

An investigation into the nature, extent, causes and management of drug abuse in Mdantsane schools



Nomthandazo Pauline Lupuwana

A dissertation

University of Fort Hare

Together in Excellence

Submitted in fulfillment of the requirements for the degree

Master of Education

in the

School of Postgraduate Studies

at the

University of Fort Hare

Supervisor: Dr. P.M. Mahlangu

December 2010

Declaration

I hereby declare that this dissertation, submitted for the M. Ed. degree at the University of Fort Hare, is my own original research project and has not previously been submitted to any other institution of higher education. I further declare that all sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.

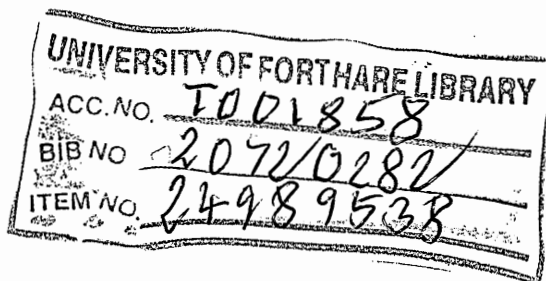
Ms Nomthandazo Pauline Lupuwana



Signature: 

December 2010

University of Fort Hare
Together in Excellence



Abstract

Qualitative method was the approach used in this study to investigate the nature, extent and causes of drug abuse in Mdantsane Township schools. This study followed an interpretative method in which participants were the people who learned/studied/worked with learners who had drug related problems. Most participants indicated that they experience drug related problems in their schools. Learners mostly understood the nature of the problem, and discussed the extent to which learners in their schools used and abused different types of drugs like dagga, tobacco, alcohol, slimming/sleeping pills, cocaine and mandrax. All participants mentioned what they considered to be the causes of drug use and abuse by learners as well as their suggestions for how to eliminate drug abuse.

The investigation was conducted in Mdantsane Township in the East London District. Data was obtained from twenty three participants; a sample of four schools, nine learners, four Life Skills/Orientation educators, four SMT members or other educators, four SGB members, one Social Worker and one official from the Department Of Education. The researcher conducted learners' focus group discussions (two or three learners per school) individual interviews with educators, SGB members, the social worker and DoE Official; as well as document analysis.

The study discovered that dagga, tobacco and alcohol were the most commonly used and abused drugs by learners attending Mdantsane Township schools. These were followed by cocaine, mandrax, sleeping and slimming pills.

The recommendations were that: learners should be monitored both at school and at home; learners of the same age should be together, which needs monitoring on

school readiness of each child; learners with drug related problems must be reported for assistance purposes and parents should respond quickly when called by educators at school; schools should be encouraged to work together with all the community stakeholders for the assistance of learners' challenges.



University of Fort Hare
Together in Excellence

Acknowledgements

How grateful I am to my Creator, the Almighty, for giving me this opportunity to start and complete this study.

I wish to acknowledge all the important role players for their invaluable support and encouragement which sustained me while completing this study. I would particularly like to express my gratitude to the following:

Dr. P.M. Mahlangu, my supervisor for his support, guidance and patience with me to finish my study and Prof. A. Shumba for his painstaking assistance and encouragement when I started my study.

The financial support from the University of Fort Hare and Goven Mbeki Research and Development Centre, especially Mr. A. Williams and Ms. Z. Tsotso.

The staff at the University of Fort Hare especially Prof. G. Moyo, Dr. X. Mtose, Dr. N. Duku, Thelma and Nambitha as well as Mr. M. Moyo and Ms. Z. Maya (Library) for assisting me with relevant information for the study.

The Department of Education for approving and giving me permission to conduct the research at Mdantsane Township schools. Mdantsane school principals, educators, parents and learners for allowing me to conduct this study in their schools and participating in the study. This study could not be a success without Mr. Matthew Rich, my editor.

Mdantsane Social Development staff for supporting and assisting me with information. All my friends and colleagues who encouraged and supported the study with their prayers, assistance and personal sacrifices.



University of Fort Hare
Together in Excellence

Dedication

I dedicate this work to the **children** of the **Eastern Cape Province**, especially **those living in Mdantsane Township**. I hope that this will make some contribution in educating them about the causes and the effects of drug abuse;

Malpu, my (**mother**) and the late Mncedisi my (**father**);

My **sister** Skwash;


Children Mihle, Mawande, Mange and Mbongiseni

who allowed me to start and complete it.

