use and poor self-control (n=224)

The findings show that 54% (121) of the respondents agree and 33% (75) strongly agree that poor self-control is a factor adding to learners' involvement in substance use, whereas 10% (22) disagree and 3% (6) strongly disagree. Based on these findings, poor self-control does contribute to learners' involvement in substance use.

4.4.4 Substance use and depression

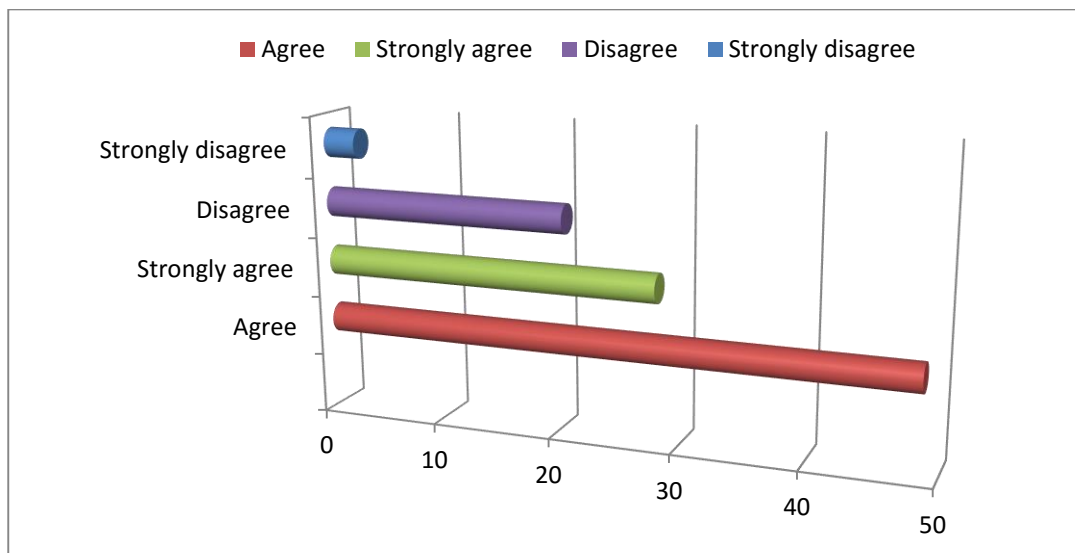


Figure 4.12 substance use and depression (n=224)

The study indicates that 49% (109) agree and 28% (63) of the respondents strongly agree that depression is a factor contributing to learners' involvement in substance

use. However, 20% (46) disagree and 3% (6) strongly disagree. The findings concur with the study by Malone (2013) that highlighted the strong relationship between depression and substance use among learners.

4.4.5 Substance use and post-traumatic stress disorder

Table 4.3 post-traumatic stress disorder as a psychological factor contributing to substance use

Item	Response	Frequency (f)	Percent (%)
Substance use and post-traumatic stress disorder	Agree	96	43
	Strongly agree	53	24
	Disagree	49	22
	Strongly disagree	26	11
Total		n=224	100

The findings show that 43% (96) of the respondents agree while 24% (53) strongly agree that post-traumatic stress disorder contributes to learners' involvement in substance use. Furthermore, 22% (49) disagree and 11% (26) strongly disagree with this assertion. The study concurs with the research by Khoury, Tang, Bradley, Cubells and Ressler (2010) stating that substance use behaviour can develop following traumatic events. The study further highlighted the strong relationship between trauma and substance abuse among adolescents with post-traumatic stress disorder.

Table 4.4 Association between demographic factors and knowledge of the psychological factors contributing to substance use

Variables	knowledge of the psychological factors contributing to substance use					
	Agree f (%)	Strongly agree f (%)	Disagree f (%)	Strongly disagree f (%)	Total f (%)	P-value
Age						
20-25	3(10.7)	10 (35.7)	15 (53.5)	0 (0)	28 (100)	0.00*
26-30	7 (29.1)	4 (16.6)	5 (20.8)	8 (33.3)	24 (100)	
31-35	9 (39.1)	0 (0)	5 (21.7)	9 (39.1)	23 (100)	
36-40	8 (44.4)	0 (0)	3 (16.6)	7 (38.8)	18 (100)	
40 and above	69 (52.6)	39 (29.7)	21 (16)	2 (1.5)	131(100)	
Gender						
Male	52 (40.6)	29 (22.6)	32 (25)	15 (11.7)	128 (100)	0.613
Female	44 (45.8)	24 (25)	17 (17.7)	11 (11.4)	96 (100)	
Qualification						
Certificate	6(100)	0 (0)	0 (0)	0 (0)	6 (100)	0.095
Diploma	43 (44.3)	23 (23.7)	23 (23.7)	8 (0.8)	97 (100)	
Degree	47 (38.8)	30 (24.7)	26 (21.4)	18(14.8)	121(100)	
Position						
Educator	89 (42.1)	48 (22.7)	48 (22.7)	26 (12.3)	211 (100)	0.209
Principal	7 (53.8)	5 (38.4)	1 (7.6)	0 (0)	13 (100)	

Table 4.4 indicates respondents in the age group 40 years and above (52.6%) agreed more than the respondents of other age groups that psychological factors contribute to substance abuse. However, the relationship between age and knowledge of psychological factors contributing to substance abuse was statistically significant (p -value <0.01). Furthermore, Table 4.4 indicates that there was no statistically significant relationship between gender and knowledge of factors contributing to substance abuse (p -value >0.05) though males (25%) disagreed more than females (17.7%) that psychological factors contribute to substance use.

All respondents (100%) with certificates agreed more than those with diplomas and degrees that psychological factors contribute to substance abuse. However, the relationship between qualification and knowledge of psychological factors was not statistically significant ($p\text{-value} > 0.05$). Table 4.4 also indicates that most of the respondents who are school principals (53.8%) agreed more than those who were educators (42.1). However, the relationship between the position held by respondents in the schools and knowledge of psychological factors contributing to substance abuse was not statistically significant ($p\text{-value} > 0.05$).

4.5 The educators' knowledge of the socioeconomic factors contributing to substance use among learners

The following diagrams and tables present the results of the socioeconomic factors contributing to substance use among secondary school learners.

