

**KNOWLEDGE AND ATTITUDES REGARDING THE EFFECTS OF SUBSTANCE  
ABUSE AMONG HIGH SCHOOL LEARNERS IN THE COLLINS CHABANE  
MUNICIPALITY, LIMPOPO PROVINCE**

**By**

**MATIMBA CHARLES CHAUKE  
STUDENT NUMBER: 11620572**

**A mini-dissertation submitted in partial fulfilment of the requirement for the  
degree of Masters of Public Health at the University of Venda Department of  
Public Health, School of Health Sciences**

**Supervisor: Prof M. Maluleke  
Co-Supervisor: Mr B.S. Manganye**

**2021**

## DECLARATION

I, **MATIMBA CHARLES CHAUKE**, hereby declare that this mini-dissertation titled 'Knowledge and attitudes regarding the effects of substance abuse among high school learners in the Collins Chabane Municipality, Limpopo Province', submitted for the Masters of Public Health Degree, at the University of Venda, is my own work, and has not been previously submitted for a degree, at this or other institution. All reference materials contained herein have been duly acknowledged.

Signature  .....

Date **11/06/2021** .....

## DEDICATIONS

I would like to dedicate this study to my lovely parents, siblings and relatives who have been supporting me during my studies.

## ACKNOWLEDGEMENTS

I would like to direct my sincere thanks to the following people who through their effort and support, made it possible for me to complete this study.

- I want to thank my parent, Ms Josephina Shuma, for the love and support that you gave me throughout my studies.
- I want to thank my research supervisors, Dr M. Maluleke and Mr B.S. Manganye, for taking their time and empowering me with research knowledge. Without you, I would have not made it; may the almighty God bless you.
- I want to thank all members of the winning research team for their ideas and contributions to my work.
- I also want to thank my wife, Andani Mukwevho: thank you for your love, support and patience; you gave an enthusiasm to study and believe in God all the time.
- My gratitude also goes to Mr Bvuma: thanks for proof reading my research proposal.
- I also want to thank my friend, Mr L. Chavalala: thank you for your support and encouragement.

## ABSTRACT

Substance abuse in South Africa is dramatically increasing despite many intervention strategies. The impact of substance abuse on society has harmful health consequences, which also have an impact on the economy and the wider society. The aim of the study was to assess knowledge regarding the effects of substance abuse among high school learners in the Collins Chabane Municipality, of the Limpopo Province. A quantitative, descriptive research design was used. A purposive sampling method was used to sample participants from a school that was selected to participate in the study under the Malamulele West circuit. A self-administered questionnaire consisting of close-ended questions was used to collect data from learners. Data was analysed using the Statistical Package for Social Sciences (SPSS), version 25,0. Descriptive and inferential statistics were used during data analysis. Data was presented in charts and frequency tables. Half of the respondents were aged 14-17 years while the other half were aged 18-21, 22 years and above. Only male high school learners were selected to participate in the study, because majority of learners who misbehave towards educators due to influence of substances were male learners. Most of the respondents (46.6%) were in grade 11 while 53.4% were in grade 10 and 12. The majority (91.3%) of the high school learners knew that abuse of alcohol may lead an abuser to engage in unprotected sexual intercourse when they are under the influence. The study also found that few (34%) high school learners held negative attitude towards dagga because they indicated that dagga removes fear and boosts confidence. The study concluded that high school learners have high knowledge that abuse of alcohol, dagga and cigarettes possess many health and social difficulties such as leading a learner to perform poorly at school, and to engage in criminal activities, and contributing to lung diseases and respiratory illnesses.

The limitations which could limit the generalisability of the research results include that the study was conducted in Collins Chabane Municipality which limit the results to be generalised to all high school learners from other municipalities. The use of structured questionnaire also limited respondents who wished to elaborate more on their personal views and experiences. Female learners were not included in the study, this could have been useful in terms of comparative data across genders.

**Key words:** Attitude, Effects, Knowledge, Learner, School, Substance abuse.

## LIST OF ABBREVIATIONS AND ACRONYMS

HSRC:	Human Science Research Council
NDMP:	National Drug Master Plan
SANCA:	South African National Council on Alcoholism and Drug Dependency
SPSS:	Statistical Package for Social Sciences
UNODC:	United Nations Office on Drugs and Crime
WHO:	World Health Organisation

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>i</b>
<b>DEDICATIONS</b> .....	<b>ii</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>i</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS</b> .....	<b>ii</b>
<b>LIST OF FIGURES</b> .....	<b>i</b>
<b>LIST OF TABLES</b> .....	<b>ii</b>
<b>CHAPTER 1</b> .....	<b>1</b>
<b>ORIENTATION TO THE STUDY</b> .....	<b>1</b>
1.1. INTRODUCTION AND BACKGROUND TO THE STUDY .....	1
1.2. PROBLEM STATEMENT .....	2
1.3. SIGNIFICANCE OF THE STUDY .....	2
1.4. THE PURPOSE OF THE STUDY .....	3
1.5. THE OBJECTIVES OF THE STUDY .....	3
1.6. STUDY METHODOLOGY .....	3
1.7. DEFINITION OF CONCEPTS.....	5
1.8. THEORETICAL FRAMEWORK .....	6
1.9. CHAPTER SUMMARY.....	7
<b>CHAPTER 2</b> .....	<b>8</b>
<b>LITERATURE REVIEW</b> .....	<b>8</b>
2.1. INTRODUCTION .....	8
2.2. BACKGROUND OF SUBSTANCE ABUSE .....	8
2.3. PREVALENCE OF SUBSTANCE USE.....	8
2.4. HIGH SCHOOL'S LEARNERS' KNOWLEDGE AND ATTITUDES REGARDING THE EFFECTS OF SUBSTANCE ABUSE .....	9
2.4.1. High school learners' knowledge regarding the effects of alcohol.....	9
2.4.2. High school learners' knowledge regarding the effects of dagga .....	9
2.4.3. High school learners' knowledge regarding the effects of cigarettes.....	10
2.4.4. High school learners' attitudes towards alcohol, dagga and cigarettes .....	10
2.6. CONCLUSION .....	11
<b>CHAPTER 3</b> .....	<b>12</b>
<b>RESEARCH METHODOLOGY</b> .....	<b>12</b>
3.1. INTRODUCTION .....	12
3.2. RESEARCH APPROACH.....	12
3.3. RESEARCH DESIGN .....	12
3.4. STUDY SETTING.....	12
3.5. STUDY POPULATION AND SAMPLING .....	13
3.6. SAMPLING METHOD.....	13

3.7. DATA COLLECTION INSTRUMENT .....	15
3.8. PRE-TEST OF THE INSTRUMENT.....	17
3.10. DATA COLLECTION PROCESS.....	18
3.11. DATA ANALYSIS .....	18
3.12. ETHICAL CONSIDERATIONS .....	18
3.13. DISSEMINATION OF RESULTS .....	19
3.14. CHAPTER SUMMARY .....	20
<b>CHAPTER 4 .....</b>	<b>21</b>
<b>ANALYSIS, PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS.....</b>	<b>21</b>
4.1 INTRODUCTION.....	21
4.2 DEMOGRAPHIC INFORMATION OF RESPONDENTS .....	21
4.3 KNOWLEDGE REGARDING THE EFFECTS OF ALCOHOL .....	23
4.4 KNOWLEDGE REGARDING THE EFFECTS OF DAGGA .....	26
4.5 KNOWLEDGE REGARDING THE EFFECTS OF CIGARETTES .....	28
4.6 ATTITUDES REGARDING ALCOHOL, DAGGA AND CIGARETTE S.....	30
4.7 DISCUSSION OF THE RESULTS.....	31
4.8 SUMMARY .....	34
<b>CHAPTER 5 .....</b>	<b>35</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>35</b>
5.1 INTRODUCTION .....	35
5.2 RESEARCH DESIGNS AND METHODS.....	35
5.3 SUMMARY .....	35
5.4 LIMITATIONS OF THE STUDY .....	37
5.5 CONCLUSION.....	38
5.6 RECOMMENDATIONS .....	38
5.7 CONCLUSION OF THE STUDY.....	39
4. REFERENCES.....	40
<b>Annexure 1: RESEARCH INSTRUMENT .....</b>	<b>48</b>
<b>Annexure 2: RESPONDENT INFORMATION SHEET .....</b>	<b>52</b>
<b>Annexure 3: CONSENT FORM .....</b>	<b>53</b>
<b>Appendix 4: ASSENT FORM.....</b>	<b>58</b>
<b>Annexure 5: LETTER TO THE DEPARTMENT OF EDUCATION .....</b>	<b>60</b>
<b>Annexure 6: LETTER TO SCHOOL PRINCIPAL .....</b>	<b>61</b>
<b>Annexure 7: ETHICAL CLEARANCE.....</b>	<b>62</b>
<b>Annexure 8: APPROVAL LETTER FROM LIMPOPO DEPARTMENT OF EDUCATION .....</b>	<b>63</b>
<b>Annexure 9: APPROVAL LETTER UNIVERSITY HIGHER DEGREE COMMITTEE ..</b>	<b>65</b>



## LIST OF FIGURES

<b>FIGURE 4.1:</b> AGE DISTRIBUTION OF RESPONDENTS .....	22
<b>FIGURE 4.2:</b> SCHOOL GRADES DISTRIBUTION OF RESPONDENTS .....	22
<b>FIGURE 4.3:</b> RESPONDENTS' RESPONSES ON WHETHER THEY HAVE EVER RECEIVED INFORMATION REGARDING THE EFFECTS OF ALCOHOL .....	23
<b>FIGURE 4.4:</b> RESPONDENTS' RESPONSE ON WHETHER ABUSE OF ALCOHOL LEAD TO POOR SCHOOL WORK .....	24
<b>FIGURE 4.5:</b> RESPONDENTS' RESPONSE ON WHETHER ABUSE OF ALCOHOL LEAD TO SCHOOL DROP-OUT.....	25
<b>FIGURE 4.6:</b> RESPONDENTS' RESPONSE ON WHETHER ABUSE OF ALCOHOL LEAD TO UNPROTECTED SEX PRACTICES.....	25
<b>FIGURE 4.7:</b> RESPONDENTS' RESPONSE ON WHETHER THEY EVER RECEIVED INFORMATION REGARDING EFFECTS OF DAGGA .....	26
<b>FIGURE 4.8:</b> RESPONDENTS' RESPONSE ON WHETHER PEOPLE WHO ABUSE DAGGA ARE AT RISK OF SEEING THINGS WHICH OTHER PEOPLE CANNOT SEE.....	27
<b>FIGURE 4.9:</b> RESPONDENTS' RESPONSE ON WHETHER DAGGA ABUSERS CAN ENGAGE THEMSELVES IN CRIMINAL ACTIVITIES .....	27
<b>FIGURE 4.10:</b> RESPONDENTS' RESPONSE ON WHETHER ABUSE OF DAGGA DISTURBS A LEARNER FROM THINKING WELL.....	28
<b>FIGURE 4.11:</b> RESPONDENTS' RESPONSE ON WHETHER THEY HAVE EVER RECEIVED INFORMATION REGARDING THE EFFECTS OF CIGARETTES .....	29
<b>FIGURE 4.12:</b> RESPONDENTS' RESPONSE ON WHETHER SMOKING CIGARETTES CHANGE THE COLOUR OF TEETH .....	30

## LIST OF TABLES

<b>TABLE 3.1:</b> POPULATION FRAME .....	14
<b>TABLE 3.2:</b> SAMPLING FRAME.....	14
<b>TABLE 4.1:</b> RESPONDENTS' RESPONSE ON WHETHER SMOKING CIGARETTES CAUSE TUBERCULOSIS.....	29
<b>TABLE 4.2:</b> RESPONDENTS' RESPONSE ON ATTITUDES TOWARDS SUBSTANCE ABUSE .....	31

## CHAPTER 1

### ORIENTATION TO THE STUDY

#### 1.1. INTRODUCTION AND BACKGROUND TO THE STUDY

Substance abuse is one of the major challenges facing South Africa today. Many people abuse alcohol as a substance. Substance abuse has been defined as the misuse and abuse of illegal substances such as nicotine, alcohol, over-the-counter drugs, prescribed drugs, alcohol concoction, indigenous plants, solvents and inhalants as well as the use of illicit drugs (Matlakala, & Makhubele, 2019).

Statistics by the World Health Organization (WHO) (2018) show that at least 15.3 million people have drug use disorders worldwide. This means that those who do drink consume, on average, 17 litres of pure alcohol annually. Furthermore, on average every person in the world aged 15 years or older drinks 6.2 litres of pure alcohol per year (World Health Organization, 2019).