All my **cousins** with their **supportive** and **understanding families**

during this long journey.

TABLE OF CONTENTS

TOPIC	PAGE
Declaration	i
Abstract	ii
Acknowledgement	iv
Dedication	vi
1. CHAPTER ONE—INTRODUCTION OF THE STUDY	1
 <p>University of Fort Hare <i>Together in Excellence</i></p>	
1.1 Introduction	1
1.2 Background of the study	1
1.3 Statement of the problem	10
1.4 Research Questions	10
1.4.1 Main Research Question	10
1.4.2 Sub- Research Questions	10
1.5 Purpose of the study	11
1.6 Objectives of the study	11
1.7 Assumptions of the study	12
1.8 Significance of the study	12

1.9 Rationale of the study	13
1.10 Delimitation of the study	14
1.11 Definition of key terms	14
1.12 Chapter Outline	15
Summary	16
2. CHAPTER TWO—LITERATURE REVIEW	17
2.1 Introduction	17
2.2 Theoretical Framework of the study	17
2.2.1 Albert Bandura's Social Cognitive Theory	17
2.2.2 Parents as role models theory	18
2.2.3 Genetic disease theory	19
2.2.4 Learning and peer influence theory	20
Summary	20
2.3 South African Context	21
2.3.1 The Nature and Extent of drug use and abuse	21
2.3.2 The effects of drugs used and abused by learners in South African schools	34
2.3.2.1 Policy on drug use and abuse in schools	36
2.3.3 Causes of drug use and abuse in South African schools	37
2.4 The South African Development Communities (SADC)	41

2.4.1 The nature and extent of drug use and abuse in the SADC schools	41
2.4.2 The effects of drugs used and abused by learners in the SADC schools	44
2.4.3 Causes of drug use and abuse by learners in the SADC schools	45
2.5 Learner Drug use and abuse in Developed Countries	47
2.5.1 The nature and extent of drugs used and abused by learners in Developed Countries	47
2.5.2 The effects of drugs used and abused by learners in Developed Countries	49
2.5.3 Causes of drug use and abuse by learners in developed countries	50
Summary	50
3. CHAPTER THREE – RESEARCH METHODOLOGY	52
3.1 Introduction	52
3.2 Research Approach: Qualitative Approach	52
3.3 Research Paradigm: Interpretative Paradigm	56
3.4 The Research Design: Case Study	57
3.4.1 The advantages of using a case study	58

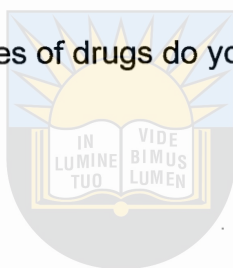
3.4.2 The disadvantages of using a case study	58
3.5 Sampling methods	59
3.5.1 Sampling of the school	59
3.5.2 Sampling research subjects	60
3.6 Negotiation of entry	61
3.7 Research Instruments used	61
3.7.1 Interviews	61
3.7.1.1 The advantages of interviews	61
3.7.1.2 The disadvantages of interviews	63
3.7.2 Documents	64
3.7.3 Learner Focus Groups discussions	65
3.8 Data collection and analysis	67
3.9 Validity and reliability	69
3.10 Ethical Considerations	69
Summary	70
4 CHAPTER FOUR - DATA ANALYSIS AND INTERPRETATION	71
4.1 Introduction	71
4.2 Profiles of the participants	72
4.2.1 Analysis of the biographical data of learners	72



University of Fort Hare
Together in Excellence

4.3 What is the nature and type of drugs do you consider readily available to learners in your school?	76
4.4 What is the extent of drug abuse amongst the various age groups?	87
4.5 Is it more school girls or school boys who use drugs in schools?	88
4.6 What do learners, students, educators, parents and the Department of Education perceive as socio-economic factors that are the main causes of drug abuse among learners in schools?	89
Summary	92
5. CHAPTER FIVE - DISCUSSION OF FINDINGS	93
5.1 Introduction	93
5.2 Types of drugs used and abused	93
5.3 Effects of drugs used and abused on learners' lives	94
5.3.1 Health	95
5.3.2 Studies	96
5.3.3 Socialization	97
5.4 Causes of drug use and abuse	98
5.4.1 Availability of drugs	98
5.4.2 Experimentation, boredom and curiosity	98
5.4.3 Peer pressure	99
5.4.4 Poverty	99
5.4.5 Culture	100