4.5.1 The most common socioeconomic factor contributing to substance use among learners

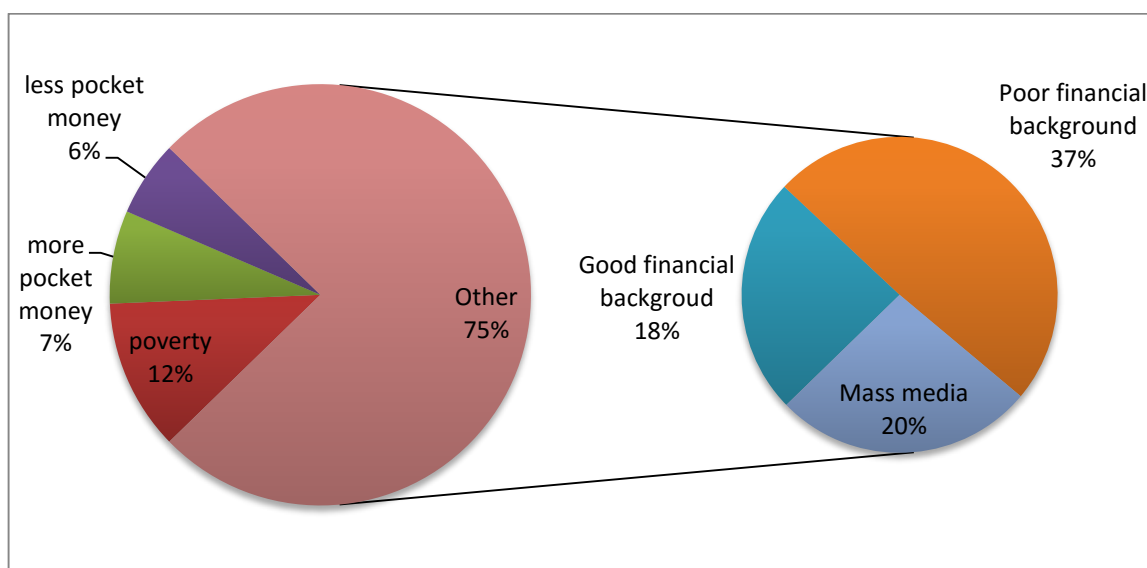


Figure 4.13 The most common socioeconomic factors contributing to substance use by learners (n=224)

The findings show that 37% (83) of the respondents viewed poor financial background as the most common socioeconomic factor contributing to learners' involvement in substance use as presented in Figure 4.12. Furthermore, Figure 4.12

indicates that other factors identified as socioeconomic factors contributing to substance use were poverty with 12% (26), more pocket money with 7% (16), less pocket money with 6% (13), good financial background with 18% (41) and Mass media with 20% (45).

4.5.2 Availability and accessibility of substances

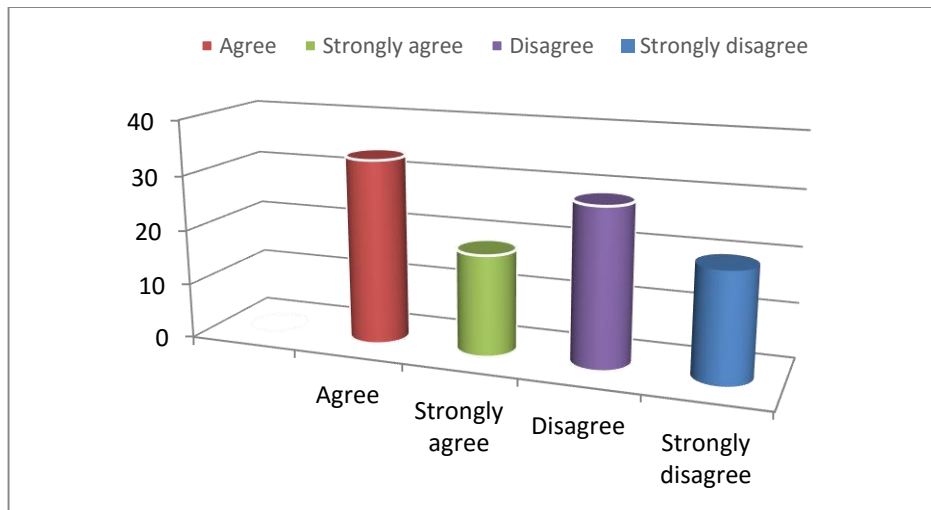


Figure 4.14 Availability and accessibility of substances to learners (n =224)

Figure 4.13 shows that 33% (75) of the respondents agree while 18% (41) strongly agree that substances are easily accessible and available to learners. On the other hand, 29% (64) disagree while 20% (44) strongly disagree that substances are available and easily accessible to learners as presented in Figure 4.13. Based on the findings, substances are available and easily accessible to learners.

4.5.3 Substance use and poor financial background

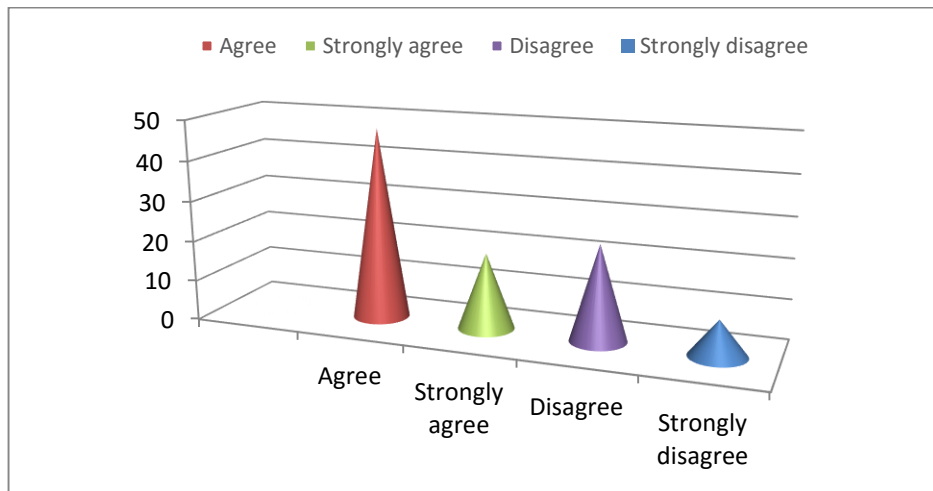


Figure 4.15 Substance use and poor financial background (n=224)

Figure 4.14 shows that 48% (107) of the respondents agree while 19% (43) strongly agree that poor financial background adds to substance use. Moreover, 24% (54) of the respondents disagree while 9% (20) strongly disagree with the above statement. The findings show that poor financial background contributes to learners' involvement in substance use.

