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Application of the Hope Theory in Understanding the Extent of Secondary School Learners' Vulnerability to Substance Abuse in Selected Rural Areas of Mpumalanga Province

By

Portia Florence Bhila

(Student Number: 14013826)

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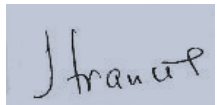
University of Venda

South Africa

Student	:	Portia F. Bhila	**Signature**	
Supervisor	:	Dr M. Manjoro	**Signature**	
Co-Supervisor	:	Prof J. Francis	**Signature**	

April 2023

DECLARATION

By submitting this dissertation for the Masters in Rural Development (AGMARD) program at the University of Venda's Faculty of Science, Engineering, and Agriculture, I, Portia Florence Bhila, certify that I have not already submitted it for any other degree at this institution or any other. It is entirely original in both conception and execution, and all cited sources have been properly recognized.

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Abstract

The number of secondary school learners abusing alcohol in South Africa and other developing countries is increasing. Alcohol and drug abuse causes poor educational outcomes and increases criminal behaviour. Failure to address substance abuse entrenches young people in a state of despair. An exploratory research design was adopted when conducting a study at Osizweni Secondary School in Govan Mbeki Municipality, Mpumalanga. The study was undertaken to provide answers to the following objectives: (a) to assess the extent of vulnerability of secondary school learners to alcohol abuse; (b) to determine the causes and effects of alcohol abuse among secondary school learners; and to apply the Hope Theory to counter the use of alcohol in secondary school learners. Applying the purposive sampling technique, the study population was categorised into four clusters: learners in grades (8-10), teachers, parents, and School Management Team. Convenient sampling was used for teachers, school management, and parents or guardians; 23 respondents were selected using convenient sampling. Focus group discussions and key informant interviews were carried out using a semi-structured interview guide with open-ended questions. Qualitative data gathered was analysed using Atlas-ti version 8. Learners were aware of substance use, including those who abused this within their school premises. Learners with high hopes coped well with stress. With futuristic optimism, high-hope learners developed more pathways and higher agency than those with low-hope. These results highlight the need for training teachers such that they acquire skills for instilling hope in learners. Basic principles of the Hope Theory can be adopted and implemented. However, there is a need to complement this with specific strategies and formal school-based hope-building programmes. The use of the Hope Theory in the current study can potentially reinforce hope in learners and thus help enhance the achievement of better education outcomes.

Keywords: Alcohol, drug, secondary school learners, substance abuse

To my handsome and special son, Benevolent.

ACKNOWLEDGEMENTS

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ABBREVIATIONS

AUS	Alcohol Use Disorder
DoE	Department of Education
HT	Hope Theory
NSDUH	National Survey on Drug Use and Health
SPSS	Statistical Package for Social Scientists
STI's	Sexually Transmitted Infections
UNICEF	United Nations International Children's Education Funds
UNODC	United Nations on Drug and Crime
WDR	World Drug Report
WHO	World Health Organisation

CHAPTER 1 INTRODUCTION

1.1.   Background

Science, politics, and the general public have long been concerned about substance addiction among people in all corners of the world, particularly secondary school students. (Marojele *et al.,* 2021). This worry is brought on by the potential short- and long-term negative effects on a person's health of using substances including cigarettes, narcotics, cannabis (dagga), and alcohol. (Suffoletto *et al.,* 2018). According to a number of studies, students who use drugs or alcohol may suffer from worse health and social repercussions. (Moore *et al.,* 2018; Stehman *et al.,* 2019; Pascoe *et al.,* 2020). For instance, substance abuse is linked to homicides, suicides, depression, personality disorders, unplanned sexual activity, and an increase in sexually transmitted infections, in addition to unintended injuries, illnesses including cancer, ulcer, and asthma, as well as homicides and suicides. (Tshitangano & Tosin, 2016; Peltzer & Phaswana-Mafuya, 2018). Additionally, substance abuse has been linked to high rates of school dropout, unemployment, crime, poverty, and admissions of young people to mental rehabilitation facilities, all of which have an impact on a nation's economy. (Segal *et al.,* 2018). According to UNICEF (2017), Cannabis (dagga) is a commonly used illegal substance on a global scale. Although it is not the most commonly abused substance in most countries, including those in Europe, America, Australia, and Asia, it is the most commonly abused substance in Africa, particularly among young people (World Drug Report, 2020).

 Numerous studies from throughout the world have shown that high school students utilize drugs. (Moore *et al.*, 2018; Stehman *et al.*, 2019; Pascoe *et al.*, 2020). For instance, according to the World Drug Report (WDR) (2020), An American government survey of grade 10 students in 2010 revealed a prevalence rate of 1.3% of young of young people who had ever taken heroin. In Canada, a study conducted by Reddy (2010) in 2009 and 2010 amongst grade 10 to 12 learners indicated that 2.3% of these pupils had used heroin, and 1.4% had used it once in the past month. In South Africa, the use of heroin for ages 13 to 22 years was 6.2% (Davis *et al.,* 2016), higher than what was observed in Canada.

 Regarding *cannabis* abuse, a study conducted in Kenya in 2017 by Kiambi (2018) revealed that 1.1% of adolescents aged 15 to 17 years had used *cannabis*. The World Health Organization (WHO, 2019) conducted a survey in Zambia among grades 7 to 10 learners, and findings showed that cannabis abuse was 35.5%. Meanwhile, from a survey conducted in South Africa in 2020 amongst young people aged 13 to 22 years, the rate of *cannabis* abuse was 12.7%, whilst, in the USA, cannabis usage by grade 10 pupils in 2019 was 33.4% (WHO, 2019). In South Africa, over 15% of the population suffers from a substance abuse problem

(Nawi *et al.,* 2021). The figures published by the South African Police Service show that drug abuse accounts for 60% of all crimes in the country (Nawi *et al.,* 2021).

The South African government has established drug control policies to address the aforementioned issue. The Children's Act (No. 38 of 2005), which implements children's constitutional rights to care and protection, is one of these laws. The Act mandates that children be protected from being exposed to or subjected to behavior that could cause psychological or emotional harm when it comes to drugs and substance abuse. The "Policy Framework" for the Management of Drug Abuse by Learners in Schools and in Public Further Education and Training Institutions is an additional. This policy aims to assist students who misuse drugs, as well as staff members and students who are impacted by substance usage, and to help with the effective management, prevention, and treatment of drug use. Additionally, it states that all South African schools should become tobacco, alcohol, and drug-free zones.

In South Africa, the Policy Guidelines for Youth and Adolescent Health of 2021 seek to prevent and address specific youth health issues and to foster their overall healthy development. One strategy to do this is to include health education in the curriculum (Department of Health, 2020). Additionally, the government has been collaborating with a number of sectors, including the nation's educational system, health sector, and non-governmental organizations, to combat substance misuse, especially among adolescents (Stehman, 2019). For instance, as part of a comprehensive initiative to support young people's healthy development, the Department of Education has implemented a "Revised Curriculum 2005" initiative that includes a Life Orientation Area of Learning consisting of components that address adolescent risk behaviors, such as drug use and teenage sexuality.

Children need hope to enhance their ability to cope in times of adversity. Hope has a unique significance for understanding the resilience resources of vulnerable young people faced with the multiple adversities of lives lived at-risk (Moore, 2018). The relationship between hope and resilience opens new pathways in thinking about the support of vulnerable young people, a repositioning that recognises conceptualisations of hope beyond individually mediated factors and following the trend in resilience research (Masten, 2018).

The Hope Theory may be particularly useful in helping vulnerable children overcome the barriers that alcohol and drugs impose on their lives. For example, the theory could guide policymakers or rehabilitation centres to select interventions aimed at helping addicted children identify and pursue various goals and use active coping strategies. The researcher found that there is a shortage of published studies examining hope in children vulnerable to

alcohol and drug abuse. This study applied the Hope Theory to counter the abuse of alcohol by secondary school learners.

1.2.   Statement of the Research Problem

Despite the measures taken to reduce the danger of alcohol and drug abuse, the number of secondary school learners abusing alcohol in South Africa and other developing countries is increasing (WHO, 2020). According to the National Institute for Alcohol Abuse and Alcoholism (NIAAA) 2018, and a National Survey on Drug Use and Health (NSDUH), almost 2.7% of learners between 12–17 years old suffer from Alcohol Use Disorder (AUD). In 2019, about 17.6 million (18% male and 15 % female) learners aged 12–20 were involved in binge drinking in South Africa. Binge drinking refers to the consumption of an excessive amount of alcohol in a short period (Beyer *et al.,* 2018).

The abovementioned issues worsen the existing challenges of rural communities' socio-economic environment: poverty, unemployment, water scarcity and food insecurity (Flora, 2018). The dire situation is also associated with unsafe sex, which results in teenage pregnancies, HIV and AIDS, violent behaviour, school dropout and absenteeism (Psaros *et al.,* 2019). Consequently, this causes poor educational outcomes and increases criminal behaviour. Quite often, resources that should be directed to development projects are diverted towards social protection to try to control substance abuse challenges that could have been prevented (Flora, 2018).

Failure to address alcohol and drug abuse and their consequences entrenches young people in a state of despair (Masten, 2018). It is against this back drop that the study applied the Hope Theory to help reduce the number of learners tempted to abuse alcohol. The situation demands that appropriate action be taken to help reduce the vulnerability of young people, especially those of school-going age, to alcohol and drug abuse (Psaros *et al.,* 2019). It is possible to achieve this if reliable information is available through empirical studies. This study acknowledges a dearth of scholarship on the examination of hope in children who are vulnerable to alcohol and drug abuse. Therefore, this study applied the Hope Theory to understand the extent of secondary school learners' vulnerability to substance abuse and devise solutions.

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1.3.   Justification/Rationale of the Study

The Hope theory is rarely used to assess the extent of alcohol abuse. However, its application helped identify the assets embedded in society that can be used to develop children who do not display deviant behaviour. Furthermore, there is a strong likelihood of improved targeting of intervention that helps reduce the vulnerability of secondary school learners to alcohol abuse.

The Department of Education (D.O.E.) will benefit from this study's improved understanding of the situation in order to make appropriate reforms to address the factors causing alcohol addiction among secondary school students and young people. In addition, it looks at how the government might try to solve the drug problem. The study will also inform decision-makers, parents, and educators about strategies for reducing alcohol abuse and, when possible, for eradicating the issue.

South Africa shares a common societal issue with many emerging nations: high rates of alcohol abuse. To make matters worse, despite efforts to eliminate the issue, the percentage of people who abuse alcohol rises yearly. Failure to address this issue puts in danger not just individual lives but also the nation's progress in terms of social and economic growth. The Hope Theory might help rehabilitation facilities or policymakers decide which interventions to utilize to support goal-setting and active coping in addicted youngsters. The researcher's findings indicate that there isn't much writing on hope for youngsters who are at risk.

1.4.   Research Objectives

The study aimed to apply the Hope Theory to build an understanding of the extent of secondary school learners' vulnerability to substance abuse. Specific objectives include to:

1. assess the extent of vulnerability of secondary school learners to alcohol abuse;
2. determine the causes and effects of alcohol abuse among secondary school learners; and
3. apply the Hope Theory to counter alcohol abuse among secondary school learners.

1.5.   Research Questions
1. What is the extent of vulnerability of secondary school learners to alcohol and drug abuse?

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2. What are the causes and effects of alcohol and drug abuse among secondary school learners?

3. Can the application of the Hope Theory counter alcohol abuse among secondary school learners?

1.6.   Assumptions

The following assumptions were made regarding the study:

1. The extent to which high school learners are vulnerable to alcohol and drug abuse is unknown;

2. The extent to which learners in secondary schools are vulnerable to alcohol and drug abuse is not known; and

3. Application of the Hope Theory might reduce alcohol abuse among secondary school learners.

1.7.   Operational Definitions of Key Terms and Concepts

Alcohol: is a substance that makes beer, wine, and liquor intoxicated. Alcohol is produced during the fermentation of yeast, sugars, and starches. All of the body's organs are impacted by alcohol. It is a central nervous system depressant that enters the bloodstream quickly after leaving the stomach and small intestine (Kring *et al.*, 2018).

 Secondary School Learners: are pupils between grades 8 to 12 in the South African basic education curriculum (South African Department of Basic Education, 2019). In this study grades 8-10 are referred to as secondary school learners.

Hope: implies taking action to pursue a future vision, and sustaining and strengthening hopefulness fosters health and well-being (Snyder & Lopez, 2007).

Substance Abuse: the use of mood-altering drugs, whether they are legal or illegal, in a pattern that is hazardous and results in reduced functioning (West & Brown, 2013). Alcohol abuse and drug abuse were utilized interchangeably in this study.