In 2012, about 3.3 million net deaths, or 5.9% of all global deaths, were attributed to alcohol consumption (World Health Organization, 2019). There are significant sex differences in the proportion of global deaths attributed to alcohol, for example, in 2012, 7.6% of deaths among males and 4% among females were attributed to alcohol. There is also wide geographical variation in the proportion of alcohol-attributed deaths and disability adjusted life years, with the highest alcohol-attributed fractions reported in the European region (WHO, 2018).

In a study conducted in the Western Cape, South Africa, among grade 8-10 learners, 66% reported lifetime use of alcohol, 47.4% of tobacco, and 23.6% of Cannabis/Dagga (Morojele, et al., 2014). Cannabis has been cited as the world's most widely used substance. It is estimated that there are between 119 and 224 million Cannabis users worldwide (UNODC, 2015).

The World Drug Report (2015), confirms that the key impact of illicit drug use on society is harmful health consequences (UNODC, 2015). Furthermore, Van Niekerk (2016) points out that use of dagga increases the prevalence of infectious diseases among drug users, cardiovascular dysfunction, lung disease, kidney function impairment.

The increase in dagga use is likely to have a negative impact on adolescents. Adolescents who use substances such as alcohol, tobacco and dagga are disproportionately more involved in criminal activities. It also put them at high risk of being injured in road accidents and engage in unprotected sex (Van Niekerk, 2016).

In a study conducted in the Vhembedzi Circuit of the Limpopo Province, it was found that the majority of learners who were abusing substances were males. The majority of the learners attested that substances could be easily obtained in their communities or villages. The study also found that most of the learners that abuse substances started during the adolescent stage. Easy access to substances in the communities may hinder the eradication of substance abuse amongst teenagers (Tshitangano & Tosin, 2016).

## **1.2. PROBLEM STATEMENT**

The researcher is a social worker who was in an internship program at the Department of Social Development from 2016 to 2017. His duties there involved conducting substance abuse awareness campaigns in schools. During these awareness campaigns, the researcher observed that some learners smoke Dagga behind restrooms, which affected their academic performance negatively.

These observations are supported by the study conducted by Tshitangano and Tosin (2016) which found that the majority (68%) of the learners knew that substance abuse is dangerous to their health. Another study, conducted by Ndetei, et al., (2010) found that three quarters of the students were aware that drugs were dangerous to their health and the majority (78.6%) indicated that drug users need help to quit substance use. However, in the Collins Chabane Municipality, there are limited studies that have focused on knowledge regarding the effects of substance abuse among high school learners. This has prompted the researcher to conduct this study on knowledge regarding the effects of substance abuse among high school learners in the Collins Chabane Municipality of the Limpopo Province in South Africa.

## **1.3. SIGNIFICANCE OF THE STUDY**

The study findings may add to the existing information about knowledge regarding the effects of substance abuse. The study findings might be of benefit to the policy

developers, as it will provide them with information about knowledge regarding the effects of substance abuse among high school learners. The findings may also help the Departments of Health, Social Development and Education to plan for effective strategies that can fight against substance abuse.

Other future researchers might also benefit from the study, as it will serve as a basis for future research studies within the field through its recommendation.

#### **1.4. THE PURPOSE OF THE STUDY**

The purpose of this study was to assess knowledge and attitude regarding the effects of substance abuse among high school learners in the Chabane Municipality of the Limpopo Province.

#### **1.5. THE OBJECTIVES OF THE STUDY**

The study was guided by the following objectives:

- To assess knowledge of high school learners in the Chabane Municipality of the Limpopo province regarding the effects of substance abuse.
- To determine the attitudes of high school learners in the Chabane Municipality of the Limpopo province towards substance abuse.

#### **1.6. STUDY METHODOLOGY**

##### **1.6.1. Research Design**

Babbie & Mouton (2016) define research design as a plan or blueprint of how the researcher intends to conduct the study in order to bring solutions to the research problem.

Since the study is focusing on the knowledge and attitude of high school learners regarding the effects of substance abuse, the following research approaches were used in the study: quantitative, cross-sectional descriptive and contextual. The designs will be discussed in detail in chapter 3.

### **1.6.2. Setting of the Study**

This study was conducted in Collins Chabane Municipality, which is located in the Limpopo province. Limpopo is one of the nine provinces in South Africa, which consist of five Districts, namely the Vhembe District, Mopani District, Sekhukhune District, Capricorn District and Waterberg District. The Vhembe District is situated in the north of the Limpopo province. It has an estimated population of about 1 232 218 to 1 302 113, with 53.3% being females and 46.7% males. A detailed description of the study setting will be outlined in chapter 3.

### **1.6.3. Population and Sampling**

#### **1. Target population**

The population targeted for this research study, consisted of high school learners who are from the Collins Chabane Municipality in the Vhembe district of the Limpopo province.

#### **2. Sampling method**

The site and school where data was collected were sampled through purposive sampling, and learners were sampled through stratified random sampling. The detailed sampling procedure will be explained in chapter 2.

### **1.6.4. Data Collection**

Data was collected from high school learners through self-administered questionnaires which the researcher distributed to the learners in their school and classrooms where they receive their lessons.

### **1.6.5. Data Analysis**

Descriptive statistics was used to analyse data in the study. Data was presented in the form of bar charts and frequency tables. The Chi-square test was used to determine the relationship between attitudes and knowledge of effects regarding the effects of substance abuse and demographic factors such as age, grade and religion.

### **1.6.6. Validity and reliability of the study**

In order to ensure validity of the findings, construct validity was used by ensuring that the instrument is consistent with other instruments that have been used in other similar studies. Content validity was used by ensuring that the instrument covers all the study objectives.

### **1.6.7. Ethical Consideration**

The following ethical principles were adhered to during the study; the principles will be explained in full in chapter 3:

1. Permission to Conduct the Study
2. Confidentiality
3. Voluntary participation
4. Informed Consent

## **1.7. DEFINITION OF CONCEPTS**

### **1.7.1. Attitude**

Attitude means the view or feelings that one hold about something, expressed through actions (Kabikira, 2010). For the purpose of this study, attitude refers to how learners view or feel about substance abuse.

### **1.7.2. Effect**

Effect refers to the influence a subject has on an object (Brown, McLean, & McMillan, 2018). For the purpose of this study, the effects are conditions (physical or psychological) which appear after using drugs.

### **1.7.3. Knowledge**

Knowledge refers to what someone knows about a specific subject (Rundell, 2006). For the purpose of this study, knowledge means the information that learners have about the effects of substance abuse.

#### **1.7.4. Learner**

It refers to any person receiving education (Rankakane & Mulaudzi, 2018). For the purpose of this study, learners are all pupils from grade 10 to grade 12 in all schools in the Collins Chabane Municipality of the Limpopo province in South Africa. Only male learners participated in the study.

#### **1.7.5. School**

School refers to a public school or an independent school which enrolls learners in one or more grades from grade R (Reception) to grade twelve (Department of Basic Education). For the purpose of this study, a school refers to public high school situated in the Collins Chabane Municipality.

#### **1.7.6. Substance abuse**

Substance abuse refers to the improper, excessive, irresponsible, or self-damaging use of addictive substances (Reber and Reber, 2001). For the purpose of this study, substance abuse means alcohol misuse or abuse by learners that exposes them to wrong behaviours within and out the school.

### **1.8. THEORETICAL FRAMEWORK**

#### **Social constructivism**

This study will be conceptualised within a social constructivism theory. Social constructivism believes that learning is an active process and learners construct new ideas or concepts based on current and previous learning. Learning consists of both constructing meaning and constructing system of meaning. The goal of this theory is to encourage knowledge information and encourage metacognitive processes for judging organizing and acquiring information (Meyer, Moore, and Viljoen, 2008).

The theory is relevant to the study because it will reveal the knowledge regarding the effects of substance abuse of high school learners and their attitudes towards substance abuse of high school learners regarding.



## 1.9. CHAPTER SUMMARY

In this chapter, the following were presented: Introduction and background of the study based on the knowledge and attitudes of high school learners regarding the effects of substance abuse, statement of the problem, significance of the study, aim of the study, objectives of the study, brief description of methodology that was adopted in the study, definition of concepts, as well as the theoretical framework in which the study was conceptualised. Chapter 2 of study will present detailed description of the research designs and methodologies used in the study.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. INTRODUCTION

This chapter discusses the background of substance abuse, knowledge of high school learners regarding the effects of substance abuse, attitudes towards substance abuse, practices regarding substance abuse, effects of substance abuse, and finally, the South African legislative framework on substance abuse.

#### 2.2. BACKGROUND OF SUBSTANCE ABUSE

Substance abuse among youths is a phenomenon that affects many countries worldwide, including South Africa (Manu, Maluleke and Douglas, 2017). Substance abuse is currently common among school learners. This is supported by a study conducted by Moodley, Matjila, and Moosa (2012), who affirm that the prevalence of alcohol use for one month was 18.1% of the 146 learners who had reported alcohol use in the previous month, 75 (51.4%) exhibited a binge-drinking pattern (5 or more drinks on a single day) on at least one day in the previous month. In the attempt to curb substance, abuse in schools, the South Africa Department of Basic Education has launched substance use programmes through the subject of life orientation, that create awareness among learners about substance abuse and its dangers (Manu, Maluleke and Douglas, 2017).

#### 2.3. PREVALENCE OF SUBSTANCE USE

Substance abuse among the youth continues to constitute a major problem facing the world. During 2012, it was estimated that globally, between 162 million and 324 million of the world population, aged 15-64, used an illegal drug. These drugs include cannabis, opioids, cocaine and amphetamine-type stimulants (UNODC, 2014).

There are an estimated 15.5 million substance-dependent users worldwide, and Southern sub-Saharan Africa is one of the regions most affected (West and Brown, 2013). However, reliable and comprehensive information on the drug situation in Africa is not available. Africa is also known for its role as a transit area for drugs (UNODC, 2014). Moreover, based on the latest available responses to the annual report questionnaire,

South Africa is believed to be a major consumer market obtaining its heroin supply from South-west Asia via East Africa and Middle East (Ngcobo, 2019).

In South African, expert perceptions are that there has been an increase in the use of heroin and methamphetamines and a decrease in the use of crack cocaine, with the use of other drugs being stable (UNODC, 2014). Furthermore, Statistics released by the South African National Council on Alcoholism and Drug Dependence (SANCA) in 2012 show that the major trend over the previous seven years is that the percentage of clients treated for alcohol as a primary substance had decreased from 49% in 2006/7 to 31%, which is equal to dagga in the 2012/13 reporting year (Mahlangu, & Geyer, 2018).

## **2.4. HIGH SCHOOL'S LEARNERS' KNOWLEDGE AND ATTITUDES REGARDING THE EFFECTS OF SUBSTANCE ABUSE**

### **2.4.1. High school learners' knowledge regarding the effects of alcohol**

A study conducted by Berretta, et al., (2018) revealed that a majority (89,5%) of secondary school students knew that drinking alcohol during pregnancy causes health complications to the unborn child. Similarly, a study conducted by Nkambule, Bhayat, and Madiba (2018) found that learners had enough knowledge regarding the harmful effects of alcohol on the liver, violence, child neglect and abuse. Moreover, the study found that learners had inadequate knowledge that drinking alcohol may contribute to hypertension, diabetes and cancer.

Scalese, et al., (2017) found that high school adolescents knew about many consequences of drinking alcohol which include experiencing physical fights and being involved in accidents while driving on the roads. The study also pointed out that high school adolescents knew that when under the influence of alcohol, they may end up engaging in sexual intercourse without protection.

### **2.4.2. High school learners' knowledge regarding the effects of dagga**

A study conducted by Grigsby, et al., (2018) found that students knew that using dagga (cannabis) and alcohol can contribute to learners missing school and leading to poor school performance. The study further revealed that students knew that using dagga may lead the user to sell their personal items and to housebreaking to get money to buy dagga

and contribute to non-condom use amongst male students during sexual intercourse. Van Niekerk (2016) articulates that participants acknowledged that dagga use has negative effects on the family such as domestic violence.

On the contrary, Brooks-Russell, et al., (2019) established that adolescents denied that there are negative consequences related to dagga, as well as parental disapproval against their children who use dagga. Another study by Stojanović, et al., (2017) revealed that students agreed that there are therapeutic benefits from using dagga.

