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**TEACHERS' PERCEPTIONS OF SUBSTANCE ABUSE
BY LEARNERS AT SELECTED HIGH SCHOOLS IN THE
CAPRICORN DISTRICT OF LIMPOPO PROVINCE**

by

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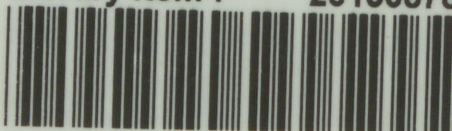
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DECLARATION

I declare that **TEACHERS' PERCEPTIONS OF SUBSTANCE ABUSE BY LEARNERS AT SELECTED HIGH SCHOOLS IN THE CAPRICORN DISTRICT OF LIMPOPO PROVINCE** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

from my early age of development and for teaching me that even the largest task can be accomplished if it is done one step at a time. There is no doubt in my mind that without their continued support and counsel I could not have completed this research project. Lastly, I dedicate this study to all my lecturers who

M.J Chueng

taught me at all levels.

A handwritten signature in black ink, appearing to be "M.J Chueng", written over a dotted line.

Date 18/02/2015

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This study is dedicated to my grandfather, the late Johannes Mokgadi Choung. Furthermore, I also dedicate this research project to my lovely mom, Rosina Kgadi Choung, and my grandmother, Mmaphuti Sebala Choung, who have never failed to give me financial and moral support, for taking care of all my needs from my early age of development and for teaching me that even the largest task can be accomplished if it is done one step at a time. There is no doubt in my mind that without their continued support and counsel I could not have completed this research project. Lastly, I dedicate this study to all my lecturers who taught me at all levels.

- ◆ I thank my supervisor, Professor N. A. Akhools, for her guidance and support throughout the study. I consider it a great privilege to have such a supervisor and to have worked with her. I also acknowledge her intellectual contribution towards the completion of this project.
- ◆ I thank Professor N. A. Akhools, Head of Department of Public Health, for encouraging me to finish my study and being my guidance through each high and low of the research project. I really appreciate your love, perseverance and kindness. God bless you.
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ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
AU	African Union
AUMCDC	African Union Ministerial Conference on Drug Control
BMR	Bureau of Market Research
DoE	Department of Education
DoH	Department of Health
DSM	Diagnostic and Statistical Manual of Mental Disorders
HIV	Human Immunodeficiency Virus
INCB	International Narcotics Control Board
LSD	Lysergic Acid Diethylamide
NACADA	The National Academic Advising Association
NDMP	National Drug Master Plans
NIDA	National Institute on Drug Abuse
SACENDU	South African Community Epidemiology Network on Drug Use
SANYRBS	South African National Youth Risk Behaviour Survey
SAPS	South African Police Service
UN	United Nations
UNDCP	United Nations Drug Control Programme
UNISA	University of South Africa
UNODC	United Nations Office on Drugs and Crime
WDR	World Drug Report
WHO	World Health Organization
YRU	Youth Research Unit

ABSTRACT

Globalisation has brought the world closer. As a result most of goods including drugs from one continent to another has increased. Every drug available in the world is within reach and thus has led to the early access of drugs in South African schools. The aim of this study was to explore and describe teachers' perceptions of substance abuse by learners at selected high schools in the Capricorn District of Limpopo Province. The study utilized qualitative and explorative, descriptive and contextual designs. The population of the study comprised teachers at Mamolemane and Moshubaba High Schools in Bahlaloga Circuit in the Capricorn District. Purposive sampling was used to select schools with a high rate of substance abuse. Non-probability, convenience sampling method was used to select the participants. Focus group discussions guided by a semi-structured interview were used to collect the data. A total of 30 participants were envisaged, and it was guided by data saturation. The researcher used Tech's eight steps of qualitative data analysis. Five main themes emerged from the raw data, namely, dominant stories related to learners' substance abuse, precipitating factors leading to substance abuse, provision of support versus lack of support and educators' views related to learners abusing alcohol. Sub-themes emerged from the main themes. Trustworthiness was ensured and ethical considerations were observed in this study. The results were analyzed and recommendations based on the results were formulated to enhance teachers' perceptions of substance abuse by learners.

Keywords: learners, perceptions, substance abuse and teachers

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A drug is a substance that when taken into a living organism may modify one or more of its functions (WHO, 2013). The Merriam-Webster Collegiate Dictionary (2008) defines a drug as a substance that causes addiction, habituation or a marked change in traits of consciousness. The definition includes drugs such as heroin, cocaine, barbiton, opium, cannabis and psychotropic substances. Drugs can further be defined as simply chemicals that can change something in the body's chemistry or internal makeup. Drugs are harmful if used for purposes not intended or in the wrong way (Cioave, Byrn and Revell, 1994).

Leach and Jordan (2002) further define drugs as chemicals which have effects on an organism, mentally and physically. These chemicals, according to Charles (2008), have the potential to alter mood perception and consciousness. Beach (2010) also concurs with the previous author by defining drugs as chemicals which alter one's experience in one way or the other. Such drugs are called psychoactive drugs because they have the ability to affect both cognitive and affective abilities of individuals.

According to Reber and Reber (2004), substance abuse is the improper, irresponsible or self-damaging use of addictive substances. This involves using substances continually with the knowledge that its usage may cause harm. This definition concurs with WHO (2013), which also defines substance abuse as using substances continuously even with knowledge of their long-term effects that may lead to addiction and debilitating problems. Saarti (1996)

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

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defines substance abuse in similar terms, namely, the excessive usage of psychoactive substances or alcohol resulting in lowered levels of functioning on several cognitive and physical levels.

Drug abuse may be caused by inhaling, sniffing, swallowing or injecting drugs into the body. A drug or substance is considered abused if it is deliberately used to induce physiological or psychological effects for a purpose other than for therapeutic purposes. One major consequence of drug abuse is dependence and addiction, characterized by compulsive drug-craving seeking behaviours and use (Bawkin and Bawkin, 1972).

The continuous use of these substances over a longer period of time will lead to addiction. Drug abuse in the context of this study refers to non-medical self-administration of a substance to produce psychoactive effects, intoxication or altered body image, despite the knowledge of its potential adverse effects. Drug misuse implies that a drug has a proper medical use and is being employed for an incorrect purpose. Bawkin and Bawkin (1972) state that an addicted learner may show a decline in academic performance, frequently fails to attend classes, and loses interest in school work and manifest poor health.

Symptoms that develop may include craving for more, withdrawal symptoms and loss of control over the intake of abusive substances (Mhlongo, 2005). The immediate consequences of teen substance abuse are devastating. They range from injuries and unintended pregnancies to medical conditions such as asthma, depression, anxiety, psychosis and impaired brain function, reduced academic performance and educational achievement (Charles, 2003).

Statistics at the global level strongly suggest that drug abuse has become a problem for every country on earth and its effects are detrimental from a personal level to the national level (National Institute on Drug Abuse (NIDA) | <http://www.drugabuse.gov/drugs-abuse/>). A

report released by the United Nations Drug Control Programme (UNDCP) in 2004 estimated that 3.3 to 4.1% of the global population consume drugs.

In South Africa the scourge of drug abuse has been recognized. Statically, today, drug use amongst school learners in South Africa is documented as one of the greatest health and social problems facing post-apartheid South Africa (Moleko and Visser, 2008). It is estimated that millions of South African school learners use alcohol, tobacco, cannabis or dagga (commonly known as marijuana and by numerous other names), solvents (like petrol and glue) and other drugs (Parry and Bennets, 1998). In the Limpopo Province of South Africa, Peltzer (1999) found that among urban secondary school pupils, the majority of boys and girls first used any substance at the age of 16 years or less. The same study also identified that the use of tobacco and inhalants was particularly likely to commence at such an early age. Thirteen years of democracy in South Africa has resulted in policy and legislative reforms that seem to be changing the social and economic circumstances of rural communities, including Capricorn district in the Limpopo province (Peltzer, 1999).

Another study in the area provided data on substance abuse by adolescents in Limpopo was conducted by Madu and Malta (2003). The effect is that Capricorn is becoming more and more urbanized; poverty is being alleviated; more families are being empowered economically; basic infrastructure is improving; more and more adolescents are attending schools; and women and children are becoming aware of their rights. Western cultures seem to be influencing traditional ways of life for the people in Capricorn. If this trend continues, adolescent risk behaviours, including substance abuse, is likely to increase and the current prevalence rates of substance abuse among adolescents in Capricorn may increase in the near future. In the long run, the consequences of adolescent substance abuse and addiction place enormous burden on schools health care, criminal justice and social service systems.

With these devastating effects, especially on the academic performance of schools, life orientation teachers are left with a challenge to change learner behaviour.

1.2 Problem Statement

Studies have shown that drug abuse at secondary schools in South Africa has left indelible problems that include school drop-outs, injuries, unwanted pregnancies and unruly behaviour (Karechio, 1996). Alcohol and drug abuse by school-going young people is a serious problem because it affects their school performance negatively. Learners who use alcohol and drugs are likely to perform badly at school (Baloyi, 2006). A national survey indicates that 34% of grade 6 learners experienced peer pressure to use dagga, while 51% experienced pressure to drink alcohol (UNDCP, 2004). Globally, statistics give a strong impression that drug abuse has become a problem for every country on earth and its effects are detrimental from a personal level to the nation at large.

A report released by the United Nations Drug Control Programme (UNDCP) in 2004 estimated that 3.3 to 4.1% of the global population consume drugs. The most affected age groups are young people aged 15-20 years (UNDCP, 2004). In South Africa, the prevalence rate of substance abuse is 12%, cigarette smoking - 10.6% and alcohol use - 39.1%, amongst secondary school learners, and secondary schools in the Capricorn District of Limpopo Province are no exception (Peltzer, 1999). As a result of substance abuse, teachers at Mamolemane and Moshubaba high schools complain that learners are skipping classes, fighting in class and bullying has forced many learners to fear coming to school. It has also been observed that during the day most learners are seen hanging out in bottle stores and taverns, drinking alcohol whilst in uniform. It is against this background that the current study sought to ascertain the teachers' perceptions concerning substance abuse at Mamolemane and Moshubaba high schools, Capricorn District, Limpopo Province.

1.3 Rationale of the Study

Studies on teachers' perceptions of substance abuse by learners at selected high schools have been conducted at both provincial and national levels. However, in the Capricorn District, no such study has been reported. Studies that focus on particular schools are scarce within the available literature. Thus, this study becomes paramount because it captured the nature of substance abuse at Mamolemane and Moshubaba high schools. With this in mind, the researcher set out to explore teachers' perceptions of substance abuse by learners at the two schools.

1.4 Aim and Objectives

The aim of the study was to explore and describe teacher's perceptions concerning substance abuse by learners at the two high schools in the Capricorn District of Limpopo Province.

The objectives of the study were to:

- Explore teachers' perceptions concerning substance abuse by learners at the two high schools in the Capricorn District of Limpopo Province.
- Describe the effects of substance abuse on learners
- Elucidate strategies and efforts used by teachers at Mamolemane and Moshubaba high schools to deal with the problem.

1.5 Research Questions

The study was premised on the following questions:

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- What are teachers' perceptions of substance abuse by learners at the two high schools in the Capricorn District of Limpopo Province?
- What effects do substance abuse have on learners?
- What strategies do teachers use at Mamolemane and Moshubaba high schools to deal with the problem?

1.6 Significance of the Study

The proposed study would help the government, especially the Department of Education (DoE) to better understand the current situation at Mamolemane and Moshubaba high schools regarding substance abuse among learners. The study intended to shed light on the perceptions teachers at Mamolemane and Moshubaba high schools have on school learners who abuse substances. The study findings could help authorities at the high schools make informed decisions about the problem. Furthermore, the proposed study could help teachers become more aware of the factors hindering the effectiveness of the current strategies in dealing with substance abuse amongst high school learners at the high schools concerned. The findings of this study would help the school authorities to become knowledgeable about the trends and extent of drug abuse around the schools.

The study would help the South African Police Service (SAPS) statistics so that they can eradicate the problem. This information may also assist the parents on how best they can give guidance to their children so that they do not fall victim of the scourge of drug abuse. The findings would go a long way in helping the Department of Health (DoH) make informed decisions about how to deal with the problem at the secondary schools and other institutions. The study would support future research on related topics as they may use recommendations of the study to identify research gaps and also assist in the literature



review. The findings might also lead to new policy formulation after the policy makers have identified deficiencies provided by the research.

The study could educate learners (youth) about the danger of abusing drugs and how to avoid falling victim. The study might influence inclusion of topics on drug abuse in school life orientation curricula. The study could also benefit associations with providing drug treatment to offenders by reducing crime activities. Lastly, the study could be beneficial to the Department of Labour. This Department might employ or hire more people to help eradicate the problem.

1.7 Operational Definitions of Concepts and Key Terms

- Substance abuse:** According to WHO (2000), substance abuse includes the use of chemicals in excess of normally prescribed treatment dosages and frequencies, even with knowledge that they may cause serious problems and eventually lead to addiction. In this study, substance abuse included misuse of alcohol by learners at Mamolemane and Moshubaba high schools resulting in alterations in bodily functions, thus affecting the learners in a negative way socially, cognitively or physically.
- Perceptions:** According to Rao and Narayanana (1998), perceptions are the processes whereby people select, organize, and interpret sensory stimulations into meaningful information about their environment. For the purpose of this study, a perception was the process by which teachers at Mamolemane and Moshubaba high schools formed impressions of learners' traits and personalities in relation to the abuse of alcohol.
- Teachers:** A person, either male or female, who instills knowledge into the head of another person, either voluntarily or for pay. Furthermore, a person is someone who teaches; especially one who is employed in a school (Bradford, 1992). In this study,

teachers were the male and female persons who teach learners at Mamolemane and Moshubaba high schools in the Capricorn District, Limpopo Province.

Chapter 4: Data Analysis, Themes and Literature Control

- **Learners:** A learner is any person receiving education or obliged in terms of the South African School Act (Act No. 84 of 1996). Learners in this study referred to school pupils at all grades in Mamolemane and Moshubaba high schools.

Chapter 5: Conclusions and Recommendations

1.8 Delimitation of the Study

The study only focused on the teachers at Mamolemane and Moshubaba high schools, Capricorn District in Limpopo Province. The study did not include respondents from other schools in Limpopo Province.

1.9 Structure of the Study

This study is made up of five chapters, each with specific subject matter.

Chapter 1: Introduction and Background of the Study

This chapter comprises the introduction and background, statement of the problem, aims and objectives, significance of the study, definition of major concepts and research questions.

Chapter 2: Literature Review

This chapter presents literature related to the topic and its analysis.

Chapter 3: Research Design and Methodology

This chapter focuses on the general picture of how the study was being carried out. This involves the discussions on study design, study setting, population of the study, study sampling, research instruments, data collection and data analysis.

CHAPTER 2

Chapter 4: Data Analysis, Themes and Literature Control

This chapter presents the data or facts obtained from the respondents. The data analysis was done according to Tesch's qualitative principles.

Chapter 5: Conclusions and Recommendations

This chapter concentrates on the discussion and interpretation of the findings. The researcher interpreted the findings based on the facts obtained in the previous chapter. Furthermore, the researcher made recommendations and conclusions based on the results.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

A literature review is the thorough and detailed exposition of literature in order to identify potential relevant sources on a particular study (Terre Blanche et al., 2006). A literature review is used to select documents on a topic that contains common information, ideas and evidence, and the evaluation of these documents in relation to a particular piece of research. The available literature should be organized in a meaningful order. This chapter carefully explores aspects, concepts, causes and impacts of substance or drug abuse. Further on it considers the general trends and patterns of the phenomenon from a global perspective trickling down to the local level under study. The chapter also captures the theoretical framework underpinning the study.

2.2 Substance or Drug Abuse: What Does It Entail?

A number of definitions of the concept 'substance or drug' have been put forward by various authors. In order for one to fully understand the concept 'substance abuse', extensive literature review should be carried out, for impartiality to prevail. According to Reber and Reber (2001), substance abuse refers to the improper, irresponsible or self-damaging use of addictive substances. The WHO (1992) defines substance abuse as the continuous taking in of a substance or drug even with knowledge of the effects of the drugs. In other words, the usage of such substances may cause several debilitating problems and may eventually lead to some form of addiction. Addiction in this sense pertains to a condition in which the user (e.g., a student) may show a decline in academic performance through frequently failing to



attend classes and lacking interest in school work. By the same token, such a person may show and display weakened motor coordination and poor health (Bawkin and Bawkin, 1972).

Searll (1995) has expressed the same notion that substance abuse is the excessive usage of psychoactive substances, such as alcohol and marijuana, that often lower body functions on cognitive and physical levels. The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR, 2013) agrees with Searll's definition by that substance abuse is a maladaptive pattern of substance use that leads to clinically significant impairments and distress. In addition, the DoH of the government of South Africa widened the definition slightly in its National Drug Master Plans of 1999 and 2006 to encompass both misuse and abuse of legal substances such as nicotine, alcohol, over-the-counter drugs, prescribed drugs, alcohol related concoctions, indigenous plants, solvents, inhalants, as well as the usage of illicit substances.