1.8.   Outline of the Dissertation

There are five chapters in this dissertation. The research project is introduced in Chapter 1 along with the study's history, a summary of the research problem, objectives, and research questions. The theoretical framework and justification of the study are also discussed in this chapter. Chapter 2 reviews the relevant literature underpinning the study, and the main issues discussed are aligned with the study objectives. The research methodology is presented in Chapter 3. Data collection and analysis techniques, tools used, and the procedures employed are described in this chapter. Chapter 4 presents the results and discussion of the study. The general conclusion and recommendations aspects are provided in chapter 5. The references used in the dissertation are acknowledged in the last section. Lastly, the appendix is provided to display essential documents, such as the ethics certificate, data collection tool and consent form, used in the study.

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CHAPTER 2 LITERATURE REVIEW

2.1. Introduction

This chapter presents reviewed literature related to the vulnerability of secondary school learners to alcohol and drug abuse, the hope theory and the importance of hope to secondary school learners. The first aspect explores the reported extent of substance abuse, internationally and locally and what makes children vulnerable to alcohol abuse. The second aspect describes reported ways to nature hope and loss of hope.

2.2. Nature and Extent of Alcohol and Drug Abuse by Secondary School Learners

Alcohol and drug abuse among young people is a worldwide problem that affects nearly every country (Vázquez et al., 2019). Although it is difficult to authenticate the true extent and nature of alcohol and drug abuse among secondary school students, research shows that the majority of adolescents experiment with alcohol at school (Machado et al., 2018). According to Elkins et al. (2018), approximately 25% of male adolescents and 10% of female adolescents abuse alcohol at least once a week.

According to Johnston et al. (2018) of the University of Michigan's Institute for Social Research, by the time students reach grade 12, roughly 8 out of 10 will have consumed alcohol at some point in their lives. 60% of those who have consumed it will be intoxicated. Violence, suicidal behavior, and high-risk sexual activity are all symptoms of youth drinking problems (Hochhauser et al., 2020). This demonstrates that substance abuse continues to have a significant impact on the country. Despite an increase in federal spending on the drug war from 1.65 billion US dollars in 2009 to 17.7 billion in 2019, more than half of students in the United States in 2018 had tried an illegal drug before graduating from high school (Allen et al.).

In Brazil, it is estimated that 36 million (22%) of the total population of 170 million people are adolescents aged 10 to 24, with 70% dropping out before completing the basic eight years of education (Machado et al., 2018). Drugs are a significant source of social imbalance in Brazil during adolescence, and they are associated with high mortality rates due to external causes such as homicides, fatal injuries, or firearm-related deaths. Willey et al. (2020) discovered that 88% of external, violent cases by adolescents treated at the City Emergency Hospital Miguel Couto were related to alcohol and drugs.

Alcohol is the substance that causes the most problems among students. Those who engage in high-risk drinking or other drug use are not the only ones who are affected. Delker et al.

(2018) found that students who do not drink legally and moderately frequently suffer secondhand effects from the behavior of other students who drink excessively" in a study conducted in New Zealand. For example, 60.5% of the students interviewed in the above study reported having to care for a drunken student, 20.1% had been insulted or humiliated, 18.6% had a serious argument due to others' drunkenness, 13.6% had property damaged, and 1.3%, all women, had been victims of sexual assault or date rape (Delker et al., 2018).

According to Veeraraghavan (2020), approximately 36% of the South African population has a drinking problem. Young people, particularly those aged 14 to 21, are at high risk of developing drinking problems. More recently, Tshitangano & Tosin, (2016) found that the perceived reasons for alcohol abuse in South Africa include poverty, living in an area surrounded by substance users, and living stressful lives. According to the United Nations Office on Drugs and Crime (UNODC), multifaceted socioeconomic challenges such as joblessness, poverty, and general crime, with these societal problems distressing many communities, exacerbate the problem of substance abuse.

A major source of concern is that drug dealers are persuading young people to begin using substances in order to become addicted and recruit their friends (Kiambi, 2018). Worse, many young people regard substance experimentation as a natural progression toward adulthood and rarely consider the negative consequences of substance dependence (Shults & Williams, 2019). All of the facts presented above are concerning and call into question whether there is any hope of stopping the slide toward drug and alcohol abuse, particularly among schoolchildren. Rather than allowing the situation to worsen or attempting to help them when they are older, catching them when they are young may be beneficial. A better understanding of the phenomenon would aid in the development of more effective interventions to reduce substance abuse. Any interventions should be preceded by an examination of the factors that predispose schoolchildren and others to abuse alcohol and drugs. As a result, this is covered in the following section.

2.3. Factors making children vulnerable to alcohol and drug abuse

2.3.1. Family factor

Children are more likely to use alcohol and other drugs if their parents drink (Newton et al., 2018). Parental drinking and marijuana use have been linked to children's use of illegal drugs in South Africa (Jones et al., 2016). According to the second South African Youth Risk Behaviour Survey (YRBS), de Jage and Naudé (2018), the frequency of drinking was higher (43%) among learners whose parents or guardians drank than among learners whose parents or guardians did not drink (23%). Frequent family conflict and involvement in child protective

services by the age of nine also increased the likelihood of future substance dependency (Drummond, 2019).

Positive parenting practices, on the other hand, can offer protection against the use of alcohol and other drugs. Parental warmth, communication, a good attachment relationship between parent and child, parental monitoring, disapproval of drug use, and parents' expectations of their child's progress all act as protective factors, according to the study. Setting rules, child-centeredness, and identification with the parent were also discovered to be effective parental child-rearing factors (Newton, 2018). Parents can also mitigate the negative influence of their children's substance-abusing peers (Doom, 2019). Furthermore, the reasons for drug use may change as individuals progress from experimentation to continued use to addiction.

2.3.2. Community factor

The attitude of the community and neighborhood toward alcohol use influences the rates of use among children. For example, daily or weekly community exposure to public drunkenness is associated with the risk of being drunk (Parry et al., 2004). Furthermore, environmental stressors like low socioeconomic status, victimization, and discrimination are somewhat predictive of students' alcohol use (Brook et al., 2019). A lack of job opportunities and an abundance of free, unstructured time are also linked to an increased risk of drug abuse (UNODC, 2004). The ease of access to alcohol and other drugs increases the likelihood of drug use even more (Brook et al., 2019). The majority of young people who use illegal drugs, such as cannabis, have previously used so-called gateway drugs, such as alcohol and tobacco (Fehrman, 2019).

2.3.3. Societal factor

Alcohol consumption has been romanticized in advertising. Alcohol advertising and promotion have been shown in studies to make adolescents more likely to start drinking and progress to regular drinking (Ibitoye et al., 2019). (Gamieldien & Van Niekerk, 2017). Alcohol taxation and physical availability restrictions are two of the most effective policy tools for reducing alcohol use among young people. There is ample evidence that when the price of alcohol rises, consumption falls, particularly among young people due to their limited disposable income (Rolland, 2017). Studies in the United States have also shown that raising the legal drinking age to 21 significantly reduced drinking and alcohol-related crashes among young people (Rolland, 2017). According to Parry (2005), alcohol-related policies in South Africa recommended raising the drinking age to 21 years, increasing taxation on all tobacco products, and tightening restrictions on alcohol marketing.

2.3.4. School factor

The relationship between peer and adolescent alcohol and other drug use is one of the most consistent findings in substance use research studies. Adolescents with deviant peer affiliation are more likely to use alcohol and other drugs, as evidenced by behaviors such as skipping school, drinking alcohol, or experimenting with drugs (Parry et al., 2004; Arteaga et al., 2010; Sellers, 2018). However, it is unclear whether peer influence leads to drug use or whether drug-using adolescents choose other drug-using peers as friends.

The availability of substances in and around the school, as well as schools' negligent attitude toward alcohol and other drug use by their students, is likely to result in increased substance use" (Morojele et al., 2014). It is concerning that 9% of South African students have been offered or given illegal drugs on school grounds (Miech, 2020). Adolescent alcohol use has also been linked to low academic aspirations and poor school performance (Morojele et al., 2014).

2.4. Curbing substance abuse in educational institutions

Some South African educational institutions, including secondary schools and universities, have begun peer education programs to combat drug abuse. By improving the quality of counselling and service delivery for students, institutions have begun peer education programs to reduce irresponsible sexual behavior, unwanted pregnancies, and Sexually Transmitted Infections (STIs), including HIV/AIDS and alcohol abuse (Toska et al., 2016). The peer outreach program teaches students how to encourage responsible behavior among their peers.

Although such activities can help address and reduce alcohol-related problems, they are secondary to the family's role in socializing children in the right direction. Every culture's foundation is built on the family. Children are better socialized at home than in their peer group, and they are best socialized by parental example and social value sharing. In terms of a child's self-worth, positive thinking is inextricably linked with the family (Tshitangano & Tosin, 2016). This is heavily influenced by the values and experiences provided by the family, at least until the child is able to reason consistently. As a result, the primary role of the family is to ensure that children grow up in a loving and secure environment where they can be taught sound values (Weyer 2018)

For many years, the South African government has made reducing alcohol use and abuse a national and local priority. However, evidence suggests that the problem is far from over. Alcohol abuse among students in schools is one of the most significant challenges affecting educational achievement in Africa (Johnston, 2018). South Africa cannot afford to lose the war on alcohol because failure to address this issue will destroy the country's youth and thus its

future (Selvanathan, 2017). However, a study conducted by Bujarski et al. (2018) accuses the government of being unwilling to address the problem. According to Bujarski et al. (2018), the government is unable to combat drug abuse because it requires tax returns from growers and manufacturers of certain addictive substances. This is because drug abuse in schools has reached alarming proportions.

If the above scenario is anything to go by, it is clear that drug abuse is a threat to the public as well as the youth in South African schools. Therefore, alcohol abuse amongst secondary school learners and society, in general, must be mitigated to reduce the criminality and social dysfunction that tends to accompany drug abuse at all social levels. In view of this, the current study set out to establish the cause, nature and extent of alcohol abuse amongst secondary school learners in view of applying the Hope Theory.

2.5. Policy Mandate

The development of strategy and substance prevention programs is guided by a number of international and national policies. International policies, including the UN Convention on the Rights of the Child, and the African Youth Charter, mandate signatories to protect children from the use of substances and their involvement in the production and trafficking of substances. There is also provision for the inclusion of alcohol and drug use prevention in the school curriculum, the rehabilitation of young people who abuse alcohol and drugs, and the strengthening of partnerships to combat drug trafficking (Essien, 2020).

The right of children to basic education, primary health care, and social services is enshrined in the South African Constitution. National legislation also includes "provisions to redirect offenders between the ages of ten and eighteen into diversion programs, such as substance abuse treatment programs. In lieu of a punitive approach, the Department of Basic Education employs a restorative justice approach in dealing with alcohol and drug use among children.

The National Drug Master Plan 2017-2020 outlines the responsibilities of the Department of Basic Education in combating alcohol and drug use, which include the provision of effective alcohol and drug education programmes and the inclusion of alcohol and drug education into the Life Orientation curriculum. Education-specific policies declare all schools to be drug-free zones and require schools to implement a code of conduct, which includes dealing with students who abuse substances. Furthermore, school-based policy ensures that alcohol and drug use is an integral component of the Life Orientation learning area, as defined by the Curriculum Assessment Policy Statements, and is infused into other learning areas (Olivier, 2017).

2.6. Theoretical Framework

The Hope theory, a positive psychology theory, was used in the study. "Psychology is the study of behavior and the mind. It entails the investigation of both conscious and unconscious phenomena, as well as feelings and thoughts (Rand & Touza, 2020). Positive Psychology is the scientific study of human flourishing as well as an applied approach to optimal performance. It is also defined as the study of the qualities and characteristics that enable individuals, communities, and organizations to thrive (Gable & Haidt, 2005; Shivley, 2019). The field is based on the idea that people want to live meaningful and fulfilling lives, cultivate their best selves, and improve their experiences with love, work, and play. Positive Psychology Theories discussed below include hope, optimism, self-efficacy, self-esteem, and problem-solving.

Martin Seligman developed the Optimism theory, which assumes that optimists approach problems from a position of empowerment. Some people see overcoming adversity as a challenge that they will gladly take on (Marelich & Piercy, 2020). Unfortunately, willpower alone is not always sufficient to solve problems. When optimistic people face failure, they see it as a passing phase and frequently attribute the loss to the situation or circumstance. Carver (2006) discovered that optimism can predict behavior, emotional responses, coping tendencies, and the adequacy of adjustment to difficult life circumstances. They are also known as resource or resilience variables because they represent the presence of motivational properties that allow people to survive and even thrive in the face of adversity.

Hope theory may be particularly well suited to explaining and promoting positive coping with alcohol and drug abuse in children. Snyder (1989) defined hope as "goal-directed thinking in which people assess their ability to produce workable routes to goals (pathway thinking) as well as their potential to initiate and sustain movement via a pathway (agency thinking)". Snyder theorized that when people hope, they hope for something—a goal (Snyder, 1994).