#### **2.4.3. High school learners' knowledge regarding the effects of cigarettes**

Buzdar, et al., (2018) state that the majority (97,6%) of their sample knew that cigarette contains harmful effects, while (98,5%) knew that smoking cigarettes can cause throat infections, heart disease and lung cancer. Furthermore, the study revealed that the majority (71,2%) of the participants knew that cigarette smoking may cause the smoker to lose weight while (98,5%) agreed that it contributes to the asthma. On the other hand, Pedersen, et al., (2016) found that learners in their study considered tobacco as the most harmful in relation to bodily harm and dependence.

Rohde, et al., (2018) found that the majority (83%) of the learners in their sample knew about many health risks of e-cigarettes, regardless of whether they have used them or not, such as it containing addictive nicotine. Furthermore, the study revealed that few (49%) knew that e-cigarette may damage teen brain development and 45% knew that e-cigarette liquid is made from tobacco. On the other hand, a study by Krenik-Matejcek, Monson and Cooper (2017) on Hookah smoking, found that learners agreed that hookah smoking is socially acceptable to participants and 43% of the learners reported that hookah smoking has relaxation benefits.

#### **2.4.4. High school learners' attitudes towards alcohol, dagga and cigarettes**

In a study by Buzdar, et al., (2018) it was reported that most (62,9%) of their learners believe that smoking cigarettes assist the smoker to feel comfortable while celebrating and making presentations during parties, school or other social gatherings. Furthermore, the study reported that the majority (71,2%) of learners believe that reading a label on cigarette packets may assist in decreasing the number of smokers, while 91,7% believe

that cigarette smoking can only harm the smoker if they smoke 10 to 15 cigarettes per day.

Another study by Krenik-Matejcek, Monson, and Cooper, (2017) asserts that most (69%) learners believe that hookah smoking has positive social benefits such as making the smoker gain popularity. Results of a study by Roditis, et al., (2016) indicate that adolescents believe that dagga is more socially acceptable and is less risky than cigarettes, and also believe that dagga aids with concentration.

The study by Van Niekerk (2016) reports that adolescents think that dagga is safe to use and it is best to use it for relaxation as well as for socialisation. Learners believe that e-cigarettes are more addictive as compared to r-cigarettes (Almehmadi, et al., 2019). The study by Montesh, et al., (2015) reveals that few (11,4%) grade 10 learners believe that drugs such as alcohol create fun, and 9,33% believe that drugs reduce stress.

## **2.6. CONCLUSION**

This chapter has reviewed some of the literatures that was available regarding high school's learners' knowledge and attitude regarding the effects of substance abuse. Chapter 3 describes the research design and method that was used in this study.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1. INTRODUCTION

This chapter presents the study's methodology. It comprises of the research approach, the study setting, study population, sampling process, research instrument, validity and reliability, data collection, data analysis, and ethical considerations.

#### 3.2. RESEARCH APPROACH

A quantitative approach was suitable for this study, because the purpose is to determine knowledge and attitudes regarding the effects of substance abuse among high school learners in the Collins Chabane Municipality, Limpopo Province. The researcher chose a quantitative approach because it enabled him to quantify the knowledge regarding the effects of substance abuse.

#### 3.3. RESEARCH DESIGN

Babbie and Mouton (2016) define research design as a plan or blueprint of how the researcher intends to conduct the study in order to bring solutions to the research problem.

A cross-sectional descriptive design was used in this study, through self-report questionnaires, to investigate knowledge regarding the effects of substance abuse among high school learners in the Collins Chabane Municipality, Limpopo Province.

The researcher chose a cross-sectional descriptive design because it enabled him to assess knowledge regarding the effects of substance abuse and describe the attitudes of high school learners towards substance abuse.

#### 3.4. STUDY SETTING

According to Bhattacharya (2012), a research setting can be viewed as the physical, social, and cultural site in which the researcher conducts a study. This study was conducted in Collins Chabane Municipality at Ximunwani High School situated in Phaphazela Village. The school is under the Malamulele West Circuit of the Collins

Chabane Municipality. It has 986 learners, where 527 are males and 459 females, and offers education from grade 8 to 12. The researcher selected Ximunwani High School because he believes that it is a good site for the study because it is surrounded by many different villages whose children attend the school. The researcher had also conducted substance abuse campaigns in this school in the past. According to the Principal of the school, there have been several cases of learners who were found with dagga and cigarettes, and some smelling of alcohol on school premises. Contributory factors to this behaviour by learners are the availability of many taverns which are near Ximunwani high school.

### **3.5. STUDY POPULATION AND SAMPLING**

#### **POPULATION**

A population is a study object and consists of individuals, groups, organisations, human products and events or the conditions to which they are exposed (Welman, Kruger and Mitchell, 2005). In this study, the target population were male high school learners from the Collins Chabane Municipality. The researcher chose male learners because they were the learners reported to abuse substances in schools. The accessible population were male high school learners in grade 10, 11 and 12 at Ximunwani High School.

#### **3.6. SAMPLING METHOD**

Etikan and Bala (2017) defines sampling as a process of extracting a sample from a population. In this study, purposive sampling was used for selecting education circuit while Slovin's formula was used to calculate sample size from the population size. See below:

##### **3.6.1. Sampling of circuit**

The Collins Chabane Municipality consists of two education circuits, namely, Malamulele West Circuit and Malamulele Central Circuit. For the purpose of this study, Malamulele West Circuit was purposively selected to be part of the study because it has the highest number of schools within the Collins Chabane Municipality, and Ximunwana High School that has a high number of learners was selected.

**Table 3.1: Population frame**

**Distribution of male high school learners according to grades (10, 11 & 12) at Ximunwana Secondary School**

<b>Grade</b>	<b>Number of Male learners</b>
<b>10</b>	<b>204</b>
<b>11</b>	<b>103</b>
<b>12</b>	<b>152</b>
<b>Total</b>	<b>459</b>

**Source: Mbhazima Mabasa (Malamulele West Circuit manager)**

### **3.6.2. Sampling of study participants**

For the purpose of this study, a total population sampling technique was applied to sample the participants, wherein all male learners from grade 10, 11 and 12 were selected. The reason for using total population sampling is that the total number of learners is 278. Therefore, the population is well defined. The reason of choosing male learners from these grades is because only male learners were observed by the researcher abusing substances.

**Table 3.2: Sampling frame**

<b>Grade</b>	<b>Number of Male learners</b>	<b>Sample size per grade</b>
<b>10</b>	<b>204</b>	<b>95</b>
<b>11</b>	<b>103</b>	<b>48</b>
<b>12</b>	<b>152</b>	<b>71</b>
<b>Total</b>	<b>459</b>	<b>214</b>



$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{459}{1 + (459)(0.05^2)}$$

$$n = \frac{459}{2,14}$$

$$n = 214$$

The total sample size of the study was calculated using Slovin's formula above. The population size which make sum of 459 was added with value 1 and multiplied by level of error  $0.05^2$ . Then after, the population size which is denominator was divided by the numerator obtained after adding population size with the value 1 and multiplying with  $0.05^2$ .

### **Inclusion criteria**

In order for learners to be included and take part in this study, they were supposed to be attending school at Ximunwani High School and be attending grades 10, 11 and 12.

### **3.7. DATA COLLECTION INSTRUMENT**

A research instrument is the tool utilized by researchers for gathering information (Chia-Chien and Brian, 2012). The researcher used a self-administered questionnaire to collect data as it can be used to collect data from a large group of participants. The following elements were followed while developing the questionnaire:

#### **Technicality of the questionnaire**

The items on the questionnaire were close-ended questions and were developed by the researcher after an extensive review of literature. The instrument has been developed in English with the hope that respondents, being high school learners, are proficient in the English language and they were able to understand the questions.

- **Reliability**

According to Brink (2016), reliability of data-collection instruments is the degree to which the instrument can be depended upon to yield consistent results if used repeatedly over

time on the same person or used by two researchers and refers to the accuracy and consistency of information obtained in the study.

In this study, the reliability of the instrument was established through the pre-test. The instrument was administered to one group of respondents twice or more at different times to check if the instrument would yield the same results. After the test-retest, the instrument was edited. The same questionnaires were used with all groups that were involved in the study. It was also used the same way for all respondents.

### **Design of a questionnaire**

- **Face Validity**

According to Brink (2016), face validity refers to whether the instrument appears to measure what it is supposed to measure, based on an intuitive judgment made by experts in the field.

The questionnaire was presented to the supervisors, at a departmental seminar, and to the higher degrees' committee, to assess its appropriateness. The instrument was modified according to the feedback received. The instrument met the objectives, since questions in all sections were meant to determine knowledge regarding effects of substance abuse, and to determine attitudes towards substance abuse in the Collins Chabane Municipality.

- **Content validity**

Content validity is an assessment of how well the instrument represents all the components of the variable to be measured (Brink, 2016).

To test for content validity, the questionnaire was constructed after an extensive literature review. The instrument was presented at several research seminars, to evaluate the content validity. Among the panel, were supervisors and lecturers from the Department of Health Sciences. The feedback was used to modify the instrument.

Finally, the researcher was objective and did not allow subjective feelings and thoughts to influence the content of the questionnaire, to prevent bias.

## **Format and content of the questionnaire**

The questionnaire consisted of the following five sections:

- **Section A**

This section is comprised of demographic information of the respondents such as age, school grade. Demographic information plays an important role in determining the level of knowledge of high school learners regarding the studied phenomenon.

- **Section B**

Section B covered questions which were assessing knowledge of high school learners regarding the effects of alcohol. It is consisting of four questions which required yes or no as a respond.

- **Section C**

In this section, the questions were assessing knowledge of high school learners regarding the effects of dagga. it is comprised of four questions which required the respondent to reply yes or no.

- **Section D**

In this section, questions were formulated to assess the knowledge of high school learners regarding the effects of cigarette. It encompasses three questions which required the respondents to give yes or no as an answer.

- **Section E**

In this section, questions were aimed at determining the attitude of high school learners towards dagga, cigarette and alcohol. there are five questions which required the respondents to select from agree, strongly agree, disagree and strongly disagree as the respond.

### **3.8. PRE-TEST OF THE INSTRUMENT**

According to Polit and Beck (2012), a pre-test is the trial administration of a newly developed instrument to identify flaws or assess time required for the collection of data. The reason for pre-testing is to check if the questionnaire will be understood by the respondents and if they will be able to answer the questions correctly.

The instrument was pre-tested on 10% of the learners who did not take part in the main study, but shared the same characteristics as the main study population. Consent was obtained before undertaking the pre-test. The completed questionnaires were presented to the supervisor and colleagues in a workshop for validity and gaps to be identified.

### **3.10. DATA COLLECTION PROCESS**

The researcher first applied for ethical clearance. After obtaining ethical clearance, he wrote a letter to the Department of Education's provincial office to ask for permission to conduct the study. Permission from the circuit and the school principal was also sought. Before visiting the school, the researcher first asked the principal for the best time that would not disturb the smooth-running of the school. During data collection, questionnaires were administered in classrooms. The respondents filled in the questionnaires, which comprised of five sections, while the researcher was waiting to provide support, answer questions and provide clarity where respondents did not understand.

### **3.11. DATA ANALYSIS**

Flick (2013), defines data analysis as the way towards bringing order, structure and sense out of the mass of assembled data.

With an assistance of the statistician, data was analysed through descriptive statistics using Statistical Package for Social Sciences (SPSS) software version 25.0. Data was presented and analysed through graphs, charts, frequency tables and conclusions were drawn from the results.

### **3.12. ETHICAL CONSIDERATIONS**

#### **3.12.1. Permission to Conduct the Study**

The research proposal was presented to the Department of Public Health, School of Health Sciences Higher Degree Committee, and submitted to the University Higher Degree Committee for approval. The proposal was also submitted to the University Ethics Committee for ethical clearance. The researcher asked for consent to conduct the study from the Department of Education and schools. Consent was also sought from the school principal. Assent and consent forms was read to the respondents and they were advised to only sign it if they understand and agree with the information contained.

### **3.12.2. Confidentiality**

Confidentiality is a research project guarantee when the researcher can identify given persons' responses but promises not to do so publicly (Babbie and Mouton, 2009). The information that was obtained in the course of the study was kept confidential. The researcher did not disclose the information to anyone without permission. Lastly, the information that was gathered from respondents was locked at a safe place, where no other person could access it.

### **3.12.3. Voluntary participation**

According to Babbie and Mouton (2001), voluntary participation refers to a norm that applies to social research which says no one should be forced to participate. Therefore, in this study, the researcher did not force any respondent to be part of the study, but he informed potential participants about the right to withdraw from participating at any time and the researcher considered only those who were willing to participate in the study.