4.5.4 Poor financial background Versus Good financial background and substance use

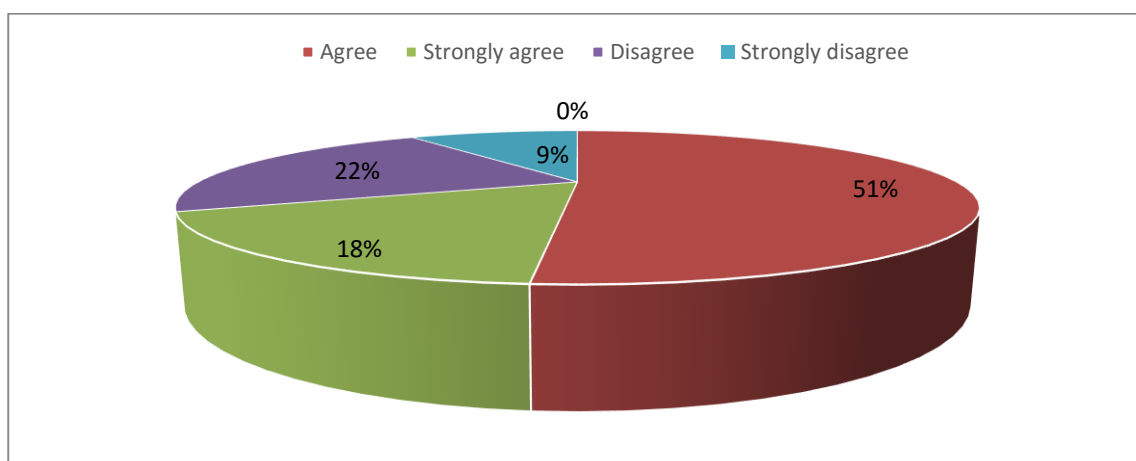


Figure 4.16 Poor financial background versus good financial background and substance (n=224)

The findings show that 51% (115) of the respondents agree while 18% (39) strongly agree that learners from a poor financial background are more likely to use substances than those from a sound financial background. However, 22% (49) disagree while 9% (21) strongly disagree that learners from poor financial backgrounds are more likely to use substances than those from a wealthier background.

4.5.5 More pocket money and substance use

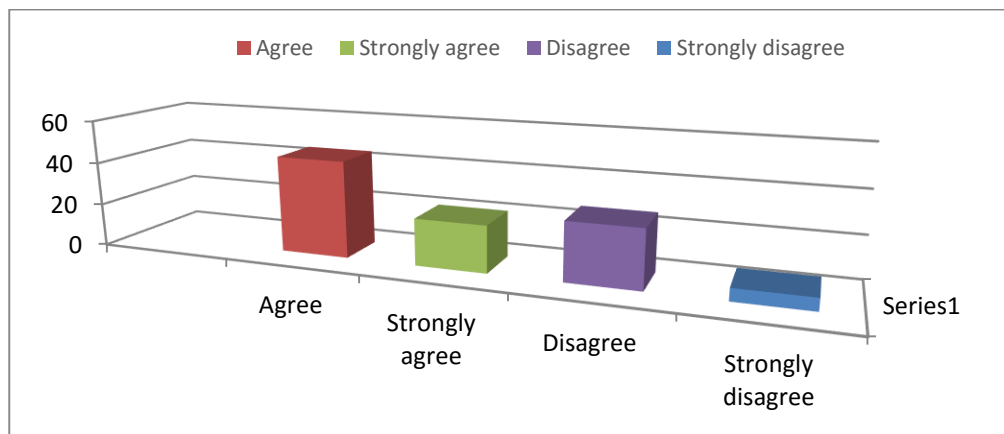


Figure 4.17 More pocket money as a socioeconomic factor contributing to substance use (n =224)

The study found that 45% (101) of the respondents agree and 22% (49) strongly agree that learners who receive more pocket money are more likely to use substances. Results further show that 27% (61) disagree and 6% (13) strongly disagree that more pocket money may influence learners to engage in substance use.

Table 4.5 Association between demographic factors and knowledge of the socioeconomic factors contributing to substance use

Variables	knowledge of the socioeconomic factors contributing to substance use					
	Agree f (%)	Strongly agree f (%)	Disagree f (%)	Strongly disagree f (%)	Total f(%)	P-value
Age						
20-25	18(24)	2(7)	8(28.5)	0(0)	28(100)	0.00*
26-30	22(91.6)	0(0)	2(8.3)	0(0)	24(100)	
31-35	4(17.3)	10(43.4)	6(26)	3(13)	23(100)	
36-40	14(77.7)	0(0)	4(22.2)	0(0)	18(100)	
40 and above	57(43.5)	27(20.6)	29(22.1)	18(13.7)	131(100)	
Gender						
Male	66(51.5)	24(18.7)	20(15.6)	18(14)	128(100)	0.005*
Female	49(51)	15(15.6)	29(30.2)	3(3.1)	96(100)	
Qualification						
Certificate	3(50)	0(0)	3(50)	0(0)	6(100)	0.011
Diploma	40(41)	16(16.4)	26(26.8)	15(15.4)	97(100)	
Degree	72(59.5)	23(19)	20(16.5)	6 (4.9)	121(100)	
Position						
Educator	109(51.6)	34 (16.1)	47 (22.2)	21(9.9)	211(100)	0.162
Principal	6 (46.1)	5 (38.4)	2 (15.3)	0 (0)	13 (100)	

Table 4.5 indicates that majority of the respondents aged 26-30 years agreed more than respondents of other age groups that socioeconomic factors contribute to substance abuse, while 13.7% (18) in the age group 40 years and above strongly disagreed with the statement mentioned above. However, the relationship between age and knowledge of socioeconomic factors was statistically significant (p -value <0.01). Moreover, male respondents (14%) strongly disagreed than female respondents (3.1%) that socioeconomic factors contribute to substance abuse, despite that, the relationship was statistically significant (p -value <0.05).

Moreover, Table 4.5 also indicates the relationship between qualification and knowledge of factors contributing to substance abuse was statistically significant (p -value <0.05). Furthermore, more respondents who were educators (51.6%) agreed than school principals (46.1%) that socioeconomic factors contribute to substance use. However, the relationship between position one holds in the school and

knowledge of factors contributing to substance abuse was not statistically significant ($p\text{-value} > 0.05$).

4.6 The educators' knowledge of the environmental factor contributing to substance use among learners

The following diagrams and tables present the results of the psychological factors contributing to substance use among secondary school learners.