The Hope "Theory" has the potential to be a useful framework for rehabilitation centers to focus on maintaining and promoting positive psychological adjustment in children with alcohol and drug problems by emphasizing goal pursuit and achievement. Hope can influence psychological adjustment by influencing how stressors are assessed and dealt with; for example, people who have higher hope are more likely to find benefits in the face of ongoing stressors (Affleck & Tennen, 1996). Higher hope people are also more likely to use active coping strategies, such as devising alternative methods and implementing these strategies to deal with stressors (Snyder et al., 1991), rather than passive coping strategies, such as

avoidance, which has been linked to distress and decreased psychological adjustment over time (Snyder, 2001).

The Hope Theory may be especially helpful in assisting vulnerable children in overcoming the obstacles that alcohol and drugs impose on their lives. The hope theory could help policymakers or rehabilitation centers choose interventions to assist addicted children in identifying and pursuing various goals, as well as using active coping strategies. To the best of the author's knowledge, no published studies have looked at hope in children who are predisposed to alcohol and drug abuse. The Hope Theory was used in this study to determine the extent to which secondary school students are vulnerable to substance abuse.

Self-efficacy is a theory that emphasizes the self as a causal agent. They presumably believe their individual efforts will determine the outcome, if people have high self-efficacy expectancies (Bandura,1977; Sehgal et al., 2017). If a person believes they have the personal fortitude to overcome the side effects of chemotherapy, they are more likely to try harder. The same can be said for the concept of control. When people believe they are in control, they believe that the desired outcome will be achieved through their own efforts.

Self-esteem is confidence in one's worth as a human being, a valuable psychological resource, and a generally positive factor in life; it is associated with achievement, good relationships, and satisfaction (Mruk, 2017). People who have low self-esteem may become depressed, fall short of their potential, or tolerate abusive situations and relationships. Too much self-love, on the other hand, leads to an unappealing sense of entitlement and an inability to learn from mistakes.

In the mid-1980s, Prof. R. Snyder developed the Hope theory. Hope is a person's perception of the existence of paths necessary to achieve their goals (Snyder, 1994). Human actions are purposeful. The goals are the targets of mental action sequences, and they provide the cognitive component that holds hope theory together. People must believe in their ability to generate workable routes to their goals in order to achieve them. This is known as pathways thinking, and it denotes one's perceived ability to generate workable routes to desired goals. The development of goal-directed hopeful thought is critical for the child's survival and well-being (Snyder et al., 1991). The hope theory was used in the study because its pathway component addresses a quality that the optimism concept does not. When one of several paths to a desired outcome is blocked, a person is more likely to persist. The section that follows provides an in-depth discussion of the theory.

2.6.1 Hope Theory

The study starts with the assumption that "human actions are goal-directed". As a result, goals serve as the targets of mental action sequences and serve as the cognitive component that underpins hope theory. Goals can be short-term or long-term, but they must be valuable enough to occupy conscious thought. Similarly, goals must be attainable while also containing some uncertainty.

Hope theory's motivational component is agency, or the perceived ability to use one's pathways to achieve desired outcomes. Agentic thinking reflects self-referential thoughts about beginning to move along a path as well as continuing to progress along that path. The study discovered that people with high hopes use self-talk agentic phrases like "I can do this" and "I am not going to be stopped" (Snyder et al., 1996).

People must believe in their ability to generate workable routes to their goals in order to achieve them. This process, known as pathways thinking, denotes one's perceived ability to generate workable routes to desired goals. Similarly, the researcher discovered that this way of thinking is characterized by affirming internal messages such as "I'll find a way to get this done!" (Pathways thinking is concerned with the ability to generate at least one, and frequently more, usable route to the desired goal.

 When confronted with impediments, the production of several pathways is critical, and high-hope people believe they are adept at finding such alternate routes; additionally, high-hope people are very effective at producing alternative routes (Snyder et al., 1991; Irving et al., 1998;). In conclusion, developing goal-directed hopeful thought is critical for the child's survival and well-being. As a result, parents, caregivers, teachers, and members of society are all invested in instilling this optimistic mindset.

2.6.2. The importance of hope in children's life

 The components of the hope theory are goals, agency, and pathways (Snyder et al., 1998). Lenson (2018) defines hope as "the process of thinking one's goals, along with the motivation to move toward (agency) and the ways to achieve (pathways) those goals''. To conceptualize or measure hope, these three dimensions must be addressed. They have a mutually beneficial relationship. Although hope is founded on cognitive assessments, it also incorporates emotions. Higher levels of hope are associated with a positive emotional state, and vice versa (Lybbert, & Wydick, 2018). This suggests that hope is a motivating factor.

Hope influences academic achievement (Oettingen & Chromik, 2018), better coping strategies and positive adjustment, sport achievement (Dixson et al., 2018), self-efficacy, optimism,

general well-being (Magaletta & Oliver, 2018), and life satisfaction (Gallagher, 2017). Taking all of these relationships into account, it is possible to argue that the hope theory can be used to gain a deeper understanding of issues relating to alcohol and drug abuse among secondary school children in rural areas. Such analysis should result in interventions that can help society's moral fiber regenerate (Gallagher, 2017).

Rurality is frequently viewed negatively. It primarily influences children's everyday experiences, pervades family life and schooling, and shapes a future vision (De Lange et al., 2018; Bittman & Pixley, 2020). Growing up in a communal society that emphasizes traditional values, holistic views of health, and relational ways of being can also have a significant impact on a child's development of hope. As such, and in light of some studies conducted in South Africa (Wright et al., 2015; King et al., 2020), hope-focused research can shed light on the potential role that socioeconomic and cultural contexts play in adolescents' perceptions of life. Previous studies on the levels of hope among adolescents from various multicultural and socioeconomic groups, for example, concluded that Black African adolescents had slightly higher levels of well-being than their White counterparts (Gillham et al., 2019).

2.6.3. The loss of hope

Learners who "have experienced repeated failure when attempting to achieve their goals" are more likely to be aware of their deficiencies in pathways and agency capacity. Those with low expectations will face failure-focused goals and negative emotional responses (e.g., anger, sadness, despair). Repeated failures to achieve desirable goals can lead to a loss of hope. Indeed, the process of losing hope is one that requires attention. When we recognize that we do not know how to achieve our desired goals and are confronted with significant barriers with no perceived viable alternative paths, the first stage in the loss of hope is rage. While individuals with high hope can frequently identify alternative pathways as a coping response, the demise of hope is based on the loss of a viable path toward a highly desirable goal, resulting in the immediate experience of rage (an intensely focused negative cognition/emotion) (Gallagher & Lopez, 2018).

Despair is the second stage of hopelessness. This happens when viable alternatives are no longer available or the individual is unable to change their goal. The barriers to goal attainment are recognized as insurmountable in this condition, and the individual questions the meaning and value of their efforts. Because the goal remains desirable and requires mental energy, the learner is losing hope due to a lack of viable pathways, but they are not yet hopeless because they continue to direct mental energy (agency) toward their object of desire. Apathy is the final stage of hopelessness. Because the goal is unattainable, no mental energy is expended in considering the goal's desirability, let alone the potential pathways that must be considered.

2.6.4. Nurturing hope

While secondary school students may experience diminishing hope, this section focuses on how hope can be fostered. The desired goal must be described in detail and be within the realm of possibility. Goal clarification tends to increase the agency dimension of hope temporarily, allowing for a parallel focus on pathway development (Hellman et al., 2018). Following that, viable paths to goal achievement can be developed with sufficient attention to detail to allow for measurable benchmarks. Benchmarks can be an important feedback system for individuals, allowing them to self-regulate their behavior and emotions. Finally, learners should be encouraged to think about potential barriers to their chosen pathways so that they can consider alternative paths or detail strategies to overcome the obstacles.   This can be a critical time in the development of hope because those who have experienced low hope may still be focused on the possibility of failure and show a reluctance to continue the path to hope.

2.7. Summary of Literature Review

Substance abuse is on the rise among secondary school students. The causes of alcohol abuse are numerous, and the cause-and-effect relationship is complicated. The easy availability of cheap alcohol is one of the most important direct causes of alcohol and drug abuse. Hope, on the other hand, gives fading ambitions new life and propels the hopeless self to find meaning in life. It has also been established that hope is an essential component of treatment because it provides new energy. Thus, hope provides meaning and direction to life when one is suffering. Hope can help people live better and/or longer lives in this way. The methodology considered to achieve the research objectives is presented in the following chapter.

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CHAPTER 3 RESEARCH METHODOLOGY

3.1. Introduction

The methods utilized to gather data at various points during the study process is described in this chapter. It gives the study area's socioeconomic overview, the design, population and sampling, and data collection and analysis. Concentration is on the aims and purpose of interviews for this study, how participants were selected, and how informed consent forms were distributed to the participants. The chapter further discusses the ethical considerations that were observed. Furthermore, the chapter presents the procedure that was followed during the data analysis process. The research methodology was supposed to have been covered in two phases. However, because of the nature of the data sets and responses, the objectives and the approach to the study, were only one phase, but in detail was accomplished for the study to respond to the research question. A summary of the research methodology closes the chapter.

3.2. Description of the Study Area

The study was conducted in Osizweni Secondary School in Govan Mbeki Municipality, Gert Sibande District in Mpumalanga Province (Figure 3.1). The Govan Mbeki Municipality is located in Mpumalanga's southeast, bordering Gauteng to the south, 150 kilometers east of Johannesburg, and 300 kilometers southeast of Nelspruit. One of the seven local municipalities governed by the Gert Sibande District Municipality is Govan Mbeki. The municipality has a population of over 480 000 people, most of whom live in diverse urban areas, and it has a total area of about 2 958 km (Migration Policy, 2020).

Govan Mbeki is located on the Gauteng/Richards Bay Corridor, which is made up of the National Road N17 and the Richards Bay rail line, which passes through the area in an east-west route. Within the Gert Sibande District, Govan Mbeki has the most diverse economy, with the SASOL II and III complexes and coal and gold mining as its main employers (Govan Mbeki Spatial Development Framework, 2019).

The location provides the municipality with a competitive advantage as a corridor for growth and development that attracts entrepreneurs to open taverns and sell alcohol to secondary school learners. The circuit was selected due to its low pass rate, the high number of school drop-out, and the unique characteristics of youth unemployment through consultation with the Mpumalanga Department of Education.
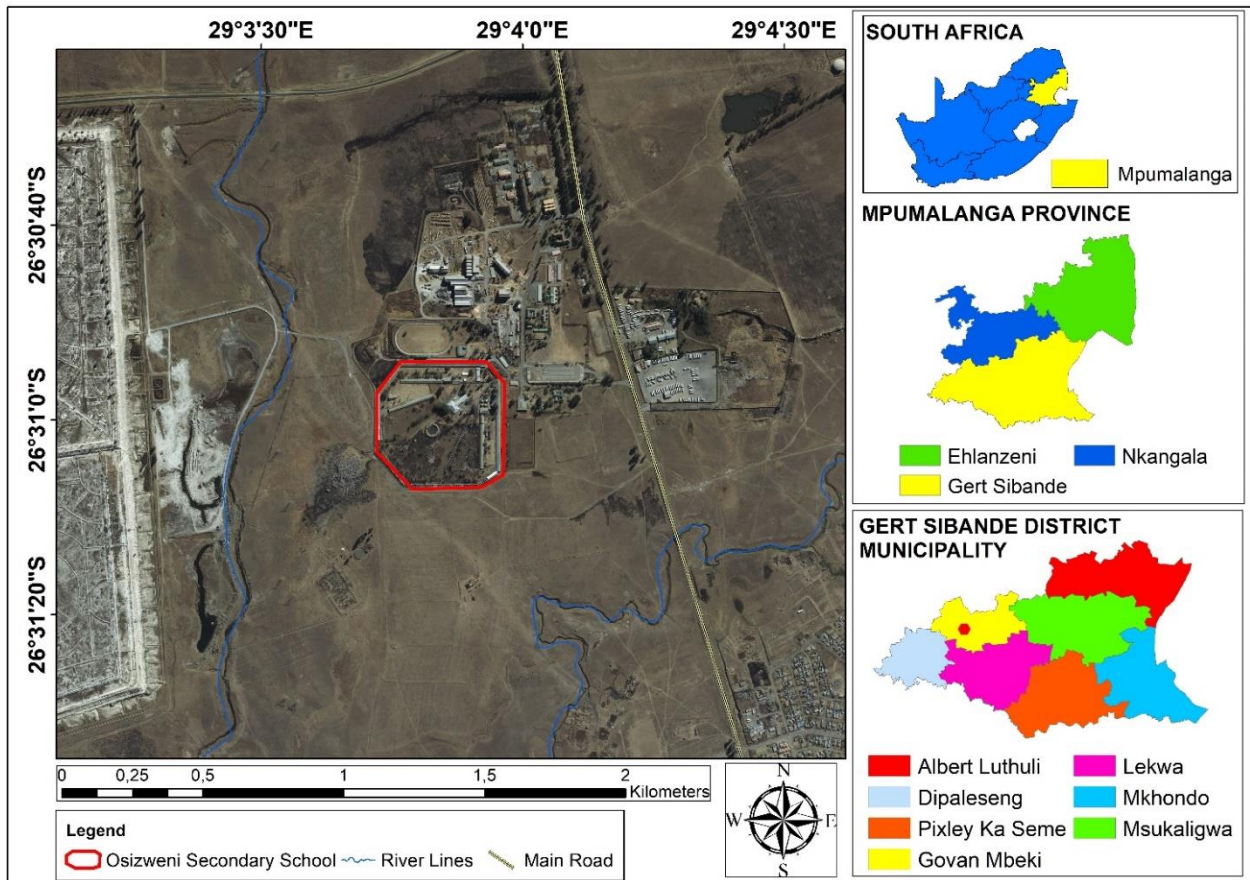
Figure 3.1. Govan Mbeki Municipality Map of the area under study