### **3.12.4. Informed Consent**

Informed consent is when the researcher obtains the necessary permission from the respondents after they have been thoroughly and truthfully informed about the study's purpose (De Vos, Strydom, Fouche and Delpont, 2013).

In this study, participants were informed about what the study was about and what characteristics that qualify respondents to form part of the study. The respondents were also given an explanation about the aim and the objective of the study. Respondents were made aware of the rules and regulations of the research before they take a final decision. The researcher ensured that consent is also made in writing and distributed to each and every respondent when the purpose and goals of the study have been explained. For respondents who were minors during the time of conducting the study, their parents or legal guardians were asked to give consent on their behalf.

## **3.13. DISSEMINATION OF RESULTS**

The final copy of the dissertation will be submitted to the University of Venda library for referencing by future researchers. A soft copy will be submitted to the Department of Education. The results of the study will be presented at conferences, internationally, nationally as well as locally.

### **3.14. CHAPTER SUMMARY**

This chapter of the study presented the following aspects: the design of the study, the setting in which the study was conducted, the population sample and sampling procedures that were used to select the participants, the method which was used to collect data from the high school learners, measures which were adopted to ensure reliability and validity of the study findings, and ethical principles that were adhered to during the study. Chapter 4 will present the discussion of the results of the study.

## CHAPTER 4

### ANALYSIS, PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

#### 4.1 INTRODUCTION

Chapter three discussed the methodology of the study and chapter four presents the findings of the study. Responses from study respondents were compiled into frequency tables and converted into percentages and presented in charts, bar graphs and tables. This was done to facilitate easy analysis and understanding of data of the study that sought to determine knowledge and attitudes regarding the effects of substance abuse among male high school learners in the Collins Chabane Municipality, Limpopo Province.

Data is presented and discussed based on the study specific objectives and results related to specific study objectives are presented in the subsequent sections. Two hundred and six (206) questionnaires were distributed to respondents who consented to participate in the study and all the questionnaires were satisfactorily filled in and returned, thus the response rate was 100%.

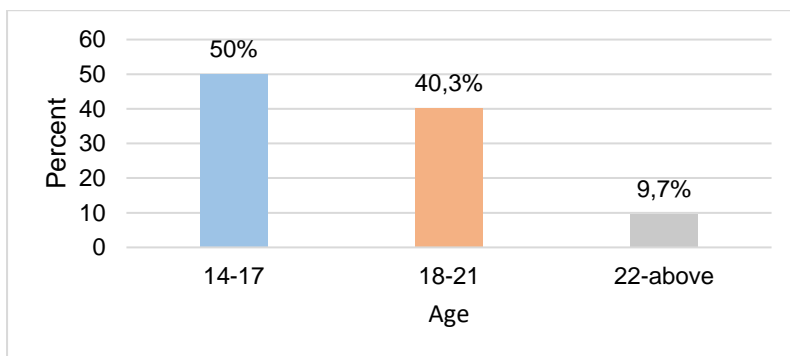
#### 4.2 DEMOGRAPHIC INFORMATION OF RESPONDENTS

In order to gather demographic information of study respondents, two questions on issues such as age and grade that the respondent is attending were asked. They are presented separately below.

## 4.2.1 Respondents demographic information

### 4.2.1.1 Age of respondents

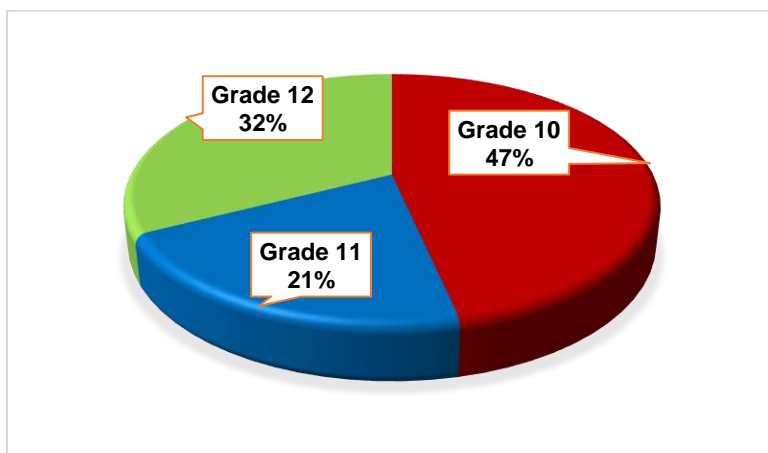
Out of a total of 206 respondents, 103 (50%) were aged 14-17 years, 83 (40.3%) were aged 18-21 years, and 20 (9.7%) were aged 22 and above. These findings are illustrated in figure 4.1.



**Figure 4.1:** Age distribution of respondents (N=206)

### 4.2.1.2 Grade of respondents

The study findings show that 96 (46.6%) of the study respondents were in grade 10, while 43 (20.9%) were in grade 11 and 67 (32.5%) of the respondents were in grade 12. These findings are illustrated in figure 4.2.



**Figure 4.2:** School grades distribution of respondents (N=206)



### 4.3 KNOWLEDGE REGARDING THE EFFECTS OF ALCOHOL

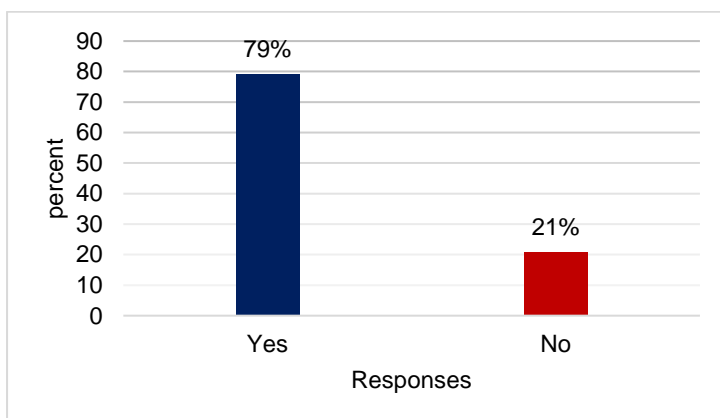
In order to gather data on knowledge of respondents regarding the effects of alcohol, four questions were asked, namely:

- Have you ever received information regarding the effects of alcohol?
- Can abuse of alcohol lead to poor schoolwork?
- Can abuse of alcohol lead to school drop-out?
- Is it true that when a learner is drunk on alcohol it can lead them to practice unsafe sex?

The results are presented separately below.

#### 4.3.1 Have you ever received information regarding the effects of alcohol?

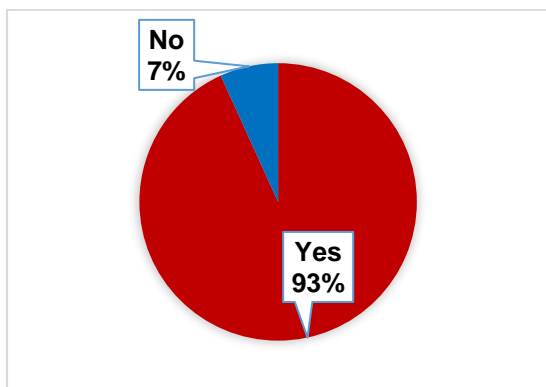
Figure 4.3 shows that majority, 163 (79.1%), of the study respondents indicated that they have received information regarding the effects of alcohol, while a few of them, 43 (20.9%), indicated that they have not received any information regarding the effects of alcohol..



**Figure 4.3:** Respondents' responses on whether they have ever received information regarding the effects of alcohol (N=206)

### 4.3.2 Can abuse of alcohol lead to poor school work?

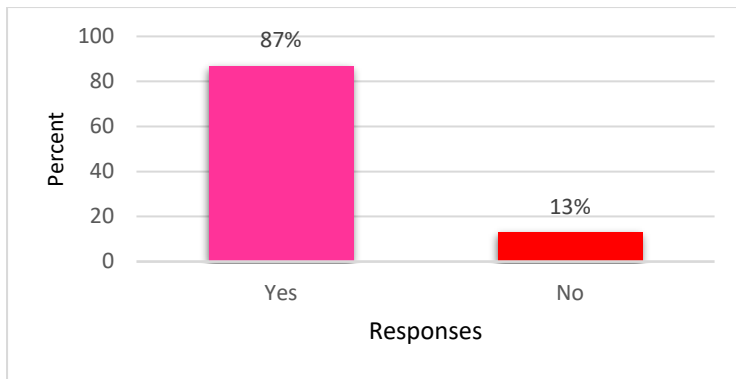
The study findings revealed that the majority, 192 (93.2%), of the study respondents agreed that abuse of alcohol can lead to poor school work, while very few of them, 14 (6.8%), disagreed that it could lead to poor school work. These findings are depicted in the figure 4.4.



**Figure 4.4:** Respondents' response on whether abuse of alcohol lead to poor school work (N=206)

### 4.3.3 Can abuse of alcohol lead to school drop out?

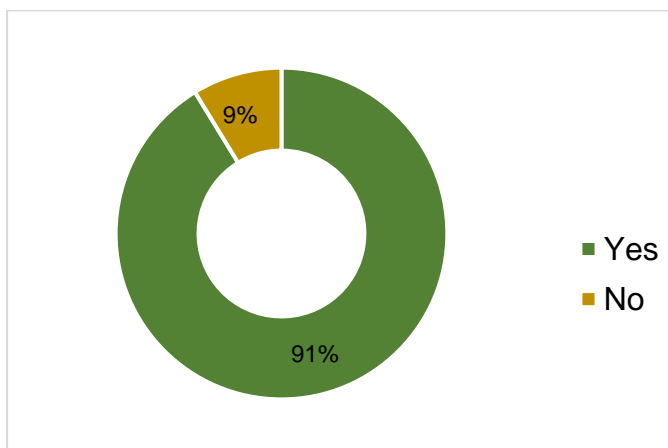
As shown in figure 4.5, the study findings indicate that 179 (86.9%) agreed that abuse of alcohol can lead to school drop-out, while 27 (13.1%) disagreed that it can lead a learner to drop out of school.



**Figure 4.5:** Respondents' response on whether abuse of alcohol lead to school drop-out (N=206)

#### 4.3.4 Is it true that when a learner is drunk on alcohol, it can lead them to practice unsafe sex?

The study findings revealed that 188 (91.3%) of the respondents responded that it is true that abuse of alcohol can make learners engage in unprotected sex practices, while 18 (8.7%) believed that it is not true. These findings are depicted in figure 4.5.



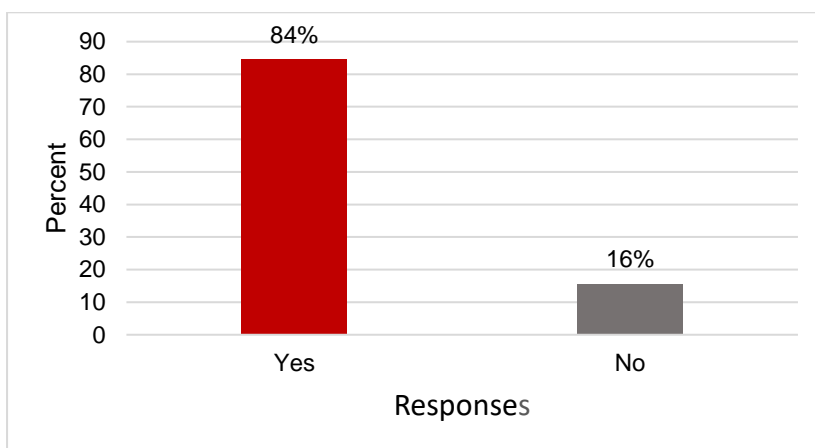
**Figure 4.6:** Respondents' response on whether abuse of alcohol lead to unprotected sex practices (N=206)

## 4.4 KNOWLEDGE REGARDING THE EFFECTS OF DAGGA

In order to gather data on knowledge regarding the effects of dagga, four questions were asked on issues as to whether or not the respondent received information of dagga effects, such as mental illness, criminal activities and loss of concentration. This is presented separately below.

### 4.4.1 Have you ever receive information regarding the effects of dagga?

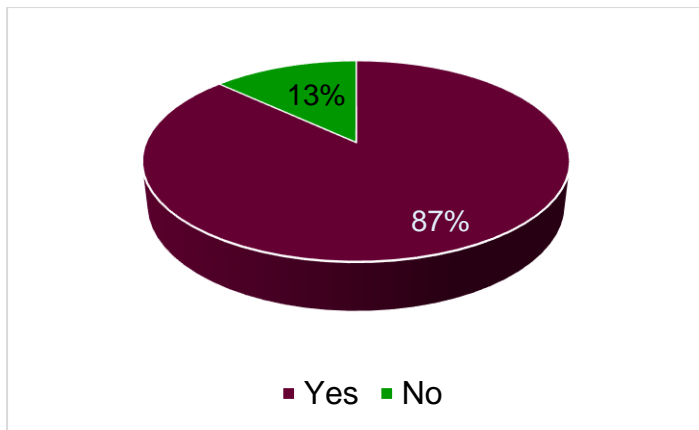
Figure 4.6 shows that the majority, 174 (84.5%), of the respondents replied that they have received information about the effects of dagga, while very few, 32 (15.5%), replied that they have never received any information about the effects of dagga.