A drug is a substance that affects or changes the function of living tissue in such a way to produce emotional and behavioural changes (Gonet, 1994). These includes alcohol, nicotine, caffeine, and over-the-counter medication such as cold remedies, sleep tablets, pain killers, and illegal drugs such as ecstasy, cocaine, crack, marijuana, and heroin (Stevens and Smith, 2013). The term 'abuse' comes into play when a person's use patterns put him/her at risk. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR, 2013), substance abuse is a maladaptive pattern of substance use leading to clinically significant impairment or distress.

2.3 Trends of Substance Abuse Among Teenagers

The abuse of alcohol and other substances is becoming a considerable health and social problem in the world. The World Drug Report (2005) states that the use of illicit drugs has increased throughout the world in recent years. The report further states that a major world

trend is the increasing availability of many kinds of drugs to an ever-widening socio-economic spectrum of consumers. The report argues that the main problem drugs at global level continue to be opiates (notably heroine) followed by cocaine. For example, for most of Europe and Asia, opiates continue to be the main problem drugs, accounting for 62% of all treatment in 2003. In the report, statistics indicate that a total of 95 countries reported that drug seizures increased four-fold in 2003, and more than half of these were of cannabis.

Statistics at global level suggest that drug abuse has become a problem for every country on earth and its effects are detrimental from a personal level to the nation at large. A report released by the United Nations Drug Control Programme (UNDCP) in 2004 estimated that 3.3 to 4.1% of the global population consume drugs. The most affected age groups among the statistics are young people aged 15-20 years. According to the UNDCP executive director, young people are the most affected every year. In Pakistan, for example, it was reported that the proportion of those who started heroine use at 15 - 20 years has doubled to almost 24% of those surveyed. In China it was reported that drug use is going up while the age of new users is going down (UNDCP, 2004). To further cement the argument, the United Nations Office on Drugs and Crime (UNODC, 2005) reports that about 200 million people, which are about 5% of the world population, aged between 15 and 20, had used drugs at least once in the previous 12 months. The report goes on to say that no nation has been immune to the devastating effects of drug abuse.

Country-by-country statistics also confirm the same trends. A case in point is a survey in the Czech Republic, which showed that 37% of new drug users were teenagers between 15 and 19 years old. The WHO (2000) concurs with the statistics by estimating that about 1.1 billion people, representing a third of the world population above the age of 15 years, use tobacco, principally in the form of cigarettes. In the USA, about 8.3% of persons above the age of 12 have indicated using at least an illicit drug in the previous month. Teens who use these



drugs greatly increase their risk of addiction, a complex brain disease affecting both the structure and function of the brain.

One in eight high school students (11.9%, 1.6 million) have a diagnosable clinical substance use disorder involving nicotine, alcohol or other drugs. Nine out of ten people who meet the clinical criteria for substance use disorders began smoking, drinking or using other drugs before they turned 18. In the USA it is estimated that more than seventy-nine thousand deaths are attributed to alcohol annually, which makes it one of the leading causes of death in that country among the secondary school aged group.

Likewise, a study in Turkey confirms the same patterns and trends that alcohol consumption is common among teenage boys and girls. The study indicated that about 23% of them were found to use substances meeting the criteria of substance abuse and dependence. Subsequently, one may point that the scourge of drug abuse has become a global menace. This therefore necessitates an urgent call for implementing preventive and counselling programmes in order to curtail the damage among high school kids. As this has become a global catastrophe, the African continent is no exception to the effects of the pandemic. A report by the African Union (AU) dubbed African Union Ministerial Conference on Drug Control in Africa (2004), reported that about 16 countries in Africa have reported abuse of opiates among the population aged between 15 and 20.

With the shrinking of the world into a small global village due to the forces of globalization, Africa's role in the global drug supply chain is increasing. Already the African continent is the second largest region for cannabis production, trafficking and consumption, accounting for 26% of global seizures of this drug in 2001 (UNODC, 2004). By country, the largest hauls in this period were in Kenya, Nigeria and South Africa, while Morocco is said to be one of the main producers of cannabis resin. According to a report by the International Narcotics Control Board (INCB, 2006), the East African region has become the fallback for drug

dealers following increased control of traditional routes through the Netherlands and Spain. The warning followed the discovery of cocaine worth 6.4 billion Kenya shillings in Malindi and Nairobi on December 14, 2004 (Daily Nation, March 2, 2006). Thus, given the trends, one may safely state that Africa has become part and parcel of the global trends in drug abuse.

In South Africa the scourge of drugs has also been noticed. Statistically, today, drug use amongst school learners in South Africa is recognized as one of the greatest health and social problems facing post-apartheid South Africa (Moleko and Visser, 1999). It is estimated that millions of South African school learners use alcohol, tobacco, cannabis (dagga), solvents (like petrol and glue) and other drugs (Parry and Bennets, 1998). Between one fifth and one quarter of the complement of patients in specialized treatment centres in South Africa are under 20 years of age. In some parts of the country a high proportion of adolescents in treatment have alcohol (Mpumalanga and Limpopo), mandrax (Eastern Cape), heroin (KwaZulu-Natal) and methamphetamine (Western Cape) as primary drugs of abuse.

Rates of entry into substance abuse treatment centres in South Africa are increasing among adolescents. The range of drugs for which treatment is sought is also on the increase, with cannabis being the most commonly abused drug among adolescent treatment seekers. The Minister added that, nationally, almost one of eight learners has had their first drink before the age of 13. In addition, 31.8% of learners had drunk alcohol on one or more days in the month preceding interviews by the South African National Youth Risk Behaviour Survey (2002). The results also showed that one in five learners had smoked cigarettes on one or more days in the preceding month. The most commonly- abused drugs were said to be alcohol, mandrax, marijuana, heroine and tobacco in the form of cigarettes.



In 2002 the DoH reported that the use of drugs such as *Ecstasy*, *LSD* and *Speed* are more common among younger persons than among older persons (DoH, 2002). The report furthermore stated that among school-going youth, alcohol use appears to increase with age for both males and females (DoH, 2002). This means that substance use and abuse among secondary school learners in South Africa is skyrocketing to unprecedented levels. Thus, the use of alcohol and other drugs amongst secondary school learners is common, and hence there is need for proactive steps to be taken in order to stop the problem from escalating. This is because drug use is likely to continue impacting negatively on the socio-economic and health development of this country, diverting the much needed money from developmental programmes and projects towards rehabilitating the young drug addicts.

The South African Community Epidemiology Network on Drug Use (SACENDU) Project Report states that about a quarter of the population of Grade 7, 10 and 11 learners in a Pretoria school survey undertaken by UNISA reported getting drunk occasionally during the course of a typical month (SACENDU, 2013). The same group published another report on the increasing use of cannabis, mandrax and other hard drugs among young people in South Africa. Alcohol, tobacco and cannabis are the substances that are most commonly used. Most of those who use illegal drugs, such as cannabis, will usually have first used alcohol and/or tobacco (Fisher et al., 2002).

2.4 Why Substance Abuse by Young People in South Africa is a Concern

Among learners in a high school survey conducted in 2002, about half (49.1%) reported ever having drunk alcohol, one third (30.5%) ever having smoked cigarettes, and 12.8% ever having used cannabis in their lifetime. Just under one quarter (23%) indicated having engaged in binge drinking (drunk five or more drinks on one occasion) during the preceding one-month period (Reddy et al., 2003). A recent Demographic and Health Survey (2003) found that among adolescents aged between 15 and 19 years, 19.9% of the males and



10.2% of the females had ever used tobacco products, and 31.9% of the males and 17.2% of the females reported having ever consumed alcohol (DoH, 2007).

Schools Community Engagement research project, the Youth Research Unit (YRU) of the Bureau of Market Research (BMR) in the College of Economic and Management Sciences at Unisa, recently conducted a study investigating the extent and effects of drug and alcohol use amongst secondary school learners. A total of 4 346 learners, in grades 8 to 12, from randomly selected secondary schools in Gauteng, participated in the research study. The YRU research study showed that learners often find themselves in an environment where illicit drugs and alcohol are easily accessible and used by their peers, which make resistance very difficult. Almost three in every 10 learners (26.9%) who participated in the YRU study confirmed that they are using illicit drugs, of which cannabis (dagga) remains the most popular (95.4%). About 8 in every ten learners (79.4%) regularly consume alcohol, of which the majority (66.6%) have been drunk and almost half (44.8%) had engaged in 'binge drinking'. According to the YRU research study, peer pressure and the desire to be socially accepted play a significant role in alcohol consumption among the youth.

2.5 Trends of Substance Abuse in Limpopo Province

In Limpopo Province of South Africa, Peltzer (1999) found that among urban secondary school pupils, the majority of both boys and girls first used any substance at the age of 16 years or less. Use of tobacco and inhalants was particularly likely to commence at such an early age. One other study in the area that provided data on substance use by adolescents in Limpopo was that conducted by Madu and Matla (2003). The study reported prevalence rates of 12.0%, for substance use (cigarette smoking 10.6% and alcohol use 39.1%). Cannabis was the most used substance and the mean age for first time users was 14.89 years, 14.54 years, 15.25 years for substance, cigarette and alcohol, respectively. Thirteen years of democracy in South Africa has resulted in policy and legislative reforms that seem



to be changing the social and economic circumstances of rural communities, including Capricorn in Limpopo Province. The effect is that Capricorn is becoming urbanized, poverty is being alleviated, more families are being empowered economically, basic infrastructure is improving, more and more adolescents are attending schools, and women and children are becoming aware of their rights. At the same time, development efforts appear to be eroding traditional values. For example, the impact of legislation and social roles of traditional leaders in the preservation of traditional African culture is competing seriously with Western culture. Western cultures seem to be influencing traditional ways of the life of people in Capricorn. If this trend continues, adolescent risk behaviours, including the use of substances, is likely to increase and the current prevalence rates of substance use among adolescents in Limpopo Province may increase in the near future.

Research by Yamada, Kindix and Yamda (1996) found that increased incidences of alcohol consumption and frequent cannabis use significantly reduce the probability of high school graduation. This has far-reaching individual and societal implications and has increased the need for cost-efficient national intervention programmes. Newcomb and Bentler (1989) report that any substance usage amongst children and adolescents up until the age of sixteen (18 years) in South Africa constitutes a form of abuse. Newcomb and Bentler (1989) further elaborate that reasons for this classification include the negative effects of substances usage on a still-developing nervous system makes adolescents more susceptible to the adverse effects of such substances.

According to Visser and Routledge (2007), research conducted in South Africa report that substance abuse among adolescents is one of the most significant health and social problems, and that data show a progressive increase in the use of alcohol during the past decade. Pludderman, Parry, Bhana, Myers; Siefried, Morojele, Flisher and Kozel (2008) report that alcohol is the dominant form of substance abuse. According Rocha-Silva, de



Miranda and Erasmus (1996), 42% of black youth respondents in both rural and urban areas reported to have drunk alcohol at some point in their lives, with 34% reported current drinking patterns in the 12 months preceding the survey.

Rocha-Silva, Mokoko and Malaka (1998) further report that prevalence rates for substance usage and abuse amongst youth between the ages 10 and 25 years of age seem to reflect comparative figures in the USA (The National Drug Control Strategy, 1997). Rocha-Silva et al. (1998) found that over-the-counter medicine, alcohol, tobacco, cannabis and solvents seem to be the drugs of choice amongst the majority of South African youth, followed by sedatives and stimulants and, to a lesser extent, designer drugs such as cocaine, heroin, ecstasy and LSD.

Rocha-Silva et al. (1998) claim that substance abuse is especially common among males and that usage generally increase in intensity in older age groups. According to Parry, Pludderman, Bhana, Matthysen, Potgieter and Geber (2001), approximately one in four grade 10 learners reported getting drunk occasionally during the course of a month in a school survey undertaken by the Unisa. Nesser, Ovens, Victor-Zietsman, Ladikos and Olivier (2001) report that within the periods of 1998 and 1999, 31% of grade 12 learners and 26% of grade 10 learners reported heavy drinking in the USA.

2.6 Causes of Drug Abuse Among Learners

2.6.1 Peer Pressure

A number of authors and researchers have shown that there are many contributing factors to drug abuse among secondary school learners. Shoemaker (2009) argues that drug abuse is caused by a combination of environmental, biological, and psychological factors. The environmental factors include the family, peer association, school performance and social class membership. According to the United Nations (1992), peer pressure is one of the



causes of drug abuse. Other learners seek approval for their behaviour from their peers whom they attempt to convince to join them in their habit as a way of seeking acceptance. A study by Kariuki (1998) in Nairobi secondary schools indicated that the majority of drugs users had friends who used drugs. Confirming these findings is Kiiru (2004) who argues that peer pressure influences school learners to use substances under the false impression that some drugs stimulate appetite for food, increase strength and give wisdom as well as courage to face life.

2.6.2 Family Background

Stability of family relationships, environment and expectations are powerful forces in helping people, especially children and young adults, manage their lives. Strong family relationships are a source of support for young members of the family, and may prevent children from engaging in drug abuse. Lack of household stability, income or employment for a parent may increase stress on the family and heighten its vulnerability, pushing marginal individuals to find “solutions” or solace in alcohol or drugs (Antony, 1999). Family factors that may lead to or intensify drug use are thought to include prolonged or traumatic parental absence, harsh discipline, and failure to communicate on an emotional level, the influence of disturbed family members and parental use of drugs. These will provide a negative role model for children (WHO, 1993). Studies in Ireland (Corrigan, 1986) found that disrupted family life appears to be a major risk factor for drug abuse among some young people; and that as many as 10% of the young people between 15 and 20 years of age in north Dublin were addicted to heroin.

2.6.3 The School Environment

The school is the first large-scale socializing organization of which the child becomes a member Karechio (1996). The element of social heterogeneity, coupled with its large size, makes the school a secondary social group. Unlike in the family, its members are mostly unrelated, and in some cases, teachers may not necessarily belong to the child's ethnic



community. The implications for teachers are clear. They need to nurture the emotional and social needs of the children under their care, particularly when the family environment for certain children is lacking Karechio (1996). The teacher thus has to take the role of parent and counsellor, both in academic and social matters. The parents expect the teacher to guide the children on social norms and values in relation to society's expectations. This is based on the assumption that communication of knowledge, attitudes and skills will guide the child in the right direction. This is only possible if school discipline is maintained. The disruption of such discipline may lead to protests, demonstrations, strikes, riots and to some extent drug abuse (Datta, 1987). It is important to realize that fostering responsible attitudes among students will bring about a greater sense of self-actualization and this can also be a check on drug abuse.

2.6.3 School Environment

On the other hand, the school environment plays a part in deviant behaviour, including drug abuse. Kenkel (1980) argues that school activities are a focal point for adolescents' behaviour. Lower-class youth have low performance expectations as compared to high and middle class youth. Shoemaker (2009) says that effects of low expectations on drug abuse cannot be ignored. Similarly, Karechio (1996) asserts that low performance in class may lead to misuse of drugs such as marijuana, which is believed to improve understanding and insight. This misconception is based on the belief that people who use or abuse substances will become bold, confident or courageous.

2.6.4 Availability and Costs of Drugs

Another cause of drug abuse among school learners is the availability and cost of drugs. According to Kaguthi (2006), availability of illegal drugs such as heroin, cocaine and mandrax, together with availability of legal substances such as cigarettes and alcohol has caused many school learners to indulge in drug abuse. According to the report, the ready

availability of most drugs appears to be the most important cause of the prevalence of substance use and abuse amongst Kenyan school learners.

2.6.5 Pressure to Perform

Another risk factor associated with academic achievement among secondary school students is pressure to perform. Parents and other members of the family place high value on success in school and the competition can often be tough. Young people studying for examinations therefore report the use of central nervous system stimulants to keep them awake and alert. This may lead to dependence on these substances (Ebie and Pela, 1981). Some of the drugs commonly used for this purpose include amphetamines and cannabis.

2.6.6 School Failure

Schools are supposed to be concerned with the full development of children, including their moral and intellectual welfare (Uba, 1990). According to Hawkins (2002), some school-related factors exacerbate pre-existing problems and dispositions. Principal among these are a negative, disorderly, unsafe school climate and low teacher expectations of student achievement. In addition, lack of clear school policies on drug abuse may also contribute to drug abuse among students. In line with this, Karechio (1996) argues that students often buy and take drugs on school property, lending credibility to the myth promoted by drug users that everybody is doing it.