3.3. Research Design

The study was planned to be a sequentially exploratory mixed approach (Cresswell & Poth, 2020). The data collection process was supposed to be in a two-phase design where qualitative data was supposed to be collected first, followed by quantitative data collection instead of focusing on one methodology. This was designed for triangulation purposes and the validity of the findings. Due to the nature of the data sets and the research objectives, an exploratory research design was deemed appropriate to explore the current phenomenon. The approach is open to an in-depth research strategy for a specific inquiry that emerges from a comprehensive field of study. Thus, the qualitative design allowed for in-depth data collection in an explorative manner (Kumar, 2019). Qualitative research was preferred in this study because it facilitates a greater understanding of the phenomenon (Eriksson & Kovalainen, 2008). To these authors' knowledge, no published studies have examined hope in children vulnerable to alcohol and drug abuse. Which also necessitated an initial in-depth investigation.

3.4. Community Entry

Permission to conduct the study was secured from the traditional authorities. This was done through following local protocols for consultation with the chief. The secretary in the tribal office scheduled the meeting with traditional leaders and members of the community. A summary of the research proposal was presented to the leaders, and it was distributed to attendees in support of the verbal explanation of the study. Approval to conduct the study was obtained during the meeting.

3.5. Population and sampling procedures

The study population was categorised into clusters: secondary school learners from grades 8 to 10, teachers, parents or guardians, and school management. A purposive sampling technique was used to select learners. This sampling method was based on the researcher's judgment regarding the characteristics of a sample (De Vos, 2016). The strategy was to select information-rich and illuminative participants, offering practical manifestations of the phenomenon. Grades 8 to 10 were chosen because they were not writing Examinations on the data collection days. Also, classes were selected based on availability (2 classes in grade 8, 2 in grade 9, and 1 in grade 10). In total, 219 learners participated in the study. For teachers and school management, convenient sampling was used, same for parents or guardians; 23 respondents were selected using convenient sampling. A convenience sample approach involves taking the sample from a group of persons who are simple to reach or contact (Taylor

et al., 2015). It was deemed fit for the study because only respondents who were available and willing to participate were included in this study.

3.6. Data collection techniques and methods

The data collection process started with key informant interviews at Osizweni Secondary School. Key informants are primary sources of information that know their community (Taylor *et al.,* 2015). In addition, they introduced researchers to community members and encouraged participants to participate in the study. The key informants included Teachers and the School Management Committee.

Three key informant interviews were conducted using an interview guide comprising open-ended questions. The initial plan was to interview ten key informants, but only three were available because data was collected during school hours and the other teachers were invigilating examinations. The second data set was collected from 20 Focus Groups, which comprised 219 learners from grade 8 to grade 10. The groups consisted of (8-10) respondents, girls and boys. Lastly, 20 Face to Face interviews were conducted with parents and guardians of learners using open-ended questionnaires.

3.7. Data analysis

The Atlas ti version 8 software was employed to apply the thematic content analysis method (Creswell, 2018). The thematic analysis involves the organisation of data into themes and the interpretation of results. The data was captured in Microsoft Excel spreadsheets before it was analysed. The data saved in Microsoft Excel was exported to Atlas ti. Quotations were selected and assigned to codes. It also involved writing memos and commenting on the data. The codes were created using the main themes linked to the study objectives and linked with the quotation. The occurrence of quotations attached to codes across data collection techniques were also revealed, which then showed the relationships between the codes. The codes were imported to design the network view.   The network diagram tool helped in creating networks to establish linkages in the outcomes. Outputs were exported to MS Word for formatting, text conversion, and saving.

3.8. Ethical consideration

The researcher sought ethical clearance from the University of Venda Research Ethics Committee.   Permission to collect data was   also requested from the Mpumalanga Department of Education and Ebutsini Traditional Council. The school principal signed a letter

confirming informed consent on behalf of all the learners. Prior to data collection, a summary of the research proposal was shared with the stakeholders. After completing the research a report with key findings was shared with the stakeholder as feedback.

The researcher also communicated to the respondents that their participation would not predispose them to foreseeable harm or danger. The respondents were informed that they had the right to withdraw from the study at any time they wished However, doingng so would not expose them to any form of prejudice or criticism. In addition, honesty and professionalism were adhered to throughout the research process.

3.9. Conclusion

The research study focused on applying the Hope Theory to counter alcohol abuse of alcohol by secondary school learners' in selected rural areas in Mpumalanga Province. A total population sample of 223 participated in this study. Focus groups and one-on-one interviews were used to collect data, and thematic content analysis using Atlas ti version 8 was used to analyse the qualitative data. The next chapter will show how the analysed data was interpreted.

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CHAPTER 4   Results and the Discussion

The preceding chapter provided the study's methodology, the concepts and notions of the research methodology, the design, sample and sample size, and data collection methods were discussed. In this chapter, the results of the study are presented and discussed. Relevant themes and related subthemes are used in a logical sequence. The main objective of the study was the application of the Hope Theory to counter alcohol abuse and also comprehend secondary school learners' vulnerability to substance abuse. The main themes of the study were be premised on the objectives of the study as follows: the extent of vulnerability of secondary school learners to alcohol abuse, the causes and effects of alcohol abuse among secondary school learners and measures to address alcohol abuse among secondary school learners.

A total of 242 respondents participated in the study, 219 grade 8,9 and 10 learners, 3 School Management, and 20 parents/ guardian. Table 4.1 summarises the learner's demographic information. Results showed that the parents that participated in the study were 25. More than half (55.4%) were female, and 43% were in grade 8. Regarding gender, the results indicate that more females participated in the study compared to male learners.

Table 4.1. Demographic information of Respondents

Respondents	Frequency		Proportion (%)	
	Male	**Female**	**Male**	**Female**
Teachers	0	2	0	100
Parents/Guardians	5	15	25	75
School Management	1	0	100	0
Learners-Grade 8	30	62	33	67
Grade 9	35	47	43	57
Grade 10	17	28	38	62

4.2. Perceptions regarding alcohol abuse

Participants in the study, including girls and boys in grades 8 to 10, were in agreement that there is alcohol misuse among students. This is demonstrated by rising school dropout rates, disrespectful conduct toward elders and teachers, lack of focus in class, and in the worst situations, suspension from school for showing up to classes while intoxicated. The quotation used by one of the groups to explain the aforementioned facts is below.

" Yes, because it makes you act stupid, you think you are not scared of anyone when you are drunk"

*(*Grade 8)

"*Yes, because leaners bunk school so that they can drink alcohol and they ruin their future and be alcohol addicted"*

(Grade 9)

 "*Yes, many learners come to school drunk and smelling, they always want to party and don't do schoolwork"*

(Grade 10)

4.2.1 Parents' Perceptions

A similar sentiment was expressed by 18 parents who pointed out that their kids were misusing alcohol. They stated that there is proof of students who have had their schooling suspended in their local communities. While some students behave as anticipated, others always wreak havoc in the neighbourhood after drinking during and after school. On the other side, (two) parents dismissed the issue of alcohol misuse among students in schools since they had not seen it in their neighbourhood. Additionally, they suggested that students who perform poorly in school have a more challenging time coping with alcohol dependence.

4.2.3 Educators' Perceptions

Alcohol misuse in schools was universally acknowledged as a significant problem among educators. This was an important factor in student aggression, disrespect, and poor academic performance toward teachers. They claimed that some students missed class on Mondays because they were hungover and that others could skip weeks at a time, especially after public holidays when they would have overindulged in alcohol. In addition, some students would

show up to class visibly inebriated and smelled of alcohol. The teachers provided the following evidence to support these facts:

"Some learners drop out after not attending classes for weeks and they sometimes smell alcohol when you talk to them, they don't concentrate in class and threaten violence towards the educators, others end up associating themselves with gangs that rob people"

Educator

4.2.4 School management Perceptions

The school management acknowledged that students overuse alcohol because they occasionally saw students intoxicated, particularly on Fridays. More discover them with alcohol containers, while yet others are seen in the beer halls during and after school hours. It is conceivable to conclude that alcohol consumption is widespread among students in the study region after taking into account the opinions of students, parents, educators, and the management teams. According to several interest groups, the network map in Figure 4.1 demonstrates in detail the degree of alcohol misuse in schools.

The study results reveal that there is an abuse of alcohol by secondary school learners. The use of alcohol by learners presents unique challenges to the school system and the community. Studies undertaken by other researchers indicate the problems related to the abuse of alcohol by learners. Mathibela & Skhosana (2019) confirm that substance abuse contributes to health-related issues and affects individuals, families and the community. Abusing alcohol makes learners fail to concentrate in classrooms. This becomes an individual problem for the families and communities where those learners live. It can be characterized as excessive substance misuse to the point that a person loses control over how they use the substance (Waini, 2015).

Further, peer group pressure remains as one of the primary factors for adolescent substance use in South Africa (Mohasoa, 2010). Therefore, drawing upon hope theory defined by Snyder (1994; 2002), particular attention is given to the predictive nature of trait hope over other state-like constructs of psychological capital, including hope, efficacy, resilience and optimism.

While the school management also agreed that learners abuse alcohol because sometimes, they would find one or two learners drunk, especially on Fridays. Others are found with containers of alcohol, and others are seen at beer places during and after school times with a severe disregard for parents. The overall results from learners, teachers, and school management lead to the conclusion that there is alcohol abuse in secondary school learners, especially from grades 8 to 10. Figure 4.1 shows that respondents believe that alcohol abuse is indeed a problem among learners in the study area. However, in agreement with Michael &