4.6.1 The most common environmental factor contributing to substance use among learners

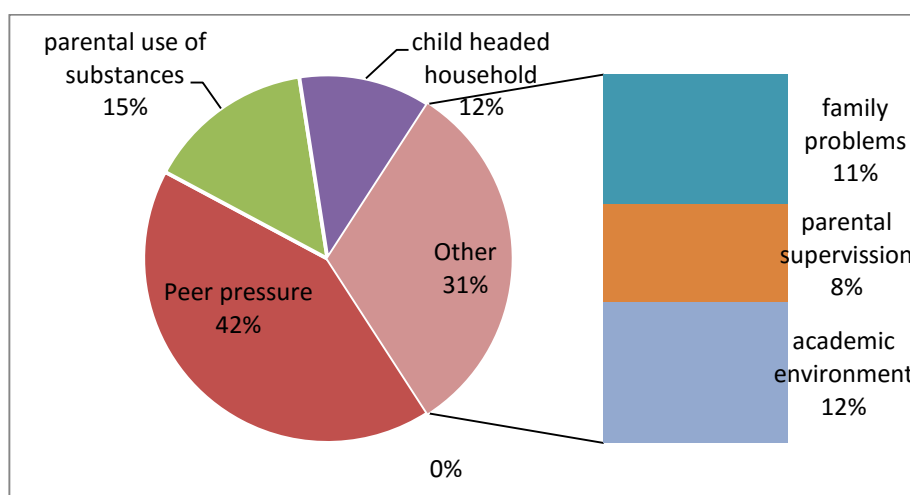


Figure 4.18 Environmental factors contributing to substance use. (n=224)

Figure 4.17 indicates that peer pressure was the most common environmental factor that influences learners to engage in substance use with 42% (94) of the respondents. Furthermore, other environmental factors reported as factors that contribute to learners' involvement in substance use were parental use of substances with 15% (33); child-headed households 12% (26), family problems 11% (25), parental supervision 8% (19) and academic involvement 12% (27).

4.6.2 Substance use and community environment

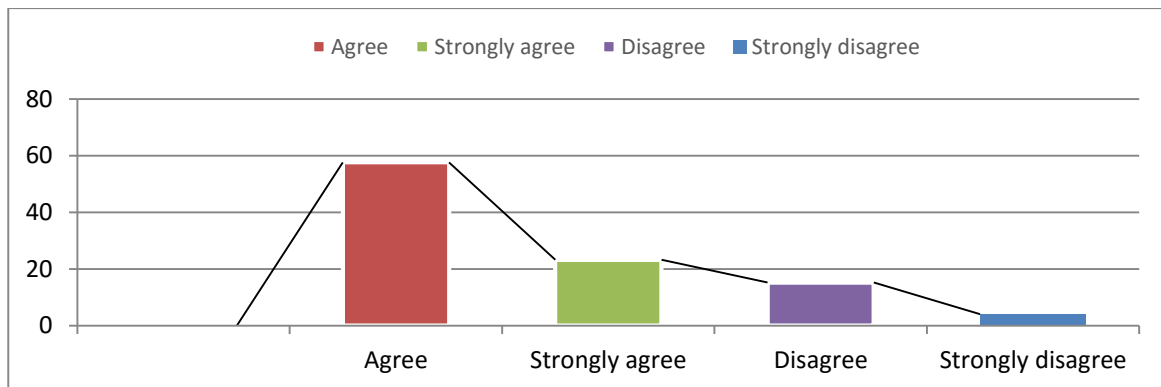


Figure 4.19 Substance use and community involvement (n=224)

The findings show that 58% (129) of the respondents agree while 23% (52) strongly agree that the community environment contributes to learners' involvement in substance use as indicated in Figure 4.18. However, 15% (34) disagree while 4% (9) strongly disagree that the community environments contribute to learners' involvement in substance use as presented in Figure 4.18.

4.6.3 Substance use versus Academic environment and performance

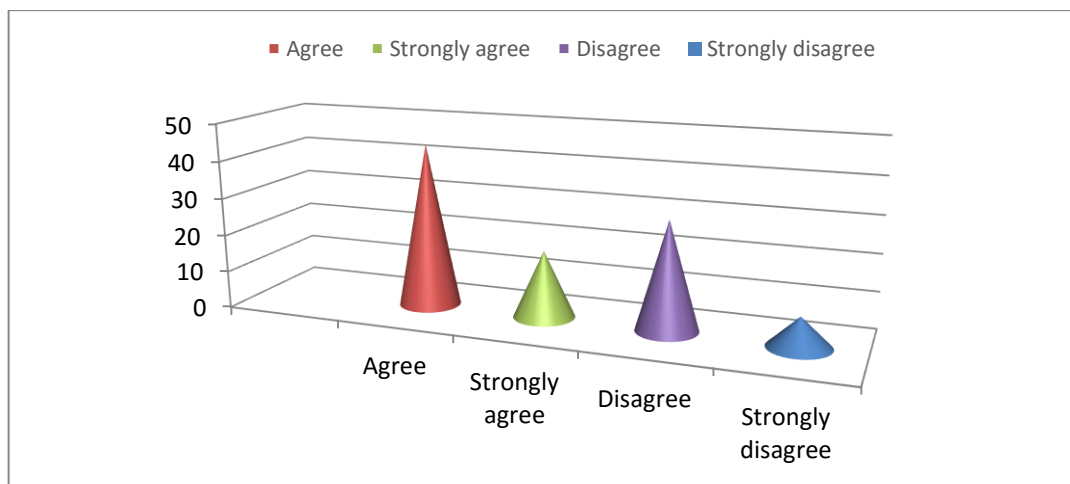


Figure 4.20 Academic environment and performance as contributory factors contributing to substance use (n=224)

Figure 4.19 indicates that 44% (99) of the respondents agree while 18% (41) strongly agree that the academic environment and performance may influences learners to engage in substance use. However, 30% (66) disagree while 8% (18) strongly

disagree that the academic environment and performance may influences learners to engage in substance use.

4.6.4 Substance use and peer pressure

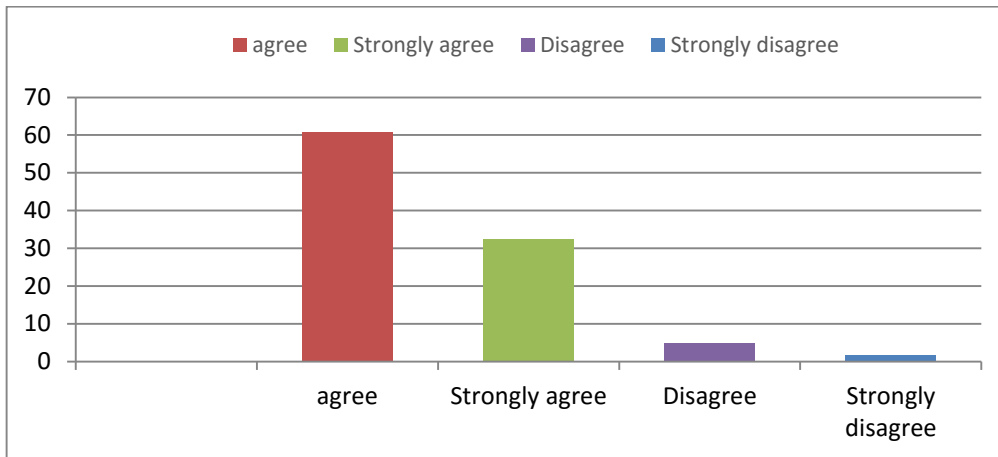


Figure: 4.21 Peer pressure as a contributory factor to substance use (n=224)

The findings show that peer pressure contributes to learner’s involvement in substance use as reported by 61% (136) of the respondents while 32% (73) strongly agree as indicated in Figure 4.20. Furthermore, 5% (11) of the respondents disagree while 2% (4) strongly disagree.