2.6.7 Social Pressure from the Media

Social pressure from media and friends is a universal risk factor for substance use and abuse among adolescents in developed and developing countries (Obot, 2005). This is especially common in urban areas where there is widespread exposure to advertising on radio, television and billboards. Young people in urban areas are more exposed to images and messages promoting tobacco and alcohol than their counterparts in rural areas. In



In addition, it is also argued that the media has played a role in first time tobacco use. Schaefer (1996) concurs with this argument, asserting that external pressures, especially the media, have an influence on substance abuse among the youth. According to him, the amount of time young people spend watching television has a negative influence on their behaviour. He goes on to say that pressure to use alcohol and tobacco has greatly increased as young people are continually bombarded with the message that these drugs are the answer to all their problems.

As youngsters grow older, their social networks widen and they are more exposed to expanded opportunity and increased temptation. According to Johnston (2000), social pressures often reinforce drug-taking as a sign of adult behaviour. As a result, they are more likely to indulge in drug abuse. The reasons given for indulging in the vice are, amongst others, to relax, to show independence, to be part of a group, to relieve stress, to satisfy curiosity, to copy role models, to be rebellious, to overcome boredom, to cope with problems and to keep up with the crowd.

2.6.8 Affluence and Poverty as Causes of Substance Abuse

Affluence is a cause of substance abuse among school learners. According to Kiiru (2004), some youth from rich families abuse substances because they can afford them, while some from poor families, due to frustrations, abuse cheap drugs such as alcohol. In addition, frustrations arising from lack of school fees and other basic needs may lead students to abuse drugs based on the false believe that use or abuse of substances will make them forget their problems.

2.6.9 The Effects of Drugs and Substance Abuse

According Perkinson (2002), drugs and other substances of abuse have varied physiological effects with adverse consequences like insomnia, prolonged loss of appetite, increased body



temperature, greater risk hepatitis and HIV infection. In some instances overdose of particular drugs can lead to sudden death. Some drugs have the capacity to cause various forms of cancers, ulcers and brain damage. A study by Winger, Wood and Hofmann (2004) revealed that various physiological effects, such as accelerated heartbeat, speeding in the peripheral circulation of the blood, alteration of blood pressure, breathing rate and other body functions, normally decline.

Drug abuse contributes to the formation of uric acid, which accelerates conditions like arthritis, gout, osteoporosis, heart attack, especially for people with coronary hypertensive problems (Karechio, 1996). A student who gets any of these physiological effects will find it difficult to continue with normal learning due to frequent absenteeism from school. Sternberg's (2008) notion is that drugs abused affect the brain which results in a major decline in the functions carried out by the brain. Drugs affect students' concentration span, which is drastically reduced and boredom sets in much faster than for non-drugs and non-substance abusers. The student will lose interest in school work including extracurricular activities (Karechio, 1996). Due to this, there's absenteeism in school, resulting in one taking too long to complete studies. Most of the psychoactive drugs affect the decision-making process of students, creative thinking and the development of the necessary life and social skills are stunted.

2.7 Causes of Substance Abuse

Shoemaker (2009) associates delinquency, for example, alcohol and marijuana abuse, with lax, inconsistent or abusive parental discipline. The nature of parent-child interaction and the general atmosphere within the home is consistently related to delinquency among the youth. Furthermore, having a parent with a drug problem increases the chances of the same problem developing in the offspring. A number of authors and researchers have shown that there are many contributing factors to drug abuse among students. Rice (2003) states that in



a school setting, drug abuse affects children of the rich as well as those from poor families. Shoemaker (2009) argues that drug abuse is caused by a combination of environmental, biological, and psychological factors. The most influential environmental factors include the family, peer association, school performance and social class members. Muthigani (1995) indicates that a child gains his/her first standards of behaviour from the teaching of parents and other grown-up persons around. She argues further that if the child observes a disjuncture between parents teaching and practice, it creates doubt, which is carried into adolescence giving rise to deviant behaviour.

A survey report released by The National Academic Advising Association (NACADA, <http://www.nacada.ksu.edu>) in 2012 indicates that young people between 10 and 24 years, whose parents use or sell alcohol and other drugs, are likely to abuse these substances. At times youth, including students, who sell on behalf of parents, are themselves exposed to substance abuse in due course. Authors like Schaefer (1996) and Bezuidenhout (2008) assert that there are various factors that cause young people to abuse drugs and even become addicted. These include family networks, interaction and home environments.

Bezuidenhout (2008) says that adolescents with substance abusing parents experience a higher rate of parental and/or family problems than do adolescents whose parents do not abuse substances. Kenkel (1980) is of the opinion that school activities are a focal point for adolescents' behaviour at most. These activities include poor school performance and conflict between the school system and the values of lower-class youth. Lower-class youth have low performance expectations as compared to high- and middle-class youth. Shoemaker (2009) concurs with Kenkel that effects of low expectations on drug abuse cannot be ignored. Similarly, Karechio (1996) asserts that low performance in class may lead to misuse of drugs such as marijuana, which is believed to improve understanding and



insight. This misconception is based on the belief that people who use or abuse substances will become bold, confident, courageous and always alert.

According to Kaguthi (2006), the NACADA director in 2012, availability of illegal drugs such as heroin, cocaine and mandrax, together with availability of legal substances such as cigarettes and alcohol may lead to drug abuse. This encourages the use and the eventual abuse of substances by the youth. According to the report, the ready availability of most drugs appears to be the most important cause of the prevalence of substance use and abuse amongst Kenyan youth. The report also established that two widely used substances are grown in the country. They are bhang, which is grown in secret because it is illegal and that, which is cultivated, used and exported openly because Kenya legalized it in 1997. Other drugs easily available are heroin, cocaine and mandrax, which find their way into Kenya because the country's major international entry points Nairobi and Mombasa on transit routes for traffic in illegal substances, some of which find their way into the country, and consequently, to students and youth in general.

According to Hawkins (2002), some school-related factors exacerbate pre-existing problems and dispositions. Principal among these are a negative, disorderly, unsafe school climate and low teacher expectations of student achievement. In addition, lack of clear school policies on drug abuse may also contribute to drug abuse among students. Social pressure from media and friends is a universal risk factor for substance use and abuse among adolescents in developed and developing countries (Obot, 2005).

Schaefer (1996) concurs with this argument asserting that external pressures, especially the media, have an influence on substance abuse among the youth. According to him, the amount of time young people spend watching television has a negative influence on their behaviour. He goes on to say that pressure to use alcohol and tobacco has greatly

increased as young people are continually bombarded with the message that these drugs are the answer to all their problems.

A study by Kombo (2006) in selected schools in Kenya showed that the type of schooling has an influence on drug abuse among students. According to him, experimentation with common drugs was more frequently reported by Kenyan youth who have attended day schools rather than boarding schools. The reasons given were that boarding school learners are more closely monitored, while day school students are often more exposed to drug abuse as they move to and from school daily.

2.8 Consequences of Substance Abuse

A study in 1998 conducted by University of Massachusetts researchers on the smoking habits of 681 teenagers between 12 and 13 years revealed that several of them were addicted to cigarette smoking (BBC News, September, 2013). Symptoms that indicated addiction included craving for more nicotine, withdrawal symptoms and loss of control over tobacco intake. The study established that 63% of the teenagers had one or more symptoms of nicotine addiction, while some children could smoke up to five cigarettes a day without showing any signs of addiction. The Forum on Child and Family Statistics (2000) report says that 7% of male learners in grade 8 smoke daily while 16% of tenth- and 24% of twelfth-grade males do so. For females, the rates were 8, 16, and 22% for learners in grades 8, 10 and 12, respectively. In Brazil, it is estimated that 36 million (22%) of the total population of 170 million inhabitants are adolescents between 10 and 24 years, 70% dropping out of school before completing the basic 8 years of their education. Drugs are an important feature of social imbalance in Brazil during the adolescent years, and are associated with the high mortality rates attributable to external causes like homicides, fatal injuries or firearm-related deaths.



2.9 Perceptions of High School Teachers Regarding Teenage Substance Abuse

The abuse of alcohol and other drugs among high school kids remains a prominent concern for most schools. Problems commonly associated with such abuse include property damage, poor academic performance, damaged relationships, unprotected sexual activity, physical injuries, date rape and suicide (Wechsler et al., 2003). Institutions have responded to problems of substance abuse by developing counselling and health education programmes and by imposing strict administration policies. Simply educating youths about the variety of abused drugs, their effects, and the associated health risks may produce more sophisticated (knowledgeable) users, but has shown no significant benefit in changing behaviour (Tobler, 1986).

2.10 Theories of Substance Abuse

Most writers argue that the use of alcohol and other drugs appear to be a complex interaction of environmental, psychological, biological, and contextual factors which place teenagers at risk of alcohol and drug use (Jung, 2005).

2.10.1 Disease Model

The disease model is the most popular model for explaining alcohol and other drug use. This disease model is credited to E.M. Jellinek who presented a disease model of alcoholism in the 1960s. Following Jellinek's work, many began to use the term disease to describe alcoholism. As with many concepts and theoretical models in the addiction field, the disease concept was originally applied to alcoholism and has been generalized to addiction of other drugs as well (Fields, 2007).

2.10.4 Stress Theory

The notion that stress leads to alcohol and other drug use amongst school learners is not new. The stress theory is a widely held view of why school learners use alcohol and other

2.10.2 Genetic Perspective

Since the introduction of the disease concept, research studies have examined a possible link between alcoholism/addiction and genetics. The genetic perspective assumes that drug use is related to genetic factors. The perspective is supported by the observation that increased frequency of alcoholism and drug use exists among children of alcoholics and drug users (Fields, 2007). Although several genetic studies have confirmed these findings, others have not (Fields, 2007). This simplistic genetic perspective makes the mistake of labeling all alcoholics and addicts as somehow possessing particular genetic traits that lead to addictive and compulsive behaviour (Fields, 2007). According to Fields (2007), it is more accurate to recognize that many personality traits can also make an individual vulnerable to the disease of alcoholism and drug addiction. Searles (1991, cited in Stevens-Smith et al., 2012) argues that there is tendency of genetic perspective to reduce any behaviour to genetic factors.

2.10.3 Psychoanalytic Perspective

The traditional psychoanalytic view of alcohol/drug use focuses on fixation at the oral stage of development, resulting in an oral and narcissistic premonitory personality (Fields, 2007). Otto Fenichel (1945), cited in Fields (2007) and Levin (1990) theorized that individuals use psychoactive drugs "to satisfy the archaic oral longing, which is a sexual longing, a need for security, and need for maintenance of self-esteem simultaneously." In addition, Menninger (1963), cited in Fields (2007) and Levin (2005) asserts that drug use may function as a coping mechanism to alleviate stress and that the primary psychoanalytic root is a mother's denial of milk in infancy.

2.10.4 Stress Theory

The notion that stress leads to alcohol and other drug use amongst school learners is not new. The stress theory is a widely held view of why school learners use alcohol and other



drugs. The stress theory argues that young people turn to drugs or inhalants to deal with feelings of frustration, hopelessness, and worthlessness caused by their failure at school or conflicts at home (Sinha, 2008). It is clear that teenagers may use drugs as a means of temporarily alleviating discomfort connected to life events which they perceive as being out of control (Sinha, 2008).

This is because teenagers are faced with many conflicts of sexuality, identity problems, pressure to excel at school and adjust to many bodily changes and, as a result, teenagers use drugs to cope with these emotional conflicts (Borkum, 2004). This is also known as the tension-reduction model, which focuses on tension reduction and relief of stress as a primary reason for alcohol and other drug use. Individuals use alcohol and other drugs to counteract stress, anxiety, emotional tension and conflict (Fields, 2007). Alcohol and drugs are therefore used as tension reducers.

2.10.5 Problem-Behaviour Theory

The problem-behaviour theory was developed specifically to explain alcohol and other forms of problem behaviours, with a particular focus on adolescents. According to Morojele (1997) the theory was first applied by Jessor in 1968 and later developed and elaborated with more conceptual framework proposed to account for risk behaviours among adolescents. Behaviours characterizing the problem-behaviour structure include problem drinking, marijuana use, cigarette smoking and other deviant behaviours (Morojele, 1997).

2.10.6 Sociological Theory

The sociological theory contends that certain factors in an individual and the environment may contribute to use of alcohol and other drugs among young people. Research studies indicate that environmental factors such as socio-economic status, poverty, urbanization, delinquency, family background, peer pressure, religion, educational disturbances,

availability, price, unemployment, family living conditions, and negative family communication influence young people's use of alcohol and other drugs (Jung, 2003). Schmidt and Padilla (2003) argued that the problem of drug use should not always be attributed to an individual, but to the whole family system. Family systems perspective views parts of a family as a whole, with each member contributing to the problem of drug use (Stevens-Smith et al., 2012). It is clearly stipulated that the primary goal of any system is to maintain homeostasis, to balance the system and make adjustments to restore that equilibrium whenever it is threatened (Stevens-Smith et al., 2012). In a well-functioning family, homeostasis protects the individuals so that the needs of each member can be met. However, in a dysfunctional family, the needs of each member are not met. The dysfunctional family is characterised by emotional abuse, divorce, single parenting, poor communication, and poor parenting skills (Ben-Zur, 2009). Substance use by parents is also more prevalent in dysfunctional families (Schmidt and Padilla, 2003). As a result, rules, roles and boundaries of the family system become distressed for parents to communicate with their children about the dangers of drugs.

2.10.7 Social Learning Theory

The social learning theory assumes that drug abuse is influenced through behavioural subtests such as differential association, modelling, reinforcement and normative definitions (Stevens-Smith et al., 2012). The most influential group among youth is the peer group. Peer pressure is a common reason given by adolescents for alcohol and other drug use (Moleko and Visser, 2008). The process of peer selection (Jung, 2005) suggests that adolescents who already use drugs seek out or prefer the company of other adolescents who share their involvement with drugs.



2.10.8 Developmental Perspective

The developmental perspective argues that adolescence is a critical period of development where the individual may be more vulnerable to social or peer pressure than at any other stage of development (Borkum, 2010). For adolescents this period is marked by a conflict between peer and parental influences, as individuals are flooded with a host of choices regarding sex, drugs, friends, and school work (Borkum, 2010). According to Jung (2005), for many adolescents the attractive promise of rewarding and exciting experiences from experimenting with alcohol and other drugs exceed the threat of physical, social and, in some cases, legal costs.

2.11 Summary

The chapter looked on the general trends of substance abuse from a global to a local level. It captures the trends of substance abuse in continents such as Europe and the Americas. It continues by outlining the trends in the African continent, citing the most affected countries. Moreover, it outlines the general causes and consequences of substance abuse amongst teenagers. In addition it explains the theories that guide the study on substance abuse.



CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter reviewed and discussed literature related to the title of this thesis: teachers' perceptions of substance abuse by learners at selected high schools. This chapter explains the research methodology applied in this study, namely, the approaches used to explore and describe the teacher's perceptions concerning substance abuse by learners at the two high schools in the Capricorn District of the Limpopo Province. The sections include: approach, design, population, sampling procedure and technique, sample size, data collection methods, data analysis. The researcher used a qualitative approach to explore teachers' perceptions concerning substance abuse by learners at the selected high schools.

3.2 Study Design

According to Hysamen (1994), a research design is a plan or blueprint according to which data are to be gathered to investigate the research questions in the most economic manner. The research design is a conceptual structure within which research is conducted. The function of a research design is to provide for the collection of relevant information with minimal expenditure of effort, time and money (Hysamen, 1994). This study was qualitative and exploratory in nature.

3.2.1 Qualitative Design

A qualitative research design is a systematic, subjective approach used to describe life experiences and give them meaning (Burns and Groove, 2010). A qualitative design uses



the natural setting as the source of data (Neuman, 2004). According to Henning (2004), qualitative studies aim at the depth and are conducted in a setting bound by the theme of inquiry. Qualitative study is a research method that emphasises the depth of understanding and the deeper meaning of human experience and which are used with the aim of generating theoretically richer, albeit more tentative observation (Rubin and Babbie, 2010).

The researcher used qualitative design in order to obtain in-depth information from the respondents. Through qualitative approach the researcher has used probe, paraphrase and follow up to get more information from the participants. Data was collected at the school where the activity took place. Teachers narrated their perceptions about drug abuse by learners.

3.2.2 Exploratory Design

An exploratory design aims to establish facts, to gather new data and to determine whether there are patterns in the data (Mouton and Babbie, 2010). According to Bless, High-Smith and Kagee (2006), an exploratory study is conducted when very little is known about the research topic. The purpose of an exploratory study is to gain insight into a situation, person or community (Bless and Highson-Smith, 2006). The researcher used exploratory design in this study in order to gain more in-depth information on the perception of teachers about substance abuse by learners.

3.2.3 Descriptive Design

A descriptive design, according to Rubbin and Babbie (2005), refers to more intensive examination of phenomena and their deeper meanings, leading to thicker description. Polit et al. (2006) describe descriptive research as follows: *bracketing* - a process of identifying preconceived beliefs and opinions about the phenomenon under study, *intuiting* - where the researcher remains open to the meaning attributed to the phenomenon by those who have experienced it, *analyzing* - by extracting significant statements, categorizing and making



sense of the essential meanings of the phenomenon and describing, where the researcher comes to understand and define a phenomenon. The researcher probed for a detailed narrative description of the perceptions of teachers regarding alcohol abuse in the selected high schools of the Capricorn District.