Snyder (2005) and Valle *et al.* (2006), hope is an essential predictor of psychological adjustment to stressful life events and can counter the detrimental impact of change. Hence, as acknowledged for its state and trait-like qualities, hope remains an active process by which goals can be attained through agentic thinking and pathways actions (Snyder, 2004).
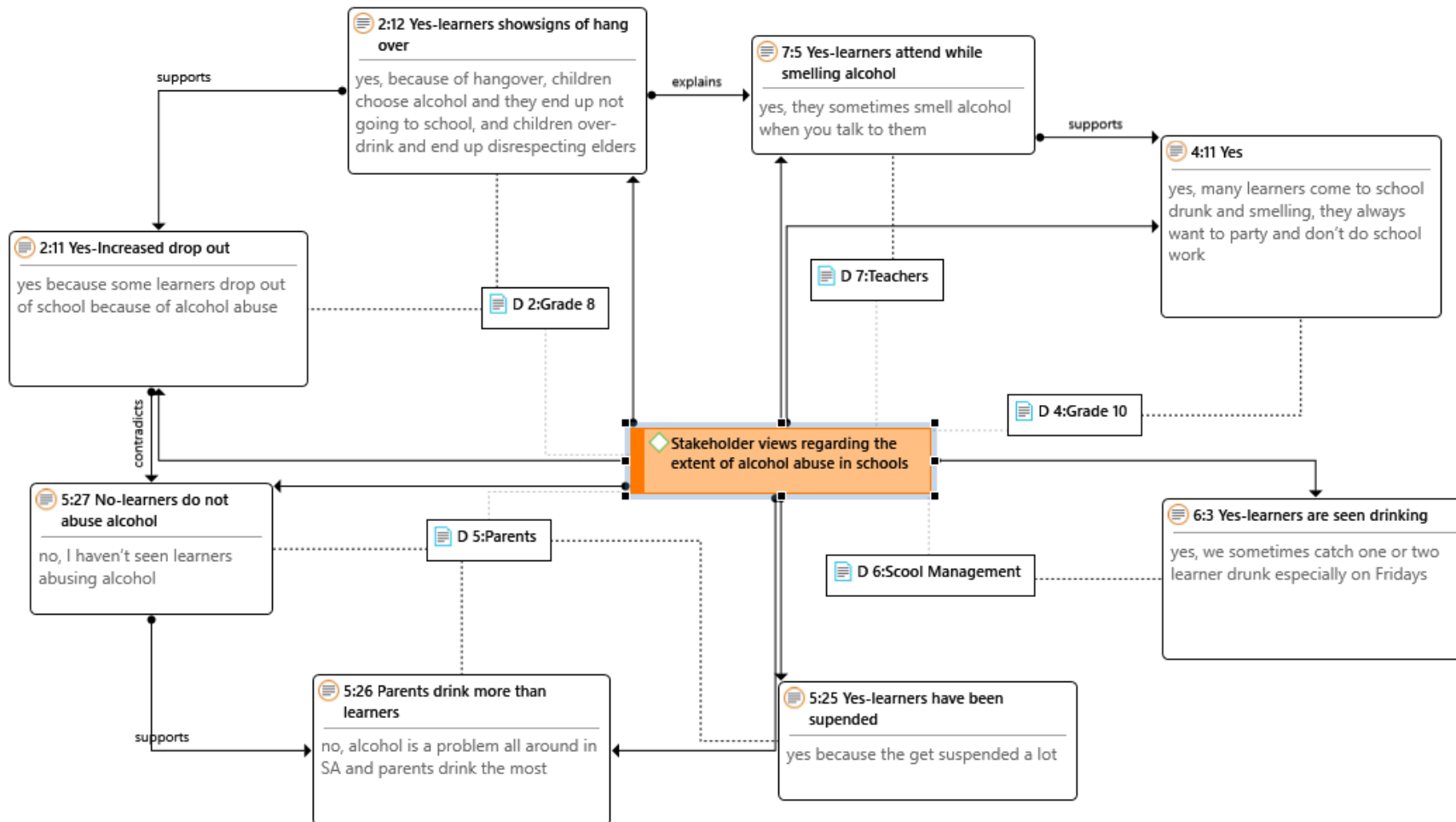
Figure 4.1 The extent of alcohol abuse among learners in schools

Key: …… Shows responses from the respondents (Parents, Teachers, School Management, Grade 8 learners and Grade 10)

➝ Shows the relationship between quotes.

4.3. Indicators of alcohol abuse

Grade 8 and 9 revealed that they started noticing students with a 'phuza face'[1], having red eyes, swollen faces and clothes smelling alcohol. Learners in the other grades stated that the students that drank or abused alcohol came to school smelling alcohol, always had hangovers and disrespected teachers. Another major concern from grade 10 learners was that those who abused alcohol stopped attending church and enjoyed excessive partying.

The parents who were part of the study responded that the learners are indeed abusing alcohol because they do not perform well in class, they are always smelling alcohol and go to school and return home late. Other parents noted that there are behaviour changes among alcohol abusers as they change from being good boys or girls to being arrogant, disrespectful children. An old lady living with her granddaughter confirmed that they are always drunk during weekends, and she wonders if they do not have school projects to do. The old lady further said:

> *The parents and teachers agreed that some learners changed from being attentive at school, smart and clean to being dirty and absent from school and being seen around the community during school hours.*

The teachers and school management highlighted that they started bunking afternoon classes or coming to school with a hangover. More so, they vandalise school property, trying to run away from school by breaking the fence.

The study found that there are negative impacts of the abuse of alcohol. These include poor performance at school, excessive partying and absenteeism from school. The above results brings to light the challenges that teachers, learners and alcohol users face. A study conducted by Chauke *et al.* (2015) confirms the above results, and their investigation revealed that there was a challenge of alcohol abuse in rural schools in South Africa.

4.4. The extent of alcohol abuse among learners

The school administration indicated that students drink, but not during school hours, thus, there is a huge problem in the community where the students are from. All responders,

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[1] Phuza face – hangover face

University of Venda

including students and parents, agreed it was truly a problem. The issue is so severe, according to learners, that they constantly feel angry, bully other students, and lose control.

Furthermore, additional researchers support the assertion that this issue is significant and detrimental to teenagers. According to Rehm *et al.* (2019), drinking alcohol poses a serious health risk on a global scale. Alcohol use disorder, alcohol-related liver disease, and alcohol-induced pancreatitis are just a few of the illnesses and injuries that the aforementioned experts identified as solely caused by alcohol misuse. In addition, a greater death rate of 6.3% for men and 1.1% for women is also a result of men consuming more alcohol overall than women.

Similar results were obtained in a study on substance use among secondary school pupils in a rural South African environment by Tshitangano & Tosin (2016). Despite the fact that both boys and girls began drinking alcohol between the ages of 15 and 20, the majority of the students who used substances were male. The authors noted that 6% of male and 2% of female students admitted to using drugs at some point. Additionally, the problem of substance misuse, particularly among teenagers or young adults, has become a significant global concern in science, politics, and public life. The figures above show that alcohol consumption is not a similar problem for boys and girls because males consume more alcohol than females as a whole.

4.5. Causes of alcohol abuse among learners

4.5.1. Imitation

Learners from grade 8 to grade 10 stated that learners who are vulnerable to alcohol are those whose parents drink in front of them or sometimes who are sent to buy alcohol. Normally, learners develop a curiosity to taste beer because of the alcohol exposure they have at home. Sometimes, alcohol is left by parents in fridges, and children can easily access it whenever they want, thereby leading to experimentation.

The study's findings suggest that some students abuse alcohol as a result of their surroundings and parental influence. In a similar vein, Chauke et al. (2015) contend that peer pressure, parental drinking, age, gender, and parental drinking were determined to be the primary contributing factors to alcohol usage among students. Therefore, preventative initiatives that highlight the negative consequences of alcohol use among students are crucial for lowering alcohol consumption among students in South Africa. Furthermore, Ghuman *et al.* (2012) note that parents influence their children's drinking problems and suggested that when interventions are made, the parental influence must also be considered. They also

argued that there are long-term impacts of the use of alcohol, and these cause drinking patterns, which are hazardous to health in adulthood and the general well-being of a person.

4.5.2. Peer pressure

Learners usually are experiencing puberty between grades 8-12, and thus, they are easily influenced to engage in risky behaviour by their delinquent friends. For example, some learners indicated that they started drinking at friends' parties where everyone was drinking, and they felt pressured to do the same. Some are pressurised to drink to gain confidence to approach girls and solicit romantic relationships.

In this study, peer pressure is one of the major challenges that influence the drinking of alcohol amongst learners. A study conducted in rural areas of Limpopo concurs with the above statement, as their research argued that as young people grow, they tend to lean more on their peers to learn and discover new things (Maseremule *et al.*, 2019). On the other hand, the Hope theory argues that if individuals set goals and know who they are, they will not be easily influenced by peers to drink alcohol. Therefore, if the hope theory is taught in earlier grades, it may help mitigate peer pressure in decisionmaking.

 Similarly, Ngantweni (2018), argues that leisure, boredom, and peer pressure are significant predictors of adolescent substance abuse in many socially disadvantaged areas in South Africa. This is further indicated by Hendricks et al. (2019) that socioeconomic status plays a significant role in the use of psychoactive substances. Adolescents from poor socio-economic communities were found to be more prone to use psychoactive substances. A study in Pretoria by Hayhurst (2018) investigated the relationship between unwanted sexual experiences, psychological well-being, substance abuse and high-risk sexual behaviour among adolescents. The author found that the desire for sex and pleasure is also a factor in abusing alcohol.

4.5.3. Gangsters

Grade 10 learners added that some join gangs to avoid or practice bullying and show control at school. It is in these gangs that they start using substances, including alcohol. Those who might resist taking alcohol, they may be forced to do so by their gangsters to foster a sense of belonging and togetherness. The results indicate that some learners are influenced by the gangs they belong to to use alcohol. When people join a gang, it has its own rules; thus, some learners may not even have a say but drink alcohol to fit in a gang to avoid bullying, according to Tshitangano (2016).

4.5.4. Negative role models

Parents agreed that learners drink because they see from their parents and community members. While other parents added that they become vulnerable because of the surrounding

environment and the availability of alcohol. More so, the lack of strict rules controlling the accessibility of alcohol to minors in taverns is a significant challenge. This is worsened by the encroachment of several taverns into residential areas.

Data from the study argues that parents influence the drinking behaviour of learners to a larger extent. Maremule *et al.* (2019) concur with the above statement as they argue that peer and parental influence are the major leading factors contributing to the high prevalence of alcohol abuse in South Africa. This indicates that alcohol is a huge contributor to the social ills in most communities in South Africa.

Teachers and school management added that learners are vulnerable to alcohol because of the lack of strict legislation to control who accesses alcohol and at which age. Also, as alluded to by learners and parents, the teachers and school management reported that other learners drink because their parents drink in front of them and the availability of alcohol in the taverns. They reiterated that the home environment could cause good or bad behaviour. Therefore, a child abused at home is more likely to turn to alcohol, bad behaviour, and bad friends. Figure 4.2 below shows the causes of alcohol abuse as detailed by respondents.

Other researchers have identified some causes, such as social camaraderie as one of the most frequently endorsed reasons for drinking (Labrie *et al.,* 2020) because they believe that drinking reduces their social anxiety and increases their ability to have fun. Young adults tend to be affected by the social facilitation impact of drinking incentives by increasing their drinking frequency (Hussong, 2018), and drinking is related to negative consequences. The most common factors influencing illicit drug use among high school learners were gender, parental or guardian level of education, and family structure (Ololade & Mndzebele, 2018). Furthermore, peer pressure was cited by Mohasoa (2021) as the main reason why adolescents used drugs in the rural districts of Zeerust in the North West province of South Africa.
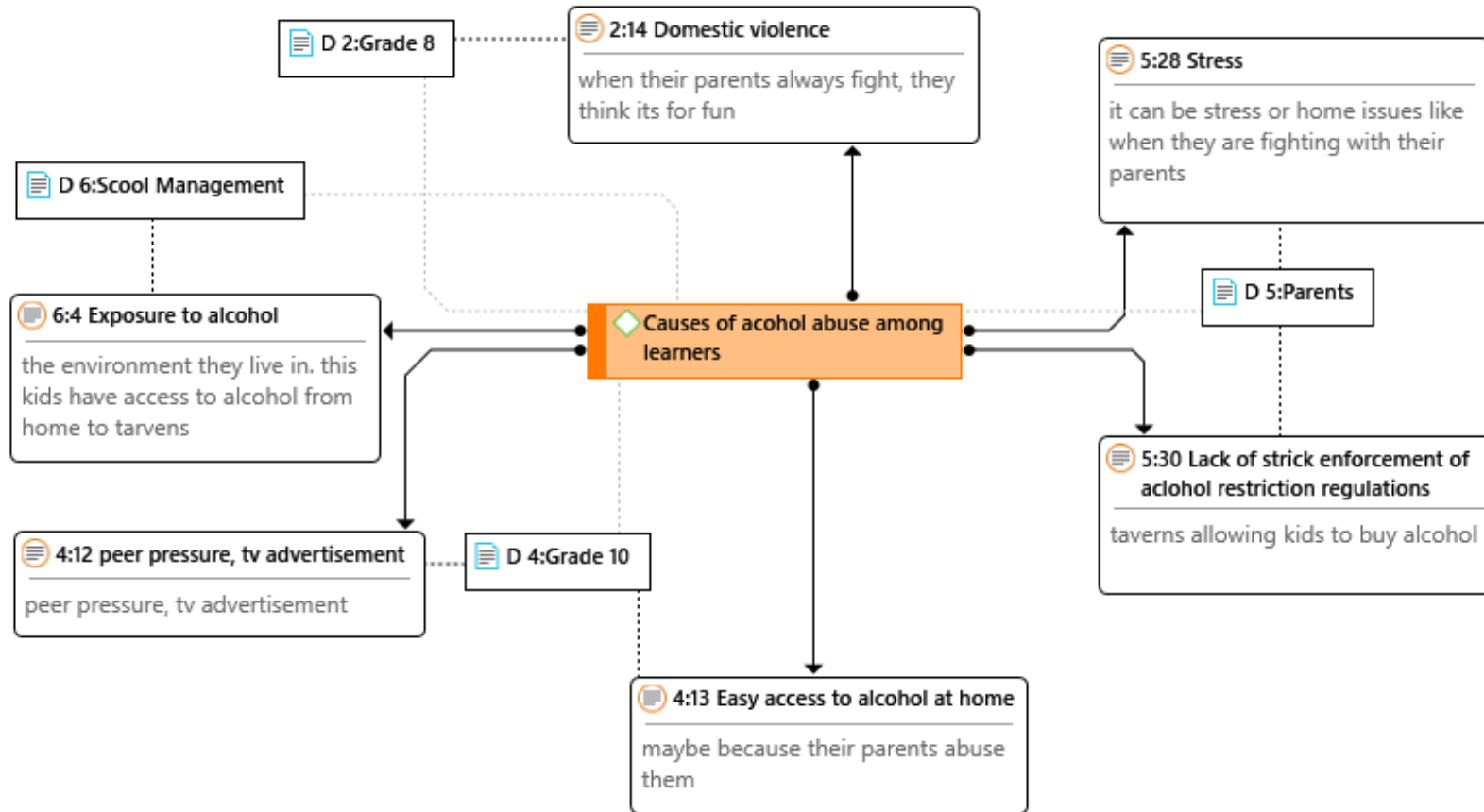
Figure 4.2 causes of Alcohol abuse among learners

Key: …… Shows responses from the respondents (Parents, Teachers, School Management, Grade 8 learners and Grade 10)

⟶ Shows the relationship between quotes.