Summary	101
6. CHAPTER SIX - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	102
6.1 Introduction	102
6.2 Summary of the previous chapters	102
6.3 Research questions	103
6.3.1 What is the nature and types of drugs do you consider readily available in your schools?	103
Conclusions	103
Recommendations	103
6.3.2 What is the extent of drugs amongst the various age groups?	103
Conclusions	103
Recommendations	103
6.3.3 Is it more school boys or school girls who use drugs in schools?	104
Conclusions	104
Recommendations	104



University of Fort Hare
Together in Excellence

6.3.4 What do learners, students, educators, parents and the Department of Education perceive as the main socio-economic causes of drug abuse among learners in schools?	105
Conclusion	105
Recommendations	105
6.4 Limitations of the study	106
6.5 A Suggestion for future research.	107
Summary	108
7. REFERENCES	109
8. APPENDICES	126
9. LIST OF TABLES	148
10. ACRONYMS	150



University of Fort Hare
Together in Excellence

CHAPTER 1

INTRODUCTION

1.1 Introduction

Chapter one provides a general overview of the thesis. This includes the background information of the study, the statement of the problem, the research questions, the sub- research questions, the purpose of the study, the objectives of the study, the assumptions of the study, the significance of the study, the rationale of the study, the delimitation of the study, the definition of terms and the chapter outline of the thesis.

Chapter one is important to this study because it provides the reader with a general overview of the study, as well as background information regarding Mdantsane Township, the area in which the study was conducted.

1.2 Background of the study

Apartheid planners located Mdantsane Township 25 kilometers away from the city of East London, resulting in increased unemployment (Mabindla, 2005: 1). One of the consequences was an increase in the levels of crime and violence in Mdantsane Township. Unemployed youngsters formed gangs and roamed the streets (Mabindla, 2005: 1). Bank (2007:2) states that

over the past 40 years, Mdantsane Township has never managed to deliver its early visions of growth and economic expansion. Furthermore its growth and economic expansion was stunted by high unemployment, poverty, infrastructural backlogs and the failure of the township to attract a critical mass

of investment to sustain a vibrant central business district and local industrial parks on its outskirts

As a result, the socio-economic background of learners in Mdantsane Township has exposed them at a very early age to crime, violence and drugs. This is common in South Africa because of unemployment.

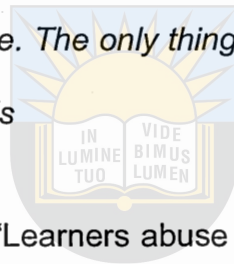
According to the Snap Survey of (2008), which was conducted by the Education Management Information Systems (EMIS), there are 325 schools in the East London District. In these 325 schools, 60 174 learners are in primary school and 46 234 are in high school. The East London District has 1164 male educators and 2 740 female educators. There are also 445 School Governing Body members.

Drug abuse is widespread throughout the world including in South Africa (Hewana, 1996:1). Due to the abuse of drugs learners are demotivated, feel hopeless and experience a lack of interest and excitement about life (Hewana: 1996: 2). "Drug abuse is the excessive use of mood-altering drugs for non-medical purposes" (Searll, 1989: 47). Any drug that is used for a long period without prescription and supervision is being abused (Searll, 1989:47). Glanz and Pickens, as cited by Hewana (1996:1), are of the opinion that drug use and drug abuse are not independent because the user moves from one to another. This implies that when the user or patient is not supervised in using the prescribed drug she or he may abuse the said drug. When one abuses drugs she or he ends up being addicted to them. Addiction occurs when one cannot function normally without repeated use of drugs and one cannot control the need of the drug (Capadanno & Chavarria as cited by Hewana, 1996:1). Drug abuse constitutes an individual, a family and a social problem (Hawkins, Catalano & Miller as cited by Hewana, 1996:1). Hawkins and others, as cited by Hewana (1996: 2) state that, on the individual level, drug abuse disrupts the lives of the abusers as well as of

those in their social networks, including their families. On the social level, the disruption of families, as well as high level of crime associated with drug abuse, undermine the social standards.