3.2.4 Contextual Design

In a contextual research design, human actions and decisions are understood within their context rather than viewing contextual variables as a nuisance (Stommel & Wills, 2004). In this study, the researcher collected data from teachers in two high schools in the Capricorn District. The researcher also focused on collecting data and all contextual features that the subject may consider relevant to decisions.

3.4.1.1 Sampling Criteria

3.3 Study Setting

The study conducted in Mamolemane and Moshubaba high schools, institutions which falls under Bahlaloga Circuit in the far South of the Polokwane Municipality, Capricorn District in Limpopo Province of South Africa, situated in rural areas called Moletjie-Matamanyane and Moletjie-Mashobohlang, respectively. The area was dominated by Sepedi speaking people, with most people having a literacy level of below grade 12. Mamolemane and Moshubaba high schools are surrounded by small villages - Moletjie-Ga- Chokoe and Moletjie-Ga- Setati. Moletjie-Mashobohlang has one bar lounge, two taverns and one bottle store. Moletjie-Matamanyane has two taverns and one bottle store. Most people in these villages sell homemade traditional beer and marijuana. Most of the residents in Moletjie-Matamanyane and Moletjie-Mashobohlang were unemployed and/or orphaned.

teachers who were available at school during data collection. The number was determined

It was envisaged that 23 participants would be used following to

3.4 Study Population

According to De Vos (2011), population refers to individuals in the universe who possess specific characteristics or a set of entities that represent all the measurements of interest to

the researcher. A population refers to a specific group of sampling units consisting of the entire sampling units relevant to the research question (Maree, 2007). The population of the study comprised all teachers in Mamolemane and Moshubaba high schools, Bahlaloga Circuit, Capricorn District, Limpopo Province.

3.4.1 Study Sample

A sample is a small portion of the total set of objects, events or persons which together constitute the subject of a study (Grinell, 2010). The researcher used a non-probability sampling method, a procedure in which all of the persons, events or objects have an unknown and usually different probability of being included in the sample (Grinell, 2010).

3.4.1.1 Sampling Criteria

The criteria for selection of school was one with high rate of substance abuse in the Bahlaloga Circuit in Capricorn District, Limpopo Province.

3.4.1.2 Sampling of Schools

A purposive sampling method was used to select the school based on its high percentage of learners who abuse alcohol. A purposive sampling method is based on the judgment of the researcher regarding the subjects or objects that are typical or representative of the topic being studied or who are knowledgeable about the phenomenon (Brink, 2011).

3.4.1.3 Sampling of Participants

Convenience sampling was used to select teachers to participate in the study, namely, teachers who were available at school during data collection. The number was determined by data saturation, but it was envisaged that 23 participants would be used. According to Nachmias and Nachmias (1991), a convenience sample is obtained when the researchers select whatever sampling units are conveniently available. Convenience sampling is a type

of non-probability sampling in which people were sampled simply because they are “convenient” sources of data for researchers - the researcher chose the sample according to ease of access. Bailey (1994) and Collen (1990) postulate this type of sample as a convenient or availability or haphazard sample. It is not normally representative of the target population because sample units are only selected if they can be accessed easily and conveniently. The respondents were usually those who were nearest and most easily available. In this study, the researcher’s sample was determined by the availability of the respondents who were around during data collection. The number was determined by data saturation.

3.5 Research Instruments

A semi-structured interview is a useful technique during an exploratory research process as it helps to clarify concepts and problems as well as creating possible answers or solutions to a problem (Bless and Higson-Smith, 2010). A semi-structured interview was used as the primary strategy for data collection in this study in order to help the researcher to probe the *respondents and therefore gather more in-depth information* (Lofland and Lofland, 2005).

3.6 Data Collection Procedure

The data collection method used in this study was the focus group discussion, guided by semi-structured interviews. This method gives the researcher and participants much more flexibility. The researcher used semi-structured interviews in order to gain a detailed picture of a participant’s beliefs about or perceptions or accounts of a particular topic (De Vos, 2011). The researcher conducted in-depth interviews with 23 participants (teachers) in Mamolemane and Moshubaba high schools. The interview process continued until data saturation was reached. The method was used because it provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data (Bernard, 2006). It attains high response rates and also gives the researcher a chance to make important

observations aside from the responses given to the questions asked. In the collection of data, an audiotape was used to record the interview session and also the field notes were taken during the interview process (See Annexure C for semi-structured questions).

3.7 Data Analysis

Since the study was qualitative in nature, qualitative data analysis was used. This was achieved through classifying the data into logical thematic categories based on the objectives of the research. This approach is called content analysis. It is used when data collected would be from narrated experiences and perceptions of the participants. In this study, qualitative data analysis was conducted and categories developed according to Tesch's method (Creswell 2009). Thematic analysis was adopted as suggested by the eight steps of Tesch:

1. Get a sense of the whole. Read all the transcripts carefully. Jot down ideas that come to mind.
2. Pick one document (transcripts of an interview) – the most interesting one, then one on top of the pile.
3. Read through several participants' data and do the same as in step 2. Make a list of all the topics which come to mind. Arrange the topics into columns (e.g., major topics, unique topics, and leftovers).
4. Take the list of topics and refer back to the data. Abbreviate the topics as codes and write codes next to the appropriate segments of the text. See if new categories and codes emerge.

5. Find the most descriptive wording for the respective topics and turn them into categories. Look for ways of reducing the list of categories by grouping categories that relate to each other. Draw lines between categories to show interrelationships.
6. Make a final decision on the abbreviation for each category in one place and perform a preliminary analysis.
7. Assemble the data belonging to each category in one place and perform a preliminary analysis.
8. If necessary, recode existing data.

3.8 Measures to Ensure Trustworthiness

Trustworthiness is a way of ensuring data quality or rigour in qualitative research, based on the model of Lincoln and Guba (2012). Four criteria for developing trustworthiness used in this study were: credibility, dependability, confirmability and transferability.

3.8.1 Credibility

Credibility alludes to confidence in the truth of the data and the interpretation (Lincoln and Guba, 2012). The researcher conducted the study in such a way that the findings were credible, in other words, the reader would believe the findings. In this study, the researcher was in the field until data saturation has been achieved. Prolonged engagement with and observation of the participants' responses were made. The researcher gained an in-depth understanding of the topic as well as specific aspects of the participants' perceptions. During prolonged engagement, the researcher divulged the findings to the participants to allow them to verify their findings to ensure that they represented their opinions accurately and to ensure credibility in the use of sources in data collection as tape recorder and field notes were taken.

3.8.2 Dependability

Dependability involves the provision of evidence such that if the study were to be repeated with the same or similar participants in an analogous context, the findings would be similar (Brink et.al. 2012). All the techniques that are applied to ensure credibility also directly impact on dependability. In this study, dependability was achieved by describing the research findings, interpretations and recommendations, in order to attest that the investigation is supported by data and is internally coherent. A tape recorder was used for all interviews in order to increase reliability.

3.8.3 Confirmability

Confirmability is concerned with establishing whether the data represent the information provided by the participants and that the interpretations of the data are not fuelled by the researcher's imagination (Brink et al., 2012). In this study, confirmability ensured by making use of an independent coder. This was reflected by the voice of the participants and not the researcher's perceptions. The technique that supported or enhanced confirmability in this study was an enquiry audit in which the researcher clearly described, explained and justified each stage of the research process.

3.8.4 Transferability

According to Brink et al. (2012), transferability refers to the ability to apply the findings in other contexts or to other participants. Data obtained may be compared to similar situations in other research situations. In this study, the researcher used a dense description. The researcher requested someone with research experience to randomly read selected transcripts and to identify major categories, so that readers may have a clear picture of the findings.

3.9 Ethical Considerations

Ethical considerations were the main principles applied in this study. The researcher informed the participants about the purpose of the study and also the methods, as well as the procedures that were followed when conducting the research study. These principles are based on the human rights that need to be protected in research (Brink et al., 2012). Permission to conduct a study was obtained from the Head of the Department of Education Limpopo Province and also from the selected schools in the Capricorn District, Bahlaloga Circuit; namely, Mamolemane and Moshubaba high schools. The following aspects were applied to ensure adherence to ethical considerations:

3.9.1 Informed Consent

The participants were informed of the aims, objectives, data collection methods, duration, potential risks or benefits and how confidentiality would be considered or maintained. An agreement in this study was made between the participants and the researcher that the participation in this study was voluntary prior to the commencement of data collection and participation in the study. The researcher and the participants signed a consent document prior the study. Participants had the right to decide not to participate or to continue to participate, however they felt, without repercussion.

3.9.2 Anonymity

Anonymity was ensured in which the respondents were not required to write down their names or any personal identification. This allowed the anonymous participation of the respondents. The research participants had the right to anonymity and the right to assume that the data would be kept confidential. Complete anonymity existed as the participants' identities were not disclosed, even by the researcher.

3.9.3 Confidentiality

Confidentiality is related to the researcher's management of private information shared by the participant. The researcher refrained from sharing the information without the authorization of the participants. No one has access to the study data without authorization (Burns and Groove, 2010). The researcher respected a participants' wishes for confidentiality. The researcher also ensured that the information on identity of the participants would not be made public.

3.9.4 The Right to Self-Determination

The researcher informed the participants about the proposed study and allowed them to choose voluntarily to participate in the study or to withdraw from the study anytime. The research was planned and executed in a way which would foster justice, beneficence and exclude harm, exploitation of participants in accordance with freedom to conduct their lives as they wished. In this study, private information of the participants was not shared without the participants' knowledge or against their will. This study ensured privacy of the participants during data collection, during the interview and the use of tape record was explained to the participants. Privacy implies the element of personal privacy. The researcher had the authority to access the data (record) of the participants and to hinder access by others to their records.

3.10 Limitation of the Study

Time was a factor as the researcher only had one year to complete the study. However, the researcher prioritized the study and completed it within the expected time.

3.11 Summary

This chapter outlined the research methodology used in the study. The study design, study setting, population of the study, research instruments, data collection procedure, data

analysis, measures to ensure trustworthiness and ethical considerations that were applied in this study were covered.

DATA ANALYSIS, THEMES AND LITERATURE CONTROL

4.1 Introduction

The previous chapter outlined the research design and methodology used in this study. This chapter deals with the data analysis. In order to protect the identity of the participants, numerical codes were allocated to distinguish the participants. This chapter provides a description of how the data was analyzed inductively.

The aim of this study was to explore and describe teachers' perceptions concerning substance abuse by learners at two high schools in Capricorn District of Limpopo Province. The objectives of the study were as follows:

1. To explore teachers' perceptions concerning substance abuse by learners at the two high schools in Capricorn District of Limpopo Province.
2. To describe the effects of substance abuse on learners.
3. To describe strategies and efforts used by teachers at Mamolamane and Moshubaba high schools to deal with the problem.

Data were collected by using semi-structured interviews with 23 participants at the selected high schools in the Capricorn District of the Limpopo Province. All the participants were asked open-ended questions.

CHAPTER 4

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Data were collected by using semi-structured interviews with 23 participants at the selected high schools in the Capricorn District of the Limpopo Province. All the participants were asked open-ended questions.

The interview sessions were conducted in English as it was also their medium of instruction, therefore, Sepedi was used minimally where they needed clarity and the researcher translated the questions. In order to promote quality in the process of data collection from the respondents, the researcher utilized the following techniques to collect data carefully: 11 participants in depth one-to-one interview and 2 focus group interviews in each group of 6 participants.

The interview with each participant lasted for 45 minutes and all the interviews were finished in 8 days. Of the 23 participants, 13 were females and 10 males. From Moshubaba High School, 8 female teachers with ages ranging from 35-65 years and teaching experience between 4-20 years, and 5 male teachers with ages ranging from 35-65 and teaching experience between 5-30 years, participated in the study. From Mamolemane High School 5 female teachers with the ages ranging from 30-65 years and teaching experience between 4-20 years, and 5 male teachers with ages ranging between 35-65 years and teaching experience between 5-30 years, participated in the study.

The questions included in the interview guide were developed as follows:

1. Can you please explain how you perceive alcohol abuse by learners in your school?
2. What do you think could be the effects of alcohol abuse on the learners?
3. Which substances do the learners abuse the most?
4. How do you deal with the problem of drugs abuse by learners in your school?

The themes that emerged from data analysis of the study about teachers' perceptions of substance abuse by learners at the selected high schools in Capricorn District of Limpopo Province are presented in the Table 4.1. Firstly, codes were developed. These codes were

based on the main questions of the study. This was undertaken in order to keep focus of the study. After identifying codes, all the issues discussed under those codes were identified and put together under the column of issues discussed.

Data was analyzed using Tesch's method of analysis for qualitative data (Tesch, 1992). A detailed description of this method has been given in Chapter 3. The researcher has listened to audiotape recordings and read and re-read the tape transcripts to get a global understanding of the interviews and to familiarize himself with the data. Thereafter, the researcher randomly picked each tape transcript, and started analyzing them one by one, until all the transcripts had been analyzed and similar ideas or topics had been coded.

After coding, similar topics were grouped together into categories. From each category, a number of themes also emerged, namely, perceptions related to how substances are used; perceived factors contributing to drug abuse, negative response related to drug use, positive response related to drug abuse and strategies used by teachers. The participants were also asked to validate the analyzed data.

The issues discussed were then supported with themes that were identified based on the interview transcripts of all the participants. The main themes emerged following the process of data analysis. Each theme is discussed with relevant quotations from the participants, and the relevant literature is also cited as a control to the findings of this research. The identified themes were arranged into coherent groups (Table 4.1).

4.2 Presentation of the Findings

Data collected from teachers' perceptions of substance abuse by learners at the selected high schools in the Capricorn District of the Limpopo Province are summarized in Table 4.1.

4.3 Themes and Sub-Themes

Four major themes emerged from the collected data, and the researcher coded sub-themes under each theme (Table 4.1). The major themes were: (1) dominant stories related to substance abuse by learners, (2) precipitating factors leading to substance abuse, (3) provision of support versus lack of support and (4) educators' views related to learners abusing alcohol. From the major themes, the sub-themes emerged as indicated.

Central story: Participants shared the same knowledge with regard to awareness of consequences related to substance abuse by learners which affect the psycho-social being of the learners and also lowers their academic performance: *"All in all the only problem is that when it comes to alcohol abuse, school-aged children of alcoholic parents often have academic problems, not coping in the class, their performance is very low, because of over misusing alcohols..."* There are several precipitating factors which lead learners to abusing substances which were outlined by their educators and these were confirmed by the following statement, amongst other statements: *"Some learners are stressed and need something to get them past their problems; they may take drugs or alcohol, alcohol damages areas of the brain responsible for learning and memory."* There are dominant stories related to learners' substance abuse behaviour which were outlined by the participants - this was confirmed as follows: *"Learners spend most of time concentrating on funny things like going to a tavern during break hours to drink beers, because their school is nearby taverns and not coming back to the class."* Lack of support on different levels were also highlighted during the interview sessions conducted, for example: *"I felt like parents are not supportive is a pointer that the parents do not really work with the school fighting substance abuse in schools."*

Saturation of data: This was achieved relative to the major themes and most sub-themes and confirmed through identification of more verbatim quotations and excerpts from the transcription used in the analysis.