4.6.5 Substance use and parental use of substances

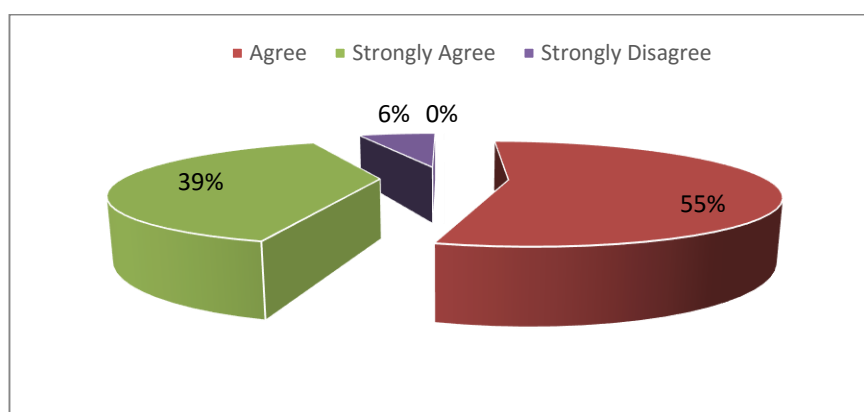


Figure 4.22 Parental use of substances as a contributory factor to substance use (n=224)

The findings show that learners’ whose parents use substances are more likely to engage in substance use as reported by 55% (122) of the respondents and 39% (88)

strongly agree with the above statement. However, only 6% (14) of the respondents strongly disagree that learners' whose parents use substances are more likely to engage in substance use while none (0%) of the respondents disagreed.

Table 4.6 Association between demographic factors and knowledge of the environmental factors contributing to substance use

Variables	knowledge of the environmental factors contributing to substance use					
	Agree f (%)	Strongly agree f (%)	Disagree f (%)	Strongly disagree f (%)	Total f (%)	P-value
Age						
20-25	16 (57.1)	7(25)	5(17.8)	0(0)	28(100)	0.003*
26-30	10(41.6)	6 (25)	8 (33.3)	0(0)	24 (100)	
31-35	17 (73.9)	4 (17.3)	2 (8.6)	0(0)	23(100)	
36-40	11(61.1)	0(0)	7 (38.8)	0(0)	18(100)	
40 and above	75 (57.2)	35 (26.7)	12 (9.1)	0(0)	131(100)	
Gender						
Male	82 (64)	25 (19.5)	12 (9.3)	9 (7)	128	0.001*
Female	47(48.9)	27 (28.1)	22 (22.9)	0 (0)	(100) 96 (100)	
Qualification						
Certificate	6(100)	0 (0)	0 (0)	0 (0)	6 (100)	0.108
Diploma	58 (59.7)	16(16.4)	18 (18.5)	5 (51)	97 (100)	
Degree	65 (53.7)	36 (29.7)	16 (13.2)	4 (3.3)	121(100)	
Position						
Educator	122	47 (22.2)	33 (15.6)	9 (4.2)	211(100)	0.479
Principal	(57.8) 7 (53.8)	5 (38.4)	1 (7.6)	0 (0)	13 (100)	

Table 4.6 indicates that most respondents in the age group 31-35 years (73.9%) agreed more than those in other age groups that environmental factors contribute to substance abuse. However, the relationship between age and knowledge of environmental factors contributing to substance abuse was statistically significant (p -value <0.05). Furthermore, 7% of the males and none (0%) of the females strongly disagreed that environmental factors contribute to substance abuse.

However, the relationship between gender and knowledge of environmental factors contributing to substance abuse was statistically significant (p -value <0.05). Also, Table 4.6 also indicates that all respondents with certificates agreed that

environmental factors contribute to substance abuse, while only 59.7% respondents with diplomas and 53.7% with degrees agreed with same statements. However, the relationship between qualification and knowledge of environmental factors contributing to substance abuse was not statistically significant ($p\text{-value} > 0.05$). Furthermore, more respondents who were educators agreed (57.8%) than respondents who were principals (53.8%) that environmental factors contribute to substance abuse. However, the relationship between position and knowledge of environmental factors was not statistically significant ($p\text{-value} > 0.05$).

4.7. Conclusion

The chapter presented the study findings through graphs, charts and frequency tables. It further analyses and interprets the collected data. The findings show that educators do know the factors contributing to learner's involvement in substance use.

CHAPTER FIVE

DISCUSSION, SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses and provides a summary of the findings, the conclusion and the recommendations of this study which sought to assess the educators' knowledge of the factors contributing to substance use among secondary school learners in the Greater Giyani Municipality, Limpopo Province.

5.2 Discussion

5.2.1 Demographic information

The results of the study show that secondary schools in Shamavunga circuit are dominated by male educators (57.1%) aged 40 years and above (58.5%). The results further establish that there are more public secondary schools than private schools because the most respondents are from public schools (95.1%). Furthermore, the study revealed that 54% of the educators have a bachelor's degree and most have been teaching for over 20 years (35.7%), and 32% have 0–5 years' experience teaching in their current school. The findings show that data was collected from the appropriate individuals who have experience or knowledge regarding the phenomenon under study.

5.2.2 The prevalence of substance use in schools

The study found a high prevalence rate of substance use among the learners in secondary school with 68.3% of the educators reporting that there is substance use problem in their schools while 31.7% reported no substance use problem in their schools. Furthermore, 37.1% of the educators reported that about 60% of learners are using substances. Therefore, these findings concur with Tshitangano and Tosin (2016) who found that the prevalence rates of substance use among learners were 6.4% for alcohol, 10.5% for cigarettes, 1.4% for cannabis, 1.2% for glue and 0.8% for spirits. The findings are also supported by the research undertaken in Tshwane

by Moodley, Matjila and Moosa (2012) among grade 6 and 7 learners who found that the lifetime prevalence of alcohol was 27% and cannabis 7 %.