Research shows that both young and old people can abuse drugs (Dibetle, 2008: 7; Parry, 1998: 6; Searll, 1989: 55). For example, Searll (1989: 55) found that in South Africa

the problem of drug addiction is not confined to any one social class or race or group. A drug addict can be rich or poor male or female, educated or uneducated or black or white. The only thing that all addicts have in common is that drugs control their minds



Searll (1989:135) also found that "Learners abuse drugs as young as 7 years old". A report from South African National Council on Alcohol and Drugs (SANCA) (2006: 2) states that,

We at SANCA have noticed a significant increase in the number of learners referred to our outpatient clinic for drug testing. Children as young as 8 years old are addicted to drugs. A frightening reality is that learners are able to buy drugs readily and cheaply within schools

The above statement reveals a sad picture of drug abuse by young learners as young as 7 and 8 years who are in the foundation phase of primary school.

In their study of drug abuse by learners in Mdantsane Township schools, Mati and Feni (2004: 2) report that police made surprise raids searching for drugs or illicit material at two Mdantsane Township High schools under the banner of "Operation Gqogqa". About 40 officers surrounded the two high schools while the inspector of the

dog unit and his canine partner searched classrooms. Police also lined up learners inside their classes and body-searched them. While going through school bags the dog found a hidden parcel of dagga in a Grade 11 class at one of the high schools (Mati & Feni, 2004: 2).

The principal of one of the High schools confirmed that drug-trafficking and drug abuse is the major problems facing his school. He also indicated that some learners between 12 and 14 years had recently publicly confessed at a parents' meeting to abusing drugs (Mati & Feni, 2004: 2). According to this principal, many of these learners were from broken homes or had lost their parents due to HIV/AIDS. The implication was that most of these learners come from child-headed families. There were many drug-related incidents in this Mdantsane Township high school, including learners being unruly and the school experiencing a total breakdown of discipline among learners. The principal estimated that at least 2 learners in each class were using drugs (Mati & Feni, 2004: 2). Two educators from one of the high schools expressed their concern: "Children are carrying pills and dagga and they smoke these drugs in the toilet" (Mati & Feni, 2004: 2). This was a clear indication of the extent of drug abuse in the two high schools in the Mdantsane Township.

In a similar vein, George (2007: 3) reports that eight Grade 11 girls from an East London high school were arrested after baking a batch of dagga cookies and bringing them to school with brandy in a fruit juice bottle. At another Buffalo City school, police arrested four boys in possession of a dagga "zol" (a handmade cigarette) (George, 2007: 3). The East London police spokesperson, Superintendent Mtati Tana, has opened inquiry dockets into both cases. Tana said that because all the learners involved were still minors, they were all put under their parents' supervision while police investigated the source of dagga (George, 2007: 3).

The Education Department spokesperson, Loyiso Pulumani, admitted that drug abuse was reaching crisis levels in Eastern Cape schools (George, 2007: 4). For example, learners from Hector Peterson High School in Zwelitsha were reportedly buying cookies from drug dealers during a school break (George, 2007: 4). During a crime blitz focusing on Mdantsane Township schools in 2006, police arrested an 18-year-old Grade 11 learner at a Mdantsane Township High School in Unit 1 for being in possession of dagga (George, 2007: 4).

The above reports clearly indicate that learners abuse alcohol and drugs, and that educators and parents are aware of what is happening in Mdantsane Township schools but do not know what to do about it.

A report by (Mabindla, 2007: 41) states that there is a high rate of drug abuse among the learners at Unit 15 in Mdantsane Township. In their study, the learners disclosed that the people abusing drugs were both school-going and unemployed youth. They stated that they could not say whether drug abuse is influenced by somebody's background (such as home- discipline) because these people came from diverse family backgrounds. The reasons put forward by these youth as to why drug abuse was high in the area were:

- ❖ Drugs are sold by old people, who give drugs to the scholars to sell at school. They claimed that the popular type of drug in their area is called 'ishishi' (a combination of boxer and dagga).
- ❖ The people selling drugs, apparently also have connections with the police. If a scholar has been arrested, he or she is released from jail with ease because of connections within the police force.

- ❖ The youth of Unit 15 in the Mdantsane Township also spend a lot of their time in shebeens, specifically on week-ends. They suggested that shebeens promote alcoholism and drug abuse.
- ❖ Most of the youth interviewed from Unit 15 in Mdantsane Township were not highly educated or not educated at all, because they dropped out before Grade 12 (Mabindla, 2007: 42). They complained that a lack of guidance at Mdantsane Township schools was a major problem for them because they experienced difficulty in choosing careers.