Major Theme	Sub-theme	Code	Verbatim Excerpt
1. Abuse by	1.1	1.1	Lack of consistent staff attendance
	1.2	1.2	Offered types of services abused by learners
	1.3	1.3	Concentration shifted to non-academic matters
	1.4	1.4	Negative interpersonal relationships with peers
	1.5	1.5	Presentation of physical violence by learners
	1.6	1.6	Methods used to abuse staff/teachers
	1.7	1.7	Incidents related to substance abuse
	1.8	1.8	...
	1.9	1.9	...
	1.10	1.10	...
2. Precipitating factors leading to substance abuse	2.1	2.1	Exposure to uniform experienced by learners
	2.2	2.2	Physical environment multi-faceted services
	2.3	2.3	Impact of social environment on peers
	2.4	2.4	Substance abuse perceived as a normal activity
	2.5	2.5	Classmate's influence on substance abuse
	2.6	2.6	Agreement reached to a cause of interest when substance abuse
3. Provision of support versus lack of support	3.1	3.1	Provision of counselling to the learner and parents/teachers
	3.2	3.2	Availability of support services
	3.3	3.3	Availability of support services
	3.4	3.4	Creation of support services
	3.5	3.5	Lack of support services for learners
	3.6	3.6	Lack of support services for teachers
	3.7	3.7	Lack of support services for staff
4. Educators' views related to learner substance abuse	4.1	4.1	Teacher's views on substance abuse
	4.2	4.2	Teacher's views on substance abuse
	4.3	4.3	Teacher's views on substance abuse
	4.4	4.4	Teacher's views on substance abuse

Table 4.1: Themes and sub-themes from teachers' perceptions of substance abuse by learners

Main Theme	Sub-Themes
1. Dominant stories related to substance abuse by learners	1.1 Lack of consistent class attendance
	1.2 Different types of substances abused by learners
	1.3 Concentration directed to non-academic matters
	1.4 Negative interpersonal relationships with peers
	1.5 Presentation of physical violence by learners
	1.6 Methods used to abuse substances
	1.7 Behaviours related to substance abuse
2. Precipitating factors leading to substance abuse	2.1 Psycho-social problems experienced by learners
	2.2 Primary socialization in disorganized families
	2.3 Need for social acceptance by peers
	2.4 Substance abuse perceived as a problem-solving tool
	2.5 Stated benefits of substance abuse
	2.6 Parent-child conflict as a cause of learners' substance abuse and behaviour
3. Provision of support versus lack of support	3.1 Provision of counselling by health care professionals to learners
	3.2 Monitoring sessions conducted by educators
	3.3 Educators' role to stamp out substance abuse
	3.4 Creation of support groups
	3.5 Lack of support structures for learners
	3.6 Lack of support from parents
	3.7 Lack of parent support to educators
4. Educators' views related to learners abusing alcohol	4.1 Psycho-social effects
	4.2 Consequences related to substance abuse
	4.3 Low academic performance
	4.4 Ways for identification of learners abusing alcohol
	4.5 Lack of parent-child relationship



4.3.1 Theme 1: Dominant Stories Related to Substance Abuse by Learners

Teachers described dominant stories related to learners' substance abuse. This theme emerged from the data analysis. Sub-themes that emerged from the dominant stories related to learners' substance abuse are as follows: lack of consistent class attendance, different types of substances abused by learners, concentration directed to non-academic matters, negative interpersonal relationships with peers, presentation of physical violence by learners, methods used to abuse substances and behaviours related to substance abuse.

4.3.1.1 Sub-Theme 1.1 Lack of Consistent Class Attendance

Difficulty in coping with academic responsibilities is one of the most common consequences of alcohol abuse. Excessive episodic drinking is implicated in the causation of hangover of which symptoms include fatigue, headache, depression, anxiety and general malaise (Ray & Ksir, 1996).

During the interview, teachers pointed out the lack of consistent class attendance - that the learners have the tendency to miss class and inefficiency in tests and examinations, which adversely affect their overall success. As evident from their profile presented earlier, none of the learners implicated in this study would have completed their study programme in record time. The following are some of the comments from teachers:

"More often they are absent from the school, dodge classes and have no homework or classwork done when they should submit. They lose concentration in the classroom. They also bully others." (Participant 0020)

"These learners are very much problematic, why? Because when they smoke marijuana, they exchange words with us (teachers), they don't complete their given tasks, they dodge classes, they come late to the school and also if you can check their schoolwork you could see that is not clean/tidy." (Participant 0021)



Teachers have articulated that having low academic aspirations and performing poorly at school have been found to be related to adolescents' use of alcohol (Marojele et al., 2001), as have absenteeism and repeating a year at school (Flisher, Parry, Evans, Muller and Lombard, 2003). The availability of drugs in and around schools facilitates their acquisition and use. Furthermore, where school lessons are not stimulating, learners are more likely to become prone to using drugs (Matthews et al., 1999). Alcohol and drug use are more prevalent among children and adolescents who attend schools where alcohol and drugs are more readily available. Alcohol and other drugs are brought to and consumed on the premises of some schools, particularly in disadvantaged communities (Zulu et al., 2004).

Teachers further revealed that learners abuse substances in schools even though they have signed the code of conduct that prohibit the possession and use of substances on the school premises (South African Schools Act No. 84 of 1996). The high prevalence of substance abuse among adolescents makes the school environment unsafe to both the educators and learners. That is why learners are unruly and do not respect educators and fellow learners. That ultimately leads to poor academic performance. This revelation was also confirmed in other studies, namely, that substance abuse has a negative effect on the academic performance of learners (Berk, 2007). The participants in this study reported that learners' use of substances made them fail and repeat grades. Furthermore, they regretted their use of substances.

The interview revealed that teachers felt substance abuse causes learners to want to leave school. Furthermore, teachers said that learners had lost the ability to concentrate in class and that their only focus was on using illegal substances. They said that they would suddenly lose focus and start to think about smoking marijuana. Teachers responded by stating that learners were not attending school diligently. The Substance Abuse and Mental Health Services Administration (2006) reported that research suggests that there is a definite



relationship between academic performance and adolescent substance use. Learners who abuse substances have shown to be at greater risk for performing poorly in school and vice versa. Moreover, the interview also reviewed that teachers seem to be more concerned with the learners using substances and neglect other important life issues such as their schooling. Substance abuse has a negative effect on teachers' scholastic achievement and puts the learner at risk of underperforming and failing academically.

4.3.1.2 Sub-Theme 1.2: Different Types of Substances Abused by Learners

Teachers said in interviews that there are different types of substances abused by learners, but alcohol and marijuana remain the most popular abused drugs and the consumption of alcoholic beverages is growing. Alcohol and cigarettes are gateway drugs because they are usually the first drugs that are tried out. Learners' experimentation with alcohol leads to dependence. The following are some of the comments from teachers.

"They (learners) always smell of marijuana after coming back from the toilet" (Participant 0017).

"... and also there are learners who inhale glue - one day I caught a learner carried a glue when I ask him, he told me that is a shoe repairer and I felt the smell from his mouth when we were talking." (Participant 0021)

The findings revealed that drug and alcohol abuse are important problems that affect school-aged youth at earlier ages than in the past. Young people frequently begin to experiment with alcohol, tobacco and other drugs during the middle school years, with a smaller number starting during elementary school. By the time students are in high school, rates of substance use are remarkably high. According to national survey data, about one in three twelfth graders reports being drunk or binge drinking (i.e., five or more drinks in a row) in the past thirty days; furthermore, almost half of high school students report ever using marijuana and more than one-fourth report using marijuana in the past thirty days.



Marijuana is the most commonly used illicit drug among high school students. However, use of the drug ecstasy (3,4-methylenedioxy-methamphetamine or MDMA) has seen a sharp increase among American teenagers at the end of the twentieth century, from 6% in 1996 up to 11% reported having tried ecstasy in 2000. Indeed, at the beginning of the twenty-first century, ecstasy was used by more American teenagers than cocaine. Mhlongo (2005) indicates that cigarette smoking is the gateway to other drugs of abuse. Cigarette smoking regularly serves as the starter drug-delivery agent and the addictive substance contained in cigarettes is called nicotine. Children become hooked on cigarettes at any age for various reasons such as stimulation by other people using the substance, curiosity and the desire to experiment.

NIDA (2014) found that research showed marijuana may cause problems in daily life or make a person's existing problems worse. Heavy marijuana users generally reported lower life satisfaction, poorer mental and physical health, more relationship problems, and less academic and career success compared to non-marijuana- using peers. For example, marijuana use is associated with a higher likelihood of dropping out of school. Furthermore, Blaze- Temple and Kai Lo (1992) asserted that alcohol and tobacco were important "gateway" drugs that lead to increased use of other illegal drugs. Most drug use starts during the period of adolescence especially for 'gateway' drugs.

A study by Borthmer et al. (2002) investigating the influence of smoking habits of family members on tobacco use by adolescents, revealed that smoking habits by relatives, especially siblings influenced tobacco use by adolescents. They also found an association between smoking by adolescents and mother's employment and between the smoking status of girls and family status. Merrill (1994) postulates that cigarette advertising also lures adolescents and young adults to start smoking. Nearly all first use occurs in secondary school. It is common for adolescents to feel social pressure in many ways from clothing and



music to risky areas such as drugs, sex and smoking, and they tend to experiment and try out new experiences.

4.3.1.3 Sub-Theme 1.3: Concentration Directed to Non-Academic Matters

During the interviews with teachers, it became apparent that the learners concentrate directly to non-academic matters. They concentrate too much on the substance abuse which was very important problems that affect school-age youth at earlier ages than in the past. Learners frequently begin to experiment with alcohol, tobacco, and other drugs during the middle school years, with a smaller number starting during elementary school. By the time students are in high school, rates of substance use are remarkably high. The school actually does not condone the illegal or otherwise irresponsibility - every member of the school community knows the risks associated with substance use and abuse. In this situation it is clear that learners are focusing on irrelevant academic matters rather than good ones, because at times they come to school with hangovers and find it hard to concentrate. More often they are absent from the class. One participant commented as follows:

"The learners spend most of time concentrating on funny things like going to a tavern during break hours to drink beers, because their school is nearby taverns and not coming back to the class." (Participant 0019)

Similar findings indicated that learners who abused substances became notorious and ruinous. Some of the notorious and ruinous behaviours included bullying, stealing, looking dirty and scruffy. They further stated that their use of substances endangers the lives of both their families and other people in their communities. They become dangerous to everybody. (Donald et al., 2007).

Contrary to the above findings, UNODC (2008) found that learners end up being rejected by the very society that is supposed to nurture and guide them. That implies moral decay.



These adolescents end up being arrested for their criminal activities and add to the already existing high rate of inmates in prisons

4.3.1.4 Sub-Theme 1.4: Negative Interpersonal Relationships with Peers

During interviews, teachers postulated out the negative interpersonal relationship with peers. Participants mentioned that learners are using substances with the intention of enhancing their performance in the class. Due to this, there is absenteeism in school, resulting in learners taking too long to complete their studies. Some learners usually start a fight with teachers.

"Learners that are abusing alcohol in terms of performance they are under undeveloped and misbehaving ... lack of concentration from learners when they are in the class, they are impelled to start fights with other learners and display bad behaviour. The following are some of the comments from the teachers:

"... actually, drugs/alcohol is in one way or another affecting the general school performance, low concentration, disrespect/disobedience, missing lessons such as late coming, staying at toilet and playing truancy and also learners have become scarce crows to their teachers."(Participant 0020)

Substances of abuse result in a major decline in the functions carried out by the brain. Drugs affect the students' concentration span, which is drastically reduced and boredom sets in much faster than for non-drug and non-substance abusers. The students also lose interest in school work, including extra curricula activities (Karechio, 1996).

Nyathi and Selepe (2003) stipulated that alcohol is a drug of choice amongst youth, it is mood altering and therefore has a potential to impact negatively on behaviour, academic performance and interpersonal relations. A substantial number of youths who drink tend not to know where to draw the line between social and pathological drinking. This tends to predispose them to a host of risks, some of which might have long-lasting effects on their



lives. There is evidence that heavy alcohol use by students can lead to increased chances of risky behaviour. Over half of the young offenders involved in rape, murder and assault had been drinking during the event (Holmes, 1991). Negative effects experienced by respondents in this study were mostly risky and/or life-threatening.

4.3.1.5 Sub-Theme 1.5: Presentation of Physical Violence by Learners

Teachers said in the interviews that there was presentation of physical violence by learners. There is evidence that heavy alcohol use by learners can lead to increased chances of risky behaviour. In their pursuit for pleasure and fun, participants found learners in situations that rendered themselves vulnerable to gender-based violence. Whilst under the influence of alcohol the learners' judgment as well as their ability to detect possible danger tended to be impaired. Most of the time, the learners are more influential to other learners and display bad behaviour. The following are some of the comments from the teachers:

"Most learners are becoming bullies to the teachers and other learners; they are acting like bosses to other learners. They are swearing the teachers and they are not respectful." (Participant 007).

"Eishh ... they are not controllable, they take monies forcefully from young ones, and they are more influential to other learners and having bad behaviour." (Participant 008).

The literature indicates that there are serious problems of ongoing violence within schools in South Africa. These problems are not of major concern to the government, the teaching profession, as well as civil society. According to Burton (2008), "there is increasing concern within South Africa that primary and secondary schools are the sites of widespread violence." Where the school has been constructed as a space in which children can come and learn in a safe and protected environment, it appears that this is unfortunately not the case in the majority of schools within South African society. According to Leoschut (2008), the problem of school-based violence is not a new phenomenon. However, what is



becoming evident is the increasingly serious nature of the violence taking place within the context. For example, types of violence have shifted from cases of bullying to more serious forms of victimization that involve violence. This is evident in the case of the random killing of 16 year-old Jacques Pretorius by Morne Harmse with a samurai sword at a Technical High School in the West part in Gauteng in 2008.

School violence is a problem of particular significance in South Africa. Shooting, stabbings, and physical and emotional violence have taken place in both public and private schools (Akiba, LeTendre, Baker and Goesling 2002; Zulu, Urbani and Van der merwe 2004). A report by the South African Institute of Race Relations (SAIRR, 2008), suggested that only 23% of South African learners said they felt safe at school. In contrast, research suggests that schools in Norway, Denmark, and Sweden were the safest in the world with approximately 20% of learners saying they felt safe at school (SAIRR, 2008).

Due to children spending approximately half of their hours at school, schools can serve as the second most important socializing mechanism after the home. From a holistic perspective, Burton (2008) contends that schools are important environments in which children not only gain knowledge, but also learn about themselves, how to behave as well as how to interact with other children. In such a way, children who are exposed in this context will tend to model this behaviour. Schools therefore have the potential of being a negative or positive reinforcing agent (Burton, 2008).

4.3.1.7 Sub-Theme 1.7: Behaviours Related to Substance Abuse

4.3.1.6 Sub-Theme 1.6: Methods Used to Abuse Substances

The teachers interviewed stated that during the study, they found that all groups such as During interviews, teachers pointed out the methods used to abuse substances. This was found to be common among participants in this study, thus resulting in risk behaviours which will be discussed as sub-theme 1.7. The teachers described that alcohol and cigarettes are

gateway drugs because they are usually the first drugs that are used before other drugs are tried. Alcohol was the most commonly abused. One of the respondents remarked:

“... actually, learners are very much creative and quick thinker, they mix alcohol with cool drinks and put it into the squeeze bottles and drink inside the class and start singing.”

(Participant 0018)

The use of alcohol has major public health consequences because of its relationship with acute and chronic physiological, psychological and behavioural problems. Alcohol abuse is one of the most difficult public problems to deal with because the use is accepted at any social function and alcohol, amongst Africans, has socio-cultural and religious significance (Taylor and Miller, 1995).

NIDA (2014) found that research showed marijuana may cause problems in daily life or make person's existing problems worse. Heavy marijuana users generally report lower life satisfaction, poorer mental and physical health, more relationship problems, and less academic and career success compared to non-marijuana- using peers. For example, marijuana use is associated with a higher likelihood of dropping out of school. Furthermore, Blaze-Temple and Kai Lo (1992) asserted that alcohol and tobacco were important “gateway” drugs that lead to increased use of other illegal drugs. Most drugs use starts during the period of adolescence especially for ‘gateway’ drugs.

4.3.1.7 Sub-Theme 1.7: Behaviours Related to Substance Abuse

The teachers interviewed stated that there are too many outlets that sell drugs such as alcoholic beverages and other substances, and behaviours related to substance abuse relate to adolescents having the means to buy these substances. Furthermore, it implies that laws prohibiting the sale of substances to minors are not implemented and adhered to in rural areas. This then contradicts government's strategies of providing services to previously



disadvantaged areas and ensuring that all policies and laws protecting the rights of children and minors are enforced and adhered to at all times. The following statement supports this notion:

“Learners spend most of the time concentrating on funny things like going to a tavern during break hours to drink beers, because their school is nearby taverns and not coming back to the class.” (Participant 002).

In addition to that, it seems that parents do not always monitor their children during adolescence. There is lack of monitoring and control from both the parents and liquor boards. The liquor boards do not ensure that the Liquor Act is implemented in shops and taverns in rural areas. The lack of parental control can be ascribed to the migrant labour system as some parents are compelled to work far away from home, leaving their children in the care of grandparents who cannot monitor the movement of their grandchildren. The role of community policing forums becomes questionable in this context. This may mean that such structures are either not established or even though established, are not functional (Kaguthu, 2004).

4.3.2 Theme 2: Precipitating Factors Leading to Substance Abuse

Teachers mentioned the precipitating factors leading to substance abuse. This theme emerged from the data analysis. Sub-themes that emerged from the precipitating factors leading to substance abuse are psycho-social problems experienced by learners, primary socialization in disorganized families, need of social acceptance to peers, substance abuse perceived as problem-solving tool, stated benefits for substance abuse, and parent-child conflict as a cause of learners' substance abuse and behaviour.

4.3.2.1 Sub-Theme 2.1: Psycho-Social Problems Experienced by Learners

During interviews, teachers explained the psycho-social problems experienced by learners. The teachers responded that sometimes learners abuse substances because their friends are doing it. This section presents the factors or the reasons behind the students' use of drugs. The teachers cited factors that contribute to student's use of substances.