These findings indicate that substances use among learners is a serious concern negatively affecting the education system and the future of the learners as adults. This study also discovered that boys were the main substance users compared to their female counterparts with 92% of the educators reporting that boys use substances, while only 8% reported that both boys and girls use substances. The results agree with the study by Nyatuoro (2012) which found that gender influences substance use with a higher probability of substance use among males. Reasons may include the fact that there is a higher tendency for males to be risk takers, more adventurous, curious and to experiment. The study conducted by Komen (2014) also confirmed that substance use in secondary schools is a grave concern because their results reflected that 84% of the educators indicated that learners in their schools use substances.

5.2.3 The psychological factors contributing to substance use among learners

The study results show that low self-esteem and poor self-control were found to be psychological factors contributing to substance use among learners; 68% of the educators agree and 22% strongly agree that low self-esteem contributes to the learners' involvement in substance. Similarly, 54% of educators agree and 33% strongly agree that poor self-control is the factor contributing to learners' involvement in substance use. These findings concur with the study by Griffin, Scheier, Acevedo, Grenard and Botvin (2011) which established that individuals with low self-control and self-esteem are more likely to engage in risk behaviours such as substance use.

Furthermore, learners with low self-esteem/control may engage in substance use to rationalise their poor academic performance or improve positive feelings of self-worth. The study also found depression as another psychological factor that contributes to learners' involvement in substance use. About 49% of the educators agree while 28 % strongly agree that depression contributes to learners' involvement in substance use (Mackie, Conrod & Brady, 2012).

Another psychological factor contributing to substance use among learners is post-traumatic stress disorder. The findings show that 43% of the respondents and 24% agreed and strongly agreed respectively with this statement. The findings are in line with the study by Brown (2013) who found that child abuse has psychological consequences such as depression, withdrawal, isolation, among others, and children who have been abused physically, sexually or emotionally are more likely to engage in substance use. Lastly, the researcher sought to identify the most significant contributing psychological factor for substance use among learners. Forty comma six per cent of the educators reported that low self-esteem was the major factor contributing to substance use among learners

5.2.4 The socioeconomic factors contributing to substance use among learners

The findings of the study show that substances are easily accessible and available to learners with 33% of the educators who agree and 18% strongly agree. The findings correspond with the study by Barasa (2013) that established that 68.0% of the teachers agreed that the substances are easily available and accessible within the school environment. Furthermore, 87.5% of school principals agreed making it easy for learners to use them. Therefore, based on these findings it can be argued that the school environment can be classified as a risk factor for substance use by learners.

The study also found that learners from poor financial backgrounds are more likely to engage in substance use. The findings show that 48% of the educators agree while 19% strongly agree that poor financial backgrounds influence learners' involvement. The findings concur with the study by Patrick, Wightman, Schoeni and Schulenberg, (2012) which found that adolescents from low socioeconomic backgrounds are more likely to engage in substance use. Learners with poor financial background are more likely to use substances such as inhalants and tobacco because they are affordable and easily accessible. These learners also usually receive less pocket money than those from wealthier financial backgrounds. However, the study findings show that 45% of the educators agree and 22% strongly

agree that learners with higher amounts of pocket money are also more likely to use substances.

The findings are supported by the study conducted by Komen (2014) revealing that 82.4% of the educators reported a relationship between the amount of pocket money given to the learner by parents and substance use. Additionally, 37% of the educators associated more pocket money with easier acquisition of drugs and about 19% of the educators associated it with a higher risk of substance use. Lastly, the researcher sought to find the foremost socioeconomic factor contributing to substance use among learners and the findings show that a poor financial background is the main factor that contributes to learners' involvement in substance use.

5.2.5 The environmental factors contributing to substance use among learners

Learners also engage in substance use due to environmental factors. The study found that 58% of the respondents agree while 23% strongly agree that the community environment contributes to learners' involvement in substance use. Furthermore, the study indicates that academic environment and performance play a role in learners' participation in substance use. About 44% of the educators agree and 18% strongly agree with this statement. These findings are in line with previous studies.

According to Mothibi (2014), schools play a significant role in learners' involvement in substance use. Many schools are rigid and authoritarian in their disciplinary policies and this type of regime often results in contempt for the authorities. Therefore, learners develop negative attitudes and become more susceptible to substance use. The study further indicated that most parents wish for their children to progress well academically; however, when a child fails more than once at school, the parents may lose hope and their support decreases gradually. As a result, the child may develop a tendency to regard him or herself as an outcast and engage in substance use.

Another environmental factor contributing to learners' involvement in substance use identified by the educators is peer pressure. The results found that peer pressure

contributes to learners' involvement in substance use as agreed by 61% of the educators and 32% who strongly agreed. The findings are in line with the study conducted by Barasa (2013) which revealed that 96.1% of the educators reported that peer pressure influenced drug and substance use, which indicates that learners who use substances are often introduced to it by their classmates which in turn leads to deviant behaviour among learners. In this study, the school principals also emphasised that learners who abused substances are introduced to them by their friends.

According to Brown (2013), many learners believe that their popularity increases when they use substances, therefore, they participate in substance use to be popular within the peer group. Finally, the study found the parental use of substances as another factor that contributes to learner's involvement in substance use. Results indicated that 55% of the educators agree while 39% strongly agree that children whose parents use substances are more likely to use substances themselves. The findings concur with research by Komen (2014) where the respondents said that parental use of substances contributes to learner's involvement in substance use. Similarly, in another study by Nyatuoro (2012), approximately 27% of the respondents reported parental use of substances as a major factor that influenced learners to engage in substance use.

Among these environmental factors identified, the researcher sought to identify the factor that educators consider to be the most significant element contributing to learners' involvement in substance use. Results indicate peer pressure as being the most contributory factor for substance use by learners. The findings are supported by Nyatuoro (2012) which found that 68% of the respondents reported peer pressure to be the major contributory factor to substance use among learners.

5.3 Summary

The following is the summary of the study on which conclusion and recommendations are made:

5.3.1 Demographic information

The majority of the respondents were educators who are aged 40 years and above (58.5%). There was a higher representation of male educators (57.1%) compared to females. Most respondents are from public school (95.1%) and have a bachelor's degree (54%). The majority of the educators have been in the teaching profession for over 20 years (35.7%) whereas, 32% have 0–5 years' experience teaching in the current school.