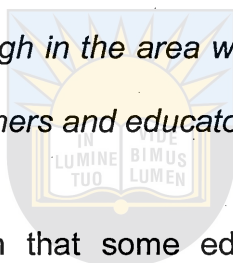
A study by Teenagers Against Drug Abuse (TADA) (2007) from the Social Development in Mdantsane Township, reported that learners were still reluctant to open up about their drug dependency. The same study reported that learners also indicated that their educators are drug abusers and that some educators are selling drugs at schools. According to TADA (2007), the most painful part is that, when learners disclose to educators that they are drug abusers and addicted, they get no support from them. This implies that learners are discouraged from disclosing such problems in schools as some educators seem to have no guidance for them. In their report, TADA (2007) found a number of schools with drug related problems but the number of learners who were willing to disclose their drug abuse to the school authorities were few; as a result, very few learners were referred to social workers. TADA (2007) confirmed that more male than female learners abuse drugs because they have more access to cash and are more easily able to influence other learners.

School principals welcomed the new education act which empowered them to conduct random search and seizure operations and test learners for drugs (Prince, 2008). For example, one of the East London educators claimed that currently the law supports educators since it empowered them to act on their suspicions and search learners

without prior parental notification (Prince, 2008: 4). These East London educators were of the opinion that their schools were situated where one of East London's most notorious drug lords operated (Prince, 2008: 4). According to Prince (2008), some East London principals admitted that there were drug related issues at their schools. "No school in East London could claim to be drug free (Prince, 2008: 4)".

In a similar vein, Dibetle (2008: 7) found that in the Western Cape Province,

Learners were sneaking out of hostels to get drunk and later returning to school and verbally and physically assaulting educators. Other learners were traumatized. Tension was high in the area which created feelings of insecurity, fear and anxiety among learners and educators



The researcher is of the opinion that some educators may leave the teaching profession in fear of drug abusers in their schools. This kind of situation could also cause some learners to run away from school at an early age resulting in an increased school dropout rate. More parents may request schools to release their children and may change schools frequently in order to escape and avoid the schools with drug related problems.

There are many causes of drug abuse by learners. Searll (1989: 55) found the following causes: "A learner may start experimenting with drugs for a number of reasons: to satisfy his curiosity; to rebel against authority; to improve her self confidence; to please his peer group; and following parents' poor examples". According to Klee as cited in Searll (1989: 56) adolescents took drugs because of defiant personality formations caused by anger, frustration and rebellion. Similarly, Vernon as cited in Searll (1989: 56) found that "learners use drugs to have fun; to feel better or stronger; to have more confidence on dates". These studies show that learners use drugs for various reasons. Perhaps the main reason why some learners

experiment with drugs, and end up addicted to them is idle curiosity. For example, Searll (1989: 128) found that

Some learners believe that drugs make them feel confident and important. Learners who have low self-esteem and who feel a profound sense of inadequacy are vulnerable to drugs; the drugs offer them a temporary escape from their problems

Drugs do not cause users' problems go away; instead they tend to create more problems. Regarding peer pressure Searll (1989: 127) noted that, "Given a choice between being rejected by a group and taking drugs, many learners will unhesitatingly choose the latter". This implies that learners imitate friends, siblings and older people whom they see smoking or drinking alcohol when under stress or out having fun. Searll (1989: 128) supported this statement by noting that "Everyday learners see older people and sometimes their own parents smoking, drinking and taking pills indiscriminately." In a similar vein, Bartimole (1987: 9) stated that, "In our 'pill for every ill' society, learners are conditioned to believe pain can be overcome by the ingestion of a tablet, a drink, or a drug". The researcher is certain that learners learn through copying their role models, such as their parents.

In a study of drug abuse among 328 learners aged 16 and 17 in one school in Port Elizabeth, it was found that the life time prevalence of binge drinking (excessive drinking of alcohol) 5 or more drinks on any occasion was high (SANCA, 1997: 2).

Table 1 below shows the prevalence and percentage of use of dagga and mandrax in schools in Northern areas of Port Elizabeth in 1997.