"At times they come to school with a hangover and find it hard to concentrate. More often they are absent, dodge, and have no homework or classwork done when they should submit. They lose concentration in the classroom. They also bully others." (Participant 0020)

"When some learners are stressed and need something to get them past their problems they may take drugs/alcohol." (Participant 0010)

"They said drinking or substance abuse helps them to relieve stress or helps them to forget their problems that they have." (Participant 0018)

Learners who abuse substances may have difficulty in establishing their identity, developing relationships or skills, gaining physical and emotional independence and preparing for the future responsible adulthood. Substance abuse impedes learners' maturity causing them to continue immature behaviour into adulthood (Much, 2002). Physical development concerns the growth of the body, changes in the proportions between different parts of the body and changes in the internal structure and functioning of the body (Gouws and Kruger, 2003). Vary (1996) indicates that substance abuse has, among others, the following effects on the physical development of the secondary school learner - smoking drugs such as dagga, cigarettes and opium causes various respiratory problems and diseases such as bronchitis, pneumonia, cancer of the mouth, throat, larynx, oesophagus, bladder, pancreas and kidney. Furthermore, smoking can aggravate asthma and prevent enough oxygen and nutrients from nourishing the skin, giving rise to bad skin and a disease called psoriasis (Life Scope, 2004).



4.3.2.2 Sub-Theme 2.2: Primary Socialization in Disorganized Families

During the interviews, one of the school teachers identified primary socialization in disorganized families as a precipitating factor leading to substance abuse. School teachers indicated that family environment plays a huge disruptive part, especially in the family wherein you find that parents are abusing substances. The children will end up resulting as substance abusers, actually they will copy (substance abusing) the parent's style as a way of normal living. One of the respondents remarked:

*"The other thing is that the family environment also may affect the children ..."*Bana ba batswadi ba bona ba nwang bjala kudu, le bona e ya kgonagala gore le bona banwe bjala kudu bjalo ka batho ba bagolo" (meaning, Children with alcoholic parents are more likely to become alcoholics as adults." (Participant 0016)

The function of a family as a system is to provide shelter as well as emotional, economic and psychological support. But when one member abuses alcohol, the family becomes destabilized or the balance is affected. Alcohol abuse tends to thwart the efforts of a family to maintain its balance. Money that should be used for the family is squandered on alcohol and this could contribute to violence and poverty. Relationships are affected because the perpetrator is under the influence of alcohol and is not able to love and care.

A 1998 cross-sectional study on violence against women was undertaken in three South African Provinces. This study showed how domestic violence was significantly (positively) associated with alcohol use. Lack of parental control due to the fact that parents do not provide clear boundaries could lead to disarray in the family and alcohol abuse. It exposes children to anti-social behaviours, since parents become negative role models. McWhirter et al. (1998) feels that it is pointless for this type of family to remain together, however, there are no other alternatives, but to do so. Unfortunately, this family according to McWhirter (1998) results in children who are unable to form stable relationships outside of the family as

they have not learned how to develop a good relationship within the family - this places the child at risk for uncooperative behaviour. Moreover, children are not excluded from the problems caused by alcohol abusers within the family system. Adolescents experience more difficulties in life due to both physical and emotional changes. The findings also show that children growing up in violent families experience problems like emotional triangulation, secrets and isolation, and stressed relationships with their parents (Phakula, 2008).

4.3.2.3 Sub-Theme 2.3: Need for Social Acceptance by Peers

During interviews, one of the teachers explained that there was a need for social acceptance by peers. Teachers postulated that most learners associate themselves with bad company or they choose role models who are not guiding them. They choose company that will coerce them into engaging in bad behaviours and conduct, e.g., stealing, using abusive substances. One teacher stated:

"What makes our learners to smoke, drink alcohol and use other drugs like dagga is that they mix with others that already use these things, especially those that dropped out of school already." (Participant 0022)

According to Hawkins and Catalano (1990), the most important reference group for young persons in the community is often their peers. Social interaction with friends and peers may thus provide opportunities for drug use or may encourage or support this type of behaviour. Part of the transition during adolescence involves moving from reliance on the family to individuality. It is at this point that the peer group may start to replace the family as a social support mechanism that can be a turbulent emotional time. Because the peer group is seen as such a vitally important support mechanism for the adolescent, s/he may go to great lengths to maintain acceptance and status in it.

Peer pressure appears to be the focus of most prevention programmes, which encourage young people to “say no” to peer pressure and drug abuse that can be linked to what can be referred to as a popular global culture that includes popular music, movies, celebrities, television, computer games and other forms of recreation and social interaction. When conducting substance abuse intervention programmes it may be useful to be aware of the powerful impact that popular culture has on young people.

Young people may develop a deep affection, even reverence, for artists who openly admit to drug use, giving some young people expectations and misconceptions about the effects of drug use, which influences experimentation and continued abuse. Becoming part of a popular group at school, which represents what is “cool” in terms of popular culture, makes young people feel like they are part of a global pop culture. Although fraught with dangers, this subversion and transgression of mainstream culture’s norms and values seems to play an integral part in an adolescent’s identity development and sense of belonging.

4.3.2.4 Sub-Theme 2.4: Substance Abuse Perceived as a Problem-Solving Tool

During the interviews and subsequent data analysis, it became apparent that substance abuse is often perceived by learners as a problem-solving tool. Teachers emphasized that when learners are under the influence of substance abuse, they can do everything without getting tired, actually it gives them energy to cope or to recall what they have read during exams. The following are some of the comments from teachers:

“They are saying drinking or using substance abuse make them to cope and perform very well when they are writing tests and exams.” (Participant 0019)

“Learners are saying when they are in the influence of substance abuse they perform well in sports and academically.” (Participant 0023)

The abuse of alcohol and other drugs among high school kids remains a prominent concern for most schools. Problems commonly associated with such abuse include property damage, poor academic performance, impaired relationships, unprotected sexual activity, physical injuries, date rape, and suicide (Wechsler et al., 2003).

The abuse of alcohol and other substances is becoming a considerable health and social problem in the world. The World Drug Report (2005) states that the use of illicit drugs has increased throughout the world in recent years. The report further affirms that a major world trend is the increasing availability of many kinds of drugs to an ever-widening socio-economic spectrum of consumers. The report argues that the main problem drugs at global level continue to be opiates (notably heroine) followed by cocaine. For example, for most of Europe and Asia, opiates continued to be the main problem drugs, accounting for 62% of all treatment in 2003. In the report, statistics indicated that a total of 95 countries indicated that drug seizures increased four-fold in 2003, and more than half of these were caused by cannabis.

4.3.2.5 Sub-Theme 2.5: Stated Benefits of Substance Abuse

During interviews, teachers mentioned the stated benefits of substance abuse. Teachers indicated that peer influence on behaviour reaches a peak during adolescence. Adolescents are first initiated into the use of marijuana and other illegal substances by their peers. They said that alcohol and cigarettes are gateway drugs because they are usually the first drugs that are used before other drugs are tried out. Marijuana was the most commonly abused. The following are some of the comments from teachers:

"They also use potse (marijuana) when they are about to write tests or exams in the intention that they can memorize what they had prepared and also they use marijuana to be energetic when they study." (Participant 0019)



“... learners may use drugs as a means of temporarily alleviating discomfort connected to life events which they perceive as being out of control.” (Participant 0012).

“The learners use alcohol and other drugs to counteract stress or depression and emotional tension.” (Participant 0013).

Morena (2004) pointed out that as part of the human society, learners need to feel good and raise their confidence to be acceptable in their in-groups. For them to attain this ‘feeling good’ status, they indulge in substance abuse. Feeling good after one has taken psychoactive substances is what most substance abusers need. When people first try a drug or alcohol they get a “rush”. They feel powerful, smart and full of energy. They may stay active for days, if that “good” feeling subsides, they feel like having it again and again and it can lead to addiction.

There are life events, man-made or natural, which could cause emotional pains to learners and these are death and bereavement, failure at school and domestic violence. Some people start to take drugs because they are depressed. Loss of a loved one, failing exams or family violence is some of the problems that people try to deal with by using drugs or alcohol. This temporary way of solving problems leads to a permanent way of dealing with pain and leads to addiction (Morena, 2004).

Wegscheider-Cruise (1992) indicates that “children in dysfunctional families learn to repress and deny their feelings”. Negative or painful emotions are particularly seen as “bad” (frame of reference), and these children do not learn healthy to deal with anger, hurt, and other emotions, hence they decide to abuse substances in order to deal with their emotions. Olwagen (2003) also found that people who do not know how to handle their emotions due to parental absence, poor parental role modelling and no opportunity to express emotions, may resort to pretending that feelings do not exist. In this instance, people abuse substances in order to feel connected and to suppress emotions that they could not deal with.



A study conducted by Morena (2004) revealed that one of the most common reasons given by learners who are drug addicts is that all their friends are taking drugs. As such, they want to fit into their peer group by taking drugs. In support of that, Walter (2002) indicates that chemically dependent adolescents gradually change their peer group to include drinking and drug-using friends. Sempe (2007) further says that peer influence on behaviour reaches a peak during adolescence. Peers provide the social context in which drugs are used. Most young people are first initiated into the use of marijuana and other illegal substances by their peers.

Young people always want to explore adult ways of behaving and satisfying needs and the challenges and the risk these adult ways entail. One of the reasons why learners indulge in substances of abuse is curiosity. Curiosity normally goes together with copycat behaviour, which usually occurs when young people are continually exposed to drug-related ways of behaviour in a home environment (Twala, 2005). Pama (2008) notes that curiosity among learners is one of the most influential factors that contribute to drug use. It is one of the common reasons to use and abuse substances by learners because they tend to think that by using substances, one would feel good.

Similarly, a young person has a responsibility to prove his/her ability and worth as s/he journeys in life. The adolescent is often accompanied by intermittent periods of stress and tension. The need for high self-confidence creates an artificial sense of well-being, and offers a temporary refuge from the realities of the real world. Whilst young people try to cope with the demands of life, some fail to cope and they start to go astray. Mostly, they survive by taking drugs. They continue to use drugs to suppress their inner conflict, insecurity and anxiety and these result in addiction (Twala, 2005).

4.3.2.6 Sub-Theme 2.6: Parent-Child Conflict as a Cause of Learners' Substance Abuse and Behaviour

During interviews, teachers pointed out the parents as the source of learners' substance abuse and behaviour. Teachers said that parents who do not allow their children time to relax may frustrate them. Such children may end up abusing substances. Parent-child conflicts were also noted as a cause of substance abuse in this study. This conflict often leads to poor communication and strained relations between parents and their children, as borne out by the following participant responses:

"There is no link between teachers and their parents in as far as forming a team of supporting the children is concerned and most parents that were called know that their children abuse drugs, but they cannot do anything, because other children sell drugs for parents."(Participant 0022)

"What is surprising me is that the parents of learners, they give learners the drugs to sell to the other learners." (Participant 003).

Alcohol abuse by parents places adolescents or children at greater risk for child abuse. Child abuse is one of the many risk factors associated with parental alcohol abuse. Child abuse manifests itself in various forms that include physical abuse, sexual abuse, and emotional or psychological abuse (Widom and Hiller-Sturmohofel, 2001). Nicholas and Rasmussen (2006) discovered that undergoing abuse and witnessing parental violence were linked to parental alcohol abuse. This finding is congruent with conclusions of previous studies (Sheridan, 1995; Tajima, 2002). Furthermore, the National Association for Children of Alcoholics (1998) reported that three of four child welfare professional professionals refer to substance abuse as the highest cause for the huge rise in child maltreatment since 1986. They further mentioned that most welfare professionals (79.6%) draw attention to the fact

that substance abuse causes at least half of child maltreatment, while 39.7% say it is a factor in over 75% of cases.

4.3.3 Theme 3: Provision of Support Versus Lack Thereof

Participant teachers pointed out that the provision of support versus lack thereof may precipitate substance abuse by learners. This theme emerged from the data analysis. Sub-themes that emerged from the provision of support versus lack thereof include provision of counselling by health care professionals to learners, monitoring sessions conducted by educators, educators' role to stamp out substance abuse, creation of support groups, lack of support structures for learners, lack of support from parents and lack of parent support to educators.

4.3.3.1 Sub-Theme 3.1: Provision of Counselling by Health Care Professionals to Learners

During interviews, teachers elaborated on the provision of counselling by health care professionals to learners. They mentioned that the teacher thus has to assume the role of parent and counsellor, both in academic and social matters. Parents expect teachers to guide their children on social norms and values in relation to society's expectations. This is based on the assumption that communication of knowledge, attitudes and skills will guide the child in the right direction. One school teacher remarked:

"We call psychological counsellors to give the learners counselling ... we also contact social workers to give learners words of encouragement and discouragement about substance use." (Participant 0014).

There is a world of help and support available if learners who abuse substances need guidance, that is, to get a better picture of where the abuser is right now the family doctor

can be contacted. Based on the doctor's assessment of the severity of the problem the treatment could involve several phases. If the person has become "chemically dependent" upon drugs and alcohol, treatment may include detoxification, taking the doctor's prescribed medications to help prevent a return to the abuse.

Counselling can help learners to identify situations and feelings that trigger the urge to drink or to use a drug and to find new ways to respond, that do not include substance abuse. The involvement of family members is important; so many programmes also offer materials for family members to read to become familiar with the problem. Virtually all treatment for alcohol and drug abuse includes meetings with the South African National Council on Alcoholism and Drug Dependence (SANCA). SANCA uses a spiritual, but not religious, programme of recovery and has helped literally millions of people find their paths to recovery since its inception in 1935. Other forms of help can be found at welfare agencies or counselling services, e.g., life line, hospitals or clinics, and any office of the Psychological and Guidance Services of Education Departments.

According to Steinberg (1997) the period of change or transition (such as adolescence), is a risk period for substance abuse onset. Research conducted by Kandel (1978) around the age of substance abuse onset indicates that prevention programmes should target individuals by at least the onset of adolescence. Several organizations have published substance abuse prevention results over the last couple of decades, including government departments, universities and other research institutions as well as local stakeholders, e.g., non-governmental organizations (NGOs) and community-based organizations (CBOs).

Additionally, Morojele et al. (1997) argues that there is a need to prevent duplication of programme activities and consistency within the same school settings, as well as a need for more trained programme facilitators. Interventions should also be evaluated to determine their outcomes as well as the degree to which they are effective in achieving expected



outcomes. Similarly, The Lions-Quest Skills for Adolescence (SFA) is a life skills education programme which entails a drug programme focusing on the prevention and delaying of substance abuse onset in high school. The programme consists of forty sessions and includes components on self-esteem and personal responsibility, communication, peer influence and knowledge and consequences around substance abuse.

4.3.3.2 Sub-Theme 3.2: Monitoring Sessions Conducted by Educators

During the interview, teachers indicated sessions conducted by them to monitor learners as provision of support. The teacher thus has to take on the role of parent and counsellor, both in academic and social matters. The parents expect the teacher to guide their children on social norms and values in relation to knowledge of societies, attitudes and skills that will steer the child in the right direction. One teacher said:

“... and we always make turns at the toilets to avoid too much freedom of the learners - by doing so we will be preventing them to use substance abuse.” (Participant 0021).

According to Steinberg (1991), there are numerous community-based prevention programmes that have been thought to be helpful in educating children and families about the harms of substance abuse. One example is an organization in New Hampshire that educates, advocates, and collaborates to reduce drug and alcohol problems in the state. There are mediating factors of classroom-based substance abuse that have been analyzed through research.

There are specific conclusions that have been generated about effective programmes. First, programs that allow students to be interactive and learn skills such as how to refuse drugs are more effective than strictly educational or non-interactive ones. When direct influences (e.g., peers) and indirect influences (e.g., media) are addressed the programme is better able to cover broad social influences that most programmes do not consider.



Programmes that encourage a social commitment to abstaining from drugs show lower rates of drug use. Getting the community outside of the school to participate and also using peer leaders to facilitate the interactions tend to be an effective facet of these programmes. Also, teaching youth and adolescents skills that increase resistance skills in social situations may increase protective factors in that population.

4.3.3.3 Sub-Theme 3.3: Educators' Role to Stamp Out Substance Abuse

It was also revealed that in rural areas, school educators have a special role to stamp out substance abuse by learners. Teachers' role to stamp out substance abuse was underscored in the analysis of the data - that it is particularly important to understand what motivates students to drink and misuse alcohol. This is partly because patterns acquired during this early period frequently carry over into adulthood. The factors that trigger members of this group to misuse and abuse alcohol, however, are particularly complex. The following are some of the responses from the participants:

"We sometimes have the programme empowers teachers, parents and school governing bodies to identify youth/learners with substance abuse problems for the purposes of early intervention." (Participant 0023)

"We monitor the learners when they go to trips and banned them from all kind of activities if they find learner drinking or smoking." (Participant 0015).

"You know what sir, when we go to the trips we make sure that the learners are in uniform in order we can identify them to avoid such alcohol use." (Participant 0016).