**Figure 4.7:** Respondents' response on whether they ever received information regarding effects of dagga (N=206)

### 4.4.2 Is it true that when you abuse dagga you are at risk of seeing things which others cannot see?

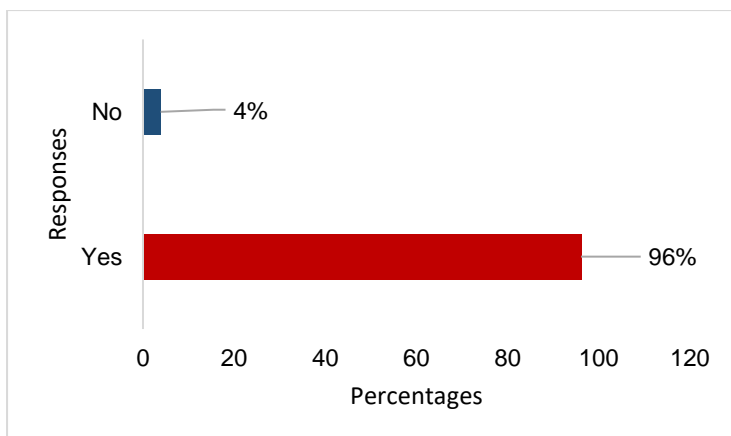
As shown in figure 4.7, the study findings show that the majority, 180 (87.4%), of the respondents agreed that abuse of dagga can expose the user to a risk of seeing things which other people cannot see, while very few, 26 (12.6%), disagreed that it puts users at risk of seeing things others cannot see.



**Figure 4.8:** Respondents' response on whether people who abuse dagga are at risk of seeing things which other people cannot see (N=206)

#### 4.4.3 Is it true that abuse of substances such as dagga can lead the learner to engage in criminal activities so that they get money to buy dagga?

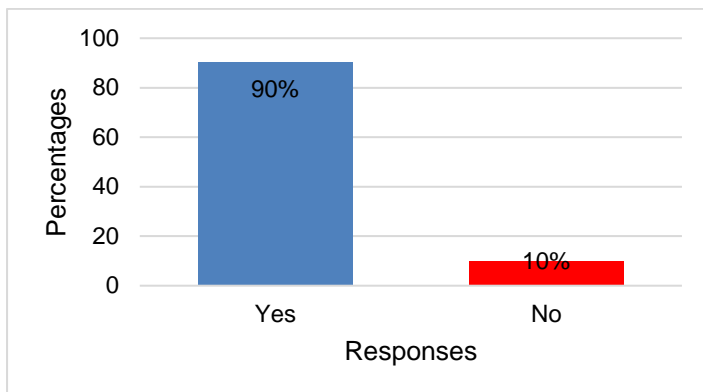
Figure 4.8 shows that very few, 7 (3.4%), of the study respondents were not aware that abuse of dagga can make the abuser to engage in criminal activities, while the majority, 199 (96.6%), were aware that abuse of dagga can make the user commit crime.



**Figure 4.9:** Respondents' response on whether dagga abusers can engage themselves in criminal activities (N=206)

#### 4.4.4 Can abuse of dagga disturb a learner from thinking well?

Based on the study findings, 20 (9.7%) of the study respondents were not in agreement that abuse of dagga can disturb a learner from thinking well, while 186 (90.3%) were in agreement that abuse of dagga can disturb a learner from thinking well. These findings are illustrated in figure 4.9.



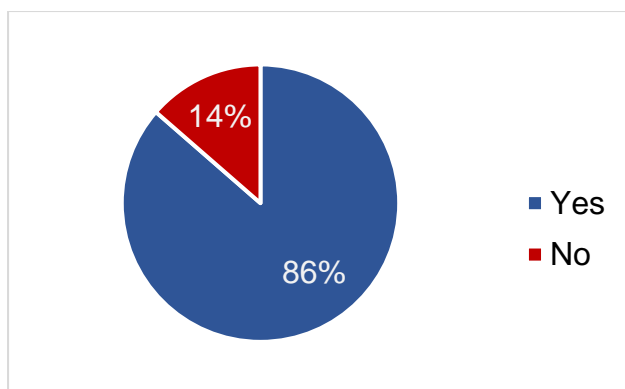
**Figure 4.10:** Respondents' response on whether abuse of dagga disturbs a learner from thinking well (N=206)

#### 4.5 KNOWLEDGE REGARDING THE EFFECTS OF CIGARETTES

In order to gather data regarding the knowledge on the effects of cigarettes, three questions were asked on issues as to whether the learner has received information on effects of cigarette before or not, such as causing tuberculosis and teeth colouration. These issues are presented separately below.

##### 4.5.1 Have you ever received information regarding the effects of cigarettes?

The study findings indicate that the majority, 178 (86.4%) ,of the study respondents reported that they have received information regarding effects of cigarettes, while very few, 28 (13.6%), indicated that they have never received any information regarding effects of cigarettes.



**Figure 4.11:** Respondents' response on whether they have ever received information regarding the effects of cigarettes (N=206)

#### 4.5.2 Does smoking cigarettes cause Tuberculosis (T.B.)?

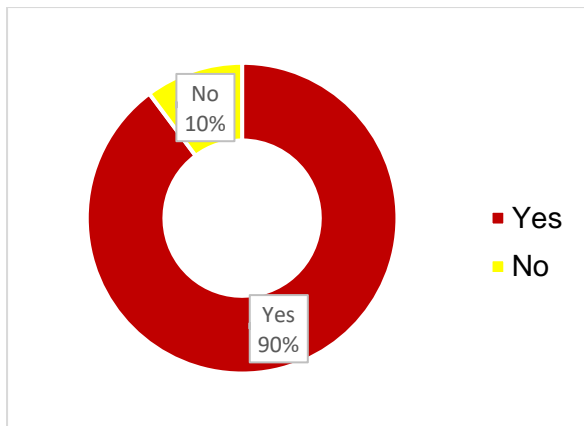
Table 4.11 shows that the majority, 199 (97%), of the study respondents reported that they know that smoking cigarettes cause Tuberculosis, while very few, 7 (3%), reported that they did not know that smoking cigarettes cause Tuberculosis.

Responses	Frequency	Percentage
Yes	199	97%
No	7	3%
Total	N=206	100%

**Table 4.1:** Respondents' response on whether smoking cigarettes cause Tuberculosis (N=206)

#### 4.5.3 Does smoking cigarettes change the colour of the teeth?

The study findings indicated that the majority, 185 (89.8%), of the study respondents reported that they know that smoking cigarettes changes the colour of teeth, while very few, 21 (10.2%), reported that they did not know that smoking cigarettes changes colour of teeth.



**Figure 4.12:** Respondents' response on whether smoking cigarettes change the colour of teeth (N=206)

#### 4.6 ATTITUDES REGARDING ALCOHOL, DAGGA AND CIGARETTE S

Table 4.13 indicates that few, 70 (34%), of the study participants agreed that dagga removes fear of presentations at school, while very few 29 (14.1%) strongly agreed that dagga removes fear of presentations at school. Moreover, 60 (29.1%) disagreed, while 47 (22.8%) strongly disagreed that dagga removes fear of presentations at school. The study findings also indicate that few, 33 (16%), agreed that cigarettes are not addictive, while 15 (7.3%) strongly agreed that cigarettes are not addictive. Furthermore, 95 (46.1%) disagreed, while 63 (30.6%) strongly disagreed that cigarettes are not addictive.

Moreover, 23 (11.2%) of study respondents agreed that using dagga improves memory and learning ability, while 16 (7.8%) strongly agreed that using dagga improves memory and learning ability. Furthermore, 91 (44.2%) disagreed while 76 (36.9%) strongly disagreed that using dagga improves memory and learning ability.

The study findings also reveal that 22 (10.7%) disagree that they cannot eat well before they smoke cigarettes and 7 (3.4%) strongly disagreed that they cannot eat



well before they smoke cigarettes. Additionally, 104 (50.5%) agreed while 73 (35.4%) strongly agreed that they cannot eat well before they smoke cigarettes.

Table 4.13 also indicates that 16 (7.8%) disagreed while 9 (4.4%) strongly disagreed that they cannot eat well before they smoke dagga. Moreover, 101 (49%) disagreed and 80 (38.8%) strongly disagreed that that they cannot eat well before they smoke dagga.

Item	Agree		Strongly Agree		Disagree		Strongly Disagree	
	F	(%)	F	(%)	F	(%)	F	(%)
Substances such as dagga removes fear of presentations at school.	70	34	29	14.1	60	29.1	47	22.8
Substances such as cigarettes are not addictive.	33	16	15	7.3	95	46.1	63	30.6
Using substances such as Dagga improves memory and learning ability.	23	11.2	16	7.8	91	44.2	76	36.9
I cannot eat well before I smoke cigarettes.	22	10.7	7	3.4	104	50.5	73	35.4
Using substances such as Dagga improves memory and learning ability.	16	7.8	9	4.4	101	49	80	38.8

**Table 4.2:** Respondents' response on attitudes towards substance abuse (N=206)

## 4.7 DISCUSSION OF THE RESULTS

### 4.7.1 High school learners' knowledge regarding the effects of alcohol

The study findings revealed that the majority 93.2% of the study respondents agreed that abuse of alcohol can lead to poor schoolwork, while very few of them 6.8% disagreed that it cannot lead to poor schoolwork. Furthermore, the study findings indicate that 86.9% showed an agreement that abuse of alcohol can lead to school

drop-out, while 13.1% showed a disagreement that it can lead a learner to drop out of school. These findings concur with the findings of the study conducted by Grigsby, et al., (2018) that also evidenced that students knew that using dagga and alcohol can contribute to learners missing school and leading to poor school performance.

Moreover, the study found that 91.3% of the respondents show that it is true that abuse of alcohol can make a learner engage in unprotected sex practices, while 18 (8.7%) show that it is not true. These findings are in agreement with the findings of the study by Scalese, et al., (2017) that also pointed out that high school adolescents knew that when you are under the influence of alcohol, you may end up engaging in sexual intercourse without protection.

#### **4.7.2 High school learners' knowledge regarding the effects of dagga**

The study findings show that the majority (87.4%) of the respondents agreed that abuse of dagga can expose the user to a risk of seeing things which other people cannot see, while very few (12.6%) disagreed that it puts abusers at risk of seeing things others cannot see.

These findings are supported by the study by Tice, Lipari and Van Horn (2017), which found that 41.1% of grade 12 who dropped out of high school were alcohol drinkers. These findings are also supported by those of Tembo, Burns and Kalembo (2017), who found that students knew that people who use dagga are at risk of having delusional experiences.

Furthermore, the study found that very few (3.4%) of the study respondents were not aware that abuse of dagga can make the abuser engage in criminal activities, while the majority (96.6%) were aware that abuse of dagga can lead the buser to commit crime. Similarly, the study by Grigsby, et al., (2018) also revealed that students knew that using dagga may lead the user to sell their personal items and to housebreaking to get money to buy dagga.

Additionally, based on the study findings, (9.7%) of the study respondents were not in agreement that abuse of dagga can disturb a learner from thinking well, while (90.3%) were in agreement that abuse of dagga can disturb a learner from thinking well. The

findings are supported by Tembo, Burns and Kalembo (2017), who found that learners who are intoxicated by drugs are unable to concentrate in class.

#### **4.7.3 High school learners' knowledge regarding the effects of cigarettes**

The study found that majority (97%) of the study respondents reported that they know that smoking cigarette cause Tuberculosis, while very few 7 (3%) reported that they didn't know that smoking cigarette cause Tuberculosis. These findings are supported by Trofor, Papadakis, Lotrean, Loghin and Eremia (2018) who found that majority 80% of the participants knew that active smoking causes heart diseases, lung cancer and tuberculosis.