5.3.2 The psychological factors contributing to substance use among learners

The study found that substance use is a matter of serious concern and exists in secondary schools with about 60% of the learners using substances (31.7%) and boys being the main users. The study found that several psychological factors contributed to substance use among the learners including low self-esteem, poor self-control, poor self-confidence, abuse/neglect and post-traumatic stress disorder. However, among these, the study established that low self-esteem (40.6%) is the most common psychological factor contributing to learners' involvement in substance use.

5.3.3 The socioeconomic factors contributing to substance use among learners

The study findings show that several socioeconomic factors contribute to substance use among learners. These issues include poor financial background, less pocket money, more pocket money, poverty, good financial background and poor financial background. When the respondents were asked to rate the factors according to their seriousness they indicated that poor financial background (37%) is the main socioeconomic factor contributing to substance use by learners.

5.3.4 The environmental factors contributing to substance use among learners

The findings of the study show that the environmental factors that contribute to learners' involvement in substance are family problems, child-headed households, parental use of substances, poor parental supervision, academic environment and

peer pressure. Among these, peer pressure was reported to be the chief environmental factor contributing to learners' involvement in substance use.

5.4 Recommendations

Based on the findings of the study the following recommendations are proposed to alleviate or reduce substance use among learners.

- I. The government, in particular, the DoE should train educators and equip them with knowledge on how to deal with substance use by learners.
- II. The DoE can also employ specialists in the field of substance abuse who will work with educators to ensure that the problem is dealt with appropriately to create substance use free schools/environment.
- III. The DoE must develop policies aimed at dealing with substance use in schools and ensure that their effective implementation across all schools.
- IV. The DoE must collaborate with other departments and conduct awareness campaigns aimed at dealing with substance use and promoting a healthy lifestyle.
- V. Parents must be taught parenting skills and strategies to deal with substance use so that they can assist teachers in the fight against substance.
- VI. Instead of the media displaying only beneficial advertisements concerning alcohol, it must also provide education and awareness about substance use/abuse and its consequences.
- VII. Further research should be conducted on the learner's and parent's knowledge of the factors contributing to substance use.

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APPENDIX 1: Ethical certificate

**RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR**

NAME OF RESEARCHER/INVESTIGATOR:

Mr A Khosa

Student No:

15014331

PROJECT TITLE: Educators' knowledge of the factors contributing to substance use among secondary school learners in Greater Giyani Municipality, Limpopo Province.

PROJECT NO: SHS/17/PH/11/1408

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Prof NH Shilubane	University of Venda	Supervisor
Prof HA Akinsola	University of Venda	Co- Supervisor
Mr A Khosa	University of Venda	Investigator – Student

ISSUED BY:

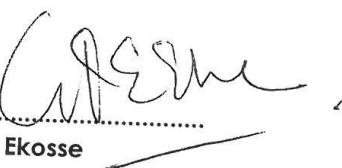
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: August 2017

Decision by Ethical Clearance Committee Granted

Signature of Chairperson of the Committee:

Name of the Chairperson of the Committee: Prof. G.E. Ekosse



UNIVERSITY OF VENDA
DIRECTOR RESEARCH AND INNOVATION
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"A quality driven financially sustainable, rural-based Comprehensive University"

APPENDIX 2: Request letter to conduct research

P O BOX 3025
Giyani
0826

The Head of Department (HOD)
Department of Education Limpopo
Private Bag x
Polokwane
0700
Dear Ms/Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered master's student in the Department of Public health at the University of Venda. My Main supervisor is Prof Shilubane and the co-supervisor is Prof Akinsola. The proposed topic of my research is: Educators' knowledge of the factors contributing to substance use among secondary school learners at Shamavunga circuit, Greater Giyani Sub-District, Limpopo Province. The objectives of the study are:

1. To assess the educators' knowledge of the psychological factors contributing to substance use among secondary school learners in Greater Giyani Municipality, Limpopo Province.
2. To describe the educators' knowledge of the socioeconomic factors contributing to substance use among secondary school learners in Greater Giyani Municipality, Limpopo Province.
3. To assess the educators' knowledge regarding the environmental factors contributing to substance use among secondary school learners in Greater Giyani Municipality, Limpopo Province.

I am hereby seeking your consent to conduct the study in Shamavunga circuit-based in Greater Giyani Sub-district. Should you require any further information, please do not hesitate to contact me or my supervisor. Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Mr. Khosa A
Student no: 15014331
Signature:
Date:.....

APPENDIX 3: Limpopo Department of Education permission letter



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF **EDUCATION**

Ref: 2/2/2 Eng: MC Makola PhD Tel No: 015 290 9448 E-mail: MakolaMC@edu.limpopo.gov.za

Khosa A
P O Box 3025
Giyani
0826

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: “EDUCATORS KNOWLEDGE OF THE FACTORS CONTRIBUTING TO SUBSTANCE USE AMONG SECONDARY SCHOOL LEARNERS IN GREATER GIYANI MUNICIPALITY, LIMPOPO PROVINCE”.
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH. KHCSA A

Gnr: 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE. 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

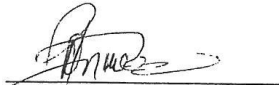
The heartland of southern Africa - development is about people!

3:8 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Ms NB Mutheiwana
Head of Department

21/08/17

Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: KHOSA A

CONFIDENTIAL

APPENDIX 4: Letter to school

Mr Khosa A
P O BOX 3025
Giyani
0826

Dear Principal,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am Khosa Aram a registered master's student in the Department of Public health at the University of Venda. My Main supervisor is Prof Shilubane and the co-supervisor is Prof Akinsola. The topic of my research is: Educators' knowledge of the factors contributing to substance use among secondary school learners in Shamavunga circuit, Greater Giyani Sub-District, Limpopo Province. The objectives of the study are:

1. To assess the educators' knowledge of the psychological factors contributing to substance use among secondary school learners in Greater Giyani Municipality, Limpopo Province.
2. To describe the educators' knowledge of the socioeconomic factors contributing to substance use among secondary school learners in Greater Giyani Municipality, Limpopo Province.
3. To assess the educators' knowledge regarding the environmental factors contributing to substance use among secondary school learners in Greater Giyani Municipality, Limpopo Province.

I am hereby seeking your consent to conduct the study in your school. Should you require any further information; please do not hesitate to contact me or my supervisor. Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Mr. Khosa A

Student no: 15014331

Signature:

Date:.....

APPENDIX 5: Mopani Department of Education Permission Letter



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION
SHAMAVUNGA CIRCUIT
MOPANI DISTRICT

Enq: Ringani TP/Rivisi T.N
Tel: 015 812 1131

12 September 2017

Mr Khosa A
P O Box 3025
Giyani
0826

Sir

PERMISSION TO CONDUCT EDUCATIONAL RESEARCH IN SHAMAVUNGA CIRCUIT.