43

4.6. consequences of alcohol abuse among learners

4.6.1. Addiction and school dropout

Learners reported that they might become alcohol addicts. Addiction will compel them to do anything to get some money and thus leading to criminal behaviour at times. They all agreed that alcohol abuse might lead to failure, school dropouts and become a problem in the community. Some girls might have relationships with older man to get money to buy alcohol. Below are incepts from the various interviewed groups.

"Drinking causes conflicts between the drunkards and some end up being injured or jailed, increase teenage pregnancy in our school, unsafe sex which leads to HIV/AIDS"

(Grade 10 girls)

*"They might get corona virus because they don't wash their hands and they share drink"*

(Grade 9 boys)

4.6.2. Teenage Pregnancy

Parents reported that these learners engage in sexual activities at a young age, get pregnant and leave home to be street kids, *"Hobbo".* Once they start drinking, they bunk classes leading to dropouts; girls fall pregnant, boys steal to get money to buy alcohol and high crime rates in our community. Figure 4.3 below shows the consequences of alcohol abuse among learners as viewed by the respondents

In addition, other consequences could be that some learners might end up having physical injuries in their bodies, a weakened immune system, some might develop poor sleeping habits and mental health problems which are part of global health problems (Rehm *et al.,* 2019). Others might be have financial stress issues. Also, the World Health Organisation (2020) claims that more than 200 health issues are caused by the negative consequences of alcohol usage, of note cancer (45.5%), neuropsychiatric disorders (11.1%), cardiovascular diseases (40.8%), cirrhosis of the liver (31.7%), unintentional injuries (52.1%), and intentional injuries (20.4%). Alcohol use disorder, alcohol-related liver disease, and alcohol-induced pancreatitis are only a few of the illnesses and injuries that Rehm et al. (2009) classified as being solely caused by alcohol consumption and pose a significant health risk on a global scale when used repeatedly. The amount and frequency of drinking among young people determine the harm caused by alcohol.
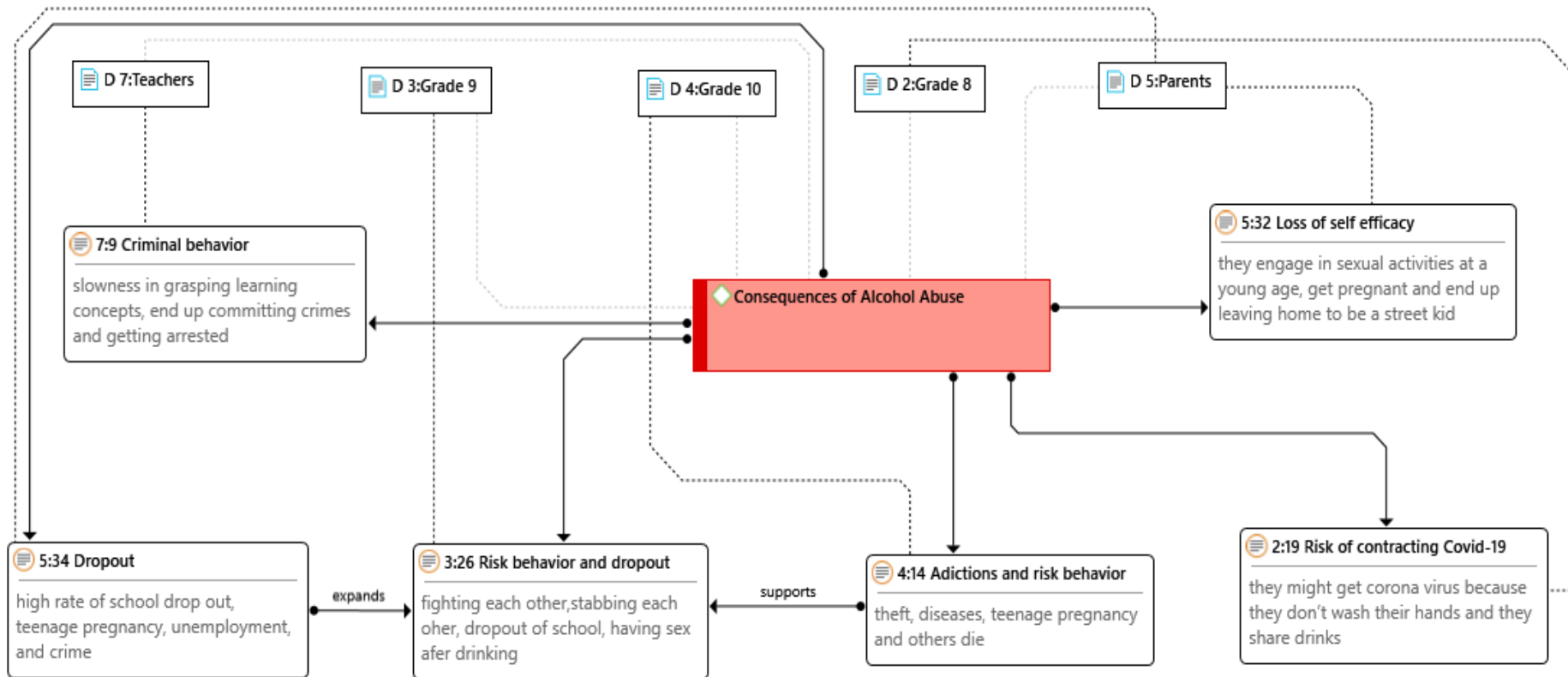
Figure 4.3 Perceived consequences of alcohol abuse among learners

Key: …… Shows responses from the respondents (Parents, Teachers, School Management, Grade 8 learners, Grade 9 and Grade 10)

Shows the relationship between quotes.

4.7. Measures to prevent alcohol abuse among learners

4.7.1. Strict enforcement of regulations

Parents stated that imposing strict rules within educational facilities will help learners who do not drink and those that drink to cope at school, many parents think that taverns should make sure no one below 18 years buys alcohol and have more awareness campaigns and improve the entertainment of learners. Others believe they must always encourage them to avoid hanging out with learners that drink and have a lot of career expo to show them that alcohol has no future in their lives

"*They must be beaten when they come back drunk, and the government must stop interfering with how we raise our kids*"

(Parents)

The study results indicate that there must be intervention measures at schools that prevent access to alcohol to the school. It has been argued in the preceding paragraphs that parental and peer influence are the significant challenges to the use of alcohol by learners. Therefore, this study argues that parents must monitor and educate learners about the dangers of alcohol consumption. Moreover, the school and parents must work together because they have an influence on the learners.

According to Manu et al. (2017)'s findings, the majority of students buy alcohol from other students inside of schools, which raises questions regarding school safety and a lack of substance management as required by school policies. It implies that the South African school policies and laws on substance use in schools are insufficient, if not nonexistent, in terms of alcohol control. Alcohol sales in the neighborhood generate severe issues regarding the application of substance use policies and regulations in schools as well as the security of the learning environment.

4.7.2. Providing a conducive learning environment
Learners felt that the school environment must be conducive to learning and extra curriculum must be a priority, such as sporting activities, to keep learners busy and help other learners build self-confidence and help them deal with their obstacles. There is also a need for the inclusion of alcohol and substance use rehabilitation courses at schools to keep learners focused despite the pressure and exposure to alcohol outside school premises.

4.7.3. Increasing counselling services

Grade 10 emphasised that schools must have social workers to assist with counselling. This may help address learners' social challenges before they indulge in alcohol abuse as a coping mechanism. More so, parents must be involved in their children's life, especially always checking with the teachers to identify any potential alcohol-related behaviour before it worsens.

"Each school must have a guide and counselling instructor where students can go for counselling and advice".

*(*Educator)

"Communities must take responsibility and control of their society through being strict in the selling of alcohol and children must be community children so that everyone in the society takes part in their guidance, instruction and protection".

(*Educators*)

The data indicates that the availability of social workers must be increased in schools. A study conducted by Maseremule *et al.* (2019) argued that most learners consume alcohol. The abuse of alcohol is prevalent in most schools; thus, intervention measures to help those dependent on alcohol must include social workers.

4.7.4. Positive role modelling

Like learners, parents reiterated that they must be good examples to their children and communities to prevent alcohol abuse among learners. Figure 4.4 below shows the solutions to alcohol abuse among learners, as detailed by respondents.

4.8 Hope for the generations of learners who do not abuse alcohol

 Parents stated that imposing strict rules within educational facilities will help learners who do not drink and those that drink to cope at school. Many parents think that taverns should make sure no one below 18 years buys alcohol and, have more awareness campaigns to improve the entertainment of learners. Others think they must always encourage them to avoid hanging out with learners who drink and have many career expos to show them that alcohol has no future in their lives. A study by James *et al.* (2022) argues that peaceful home environments

may influence the use of alcohol in learners. However, some studies indicated that there are other external factors which influence the use of alcohol in learners in secondary schools thus, a holistic approach must be adopted when investigating and providing solutions. Hope is therefore a concept that is connected to successfully achieving goals and incorporates the thought processes of pathways (routes to a goal) and agency (perceived capability of pathways use); High hope is associated with improved psychological health and quality of life, as well as improved academic, athletic, and social achievement (Holovatyk, 2020). Hence, this study has to apply the hope theory to counter alcohol abuse among secondary school learners and bring back those already involved in such behaviour by ensuring that those learners with low hope move towards high-hope state. This is because high-hope people generate more pathways and agency than low-hope people because this theory is more heuristic within the positive psychology family (Snyder *et al.*, 2002). Any strategy to problem-solving or self-discovery that uses a pragmatic approach that isn't promised to be ideal, flawless, or rational but is nevertheless enough for achieving an urgent, short-term goal is referred to as a heuristic methodology. This is where hope and positive well-being are needed to save future generations and help restore those affected

4.8.1 Hope and well-being

Acknowledging that people with high hope scores are happier, less anxious, and satisfied with life in general, and always rate their belief that the things they do in life are more worthwhile than those with low hope (Pursglove, 2020). In this study, the research applied this theory to inculcate it among secondary school learners in Mpumalanga who somehow lost their hope due to some life challenges.