The purpose of the teacher's role, as outlined by Sheafor, Horesji and Horesji (2000) is to provide clients or communities with knowledge and skills required to prevent problems or improve social functioning. Zastrow (1991) explains that the role of a teacher involves giving information to clients and teaching them adaptive skills. In order to accomplish this, the



counsellors must be well informed and be good communicators (Zastrow, 2004). The educator's role makes use of learning strategies to improve the clients' knowledge framework in order to empower them for growth. Education is a powerful tool in mastering life's tasks and can help the client system improve role performance (Miley, O'melia and DuBois, 2004). The three functions of the teacher as outlined by Sheafor et al. (2000) are: teach social and daily living skills; facilitate behaviour change and primary prevention. Specifically for substance abuse services, information is needed to assist learners, families and community members in general in making informed decisions and help them to overcome the scourge of substance abuse. Detailed information in educating learners, families and communities about substance abuse should include the causes, effects and, moreover, the available resources such as substance abuse rehabilitation centres that are available within their communities.

4.3.3.4 Sub-Theme 3.4: Creation of Support Groups

During interviews; teachers explained that the creation of support groups have to be considered for the facilitation of learners. Analysis of the data indicated that support groups should be community-based services that assist and reinforce parents in their roles as caregivers. Such services can take many different forms depending on the strengths and needs of the teachers, but their overarching goal is to help teachers enhance skills and resolve problems to promote optimal child development. They also said that the principles for the creation of a support group should be incorporated into casework across the child welfare service continuum. The participants commented as follows:

"The other thing is that the support groups can help the learners work through problems, find support from peers, help the learner to refuse to continue with substance abuse/alcohol." (Participant 0022)



4.3.3.5 "I think through the role-play and discussions about substance abuse prevention will also contribute in helping learners with substance abuse problems." (Participant 0017)

Counsellors in community agencies and educational settings play a major role in recognizing and confronting substance abuse among members of their general client population. Appropriate identification and referral of clients with alcohol or drug problems can make the difference between timely treatment of the real problem and hours wasted on therapy that fails to address the primary concern (Lowe, 1993).

The task of the community treatment sector is to identify those individuals within it who have alcohol problems; provide a brief intervention for persons who have mild or moderate alcohol problems; and refer to specialized treatment those persons with substantial or severe alcohol problems, or those for whom a brief intervention has proven insufficient (Levin, 1990).

Thus, counselors working in such diverse arenas as health care, social services, education, and criminal justice have a major role to play, not only in referring clients for specialized treatment, but also in providing brief services themselves. The group facilitator performed three functions, namely, *creating the group*, *shaping the group*, and maintaining the group (Yalom, 1995). The group facilitator's experience and behaviour, as well as the expectations of group members, guide the formation of norms (i.e., rules for behaviour in the group). Norms are shaped both directly (by leading discussions of appropriate and inappropriate behaviour) and indirectly (using verbal and non-verbal reinforcement, redirecting questions to the group rather than responding, modelling acceptance, honesty and genuineness). The ideal group has norms that allow the process of change to operate with maximum effectiveness, while respecting all members' uniqueness (Velasquez et al., 2001).



4.3.3.5 Sub-Theme 3.5: Lack of Support Structures for Learners

During the interviews, teachers said that there is a general lack of support structures for learners. The majority of learners are from poor families which makes it difficult for their parents to provide for their needs. These learners become stressed if their needs are not met. This then leads them to abuse substances in order to forget their problems. They then resort to substance abuse as a way of coping with their problems, not realizing that their use of substances will not solve their problems. The following is an example of a contextual remark from one school teacher:

"There is no link between teachers and their parents in as far as forming a team of supporting the children is concerned and most parents that were called know that their children abuse drugs, but they cannot do anything, because other children sell drugs for parents." (Participant 0022)

Cunningham (1994) found that 94% of high school learners at Pine Ridge Reservation have used alcohol. He indicated that drinking among this age group is considered 'normal' where males are twice as likely as females to drink daily, which disturbs their concentration and their level of performance at school. In South Africa, the problem of learners abusing alcohol is also an issue that needs serious attention since most rural schools are near liquor outlets. Marijuana and cigarettes are easily accessible to learners these days; it becomes even more difficult for educators to control learners who use such substances. The abuse of such substances impairs the learner's ability to learn and respond to questions relating to the learned information. In most cases of crimes committed at schools substance abuse is involved.

Research conducted by Colorado State University (Hodgkinson, 1990) points out that more than a third of the African Americans adolescents use marijuana on a regular basis, compared to only 5% regular users among White Americans. It is assumed that crime and



unbecoming behaviour at schools were the result of substance abuse. This problem is becoming a threat to our high school learners because of the accessibility of substances (alcohol, marijuana, cigarettes, and drugs).

4.3.3.6 Sub-Theme 3.6: Lack of Support from Parents

During the interview, teachers disclosed the lack of support from parents. Most of the time, the learners influence other learners to take on bad behaviour. They said that many learners have attempted to stop using substances, but they all have failed. This is a clear indication they fail to cease entirely. One school teacher said:

"I felt like parents are not supportive is a pointer that the parents do not really work with the school fighting substance abuse in schools." (Participant 0023)

Payne (2009) indicates that "parenting style can be thought of as being the environment in which parents raise their children, and in which the family operates as a whole." Furthermore, Martin and Corbeck (1997) have identified the effects of parenting in a situation where either one parent or both are dependent on addiction producing substances. The stress of child rearing can contribute to an increased dependency on alcohol and drugs. In stressed families, where fathers abuse dependency producing substances, the mothers tend to offer inconsistent discipline and are less supportive to their children. The resultant effects are child neglect and abandonment, children assuming adult-like responsibilities at a very young age and children becoming rebellious in order to get attention.

According to Dube (2007), the devastating effects of drug abuse on the family are those that pose the greatest threat to the family at large. When one member of the family abuses substances, every member suffers because it causes disruption and disharmony with the family. Dube (2007) is of the view that when younger children see the older person or parent using drugs, they may wrongly believe that it is normal and acceptable to take drugs. In

other words, these authors are indicating that younger children will learn the behaviour of using drugs from their parents.

Preboth (2005) states that substance abusers often become so obsessed with the habit that everything going on around them is ignored, including the needs and situations of other family members, leading to a breakdown of the family as an entity. The author further maintains that besides possible criminal behaviour brought into the home by the drug user; the family suffers varying degrees of personal anguish both physically and psychologically. In families where parents are heavy users of drugs and alcohol, their children are more likely to become drug abusers at adolescence. If parents involve their children in their drug using behaviour, such as selling liquor at home, sending them to buy beer, liquor, or drugs for them, the risk to abuse substances is increased. In families where parents fail to set their expectations of behaviour clearly, or fail to monitor their children or have excessively severe and inconsistent disciplinary practices, children are at a greater risk of delinquency and frequent drug use in adolescence. Positive family relationships to discourage initiation drug use (Manale, 2006).

4.3.3.7 Sub-Theme 3.7: Lack of Parent Support to Educators

During interviews, teacher explained the lack of parent support to educators. Most of the time, the parents should work with the school in addressing drug problem/alcohol problems affecting their children. They do not have anyone to guide them or provide moral support during this challenging. Some youth from rich families abuse substances because they can afford them, while some from poor families, due to frustrations, abuse cheap drugs such as alcohol. One participant remarked:

"... parents can support the school by clarifying and explaining positive values to their children, modelling healthy behaviour, taking time to understand their children need and self-concept." (Participants 0018)



The school is the first large-scale socializing organization of which the child becomes a member (Karechio, 1996). The element of social heterogeneity, coupled with its large size, makes the school a secondary social group. Unlike in the family, its members are mostly unrelated, and in some cases, teachers may not necessarily belong to the child's ethnic community. The implications for teachers are clear. They need to nurture the emotional and social needs of the children under their care, particularly when the family environment for certain children is lacking (Karechio, 1996). The teacher thus has to take the role of parent and counsellor, both in academic and social matters. The parents expect the teacher to guide the children on social norms and values in relation to society's expectations. This is based on the assumption that communication of knowledge, attitudes and skills will guide the child in the right direction. This is only possible if school discipline is maintained. The disruption of such discipline may lead to protests, demonstrations, strikes, riots and to some extent drug abuse (Datta, 1987). It is important to realize that fostering responsible attitudes among students will bring about a greater sense of self-actualization and this can also be a check on drug abuse.

On the other hand the school environment plays a part in deviant behaviour including drug abuse. Kenkel (1980) argues that school activities are a focal point for adolescents' behaviour. According to Shoemaker (2009), the effects of low expectations on drug abuse cannot be ignored – despite the fact that youth from poor socio-economic backgrounds generally are exposed to dispirited performance expectations compared to their contemporaries in higher social classes. Similarly, Karechio (1996) asserts that low performance in class may lead to misuse of drugs such as marijuana, which is believed to **improve understanding and insight**. This misconception is based on the belief that people who use or abuse substances will become bold, confident or courageous.

4.3.4 Theme 4: Educators' Views Related to Learners Abusing Alcohol

Teachers related their views to learners abusing alcohol. This theme emerged from the data analysis. Sub-themes that emerged from the educators' views related to learners abusing alcohol are as follows: *psycho-social effects, consequences related to substance abuse, low academic performance, ways for identification of learners abusing alcohol and lack of parent-child relationship.*

4.3.4.1 Sub-Theme 4.1: Psycho-Social Effects

During interviews, teacher explained the psycho-social effects related to learners abusing alcohol. Teachers said that drug and substance abuse have varied physiological and psycho-social effects with adverse consequences like insomnia, prolonged loss of appetite, increased body temperature, increased risk for hepatitis and HIV infection. In some instances, overdose of particular drugs can lead to sudden death. Analysis of the data indicated that the learners who abuse alcohol and other substances tend to lose interest in school work including extra curricula activities. Most of the psychoactive drugs not only affect the decision-making adeptness of learners, but their creative thinking and the development of the necessary life and social skills are also stunted. One participant commented:

"Some learners are stressed and need something to get them past their problems, they may take drugs or alcohol, alcohol damages areas of the brain responsible for learning and memory." (Participant 006)

In the description of the bio-psychological-spiritual model, Van Wormer and Davies (2008) mention biological, psychological and social components when social workers and counsellors look at causation and consequences of addiction. The effects of substance abuse touch every aspect of social functioning, including physical, social, psychological and spiritual. One major consequence of drug abuse is dependence and addiction, characterized



by compulsive drug-craving seeking behaviours and use (Bawkin and Bawkin, 1972). The continuous use of these substances over a longer period of time will lead to addiction.

Drug abuse in the context of this study refers to non-medical self-administration of a substance to produce psychoactive effects, intoxication or altered body image, despite the knowledge of its potential adverse effects. Drug misuse implies that a drug has a proper medical use and is being employed for an incorrect purpose. Bawkin and Bawkin (1972) state that an addicted learner may show a decline in academic performance, frequently fails *to attend classes, and loses interest* in school work and poor health. Symptoms that develop may include craving for more, withdrawal symptoms and *loss of control over abusive substances* intake (Mhlongo, 2005). The immediate consequences of teen substance abuse are devastating. They range from injuries and unintended pregnancies; to medical conditions such as asthma, depression, anxiety, psychosis and impaired brain function; reduced academic performance and educational achievement (Charles, 2003).

4.3.4.2 Sub-Theme 4.2: Consequences Related to Substance Abuse

During the interviews, teachers pointed out the consequences to substance abuse. Teachers mentioned the symptoms that indicated addiction included craving for more nicotine, withdrawal symptoms and loss of control over tobacco intake. Teenagers could show one or more symptoms of nicotine, while some children could smoke up to five cigarettes a day without showing any signs of addiction. The following are some of the comments from participant teachers:

“All in all the only problem is that when it comes to alcohol abuse, school-aged children of alcoholic parents often have academic problems, not coping in the class, their performance is very low, because of over misusing alcohols.” (Participant 002).

“Sir ... the problem of alcohol is not good, it affects school performance and concentration, some learners are no longer coming to the school, because of alcohol abuse. Alcohol make



them to stay away from school activities and they end up not performing well in the class, by so doing it will result in them being at home (dropping out).” (Participant 005).

“Parents do not always maintain good relations with their children, leading even to poor communication or no communication with their children.” (Participant 004).

“Learners that are abusing alcohol in terms of performance they are underdeveloped and misbehaving, they don't have respect to the teachers and they put the alcohol into squeeze bottles and pretending as if they have carried a juice. They spend most time concentrating on funny things like going to a tavern during break hours to drink beers because their school is nearby taverns and not coming back to the class.” (Participant 009).

“These adolescents fail tests, repeat the grades, and ultimately might drop out of school. Thus, effective teaching and learning cannot take place if learners are under the influence of substances.” (Participant 0011).

“Lack of concentration from learners when they are in the class, I think alcohol damages areas of the brain responsible for learning and memory, verbal skills.” (Participant 008).

University of Massachusetts researchers in 1998 (BBC News, September, 2013) evaluated the smoking habits of 681 teenagers (aged ranging between 12 and 13 years) and observed that several of them were chronic smokers as manifest by addiction symptoms such as craving for nicotine, withdrawal symptoms and loss of control over tobacco intake. The study showed that 63% of the teenagers exhibited symptoms of nicotine addiction, while some children could smoke up to five cigarettes a day without showing any signs of addiction.

In Chapter 2 of this thesis, it was mentioned that the The Forum on Child and Family Statistics (2000) reported smoking was commonplace among male learners in grades 8 (7%), 10 (16%) and 12 (24%), whereas among female learners the rates were 8, 16, and 22% for learners in grades 8, 10 and 12, respectively. More than 36 million (22%) of the total population of 170 million in Brazil are adolescents between 10 and 24 years, and 70% drop



out of school early. Drugs are implicated in the social imbalances experienced by adolescents in Brazil and account for the high mortality rates ascribed to homicides, fatal injuries or gun-related killings.

According to Perkinson (2002), drugs and substances of abuse produce adverse events such as insomnia, loss of appetite, raised body temperature, increased risk for hepatitis and HIV infection, and even sudden death. Some drugs can induce various forms of cancers, ulcers and brain damage. In a study carried out Winger, Wood and Hofmann (2004) it was revealed that various physiological effects, such as accelerated heartbeat, speeding in the peripheral circulation of the blood, alteration of blood pressure, breathing rate and other body functions, normally decline.

Drug abuse contributes to the formation of uric acid, which exacerbates disorders like arthritis, gout, osteoporosis, heart attack, especially in people with coronary hypertensive conditions (Karechio, 1996). A student who presents with any of these physiological effects will experience difficulties with normal learning tasks and fall foul of regular school attendance. Drugs of abuse alter brain functions and hence cause a major decline in overall performance (Sternberg, 2008).

Drugs affect students' concentration span which, when drastically reduced, cause boredom must faster than in non-drug and -substance abusers. The student will lose interest in school work and extramural activities (Karechio, 1996). Due to this drop in school work, absenteeism results and the student generally takes longer to complete studies. Most of the psychoactive drugs affect the decision-making process of the students, creative thinking and the development of the necessary life and social skills are stunted.



4.3.4.3 Sub-Theme 4.3: Low Academic Performance

During interviews, teachers emphasized low academic performance as a huge problem in the schools. Teachers mentioned that alcohol can disrupt the entire school in that when several learners in a class abuse drugs, or absent themselves because of the drug abuse, the progress of all the learners is impeded. In addition, drug use brings into the school environment illegal practices connected to the drug use. An illegal use of substances affects the education of learners and their school activities. This is a comment from teacher:

"Learners that are abusing alcohol in terms of performance they are underdeveloped and misbehaving, they don't have respect to the teachers and they put the alcohol into squeeze bottles and pretending as if they have carried a juice. They spend most time concentrating on funny things like going to a tavern during break hours to drink beers because their school is nearby taverns and not coming back to the class." (Participant 009).

Manale (2006) indicate that for children in the fourth, fifth and sixth grades, academic failure is a factor that might increase the risk of both drug abuse and delinquent behaviour. Drug use is a problem for school-going adolescents because it undermines their academic ability and performance. For children in the elementary grades, social adjustments are more important than academic performance as a predictor of later delinquency and frequent drug use. This is also associated with a low degree of commitment to school. Adolescents who hate school and are not committed to school often feel different or like outsiders. As a result, such children may develop a rebellious attitude that increases the risk of problems with drugs in late adolescence. In the USA, for example, learners who use marijuana regularly are twice as likely to get below- average marks or fail grades, and school dropouts are twice as likely to be frequent drug users (USA Government Gazette, 1998).

According to USA Government Gazette (1998), drugs can disrupt the entire school in that when several students in a class abuse drugs, or absent themselves because of the drug

abuse, the progress of all the students is impeded. In addition, drug use brings into the school environment illegal practices connected to the drug use, namely prostitution, theft and selling of drugs to others. None of these practices are conducive to the development of a healthy, productive life. A study conducted by Dube (2007) reveals that illegal use of substances affects the education of learners and their school activities.