1. The above matter bears reference.
2. Kindly note that your request for permission to conduct educational research at Secondary schools of Shamavunga circuit has been granted.
3. Thanking you in advance.


.....
CHAUKE TM
CIRCUIT MANAGER

SHAMAVUNGA CIRCUIT
DEPARTMENT OF EDUCATION
MOPANI DISTRICT, Private Bag X 9854 GIYANI, 0826
Tel 015812 1131

The heartland of Southern Africa – development is about people

APPENDIX 6: Consent letter

**DEPARTMENT OF PUBLIC HEALTH
SCHOOL OF HEALTH SCIENCES
UNIVERSITY OF VENDA**

CONSENT FORM

My name is Khosa Aram, a post graduate student at the University of Venda, Department of Public Health. I am conducting a research titled: **Educators' knowledge of the factors contributing to substance use among secondary school learners in Shamavunga circuit, Greater Giyani Sub-District, Limpopo Province.**

I would like you to participate in this study. Information obtained from you will be treated as confidential. Your participation in this study is voluntary and your decision in taking part in this study will have no negative impact in your life or health.

Researcher's signature..... date.....

Participant

I have read the content of this form and hereby voluntarily consent to participate in this study.

Participant's signature..... Date.....

For more information contact Khosa A (Researcher) - 0633359271/0720157630

APPENDIX 7: Research tool: A questionnaire

SECTION A: DEMOGRAPHIC INFORMATION

1. Which of the following positions do you occupy?

- 1. Educator
- 2. Principal

1. Which of the following age groups do you belong to?

- 1. 20 – 25 years
- 2. 26 – 30 years
- 3. 31 – 35 years
- 4. 36 – 40 years
- 5. 40 and above

3. Gender

- 1. Male
- 2. Female

4. Type of school: **Tick one only**

- 1. Private
- 2. Public

5. What is your Professional Qualification? **Tick one only**

- 1. Certificate
- 2. Diploma
- 3. Degree (e.g. Bed)

6. For how many years have you taught since you qualified as an Educator? **Tick appropriately.**

- 1. 0 – 5 years
- 2. 6 – 10 years
- 3. 11 – 15 years
- 4. 16 – 20 years
- 5. Over 20 years

7. For how many years have you taught in the current school: **Tick one only**

- | | |
|------------------|--------------------------|
| 1. 0 – 5 years | <input type="checkbox"/> |
| 2. 6 – 10 years | <input type="checkbox"/> |
| 3. 11 – 15 years | <input type="checkbox"/> |
| 4. 16 – 20 years | <input type="checkbox"/> |
| 5. Over 20 years | <input type="checkbox"/> |

SECTION B: KNOWLEDGE OF THE PSYCHOLOGICAL FACTORS CONTRIBUTING TO SUBSTANCE USE

8. Is there a substance use problem in your school? **Tick one only**

- | | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

9. What is your overall assessment of substance use in your school? **Tick one only**

- | | |
|---|--------------------------|
| 1. Nearly 100% of learners use substances | <input type="checkbox"/> |
| 2. About 80% of learners use substances | <input type="checkbox"/> |
| 3. About 60% of learners use substances | <input type="checkbox"/> |
| 4. About 40% of learners use substances | <input type="checkbox"/> |
| 5. About 20% of learners use substances | <input type="checkbox"/> |
| 6. Less than 20% learners use substances | <input type="checkbox"/> |

10. In your school which learners are more likely to use substances? **Tick one only**

- | | |
|--|--------------------------|
| 1. Boys are the main users | <input type="checkbox"/> |
| 2. Both boys and girls equally use drugs | <input type="checkbox"/> |
| 3. Girls are the main users | <input type="checkbox"/> |

11. List 5 psychological factors/reasons why learners in your school use drugs/alcohol

1. _____
2. _____
3. _____
4. _____
5. _____

12. In order of importance/seriousness, which of these 5 reasons you listed above should come first?

(Please answer question 13-16 by ticking appropriate box)

Statement	Agree	Strongly agree	Disagree	Strongly disagree
13. In your opinion, learners engage in substance use because they have low self-esteem.				
14. In your school, Learners engage in substance use because of poor self-control.				
15. In your opinion, depression influences learners to engage in substance use.				
16. In your opinion, learners who suffered from post-traumatic disorder are more likely to engage in substance use.				

SECTION C: KNOWLEDGE OF THE SOCIOECONOMIC FACTORS CONTRIBUTING TO SUBSTANCE USE

17. List 5 socioeconomic factors/reasons why learners in your school use drugs/alcohol

1. _____
2. _____
3. _____
4. _____
5. _____

18. In order of importance/seriousness, which of these 5 reasons you listed above should come first?

(Please answer question 19-22 by ticking appropriate box)

Statement	Agree	Strongly agree	Disagree	Strongly disagree
19. In your school, substances (alcohol, cigarette, dagga, etc.) are available and easily accessible?				
20. Learners who uses substances are from families with poor financial background.				
21. learners from poor financial background are more likely to use substances than those who are from good financial background				
22. parents give learners more pocket money which result in substance use				

SECTION D: KNOWLEDGE OF THE ENVIRONMENTAL FACTORS CONTRIBUTING TO SUBSTANCE USE

23. List 5 environmental factors/reasons why learners in your school use drugs/alcohol

1. _____
2. _____
3. _____
4. _____
5. _____

24. In order of importance, which of these 5 reasons you listed above should come first?

(Please answer question 13-16 by ticking appropriate box)

Statement	Agree	Strongly agree	Disagree	Strongly disagree
25. The community play a role in learner's involvement in substance use				

26. Academic environment and performance contribute to learner's involvement in substance use.				
27. In your school learners engage in substance use because of peer influence/pressure.				
28. learners whose parents used substance are more likely to engage in substance use				

Marion Pfeiffer

P73 Thesen Island

Knysna 6571

Tel: 083 590 6762

044 382 7510

imarion100@gmail.com

14 July 2018

DECLARATION OF PROFESSIONAL EDIT


Educators' knowledge of the factors contributing to substance use among secondary school learners in Greater Giyani Municipality, Limpopo Province

Name of student: Khosa Aram

(Student number: 15014331)

I declare that I have edited and proofread this document. My involvement was restricted to language usage and spelling, completeness and consistency, referencing style and formatting of headings, captions and Tables of Contents. I did no structural re-writing of the content.

Sincerely,



Marion Pfeiffer

Freelance Copy-editor and Proofreader

Intermediate Member, SfEP UK

Full member, Professional Editors Group and SAFREA

Professional
EDITORS 
Group