4.8.2 Learners' optimistic outcomes through the Hope Theory

Figure 4.5 depicts the optimistic outcomes for learners through the hope theory, which is the optimistic change enabler. The planned change includes all behaviour changes and other related activities that will help learners to practice in order to move toward the change needed for the community. The local emergent pressures are all the pressures faced from the peers or society. The experience of change will be the actual change experience in the life of the learners within the community setups which will lead to good well-being and hope for positive outcomes and better life. This is because "Hope" is a condition of successfully derived positive motivation that is built on (a) agency (goal-directed energy), and (b) routes (planning to meet goals) as defined by Snyder *et al.* (2001).
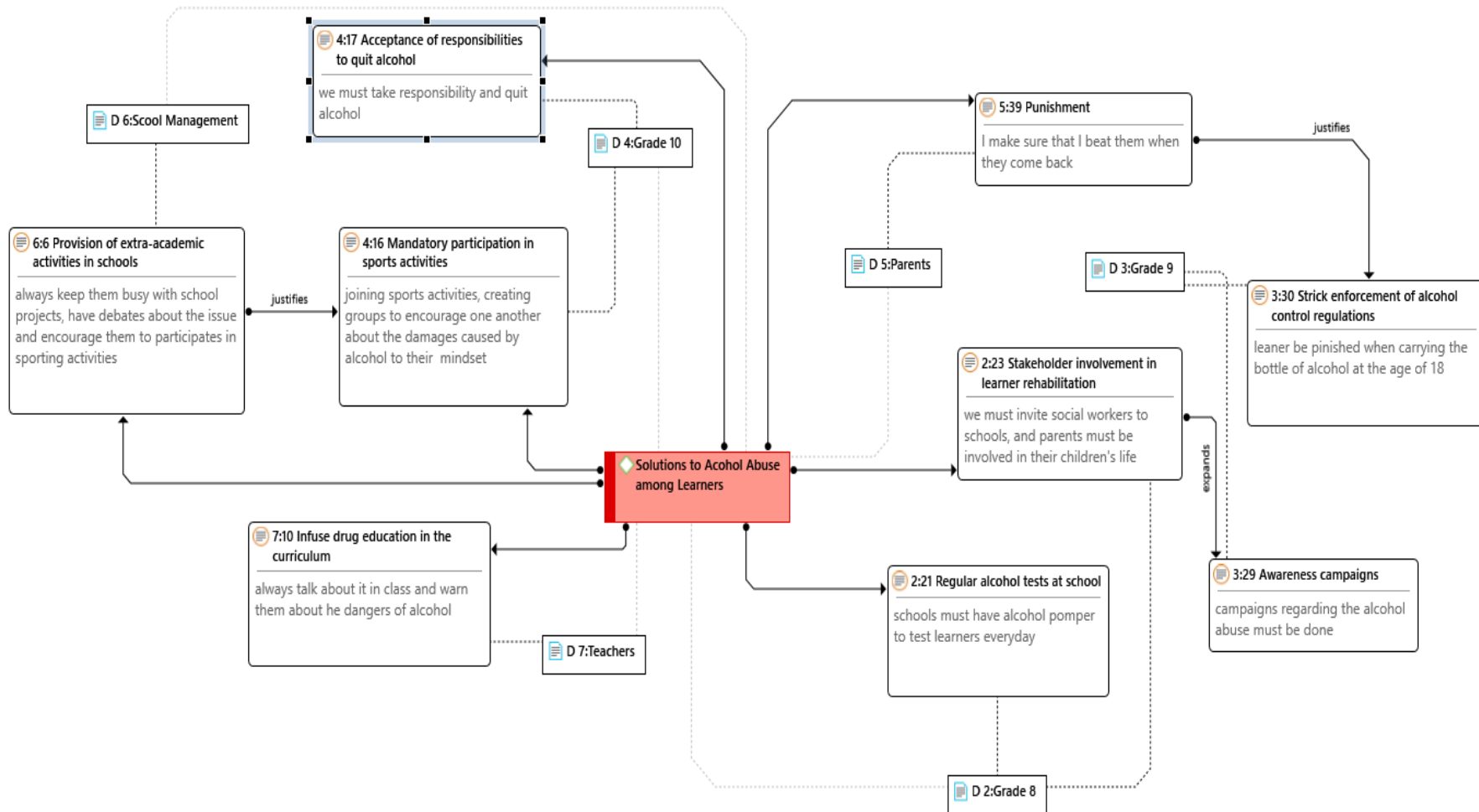
Figure 4.4. Solutions to alcohol abuse among learners

Key: …… Shows responses from the respondents (Parents, Teachers, School Management, Grade 8 learners, Grade 9 and Grade 10)
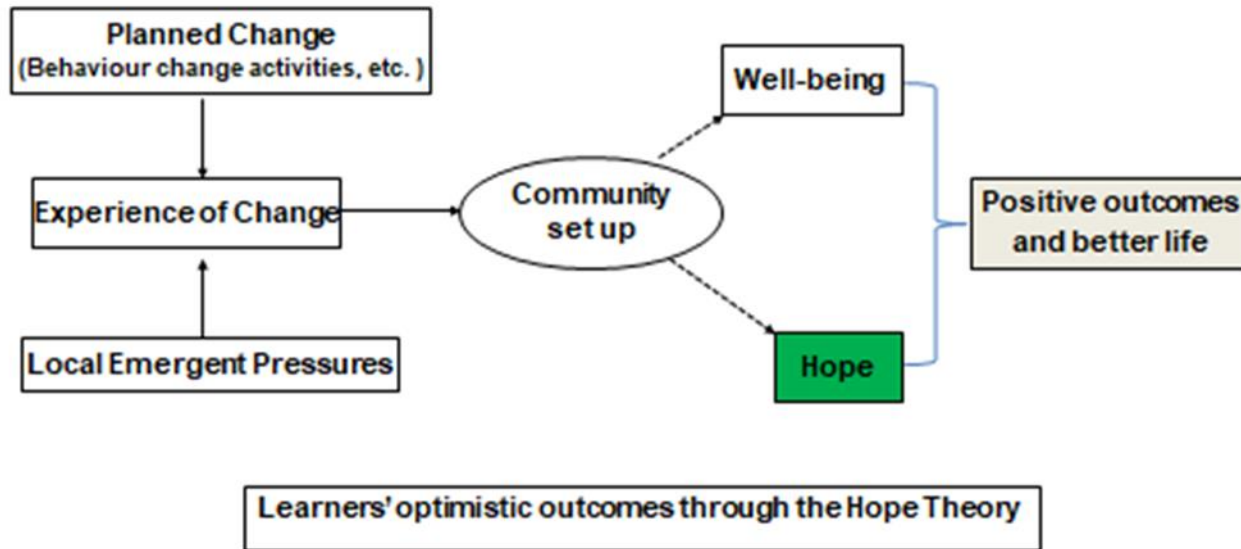
⟶ Shows the relationship between quotes.

Figure 4.5 Optimistic outcomes for learners

So, among other elements of the pathways in which the learners could meet the positive goals, there is what Ololade & Mndzebele (2018) called early initiation of community programs that could assist in reducing the impact of this scourge among learners. This is also in accordance with Zarrouq *et al.* (2019) who suggest the initiation of psychoactive substance prevention programs among school students after investigating the prevalence, and the determinants of psychoactive substance use among middle and high school students in the North Center of Morocco. Thus, such programs' design should be based on specific and significant factors associated with psychoactive substance use identified in the area where such a study has been conducted. Such programs fall under the planned change, as seen in the learners' optimistic outcomes in Figure 4.5 above, and it requires the full participation and support of all stakeholders.

4.9   Summary of the Results

Learners feel that the school environment must be conducive to learning and extra curriculum must be a priority, such as sporting activities, to keep learners busy and help other learners build self-confidence and help them deal with their obstacles. For example, grade 10 learners emphasised that taverns that sell alcohol to underage learners should be punished, fined heavily or closed down. Other learners think it will be best to invite social workers to schools, and parents must be involved in their children's life, especially by constantly checking with the teachers……………noted that:

> *Schools must have alcohol blower to test learners every day; this allows for strict handling of those that break the school rules. Each school must have a guide and counselling instructor where students can go for counselling and advice.*

> *Communities must take responsibility and control of their society through being strict in the selling of alcohol and children must be community children so that everyone in the society takes part in their guidance, instruction and protection.*

The parents agreed with learners that they must play a role in their childrens life and educate learners about the dangers of alcohol while encouraging them not to drink. Teachers suggested that they must always keep them busy with school projects, have debates about the issue and encourage them to participate in sporting activities. Figure 4.5 above shows the solutions to alcohol abuse among learners, as detailed by respondents. Such solutions should work hand in hand with the learners' optimistic outcomes through the hope theory, as depicted in Figure 4.5, which is an optimistic change enabler and restorer model of learners' behaviour in Mpumalanga. However, there is also a requirement for a counseling program in every

school to offer assistance and direct such students to a suitable facility for rehabilitation (Tshitanagano & Tosin, 2016) which will be included in the optimistic outcomes change model.

4.10 Conclusion

The challenge of substance abuse is extremely sensitive and prevalent among secondary school learners countrywide, making them psychoactive substance users. This excessive intake of alcohol changes learners' mental states by affecting the way their brains and nervous system work. As a cross-cutting phenomenon in South Africa, alcohol abuse is a significant challenge for future generations and secondary schools in Mpumalanga Province. The school environment should be conducive to learning and extra curriculum such as sporting and other cultural activities must be prioritised to keep learners busy and help other learners build self-confidence and help them deal with their obstacles. As an optimistic change enabler and restorer of learners' behaviours in this context of alcohol abuse in the study area, the favourable outcomes for learners through the hope theory will assist all the stakeholders involved in designing relevant and specific programs to assist in reducing, restoring and avoiding the impact of this plague among learners. A counselling program in each school needs to be provided as a support mechanism for the referral of learners to an appropriate institution for rehabilitation. The study adopted the Hope Theory to counter the use of alcohol by secondary school learners in selected schools in Mpumalanga Province.

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CHAPTER 5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

The study aimed to apply the Hope Theory to counter alcohol abuse among secondary school learners. The study concludes that substance abuse is prevalent among secondary school learners across the country, making them psychoactive substance users due to peer pressure and wrong role models. This chapter provides an overview of the study's key conclusions, suggestions, and findings. The application of the Hope Theory was to counter the effects of alcohol abuse among the learners in the selected areas of Mpumalanga Province by ensuring that those learners with low hope migrate towards a high hope state. With futuristic optimism the particular reason for this circumstance, high hope learners generate more pathways and agency than low hope learners.

5.2   Major Issues Emerging from the Study

The section details the major issues that emerged in applying the Hope Theory to counter substance abuse among secondary school learners. The findings showed that each school needs a counseling program to support struggling students and direct them to the right institution for rehabilitation which will be included in the optimistic outcomes change model. Also, alcohol abuse remains a challenging problem as it increases the school dropout rate, disrespectful behaviours, loss of concentration in class, and continuous suspension from school.

The study's objectives were to: assess the extent of vulnerability of secondary school learners to alcohol abuse, determine the causes and effects of alcohol abuse among secondary school learners, and apply the Hope Theory to counter alcohol abuse among secondary school learners. In this study, the findings also revealed that learners are vulnerable to alcohol due to the following reasons: peer pressure from friends, pressure to join gangs and also seeing parents drinking in front of them at home or when they are sent to purchase alcohol.

5.2.1 Causes and effects of alcohol abuse among secondary school boys and girls

It was submitted during the interviews with respondents that parental behaviours might influence learners' intake and abuse of alcohol. For example, parents may not realise that they implicitly encourage alcohol intake by sending their children to buy alcohol and also by drinking in front of them. Behaviour Change and Communication Campaigns using the Learners' optimistic outcomes through the Hope Theory will help learners to develop high hope.

5.2.2 The extent of vulnerability of secondary school boys and girls to alcohol abuse

Participants in this study indicated that alcohol abuse is a challenge among secondary school learners for the following reasons. The increased school dropout rate, the continued disrespect to teachers and adults in the community. These sometimes escalate to threats of violent actions towards teachers and elders. Other learners become alcohol and drug addicts. The inability to cope with school activities, noticeable students with a 'phuza face', having red eyes, swollen face and clothes smelling of alcohol further illustrate this abuse. The stoppage from engaging in general family activities such as church gatherings, the show of hangover and staying out every night partying led to continuous absenteeism from school and many more.

Tong *et al.* (2018) Explain that Snyder (1994)'s paradigm, which contends that hope is favorably connected with agency thinking and routes thinking, is what drives a significant amount of research on hope. The application of the hope theory to counter alcohol abuse among secondary school learners is very significant.

Imposing strict rules within educational facilities and hosting more career expos to show them that alcohol has no future in their lives will boost their optimism and hope for their future. Implementing a of school-based hope-building programme to begin instilling hope in learners by following the principles of Hope Theory could curb the prevalence of alcohol abuse among learners.

5.2.3 The Hope Theory to counter alcohol abuse among secondary school boys and girls

The findings of the study revealed that an adolescent's levels of hope is an imperative protective factor that plays a role in the maintenance of an adolescent's well-being and may operate as a psychological strength (Snyder *et al.*, 1997; Hagen *et al.*, 2018; Marques *et al.*, 2018; Parker, 2020). Furthermore, as Parker (2020) indicated, hope is a predictor of mental health and well-being in children aged 10-19. The application of hope in this study will impact the restoration of future values and well-being among the adolescents in Mpumalanga. The identified approaches attempt to ameliorate the problem of alcohol abuse and create opportunities to eradicate the problem among school learners and hope for the generations of learners who do not abuse alcohol. Therefore, the first step is the realisation that having hope is essential to the foundation of students' educational journeys. As with any change we are trying to make, it helps to have a laser-like focus, and the concerted effort of all stakeholders, members of the school management and the community at large (Bashant, 2018). The current study could be used as a baseline for future studies and on hope and other positive concepts within positive psychology.

5.2.4 Learners' optimistic outcomes through the Hope Theory

The Hope Theory adopted in this study is an important strategy to obtain optimistic outcomes from learners through applying the theory. The planned change includes all behaviour changes and other related activities that will help learners to practice in order to move toward the change needed for the community. The local emergent pressures are all the pressures faced by the peers or society. The experience of change will be the actual transformation within the community setups which will lead to good well-being and hope for positive outcomes and better life. In addition, early initiation of community programmes and the initiation of psychoactive substance prevention programmes are other pathways in which the learners could meet the positive goals, after examining the incidence and factors that contribute to secondary school students abusing psychoactive substances in selected secondary schools. This could assist in reducing the impact of this scourge among learners in the study area.