Drug	Age (years)	Gender	Life time Prevalence %	% reporting current use
Dagga	17	Male	52	29
Dagga	17	Female	14	3
Dagga	16	Male	34	3
Dagga	16	Female	13	4
Mandrax	17	Male	10	8
Mandrax	17	Female	0	0
Mandrax	16	Male	5	4
Mandrax	16	Female	2	2

(Adapted from Parry's (1998) study)

It appears from Table 1 above that dagga was the most commonly abused drug by learners in schools. The table also reflected that both dagga and mandrax were used more by male than female learners. Whilst this table refers to Port Elizabeth only, it would also be applicable to any township school including Mdantsane Township schools. Against this background, the researcher decided to investigate the nature, extent and causes of drug abuse in these schools.

1.3 Statement of the problem

Drug abuse by learners is now widespread and a serious problem in South African schools. In some township schools it has now become difficult to instill discipline because of drug abuse among learners. Learners that are involved in drug abuse in these schools are violent and lack respect for their peers, educators and parents. This causes learning to be difficult since many learners lack concentration and interest in their school work; this may lead them to cause chaos or drop out of school. While researchers have done studies on the perceptions of learners towards drugs (Pama, 2008: i), as well as the effects of drugs on learners' lives (Dennis, 2001: 1), the researcher of this study has, as of yet, not come across a research study that looks specifically at the nature, extent and causes of drug abuse among learners, particularly in Mdantsane Township. In order to address the problem of drug abuse in these schools, there is a need to investigate this problem.

University of Fort Hare
Together in Excellence

1.4 Research Questions

In this study the following main research question will be addressed:

Main Research Question: What is the nature, extent and causes of drug abuse in Mdantsane Township schools?

Sub-research questions

- 1.4.1 What is the nature and type of drugs do you consider readily available to learners in your school?
- 1.4.2 What is the extent of drug abuse amongst the various age groups?
- 1.4.3 Is it more school girls or school boys who use drugs in schools?

1.4.4 What do learners, students, educators, parents and the Department of Education perceive as socio-economic factors that are the main causes of drug abuse among learners in schools?

1.5 Purpose of the study

The purpose of the study is to investigate the nature, extent and causes of drug abuse in schools. This information is vital because schools should be safe environments for both learners and educators. This study will assist educators by enabling them to predict the behaviour of learners in schools in relation to the reason why they behave in a particular manner. As a result, educators will be in a position to intervene early and provide counseling to those learners who are willing to talk openly about their problems. This will also afford them an opportunity to refer them to the relevant professionals for assistance and advice.

University of Fort Hare
Together in Excellence

1.6 Objectives of the study

This study seeks to determine:

1.6.1 The nature and type of drugs that are considered readily available to learners in schools

1.6.2 The extent of drug abuse amongst the various age groups

1.6.3 Whether it is more school girls or school boys who use drugs in schools

1.6.4 What learners, students, educators, parents and the Department of Education perceive as socio-economic factors that are the main causes of drug abuse among learners in schools

1.7 Assumptions of the study

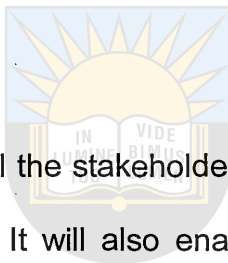
This study assumes that:

1.7.1 Learners are involved in drug abuse in schools;

1.7.2 Drug abuse has dangerous effects on learners' education, health and social life;
and

1.7.3 There are socio-economic factors that contribute to drug abuse in schools.

1.8 Significance of the study



This study will identify and make all the stakeholders aware of, the nature, extent and causes of drug abuse in schools. It will also enable stakeholders to work together since the problem of drug abuse among learners requires a collaborative effort. This will assist the Department of Education in working together with the Department of Social Development, police, correctional services and the Department of Health in training learners, parents and educators on how to identify and assist drug abusers both at home and at school. Learners could also be provided with skills on how to avoid drug abuse and be empowered to say 'no' to drugs.