#### **4.7.4 High school learners' attitudes towards alcohol, dagga and cigarette**

The study findings indicate that few, 70 (34%), of the study participants agreed that dagga removes fear of presentations at school, while very few, 29 (14.1%), strongly agreed that dagga removes fear of presentations at school. These findings concur with Buzdar, et al., (2018) who reported that most (62,9%) of the learners believe that smoking cigarettes assist the smoker to feel comfortable while celebrating and making presentations during parties, school or other social gatherings.

Moreover, the study found that few (29.1%) of the learners disagree that dagga removes fear of presentations at school, while (22.8%) strongly disagree that dagga removes fear of presentations at school. The study findings also indicate that few (16 %) agreed that cigarettes are not addictive, while (7.3%) strongly agreed that cigarettes are not addictive. These findings are in disagreement with the study conducted by Van Niekerk (2016) who that found that learners believe that e-cigarettes are more addictive as compared to r-cigarettes.

Furthermore, the study found that few (11.2%) of study respondents agreed that using dagga improves memory and learning ability, while 16 (7.8%) strongly agreed that using dagga improves memory and learning ability. These findings agree with the findings of the study by Roditis, et al., (2016) which found that adolescents believe that dagga is more socially acceptable and is less risky as compared to cigarettes, while they also believe that dagga gives better concertation.

## 4.8 SUMMARY

This chapter presented and analysed data which were collected from high school learners in the Collins Chabane Municipality within the Limpopo province of South Africa. High school learners' knowledge and attitudes regarding the effects of alcohol, cigarettes and dagga were presented. An association between knowledge of effects regarding alcohol, cigarettes and dagga and demographic information of high school learners was drawn. The following chapter will present a discussion of the research findings, conclusion, and limitations of the study, as well as recommendations from the study.

## CHAPTER 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

Chapter 4 presented, discussed and analysed the findings of the study using figures and tables. In this chapter, the researcher presents a summary of the findings, the conclusion and the recommendations of the study whose aim was to determine knowledge and attitudes regarding the effects of substance abuse among high school learners in the Collins Chabane Municipality, Limpopo province.

#### 5.2 RESEARCH DESIGNS AND METHODS

A quantitative approach and descriptive design were adopted in this study. A quantitative approach was used because it enabled the researcher to quantify the knowledge regarding the effects of substance abuse. The population consisted of male high school learners from the Collins Chabane Municipality and the accessible population were male high school learners in grade 10, 11 and 12 at Ximunwani High School. A purposive sampling technique was employed to select the circuit and school, while Slovin's formula was employed to calculate sample size of respondents from larger population size. A structured questionnaire was used to collect data. Data was analysed using the Statistical Package for Social Sciences (SPSS), version 25.0. The total number of respondents was 206.

#### 5.3 SUMMARY

The findings from this study are discussed according to the objectives of the study as follows. The study objectives were:

- To determine the knowledge of male high school learners regarding the effects of substance abuse.
- To determine the attitudes of male high school learners regarding substance abuse.

### **5.3.1 Determining the knowledge of male high school learners regarding the effects of substance abuse.**

The study objective was divided into 3 aspects which are, knowledge regarding effects of alcohol, effects of dagga and effects of cigarettes.

#### **5.3.1.1 Knowledge regarding the effects of alcohol**

The study findings on the knowledge regarding the effects of alcohol show that out of a total 206 high school learners, the majority (93.2%) of the learners knew that abuse of alcohol can lead to poor school work, while very few of them (6.8%) lack knowledge that abuse of alcohol can lead to poor school work. The study discovered that the majority (86.9%) of learners knew that alcohol can also lead a learner to drop out of school while few (13.1%) disagreed that abusing alcohol can lead to school dropout. Apart from that, the study also discovered that the majority (91.3%) of the learners knew that that abuse of alcohol may lead a learner to engage in unprotected sex practices.

#### **5.3.1.2 Knowledge regarding the effects of dagga**

The study findings on knowledge regarding the effects of dagga indicate that majority (87.4%) of the learners agreed that abuse of dagga can expose the user to a risk of seeing things which other people cannot see, while very few (12.6%) disagreed that it puts abusers at risk of seeing things others cannot see. Moreover, the majority (96.6%) of learners were aware that abuse of dagga can lead the user to commit crimes. The majority of learners (90.3%) were in agreement that use of dagga can disturb a learner from thinking well.

### **5.3.1.3 Knowledge regarding the effects of cigarettes**

The study discovered that the majority (97%) of learners knew that smoking cigarette cause Tuberculosis. Furthermore, the majority of learners (89.8%) knew that smoking cigarettes change the colour of teeth.

### **5.3.1 Determining the attitudes of male high school learners regarding substance abuse.**

The findings on attitudes regarding substance abuse indicate that few (34%) of the learners had beliefs that dagga removes fear of presentations at school. Moreover, few (16%) of the learners held attitudes that cigarettes are not addictive. The study discovered that few (11,2%) learners had a belief that dagga improves memory and learning ability and 44,2% disagreed with this.

## **5.4 LIMITATIONS OF THE STUDY**

The following limitations were identified during the study:

- The study was conducted in the Collins Chabane Municipality; therefore, the findings cannot be generalised to all high school learners from other Municipalities.
- The study used structured questionnaires which were limiting the respondents who wished to elaborate more on might have limited respondents' personal views.
- Also, the female learners were not included in the study, this may have been useful in terms of comparative data across genders.

## **5.5 CONCLUSION**

In an attempt to address the research objectives of determining the knowledge and attitude of high school learners regarding the effects of substance abuse, the study concludes that high school learners have high knowledge that abuse of alcohol, dagga and cigarettes possess many health and social difficulties such as leading a learner to perform poorly at school, and to engage in criminal activities, and contributing to lung diseases and respiratory illnesses. The study also concludes that learners had positive attitudes regarding the effects of substance abuse wherein the majority of the learners did not believe that dagga improves memory and learning ability.

## **5.6 RECOMMENDATIONS**

Based on the findings of the study the following recommendations were made in order to increase knowledge of high school learners regarding the effects of substance abuse, and to change attitudes of high school learners towards substance abuse.

### **5.6.1 Practice**

- It is recommended that professional nurses and social workers should conduct awareness campaigns regularly in both clinics and schools to reinforce knowledge among young people about substance abuse.
- Government should impose harsh laws against people found selling alcohol, dagga and cigarette to young people.

### **5.6.2 Body of knowledge**

- Based on the findings of this study, the researcher recommends a study to develop a model to reinforce knowledge regarding the substance abuse consequences among youths.



- The researcher further recommends that a study be conducted to evaluate the effectiveness of substance abuse prevention programmes that are already in place.

## **5.7 CONCLUSION OF THE STUDY**

This study was divided into 5 chapters. In chapter 1, Orientation to the study, the following were presented: Introduction and background of the study, statement of the problem, significance of the study, aim of the study, research question, objectives of the study, brief description of methodology, definition of concepts, as well as the theoretical framework. Chapter 2, Literature review; the following were discussed: Introduction, background of substance abuse, prevalence of substance use, high school's learners' knowledge and attitude regarding the effects of substance abuse.

Chapter 3: Research designs and methodology, presented designs of the study, setting in which the study was conducted, population sample and sampling procedures that were to select the participants, method which was used to collect data, measures which were adopted to ensure reliability and validity of the study and ethical principles that were adhered to during the study.

Chapter 4 presented the findings, demographic information of participants, as well as the discussion and analysis of the study findings.

Chapter 5 presented the summary and interpretation of the study based on the aim and objectives as set in chapter 1, and they were all achieved, limitations, conclusion based on the findings as well as the recommendations for practice and the body of knowledge.

#### 4. REFERENCES

- Ajao, B., Anyanwu, F.C., Akinsola, H.A. & Tshitangano, T.G. (2014). Knowledge, attitude and practices of substance use among university students. *African Journal for Physical, Health Education, Recreation and Dance*, 20(1): 214-224.
- Al-Musa, H.M. & Al-Montashri, S.S. (2016). Substance abuse among male secondary school students in Abha City, Saudi Arabia: prevalence and associated factors. *Biomedical Research (0970-938X)*, 27(4): 1364-1373.
- Almehmadi, M., Al-hazmi, A., Shafie, A., Babukayr, R., Althagafi, A., Alsiddiqi, A. & Alzahrani, K. (2019). Assessment of Knowledge, Attitude and Smoking-Addiction between Students of Medical Sciences Regarding Electron-Cigarettes. *Radiology*, 7(10.14): 10-14.
- Etikan, I., & Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6), 00149.
- Babbie, E. & Mouton, J. (2001). *The Practice of Social Research*. Cape Town: University Press.
- Berretta, P., Minutillo, A., Pichini, S., Traverso, V., Toth, G., Scaravelli, G. & Della Mora, R.D.R. (2018). Knowledge of gestational alcohol drinking risks: results from a survey among Italian secondary school students. *Annali dell'Istituto superiore di sanita*, 54(2): 90-95.
- Bezuidenhout, F.J. (2008). *Social Issues* (4<sup>th</sup> Ed.), Pretoria: Van Schaik.
- Bhattacharya, H. (2012). Research Setting In: *The SAGE Encyclopedia of Qualitative Research Methods*. Thousand Oaks: SAGE Publications, Inc. Accessed on 27 April 2018.
- Brink, H.I. (2016). *Fundamentals of Research Methodology for Health Care Professionals*. Cape Town. Juta.

Brooks-Russell, A., Ma, M., Levinson, A.H., Kattari, L., Kirchner, T., Goodell, E.M.A. & Johnson, R.M. (2019). Adolescent marijuana use, marijuana-related perceptions, and use of other substances before and after initiation of retail marijuana sales in Colorado (2013–2015). *Prevention Science*, 20(2): 185-193.

Burns, H. & Grove, S.K. (2012). *The Practice of Nursing Research: Appraisal, Synthesis, and Generation of Evidence*. 8<sup>th</sup> edition. St. Louis, Mo: Elsevier Saunders.

Buzdar, N., Siddique, W., Haque, N. & Nasim, A. (2018). Knowledge and Perception Regarding The Health Risk Of Cigarette Smoking In Bolan Medical Collage Hostel Students Quetta, Pakistan. *Journal of Health Pharmacy and Allied Sciences (JHPAS)*, 1(3): 7.

Chan, Y.F., Sidhu, G.K., Lim, P.C. & Wee, E.H. (2016). Students' Perceptions of Substance Abuse Among Secondary School Students in Malaysia. *Pertanika J. Soc. Sci. & Hum.* 24 (2): 555-572.

Chia-Chien, H. & Brian, A.S. (2012). Instrumentation in: *Encyclopaedia of Research Design*. Thousand Oaks: Thousand Oaks: SAGE Publications, Inc.

De Vos, A.S., Strydom, H., Fouche, C.B. & Delpport, C.S.L. (2013). *Research at Grassroots for the Social Sciences and the Human Services Profession*. Pretoria. Van Schaik Publishers.

Rankakane, N. P., & Mulaudzi, T. P. (2018). An investigation on factors that contribute to female learners dropping out of school at Moretele village in Bojanala District, North West Province. *Gender and Behaviour*, 16 (2), 11555-11570.

Brown, G. W., McLean, I., & McMillan, A. (2018). *The concise Oxford dictionary of politics and international relations*. Oxford University Press.

*English Oxford Dictionary* (2018). Oxford University Press. Retrieved 06 August 2018, from: <https://en.oxforddictionaries.com/definition/investigation>.

Flick, U. (2013). *The Sage Handbook of Qualitative Data Analysis*. Washington DC: SAGE publications.

Grigsby, T.J., Forster, M., Tsai, J., Rohrbach, L. & Sussman, S. (2018). Negative substance use consequences associated with non-condom use among male, but not female, alternative high school students. *The Journal of School Health*, 88(7): 531.

Hochschild Jr, T. R., Capece, M., Gunn, V. S., & Glenn, K. (2015). Substance Use in a Rural High School: Perception and Reality. *The Journal of Public and Professional Sociology*, 7(1), 4.

Jain, R., Chang, C.C., Koto, M.A., Geldenhuys, A.N., Nichol, R.J., & Joubert, G. (2018). Cannabis use and knowledge among medical students at the University of the Free State, Bloemfontein, South Africa. *Journal of Child & Adolescent Mental Health*, 30(1), 19-26.

Kabikira, F. (2010). *Knowledge, Attitudes and Practices of Condom Use in a Time of Highly Active Antiretroviral Therapy in a Rural area in Uganda*. Pretoria: University of South Africa.

Krenik-Matejcek, T.M., Monson, A.L., & Cooper, B.R. (2017). Hookah smoking: assessing college Students' behaviours, attitudes, and knowledge. *American Dental Hygienists' Association*, 91(6): 33-40.