5.2.5 School-based hope-building programme and educational talks

Despite the abuse of alcohol by secondary school learners, they are still willing to take decisions to reduce their vulnerabilities to alcohol abuse. Information, education, communication campaigns and behaviour change programmes should be mounted that acknowledge the existence of alcohol abuse and candidly talk about the health risks involved. Programmes should be designed to build hope, self-esteem, self-worth and optimism by empowering secondary school learners to make healthy decisions. Carry out awareness campaigns and the implementation of formal research school-based hope-building programmes in order to instil hope in learners. Using the basic principles of the Hope Theory and implementing the strategies for change is vital. Acknowledging that social workers have a significant role to play in schools is prudent. Social workers help adolescents with socio-cultural practices and help learners develop coping and survival skills (Mabasa, 2018). There is a need to have compulsory school-based hope building education to instil positive behaviours among young people at secondary schools.

5.2. 6 Stakeholders' roles in finding solutions to school alcohol abuse

The application of the hope theory was undertaken in order to address the social issue of widespread alcohol misuse, which not only endangers the lives of individuals but also the study area's rural, social, economic, educational and rural development of the study area.

According to Mundadi (2017), the importance of playing pivotal roles in rural development is crucial; and this requires all the stakeholders to play their roles with collective efforts to eradicate this problem for the effective application of the hope theory and the implementation of the school-based hope, building education and programmes at selected secondary schools in Mpumalanga. All stakeholders should work in partnership to ensure that the school environment is more conducive to learning and extra curriculum activities aimed at keeping learners busy and also helping other learners build self-confidence and help them deal with their obstacles.

5.2.7 Application of the Hope Theory

This study focused on applying the Hope Theory to counter alcohol abuse among secondary school learners in a selected secondary school in Mpumalanga Province. The literature revealed that hope is perceived as a predictor of mental health and well-being in children ages 10-19 as well as a protective factor that plays a pivotal role in maintainingan adolescents' well-being (Parker, 2020). Its attributes and values positively impact the mental health and well-being of adolescents. Further, according to Bashant (2019), hope is such an essential concept for schools because empirical evidence has demonstrated over decades that hopeful students perform better in school and life than less hopeful students.

The theory of hope is one of the theories within positive psychology, a branch of psychology that studies problems in human beings. Hence, throughout history, psychology has sought answers to the questions of "what is wrong" instead what is right?" by focusing its attention on the shortcomings of individuals and aiming to fix the problems (Seligman & Csikszentmihalyi, 2017; Sueda, 2018). However, Boniwell (2020) indicates that there has been substantial interest in understanding how individual potentials and positive thinking contribute to the well-being of people with more focus on now and the future rather than the past. Adding to this, the interest of researchers over the recent decades has led to the investigation of the association between having positive expectations about the future and coping with daily troubles (Sueda, 2013).

This study was carried out to find solutions to the problem of alcohol abuse facing school learners. As argued by McKee (2008) & Bashant (2018), even in darkness, we can almost always find a bright spot because, as humans, we are held together for hope. Schools offer a fantastic potential to greatly improve children's lives because the formation of hope is a process that can be altered and those pupils who are currently despairing can learn to be hopeful.

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5.3.1 Contribution of the study to the body of knowledge in rural development

a) Contextualised knowledge on alcohol abuse by learners in Mpumalanga.

b) Evidence that there is a need for interventions in schools because alcohol abuse has major consequences on the lives of learners.

c) The hope theory can be adapted to other studies which are not based on psychology.

5.4 Recommendations

This study provides empirical evidence to help schools and other stakeholders better grasp the existing situation and, in turn, make changes to address the reasons of alcohol addiction among secondary school students and young people. Furthermore, the following recommendations were made from the study:

5.4.1 Collaboration and Partnership

Following the discussions and findings of this study, there is a need for collaboration and partnership among schools, parents, communities, and learners to develop mechanisms to reduce alcohol abuse among learners and implement coping strategies leading to hope and well-being.

5.4.2 Hope and Well-being

Learners should use self-confidence, optimism and social support coping styles, as females often use social support while males use a more optimistic style as a coping strategy when dealing with psycho-social problems. Hence, optimism has usually been mixed with the concept of hope which has been seen as a predictor of mental health and well-being among teenagers. The researcher believes that the application of hope in this study will impact the restoration of future values and well-being among adolescents in Mpumalanga.

5.4.3 Skills Development

Skills development is critical to the empowerment and development of people. Local municipalities, the Department of Social Development, the Department of Basic Education and the Department of Rural Development should develop policies that will encourage the training of Hope Promoters, School Counsellors and Teachers to work closely with social workers at schools in addressing alcohol abuse.

5.4.4 Compulsory implementation of the school-based hopebuilding education and programme

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There is a need to have compulsory school-based hope building education to instil positive behaviours among young learners at secondary schools. The Department of Basic Education could train some teachers to begin instilling hope in learners by following the basic principles of Hope Theory and implementing some of the specific strategies and some formal school-based hope-building programmes using the optimistic change enabler model indicated in this study. This can also include other Positive Psychology Theories like Self-Esteem, Self-Efficacy and Problem-Solving theory.

5.4.5 Policy formulation, rural development and poverty reduction

All departments and local municipalities within the Mpumalanga Provincial government mentioned above should develop effective policies that will encourage the application of the Hope Theory in secondary schools. Also, the training of Hope Promoters to create job opportunities in the community and save learners from substance and alcohol abuse.

5.4.6 Future research

Considering that this study was conducted at selected secondary schools in Mpumalanga, it is a bit challenging as far as the generalisation of the findings is concerned. However, it is helpful for comparison. Therefore, an investigation of the application of the Hope Theory in the whole province of Mpumalanga and a very large scale will help to have a very clear picture. Also, future studies could explore the impact of hope, future values and social comparison on the mental health and well-being of school learners.

5.3 Conclusion of the study

The study revealed that learners are most vulnerable to alcohol due to peer pressure from friends, pressures to join gangs, and parents drinking in front of them at home or when they are sent to purchase alcohol. This study was carried out to reduce alcohol abuse and, when feasible, to provide possibilities to completely eliminate the issue. The application of the Hope Theory facilitated the identification of the assets embedded in the society. This was done to help hopeful and hopeless children using improved interventions that help reduce the vulnerability of secondary school learners to alcohol abuse in Mpumalanga. As a cognitive and motivational model, this theory contributes significantly to helping students, teachers, and schools, in general, to become more hopeful. People's judgments of their abilities to conceptualize goals, design particular methods to achieve those goals (pathways thinking),

and initiate and maintain the motivation to use those strategies are reflected in their feelings of hope (agency thinking).

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6. APPENDICES

Appendix A: Permission Letter from the Department of Education

education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

Ikhamanga Building, Government Boulevard, Riverside Park, Mpumalanga Province
Private Bag X11341, Mbombela, 1200.
Tel: 013 766 5552/5115, Toll Free Line: 0800 203 116

Litiko le Temfundvo, Umnyango we Fundo   Departement van Onderwys   Ndzawulo ya Dyondzo

Ms. P.F. Bhila
University of Venda
Private Bag x5050
THOHOYANDOU
0950

RE: APPLICATION TO CONDUCT RESEARCH: MS. PF BHILA

Your application to conduct research study was received and is therefore acknowledged. The title of your study reads thus: **"Application of the Hope Theory to Understand the Extent of Secondary School Learners' vulnerability to substance abuse in the selected rural areas in Mpumalanga Province."** The aims and the objectives of the study may benefit the province in terms of development initiatives. Your request is approved subject to you observing the provisions of the departmental research policy which is available in the departmental website and available on request. You are also requested to adhere to your University's research ethics as spelt out in your research ethics document.

In terms of the research policy, data or any research activity can only be conducted after school hours as per appointment with affected participants. You are also requested to share your findings with the relevant sections of the department so that we may consider implementing your findings if that will be in the best interest of the department. To this effect, your final approved research report (both soft and hard copy) should be submitted to the department as soon as you complete your research project. You may be required to prepare a presentation and present at the department's annual research dialogue.

For more information kindly liaise with the department's research unit @ 013 766 5476 or a.baloyi@education.mpu.gov.za.

The department wishes you well in this important project and pledges to give you the necessary support you may need.

MR. J.R. NKOSI
ACTING HEAD: EDUCATION

17 / 12 / 2019
DATE

MPUMALANGA
THE PLACE OF THE RISING SUN

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Appendix B: University of Venda Ethical Clearance

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:

Ms PF Bhila

Student No:
14013826

PROJECT TITLE: **Applications of *Hope Theory* to understanding the extent of secondary school learners' vulnerability to substance abuse in selected rural areas of Mpumalanga Province.**

PROJECT NO: **SARDF/19/IRD/09/0410**

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

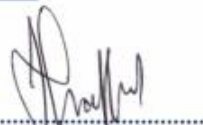| NAME	INSTITUTION & DEPARTMENT	ROLE
Dr M Manjoro-Mwale	University of Venda	Supervisor
Prof J Francis	University of Venda	Co - Supervisor
Ms PF Bhila	University of Venda	Investigator – Student

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: October 2019
Decision by Ethical Clearance Committee Granted
Signature of Chairperson of the Committee: ....
Name of the Chairperson of the Committee: Senior Prof. G.E. Ekosse

UNIVERSITY OF VENDA
DIRECTOR
RESEARCH AND INNOVATION
2019 -10- 0 7
Private Bag X5050
Thohoyandou 0950

University of Venda
PRIVATE BAG X5050, THOHOYANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA
TELEPHONE (015) 962 8504/8313 FAX (015) 962 9060
"A quality driven financially sustainable, rural-based Comprehensive University"

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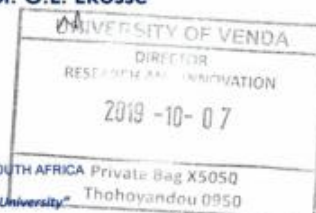
Appendix C: Data Collection Tool

Application of Hope Theory to Understand the Extent of Secondary School Learners Vulnerability to Substance Abuse in Selected Rural Areas in Mpumalanga Province.

Background

Alcohol abuse is a cause for concern in society, especially among learners in school there are calls to find permanent solution to this problem. Today, I am here to discuss these issues with you, I humble request that we engage in an honest and sincere decision to enable us to find such solution for our problems. Thus, working in your group ensure everyone contributes please answer the following question as honestly and candidly as possible

Discussion questions

1. Do you believe alcohol abuse is indeed a problem among school children or learner? What are your reasons for your answers?

2. How can you tell that learner I abusing alcohol?

3. How big is the problem of alcohol abuse among learners?

4. Is the problem of alcohol abuse the same among boys and girls? Give reasons for your answer.

5. What makes learners vulnerable or prone to alcohol abuse?

6. What causes alcohol abuse among learners?

7. What are the consequences of alcohol abuse among learners?

8. What must be done in order to have hope for generations of learners who do not abuse alcohol?

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9. What is your roles as learners in finding solutions to alcohol abuse?

Appendix D: Letter of informed consent

My name is **Portia Bhila.** I am a master's student at the University of Venda registered for the Master of Rural Development (MRDV). My research focuses on **Application of the Hope Theory in Understanding the Extent of Secondary School Learners' Vulnerability to Substance Abuse in Selected Rural Areas of Mpumalanga Province**. You are kindly invited to take part in this research. Please be aware that any information you supply will be kept private and confidential and won't be shared with anyone else without your permission. Keep in mind that participation in the study is completely voluntary, so if you ever feel uncomfortable, you are free to stop at any moment. Additionally, I ask that the investigation be carried out on your property.

Signature of the researcher ……………… Date ……………………………………….

I have read this request to participate in this study and understand its terms. I hereby certify that my participation in this study is voluntary.

Participant Signature ……………… Date…………………………………………….

I am also requesting to record the interview as well taking pictures. I therefore kindly request your consent to do so.

Participant Signature …………………… Date ……………………………………….

Editing and Proofreading Report

26 January 2023

This is to certify that I, Dr Mujakachi, have proofread and edited a masters dissertation titled *Application of the Hope Theory in Understanding the Extent of Secondary School Learners' Vulnerability to Substance Abuse in Selected Rural Areas of Mpumalanga Province* by Portia Florence Bhila, student number: 14013826.

I carefully read through this dissertation, focusing on proofreading and editorial issues. The recommended suggestions are highlighted in red ink and can be accepted or rejected using the Microsoft Word Track Changes System. The student has to effect these changes before the final submission.

Yours Sincerely

Dr. M P. Mujakachi: Ph.D. English Lit, MA (English), BA Honours in English and Communication
University of Pretoria
Humanities HB 16-27
Gauteng
Cel.: +27 734681558
E-mail: mercymujakachi@gmail.com
        mercy.mujakachi@up.ac.za

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