Furthermore, Mahasoa (2010) indicates that school children who use substances often suffer impairment of short-term memory and other intellectual faculties such as diminished tracking ability in sensory and perceptual functions, preoccupation with acquiring substances, adverse emotional and social development and thus generally impaired classroom performance. Reduced cognitive efficiency leads to poor academic performance, resulting in a decrease in self-esteem in which the adolescent may eventually dropout of school altogether. This contributes to instability in an individual's identity which, in turn, is likely to contribute to further substance consumption, thus creating a vicious circle. Gouws, *Kruger and Burger (2000) indicate that* alcohol and drug use affects the nervous system and interferes with intellectual and thought processes, *impairs perception, sensory-motor* coordination and thinking speed and prevents the individual to function normally. Levette (1994) is of the view that substance abuse causes deterioration of scholastic performance. Learners' motivation, concentration and general performance drop drastically. Under these circumstances, the school rapidly loses any positive value for the child and this normally leads to an increase in truancy.

4.3.4.4 Sub-Theme 4.4: Ways for Identification of Learners Abusing Alcohol

During the interviews, teachers cited ways for the identification of learners abusing alcohol. They mentioned that learners may experience extremes of behaviour; they may begin to tell lies, keep secrets, steal or borrow money or engage in sneaky and suspicious behaviour. They may either become extremely aggressive or unusually quiet. On the other hand, they



may be rebellious, stubborn, temperamental, bad-tempered or verbally abusive. The following is a remark from a school teacher:

“The way I had observed, learners are smelling of beers every morning, they are always carrying juice bottles thinking that is juice only to find out that is a beer.” (Participant 0020)

It is important for parents, educators and learners to identify the physical and psychological signs and symptoms of substance abuse. The earlier the identification, the greater the success of the intervention programmes (Rutherford and Jeram, 2009). There are various **signs and symptoms, according to different situations**. Jeram (2009) argues that the learner who abuses drugs may show, inter alia, the following symptoms:

- ❖ The learner experiences deterioration in scholastic performance. The learner achieves low grades and may display hostile, defiant and uncooperative behaviour towards others in school. The learner may also experience a drop in motivation, concentration, general achievement, interest in sport and extramural activities. Under these circumstances, school is of no interest to the learner and truancy often results.
- ❖ The learner may begin to tell lies, keep secrets, steal or borrow money or engage in sneaky and suspicious behaviour. He may even be found in the company of suspicious individuals.
- ❖ The learner may experience extremes of behaviour and become extremely aggressive or unusually docile. S/he may be defiant, uncooperative, moody, cranky, or verbally abusive and on the other hand s/he may be jovial, pliable, sociable and agreeable.



4.3.4.5 Sub-Theme 4.5: Lack of Parent-Child Relationship

During the interviews, one of the teachers pointed out the lack of parent-child relationship. Learners blame their parents for not teaching them manners or taking good care of them. Teachers said that the parents of these children have a moral duty to make them aware of the dangers of smoking tobacco, sniffing of solvents like glue and drinking alcohol. The following is a comment from one teacher:

"Parents are often not good role models for their children, and are also not supportive when teachers are disciplining learners ... parents should be encouraged to become involved in broad preventative efforts and parental monitoring of children's behaviour and strong parent-child relationships are positively correlated with decreased drug use/alcohol use."

(Participant 0023)

Some parents do not show interest in social or educational the activities in which their children are involved. Owing to their substance abuse behaviour, most of their time is spent on feeding such behaviours rather than getting involved in their children's likes. They would rarely bother to find out more about their children's emotional, social, psychological and spiritual well-being (Tlhoale, 2003). Non-involvement of parents is a contributing factor for children to abuse substances. Supporting this notion is Moraba (1996) whose study participants reported that to continue schooling was difficult because their parents did not support them and they (children) found resorting to drinking alcohol and smoking dagga as a solution to their misery. Smith (1996) states that "learners from such a situation are likely to manifest a lack of intellectual stimulation from home."

Kheswa (2004) shares this view by indicating that "When parents/caregivers fail to provide the highly expected warmth, love, and supports to their adolescent children, the family becomes dysfunctional and confusion and insecurity reign amongst the children. As a result, the children entertain the idea of starting to use substances and leaving school." Olwagen

(2003) notes that absenteeism of the substance abusing parents results in family members having very poor coping and bonding skills and an inability to constructively deal with negative emotions. This leads to repetitive patterns of substance abuse in order for them to deal with negative emotions such as bitterness, loneliness, stress, no sense of belonging and a lack of self-esteem.

4.4 Summary

This chapter analyzed the data collected from teachers selected to participate in the study. Four main themes were discussed, namely, dominant stories related to learners' substance abuse, precipitating factors leading to substance abuse, provision of support versus lack thereof and educators' views related to learners abusing alcohol. The next chapter will discuss the recommendations, limitations and conclusions of the study.

4.2 Summary of the Study

The purpose of this study was to explore and describe the nature & perceptions regarding substance abuse by learners at two high schools in Capricorn District of Limpopo Province.

The objectives of the study were to:

1. Explore teachers' perceptions concerning substance abuse by learners at two high schools in the Capricorn District of Limpopo Province.
2. Describe the effects of substance abuse on learners.
3. Describe strategies and efforts used by teachers at two selected high schools to deal with the problem.

A qualitative, descriptive, exploratory and interpretive research approach was adopted. The target population was teachers at selected high schools in the Capricorn District of Limpopo Province.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions, recommendations and limitations of the study, based on the data analyzed in the previous chapter. Some limitations have been identified. Teacher's perceptions of substance abuse by learners at selected high schools have been attained.

5.2 Summary of the Study

The purpose of this study was to explore and describe the teacher's perceptions concerning substance abuse by learners at two high schools in Capricorn District of Limpopo Province.

The objectives of the study were to:

1. Explore teachers' perceptions concerning substance abuse by learners at two high schools in the Capricorn District of Limpopo Province.
2. Describe the effects of substance abuse on learners.
3. Describe strategies and efforts used by teachers at Mamolemane and Moshubaba high schools to deal with the problem.

A qualitative, descriptive, exploratory and contextual research approach was adopted. The target population was teachers at selected high schools (Mamolemane and Moshubaba) in Capricorn District of Limpopo Province.

The researcher used convenience non-probability sampling. The 23 teachers were the respondents. The data collection instrument was a semi-structured questionnaire and data analysis was done using Tesch's qualitative methodology.

5.3 Limitation of the Study

The study focused on Mamolemane and Moshubaba high schools in the Capricorn District of Limpopo Province and therefore the findings cannot be generalized. The schools where the study was conducted are situated in rural areas.

5.4 Conclusions of the Study

The study conclusions on teacher's perceptions of substance abuse by learners at selected high schools were as follows:

- ❖ The study discovered that learners believe that the use of drugs enhance their learning ability/capacity.
- ❖ Learners who abuse alcohol often bully teachers and other learners.
- ❖ Learners who abuse alcohol and other substances perform poorly, do not cope in class, have academic problems, do not attend classes and hang out in toilets during lesson periods.
- ❖ Learners abuse substances because of peer pressure, lack of or inadequate role models; learners feel more wise and courageous to deal with personal issues when they are under the influence, and feel that substances can enhance confidence and performance.

- ❖ Learners who abuse drugs mostly live in households that are either headed by elder brothers and sisters; parents stay away from them.
- ❖ Alcohol, cigarettes, inhalants and marijuana are drugs mostly used by learners at the selected high schools.
- ❖ Learners in the selected high schools often do not know of or heed schools policies on substance abuse.
- ❖ Learners who use drugs have a problem of not performing well in the class; they repeat the grades and ultimately might drop out of school.
- ❖ Learners use substances in the hope that it will eliminate their lack of comfort or awkwardness.
- ❖ Learners who smoke marijuana exchange words with teachers, they do not complete their given tasks, they dodge classes, they come late to the school and also their school work is not clean/tidy.
- ❖ The study concluded that learners are at risk of substances abuse because it affects school performance and concentration; some learners are no longer attending school because of alcohol abuse.
- ❖ Alcohol makes them to stay away from school activities. They do not have respect for the teachers and also waste time concentrating on inappropriate or unacceptable activities like going to taverns during breaks to drink beers because their school is close to taverns, and not returning to class.

5.5 Recommendations

Recommendations based on the conclusions revealed by the study are the following preventive strategies:

- ❖ Schools should implement substance/drug abuse policies that are easily communicated to and understood by learners.
- ❖ Anti-substance abuse roadshows and campaigns should be organized and hosted in schools on a regular basis.
- ❖ The schools should use a breathalyzer device to measure the amount of alcohol in a learner's breath and make sure that regular checks are performed before commencing sports activities.
- ❖ Teachers should monitor learners when they go to the toilets to make sure that they do not take drugs during this time.
- ❖ The provision of health information is imperative where alcohol or tobacco is sold.
- ❖ The school should put together programmes and activities such as drama, poems, debates, etc., in their curriculum that educate and alert learners against drug abuse.
- ❖ The schools should work hand in hand with psychologists or social workers to motivate learners against drug abuse.
- ❖ Schools should have social marketing methods such as promoting the concept of "Quit Drugs. Now!"



- ❖ The school's management or governing body, together with learners should host awareness seminars that can engage learners and school staff in debates on issues around drug abuse.
- ❖ Teachers should not allow learners go outside the school premises during school hours.
- ❖ The government should also strictly regulate and enforce laws on the sale of tobacco and alcohol.
- ❖ The community should make sure that it deals with those adults who sell alcohol and tobacco to learners during school hours and the laws should also take its course.

5.6 Indications for Further Research

This study has highlighted a number of researchable aspects that could be pursued further by those involved in substance abuse. The results from the two selected high schools prove beyond reasonable doubt that the rate of substance abuse is, to a certain extent, exacerbated by misguided education programmes. There is, therefore, an urgent need to address this problem by introducing a method of communication which is geared towards ensuring maximum comprehensibility of messages. This research, which has implications stretching far beyond the Limpopo Province, can serve as a point of departure for more intensive analyses. Further research is needed to look into ways and means of dealing with various aspects of substance abuse.

5.7 Summary

In this chapter, the study was summarized in relation to the aims and objectives achieved, limitation of the study mentioned, and recommendations and indications for further research were also provided.

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- I therefore request you kindly to provide me with your support. My regards to the members study are all grades teachers.
- I look forward to your positive response.
- Thanking you in advance for your assistance.
- Yours faithfully
- M. J. CHUENG
Public Health Student

ANNEXURE A

Request for Permission to Conduct Research

University of Venda
Private Bag x 5050
Thohoyandou
0950

The Principal
Mamolemane and Moshubaba High School
Private Bag x 22
Koloti
0709

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a Masters of Public Health Student at the University of Venda, School of Health Sciences. I am conducting a study on: "Teachers' perceptions of substance abuse by learners at Mamolemane and Moshubaba high schools in Capricorn District of Limpopo Province." The purpose of the study is to explore and describe the teachers' perceptions of substance abuse by learners.

I therefore request permission to conduct my study at your school. My respondents for this particular study are all grades teachers.

I look forward to your positive response.

Thanking you in advance for your assistance.

Yours faithfully

M. J. CHUENG
Public Health Student

ANNEXURE B

Ethical Clearance

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Mr MJ Chueng

Student No: 11571686

**PROJECT TITLE: Teachers' perceptions of substance
abuse by learners at selected high schools in
Capricorn District of Limpopo Province**

PROJECT NO: SHS/14/PH/01/1605

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr Lebeso	University of Venda	Supervisor
Dr M Makatu	University of Venda	Co-supervisor
Mr MJ Chueng	University of Venda	Investigator - Student

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: May 2014

Decision by Ethical Clearance Committee Granted

Signature of Chairperson of the Committee:

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



University of Venda

PRIVATE BAG 35050, THOHQYANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA
TELEPHONE (015) 962 8504/8484 /8313 FAX (015) 962 8439

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ANNEXURE C

Semi Structured Data Collection

- Can you please explain how you perceive alcohol abuse by Learners in your school?
- What do you think could be the effects of alcohol abuse on the Learners?
- Which substances do the Learners abuse the most?
- How do you deal with the problem of drug abuse by Learners in your school?

UNIVERSITY OF VENDA
LIBRARY

ANNEXURE D

Participant Consent Form

I am Chueng M.J., a post-graduate student at University of Venda, Department of Public Health. I am researching on "TEACHERS' PERCEPTIONS OF SUBSTANCE ABUSE BY LEARNERS AT MAMOLEMANE AND MOSHUBABA HIGH SCHOOLS IN CAPRICORN DISTRICT OF LIMPOPO PROVINCE." The purpose of the study is to explore the teacher's perceptions concerning substance abuse at Mamolemane and Moshubaba High Schools have towards learners.

I would like to invite you to participate in the study. Please be advised that your participation in this study is of utmost importance. Participation in the study is voluntary and you have the right to withdraw at any time if you feel uncomfortable.

Should you require any further information, please contact me.

I thank you for your interest in participating in the study.

Name of participant Signature

Yours Truly

Date

Researcher's name..... Date.....

Researcher's Signature Date

Respondent's name..... Date.....

ANNEXURE C

Confirmation Informed Consent & Typosetter

I..... hereby consent to participate in the study entitled " Teachers' Perceptions of Substance Abuse by Learners at Mamolemane and Moshubaba High Schools in Capricorn District of Limpopo Province."

I understand that I can stop this interview at any anytime should I want to discontinue. My anonymity is granted by the researcher and data will under no circumstances be reported in such a way that they would reveal my identity.

I agree to partake in this study. I have read and understood the content and I voluntarily consent to participate in the study.

Name of participant Signature.....

Date.....

Researcher's Signature..... Date.....

UNIVERSITY OF VENDA
COPY

ANNEXURE E

Confirmation by Language Editor & Typesetter

**FACULTY OF NATURAL SCIENCES
DEPARTMENT OF MEDICAL BIOSCIENCES**

Donavon C. Hiss
University of the Western Cape
Private Bag X17
Bellville 7535
South Africa
Tel: 021 959 2334
Cell: 0722001086
Fax: 021 959 1563
E-mail: dhiss@uwc.ac.za or hiss@gmx.us



18 November 2014

To Whom it May Concern

This serves to confirm that I have edited the language, spelling, grammar and style of the Master of Public Health (MPH) thesis by M. J. Chueng, titled: "Teachers' Perceptions of Substance Abuse by Learners at Selected High Schools in the Capricorn District of Limpopo Province." The manuscript was also professionally typeset by me.

Sincerely Yours

A handwritten signature in black ink, appearing to be 'D. Hiss'.

Donavon C. Hiss
Dip. Freelance Journalism, Dip. Creative Writing, MSc (Medicine), PhD

POSTAL ADDRESS

P O Box 2777
Koloti
0709

Enquiries:

The Principal
Contact-no: 082 967 1117



E-MAIL ADDRESS

District:

Capricorn District Bahlaloga Circuit

EMIS-NO: 092220613

Date: 25 November 2014

REF : 7251143

ENQ : MR. MORAPI M.J

DATE : 12 JUNE 2014

Cell : 082 967 1117

RE: PERMISSION FROM MAMOLEMANE SECONDARY SCHOOL

TO WHOM IT MAY CONCERN

This is to confirm that CHUENG M.J, student No 11571686, a Masters in Public Health Student (MPH), has been granted permission to conduct research within Mamolemane Secondary School, Capricorn District, Bahlaloga Circuit. It is within my knowledge that the research involves around the Teachers' perceptions of substance abuse by learners at Selected High School in Capricorn District of Limpopo Province.

Your participation in this regard was of great value to us. Should you have any concerns, please don't hesitate to contact us at the phone numbers listed above.

With kind regards and best wishes

Headmaster (School Principal)

DEPARTMENT OF EDUCATION
MAMOLEMANE SECONDARY SCHOOL
P.O. BOX 2777 KOLOTO 0709
2014 -11- 25
EMIS 092220613
BAHLALOGA CIRCUIT CAPRICORN DISTRICT
LIMPOPO PROVINCE

Date 2014-11-25

CAPRICORN DISTRICT

EMIS NO: 0922221015
ENQ: Mr. Mokoena H.J.
☎ :076 879 2653



BAHLALOGA CIRCUIT

PRIVATE BAG X22
KOLOTI
0709
20 November 2014

REF : 922221015

ENQ : MR. MOKOENA H.J

DATE : 16 JUNE 2014

Cell :082 949 5257

RE: PERMISSION FROM MOSHUBABA HIGH SCHOOL

TO WHOM IT MAY CONCERN

This is to confirm that CHUENG M.J, student No 11571686, a Masters in Public Health Student (MPH), has been granted permission to conduct research within Moshubaba High School, Capricorn District, Bahlaloga Circuit. It is within my knowledge that the research involves around the Teachers' perceptions of substance abuse by learners at Selected High School in Capricorn District of Limpopo Province.

Your participation in this regard was of great value to us. Should you have any concerns, please don't hesitate to contact us at the phone numbers listed above.

With kind regards and best wishes

Headmaster (School Principal)

Date 2014/11/25