Latif, Z., Jamshed, J. & Khan, M.M. (2017). Knowledge, attitude and practice of cigarette smoking among university students in Muzaffarabad, Pakistan: a cross-sectional study. *International Journal*, 3(9), 240.

Maluleke, T. & Manu, M. (2017). Learners' substance abuse at school in selected high schools in East London of South Africa. *Journal of Research in Educational Sciences*, 9(1): 15-23.

Mahlangu, S., & Geyer, S. (2018). The aftercare needs of Nyaope users: implications for aftercare and reintegration services. *Social Work*, 54(3), 327-345.

Matlakala, F. K., & Makhubele, J. (2019). Perceptions of church leaders on accessibility and affordability of alcohol abuse amongst youth in Musina Town, Limpopo province. *Theologia Viatorum*, 43(1), 5.

Manu, E., Maluleke, X. T., & Douglas, M. (2017). Knowledge of high school learners regarding substance use within high school premises in the Buffalo Flats of East London, Eastern Cape Province, South Africa. *Journal of Child & Adolescent Substance Abuse*, 26(1), 1-10.

Montesh, M, Sibanda, O.S., Basdeo, V. & Lekubu, B.K. (2015). Illicit drug use selected high school in mamelodi township. *South African Journal of Criminology*. 3(1): 96-113.

Moodley, S.V., Matjila, M.J. & Moosa, M.Y.H (2012). Epidemiology of substance use among secondary school learners in Atteridgeville, Gauteng. *SAJP*, 18 (1), 2-7

Moore, C., Meyer, W.F., & Viljoen, H.G. (2017). *Personology: From Individual to Ecosystem*. Johannesburg: Heinemann.

*National Drug Master Plan (2006-2011)*. Retrieved on 22/07/2018 from [https://www.gov.za/search?search\\_query=National+Drug+Master+Plan+2006-2011](https://www.gov.za/search?search_query=National+Drug+Master+Plan+2006-2011).

Ngcobo, S. B. (2019). *An exploration of the association between the whoonga/nyaope drug and criminality through the eyes of convicted drug offenders in three metropolitan cities of the Republic of South Africa (Doctoral dissertation)*.

Ndetei, D.M., Khasakhala, L.I., Mutiso, V., Ongecha-Owuor, F.A. & Kokonya, D.A. (2010). Drug use in a rural secondary school in Kenya. *Subst Abus*. 31(3): 170-173. doi: 10.1080/08897077.2010.495313.

Nkambule, N. R., Bhayat, A., & Madiba, T. K. (2018). Knowledge, attitude and practices of alcohol and smoking among undergraduate oral health students at a South African University. *South African Dental Journal*, 73(1), 27-30.

Pedersen, W., Fjær, E.G., Gray, P. & Soest, T.V. (2016). Perceptions of harms associated with tobacco, alcohol, and cannabis among students from the UK and Norway. *Contemporary Drug Problems*, 43(1): 47-61.

Polit, D.F. & Beck, C.T. (2012). *Nursing Research Generating and Assessing Evidence for Nursing Practice*. 10<sup>th</sup> edition. Philadelphia, Pa: Lippincot, Williams & Wilkins.

Reber, A.S. & Reber, E.S. (2001). *The Penguin Dictionary of Psychology*. 3rd ed. London: Penguin.

Roditis, M.L., Delucchi, K., Chang, A. & Halpern-Felsher, B. (2016). Perceptions of social norms and exposure to pro-marijuana messages are associated with adolescent marijuana use. *Preventive Medicine*, 93: 171-176.

Rohde, J.A., Noar, S.M., Horvitz, C., Lazard, A.J., Cornacchione Ross, J. & Sutfin, E.L. (2018). The role of knowledge and risk beliefs in adolescent e-cigarette use: A pilot study. *International Journal of Environmental Research and Public Health*, 15(4): 830.

Rundell, M. (2006). *Macmillan English Dictionary for advanced learners*. International student edition. Oxford. Macmillan Publishers Limited.

SA Census. (2011). Retrieved 26 July 2018, from:  
[http://www.statssa.gov.za/?page\\_id=3839](http://www.statssa.gov.za/?page_id=3839)

Scalese, M., Denoth, F., Siciliano, V., Bastiani, L., Cotichini, R., Cutilli, A. & Molinaro, S. (2017). Energy drink and alcohol mixed energy drink use among high school adolescents: Association with risk taking behaviour, social characteristics. *Addictive Behaviors*, 72: 93.

Schonfeldt, A. (2007). The evaluation of school-based substance abuse prevention. Programmes. University of Pretoria: Unpublished dissertation.

Simango, E. (2014) Exploring the level of knowledge and attitudes of teenagers towards substance abuse in an informal settlement, University of South Africa, Pretoria, <http://hdl.handle.net/10500/18763>.

Social Development. (2008). *Central Drug Authority Annual Report*. South Africa.

Soul City Institute for Drugs. (2017). *A Review of Literature on Drug and Substance Abuse Amongst Youth and Young Women in South Africa*. Retrieved on 06/07/2018 from <https://www.soulcity.org.za/research/literature-reviews/soul-city-institute-drug-abuse-youth-south-africa.pdf/view>

South African Police Service. (2017). Media statement. Retrieved on 21/07/2018 from <https://www.saps.gov.za/newsroom/favtweets.php>.

Department of Basic Education. (1996). South African Schools Act No. 84 of 1996. *Government Gazette*, 377 (17579). Retrieved 24 July 2018, from: <https://www.acts.co.za/>

Soyka, M. (2000). Substance misuse, psychiatric disorder and violent and disturbed behaviour. *British Journal of Psychiatry*, 176(4): 345-350. doi:10.1192/bjp.176.4.345.

Stojanović, M.S., Tomas, A.D., Paut-Kusturica, M.M., Rašković, A.L., Ubavić, M.B., Tomić, Z.S. & Horvat, O.J. (2017). Pharmacy students' knowledge and attitudes regarding cannabis for medical purposes. *Hospital Pharmacology-International Multidisciplinary Journal*, 4(3): 559-567.

Tembo C., Burns, S. & Kalembo F. (2017). The association between levels of alcohol consumption and mental health problems and academic performance among young university students. *PLoS ONE* 12(6) : e0178142. <https://doi.org/10.1371/journal.pone.0178142>.

Tice, P., Lipari, R.N. & Van Horn, S.L. (2017). Substance use among 12th grade aged youths, by dropout status. *National Survey on Drug Use and Health*.

Trofor A.C., Papadakis, S., Lotrean, L.M, Loghin, C.R. & Eremia, M. (2018). Knowledge of the health risks of smoking and impact of cigarette warning labels among tobacco users in six European countries: *Findings from the EUREST-PLUS ITC Europe Surveys*, 16 (2): A10.

Tshitangano, T. G., & Tosin, O. H. (2016). Substance use amongst secondary school students in a rural setting in South Africa: Prevalence and possible contributing factors. *African journal of primary health care & family medicine*, 8(2), 1-6.

United Nations Office on Drugs and Crime (2015). *World Drug Report (2015)*. Vienna: United Nations Publication. Available: <https://www.UNODC.org/documents/wdr2015/worldDrugReport2015.pdf> (Accessed: 2017/03/31).

Van Heerden, M.S., Grimsrud, T.A., Seedat, S., Myer, A., Williams, D.R. & Stein, D.J. 2009. Patterns of substance use in South Africa: Results from the South African Stress and Health study. *South African Medical Journal*. 99(5 Pt 2): 358-366.

Van Niekerk, M. (2016). The perceptions of adolescent boys regarding the implication of dagga use. Unpublished masters' dissertation. University of Pretoria.

Vucinovic M., Roje D., Vučnović Z., Capkun V., Bucat M. & Banović I. (2008). Maternal and neonatal effects of substance abuse during pregnancy: Our ten-year experience. *Yonsei Med J.* (5): 705-713. <https://doi.org/10.3349/ymj.2008.49.5.705>.

Vujcic, I., Pavlovic, A., Dubljanin, E., Maksimovic, J., Nikolic, A. & Sipetic-Grujicic, S. (2017). Attitudes Toward Medical Cannabis Legalization Among Serbian Medical Students. *Substance Use & Misuse*, 52(9): 1225.

Welman, C., Kruger, F., & Mitchell, B. (2005). Research methodology. Cape Town: Oxford University Press. *Cape Town*.



West, R. & Brown J. (2013). *Theory of Addiction*. Oxford: John Wiley & Sons Ltd.

World Health Organization. (2018). *Substance Abuse*. Retrieved 22 July 2018, from:  
<https://scholar.google.co.za>

World Health Organization. (2019). *Global status report on alcohol and health 2018*.  
World Health Organization. Retrieved 21 March 2021, from:  
<https://www.who.int/publications/i/item/9789241565639>

## Annexure 1: RESEARCH INSTRUMENT

### Research instrument Self-administered questionnaire

**Key:**

**Substances-** Substances refer to alcohol, dagga and cigarettes.

**Substance abuse-** Excessive use of substances that can result in harmful effects on the learner and people around him or her.

**Instructions:**

Please answer all the questions as honestly as possible. The information collected for this study will be used for academic purposes for this research. You do not need to identify yourself and the information provided will be treated with confidentiality. Where required please indicate your answer with a cross (X) in the appropriate box, using a black or a blue ballpoint pen

### SECTION A: DEMOGRAPHIC INFORMATION

Mark only one (1) response per statement by putting **x** in the box of your chosen answer.

1. What is your age?

1. 14-17

2. 18-21

3. 22- above

2. What is your grade?

1. Grade 10

2. Grade 11

3. Grade 12

### SECTION B: KNOWLEDGE REGARDING THE EFFECTS OF ALCOHOL

Answer the following statements by **YES** or **NO** by putting **X** in the box of your chosen answer.

1. Have you ever received information regarding the effects of alcohol?

1. Yes

2. No

2. Can abuse of alcohol lead to poor school work?

1. Yes

2. No

3. Can abuse of alcohol lead to school drop out?

1. Yes

2. No

4. Is it true that when a learner is drunk it can lead to unsafe sex?

1. Yes

2. No

### SECTION C: KNOWLEDGE REGARDING THE EFFECTS OF DAGGA

Answer the following statements by **YES** or **NO** by putting **X** in the box of your chosen answer.

1. Have you ever received information regarding the effects of dagga?

1. Yes

2. No

2. Is it true that when you abuse dagga you are at risk of seeing things which others cannot see?

1. Yes

2. No

3. Is it true that abuse of substances such as dagga can lead the user to criminal activities, so that they get money to buy dagga?

1. Yes

2. No

4. Can the abuse of dagga disturb a learner from thinking well?

1. Yes

2. No

## SECTION D: KNOWLEDGE REGARDING THE EFFECTS OF CIGARETTES

Answer the following statements by **YES** or **NO** by putting **X** in the box of your chosen answer.

1. Have you ever received information regarding the effects of cigarettes?

1. Yes

2. No

2. Does smoking cigarettes cause Tuberculosis (T.B)?

1. Yes

2. No

3. Does smoking cigarettes change the colour of your teeth?

1. Yes

2. No

## SECTION E: ATTITUDES

Answer the following statements by **AGREE**, **STRONGLY AGREE**, **DISAGREE** or **STRONGLY DISAGREE** by putting an **X** in the box of your chosen answer.

1. Substances such as dagga removes fear of presentations at school.

1. Agree

2. Strongly agree

3. Disagree

4. Strongly disagree

2. Substances such as cigarettes are not addictive.

1. Agree

2. Strongly agree

3. Disagree

4. Strongly disagree

3. Using substances such as dagga improves memory and learning ability,

1. Agree

2. Strongly agree

3. Disagree

4. Strongly disagree

4. I cannot eat well before I smoke a cigarette.

1. Agree

2. Strongly agree

3. Disagree

4. Strongly disagree

5. I cannot eat well before I smoke dagga

1. Agree

2. Strongly agree

3. Disagree

4. Strongly disagree

## **Annexure 2: RESPONDENT INFORMATION SHEET**

### **Description**

My name is Matimba Charles Chauke. I am a student at the University of Venda, enrolled for the Master of Public health. One of the requirements of the course is to conduct research. The topic of my research is “**Knowledge and attitudes regarding effects of substance abuse among high school learners in the Collins Chabane Municipality, Limpopo Province**”.

### **Purpose**

The purpose of the study is to investigate knowledge regarding effects of substance abuse among high school learners in the Collins Chabane Municipality, Limpopo province.

### **Procedure**

Your participation will include answering a few predetermined questions from the questionnaire.

### **Risks and benefits**

There are no anticipated risks. The benefits of the study are to inform the policy makers on the findings with the aim of making recommendations to reduce substance abuse among high school learners.

### **Confidentiality of data**

The information will be kept confidential by ensuring your anonymity. The results will be available to the supervisor and may be published. You will be allowed to withdraw at any time without being penalized.

Any questions about your rights as participants may be directed to:

Name: Matimba Chauke (Researcher)

Contact no: 073 3250 341

Name: Prof. M. Maluleke (Supervisor)

Contact no: 076 3949 752

Name: Mr B.S. Manganyi (Co-supervisor)

Contact no: 072 445 1960

## Annexure 3: CONSENT FORM

### RESEARCH ETHICS COMMITTEE

#### UNIVEN Informed Consent

#### Appendix B

### LETTER OF INFORMATION

**Title of the Research Study** : Investigation of knowledge regarding effects of substance abuse among high school learners in the Collins Chabane Municipality, Limpopo

**Principal Investigator/s/ researcher** : (CHAUKE M.C, BACHELOR OF SOCIAL WORK)

**Co-Investigator/s/supervisor/s** : (Prof. MALULEKE M, PhD)

: (Mr MANGANYE B.S, MPH)

**Brief Introduction and Purpose of the Study:** Substance abuse in South Africa is dramatically increasing despite many intervention strategies. The use of dagga and other drugs increases the prevalence of infectious diseases among drug users and cardiovascular dysfunction, lung disease, kidney function impairment and endocrine dysfunction. The purpose of this study is to investigate learners' knowledge regarding the effects of substance abuse in the Collins Chabane Municipality, Limpopo Province.

**Outline of the Procedures** : The researcher will make appointments with the school principal telephonically before visiting the school for data collection, clearly explain to him the aim of the study. A self-administered questionnaire will be used to collect data. Data will be collected in the classrooms where learners receive their lessons and the researcher will be present to assist. Learners will be given enough time to complete the questionnaires. The questionnaire will comprise of closed ended questions.

**Risks or Discomforts to the Participant:** The learners may find it uncomfortable revealing the types of substances they are currently using or once used.

**Benefits:** There will be no direct benefits for the participants.

**Reason/s why the Participant May Be Withdrawn from the Study:** The participants may be withdrawn from the study if they feel they no longer want to be part of the study and there won't be adverse consequences for withdrawing from the study.

**Remuneration** : The participants will not receive any remuneration for participating in the study.

**Costs of the Study** : *Participant will not be expected to cover any costs towards the study.*

**Confidentiality** : Confidentiality will be maintained throughout the study. The questionnaires will be locked in a drawer where other people will not be able to access it and the researcher will not share the information provided by the learners with other people who are not part of the study.

**Research-related Injury** : The researcher is a Social Worker by profession and has experience in counselling. The researcher will provide counselling, where necessary to the caregivers

Persons to Contact in the Event of Any Problems or Queries:

(Dr Maluleke M, Lecturer at the University of Venda) Please contact the researcher (tel no. 072 455 9474), my supervisor (tel no. 076 394 9752) or the University Research Ethics Committee Secretariat on 015 962 9058. Complaints can be reported to the Director: Research and Innovation, Prof GE Ekosse on 015 962 8313 or Georges Ivo.Ekosse@univen.ac.za



General:

Potential participants must be assured that participation is voluntary and the approximate number of participants to be included should be disclosed. A copy of the information letter should be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population

## CONSENT

### Statement of Agreement to Participate in the Research Study: **Knowledge and attitudes regarding effects of substance abuse among high school learners in the Collins Chabane Municipality, Limpopo Province**

- I hereby confirm that I have been informed by the researcher, (CHAUKE MATIMBA CHARLES), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: \_\_.
- I have also received, read and understood the above written information (*Participant Letter of Information*) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant

Date

Time

Signature

I, .....

.....

.....

(CHAUKE MATIMBA CHARLES) herewith confirm that the above participant has been fully

Informed about the nature, conduct and risks of the above study.

Full Name of Researcher

..... Date..... Signature.....

Full Name of Witness (If applicable)

..... Date ..... Signature.....

Full Name of Legal Guardian (If applicable)

..... Date..... Signature.....

***Please note the following:***

Research details must be provided in a clear, simple and culturally appropriate manner and prospective participants should be helped to arrive at an informed decision by use of appropriate language (grade 10 level- use Flesch Reading Ease Scores on Microsoft Word), selecting of a non-threatening environment for interaction and the availability of peer counseling (Department of Health, 2004)

If the potential participant is unable to read/illiterate, then a right thumb print is required and an impartial witness, who is literate and knows the participant e.g. parent, sibling, friend, pastor, etc. should verify in writing, duly signed that informed verbal consent was obtained (Department of Health, 2004).

If anyone makes a mistake completing this document e.g. a wrong date or spelling mistake, a new document has to be completed. The incomplete original document has to be kept in the participant's file and not thrown away, and copies thereof must be issued to the participant.

**References:**

Department of Health: 2004. *Ethics in Health Research: Principles, Structures and Processes*

<http://www.doh.gov.za/docs/factsheets/guidelines/ethnics/>

Department of Health. 2006. *South African Good Clinical Practice Guidelines*. 2nd Ed.  
Available at:

[http://www.nhrec.org.za/?page\\_id=14](http://www.nhrec.org.za/?page_id=14)

## Appendix 4: ASSENT FORM



### Assent form for minors

#### Introduction

I am Charles Chauke Matimba a master student at the University of Venda who is doing research on the topic “Knowledge and attitudes regarding effects of substance abuse among high school learners in the Collins Chabane Municipality, Limpopo Province”.

#### What is RESEARCH?

Research is something we do to find new knowledge about the way things (and people) work. We use research projects or studies to help us find out more about a topic we research on. Research also helps us to find better ways of helping or treating children who are sick.

#### What is this research all about?

The research seeks to find out how much knowledge learners have about condom use. The research also wants to find out the attitude of male high school learners towards substance abuse.

#### Why you have been invited to take part in this research project?

You were invited to participate in this study because you are a high school learner and have the right criteria that is needed in the study.

#### What will happen to you in this study?

You will fill a questionnaire which will be given to you only after when you have consented to participate in the study. The questionnaire will have statements regarding your knowledge, attitude and then you will be required to put your view as by stating whether you agree or disagree with what the statements.

#### Can anything bad happen to you?

You may have emotional problems if you were once sexually abused as some statements may remind you of the event.

#### Can anything good happen to you?

There is no material benefit from participating in the study, except the experience of evaluating yourself on knowledge and attitudes regarding the effects of substance abuse.

#### Will anyone know that you were participating in the study?

No one will know that you were in the study because you will not be required to put your name on the questionnaire. Any information in the research report will not be linked to your

name and the completed questionnaire will be kept in a safe where no other persons will have access than the researcher.

**Who can you talk to about the study?**

Should you have further questions about the study, you can contact me (0786598161) in order to answer your questions

**What if you do not want to participate?**

Participation is voluntary; you can take part in the study if your parents/legal guardian have agreed that you take part in the study. You can also quit the study at any time without being asked any questions.

**Do you understand this research study and are you willing to take part in it?**

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

**Has the researcher answered all your questions?**

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

**Do you understand that you can pull out of the study at any time?**

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

## Annexure 5: LETTER TO THE DEPARTMENT OF EDUCATION

P O BOX 937  
Malamulele  
0982

The Head of Department (HOD)  
Department of Education Limpopo  
Private Bag x 9467  
Polokwane  
0700

Dear Ms/Mr

### RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered student in the Master of Public Health programme in the Department of Public Health, School of Health Sciences, at the University of Venda. I hereby request permission to conduct a study entitled “**Knowledge and attitudes regarding effects of substance abuse among high school learners in the Collins Chabane Municipality, Limpopo Province**”. The objectives of the study are:

- To investigate the knowledge of high school learners regarding the effects of substance abuse
- To determine attitudes of learners towards substance abuse

Should you require any further information, please do not hesitate to contact my supervisor (079 576 7434) or myself (073 325 0341).

Your permission to conduct this study will be highly appreciated.

Yours sincerely

Mr. M.C. Chauke

Student no: 11620572

Signature: ..... Date: .....

## Annexure 6: LETTER TO SCHOOL PRINCIPAL

P O BOX 937

Malamulele

0982

Dear Principal

### RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered student in the Master of Public Health programme in the Department of Public Health, School of Health Sciences, at the University of Venda. I hereby request permission to conduct a study entitled “**Knowledge and attitudes regarding the effects of substance abuse among high school learners in the Collins Chabane Municipality, Limpopo Province**” in your school. The objectives of the study are:

- To investigate the knowledge of high school learners regarding the effects of substance abuse
- To determine attitudes of learners towards substance abuse

Should you require any further information, please do not hesitate to contact my supervisor (079 576 7434) or myself (073 325 0341).

Your permission to conduct this study will be highly appreciated.

Yours sincerely,

Mr. M.C. Chauke

Student no: 11620572

Signature: ..... Date:.....

## Annexure 7: ETHICAL CLEARANCE

ETHICS APPROVAL CERTIFICATE

RESEARCH AND INNOVATION  
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:  
**Mr MC Chauke**

STUDENT NO:  
11620572

PROJECT TITLE: Knowledge and attitudes regarding effects of substance abuse among high school learners in Collins Chabane Municipality, Limpopo Province.

PROJECT NO: SHS/20/PH/01/1006

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr M Maluleke	University of Venda	Supervisor
Mr BS Manganye	University of Venda	Co-Supervisor
Mr MC Chauke	University of Venda	Investigator – Student

Type: **Masters Research**  
Risk: **Minimal risk to humans, animals or environment**  
Approval Period: **June 2020 – June 2022**

The Human and Clinical Trials Research Ethics Committee (HCTREC) hereby approves your project as indicated above.

General Conditions

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following.

- The project leader (principle investigator) must report in the prescribed format to the REC:
  - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project
  - Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
  - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project. The project leader must apply for approval of these changes at the REC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
- In the interest of ethical responsibility, the REC's retains the right to:
  - Request access to any information or data at any time during the course or after completion of the project.
  - To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
    - Any unethical principles or practices of the project are revealed or suspected.
    - It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented.
    - The required annual report and reporting of adverse events was not done timely and accurately.
  - New institutional rules, national legislation or international conventions deem it necessary

ISSUED BY:  
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE  
Date Considered: June 2020

Name of the HCTREC Chairperson of the Committee: Prof Sonto Maputle

Signature: 

Director Research and Innovation

Signature: 





## Annexure 8: APPROVAL LETTER FROM LIMPOPO DEPARTMENT OF EDUCATION



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

### DEPARTMENT OF EDUCATION

CONFIDENTIAL

Ref: 2/2/2    Enq: Mabogo MG    Tel No: 015 290 9365    E-mail: MabogoMG@edu.limpopo.gov.za

**Chauke MC**  
P O Box 1221  
Malamulele  
0982

#### 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: **“KNOWLEDGE AND ATTITUDES REGARDING THE EFFECTS OF SUBSTANCE ABUSE AMONG HIGH SCHOOL LEARNERS IN COLLINS CHABANE MUNICIPALITY”**
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 School concerned.
  - 3.3 The conduct of research should not in 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).
  - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

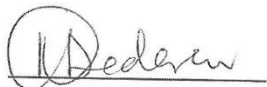
REQUEST FOR PERMISSION TO CONDUCT RESEARCH: CHAUKE MC

Cnr. 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!*

- 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.



**Mrs Dederen KO**  
**Acting Head of Department**

12/10/2020  
Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: CHAUKE MC

## Annexure 9: APPROVAL LETTER UNIVERSITY HIGHER DEGREE COMMITTEE

### UNIVERSITY OF VENDA

OFFICE OF THE DEPUTY VICE-CHANCELLOR: ACADEMIC

TO : MR/MS M.C CHAUKE  
SCHOOL OF HEALTH SCIENCES

FROM: PROF. J.E CRAFFORD  
DEPUTY VICE-CHANCELLOR: ACADEMIC

DATE : 26 NOVEMBER 2019


#### DECISIONS TAKEN BY UHDC OF 26<sup>th</sup> NOVEMBER 2019

Application for approval of Masters Proposal Report in Health Sciences: M.C Chauke (11620572)

Topic: "Knowledge and attitudes regarding effects of substance abuse among high school learners in Collins Chabane Municipality, Limpopo Province."

Supervisor	UNIVEN	Dr. M. Maluleke
Co-supervisor	UNIVEN	Mr. B.S Manganye

UHDC approved Masters proposal



PROF. J.E CRAFFORD  
DEPUTY VICE-CHANCELLOR: ACADEMIC