TADA (2007) admitted that educators discouraged learners from disclosing their drug use and abuse as they mostly knew nothing about drug abuse. TADA further stated that some educators are themselves drug users and abusers and may even sell drugs to learners. The researcher is of the opinion that some learners dropped out of school as a result of teachers not taking notice of their problems. Prince (2008: 1) provides evidence that school principals were happy that body searches and drug testing of suspected learners without parent's prior permission could now take place. What is worrying though is the fact that, after having identified the drug abusers, principals

seem not to know how to further assist these learners. Announcing the exact date when police will be visiting schools also poses a problem because drug abusers get to know in advance of the police visits and some of these learners do not come to school on that day. The researcher believes that this often happens when the police searches are announced and not done as a surprise. Furthermore the researcher argues that body searches often only target learners while it has been discovered (see chapter 2 of this study) that in most schools teaching (that is teachers) and non-teaching (that is clerks, security guards, gardeners, etc.) staff arrive drunk at school. This is significant because all these people work with learners. De Wet (2006: 20 & 2007:673) illustrates how Lesotho educators and learners use and sell drugs to each other.

The researcher considers this study to be worthwhile because she believes that, with cooperation among all the stakeholders, drug abuse can be eliminated. This idea is supported by Drug Master Plan (2006-2011: 5) which states that to be able to have a drug-free country anti-drug-forums must be established at provincial and local levels; this encourages the stakeholders to work as a team (National Drug Master Plan, 2006-2011: 5).

1.9 Rationale of the study

Drug abuse by learners in South African schools is now considered to be a huge problem among learners (Pama, 2008: 1). Parents, educators and learners are equally concerned about the use of drugs by learners because it causes disciplinary breakdown in schools. Learners under the influence of drugs lack concentration threaten other learners and defy authority in schools.

1.10 Delimitation of the study

Only learners and educators in Mdantsane Township schools were used in this study. This study was conducted in one Junior Primary, one Senior Primary and two High Schools in Mdantsane Township. Schools that had a history of drug abuse by learners were targeted. The researcher was not able to assist the learners with drug related problems during the research process although participants' questions were attended to. The researcher dealt with learners as well as with people who worked with learners with drug related problems. While the researcher did not, to the best of her knowledge, work with learners who were drug users or abusers this did not pose any problem to the researcher.



1.11 Definition of terms

1.11.1 Illicit/illegal drug shall refer to a range of drugs of which the production, sale, possession and use are prohibited. These drugs include, but are not limited to, amphetamine, cocaine, dagga, ecstasy, heroin, LSD and mandrax, (Searll, 1989:48).

1.11.2 Drug abuse shall refer to the use of illicit drugs or the abuse of prescription or over-the-counter drugs, for purposes other than those for which they are indicated; or in a manner or in quantities other than those directed. Drug abuse shall also refer to illegal use of drugs that are prohibited by South African law. These drugs include tobacco and herbal cigarettes, alcohol, pharmaceutical drugs (prescribed and over the counter), illicit drugs, image and performance enhancing substances and inhalants and other volatile substances (Searll, 1989: 47).

1.11.3 Learner shall refer to "any person receiving education or obliged to receiving education in terms of the South African Schools Act 84 of 1996" Brunton and Associates (2003: B-4)

1.11.4 Nature of drug abuse shall refer to the patterns and trends of drug abuse; types of drugs used collection of data on risk and protective factors throughout the community and identify preventive efforts already done

1.11.5 Extent of drug abuse shall refer to prevalence of drug abuse by learners in schools.

1.11.6 Causes of drug abuse shall refer to socio-economic factors that contribute to drug abuse by learners in schools.

1.12 Chapter Outline

Chapter one covers Introduction; background of the study; the statement of the problem; research questions and sub-research questions; purpose of the study; research objectives; assumptions of the study; the significance of the study; the rationale of the study; delimitation of the study and definition of terms.

Chapter two covers the literature about learner-drug-abuse locally and internationally. This chapter also covers the theoretical framework of the study.

Chapter three covers the methodology of the study. This section will also cover the research approach; research design; population, sample and sampling; instrumentation; validity and reliability; data collection and analysis methods.

Chapter four covers the presentation and analysis of results.

Chapter five consists of the discussion of findings.

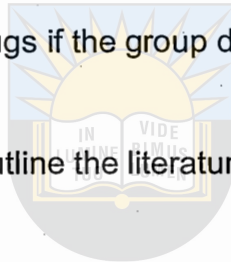
Chapter six covers the summary, conclusion and recommendations.

SUMMARY

This chapter outlined the background of drug abuse in Mdantsane Township, its location and what challenges the learners faced at a very young age. Drug use and abuse by learners in South Africa and in the township were highlighted as distorting learners' education progress.

It was also mentioned that some learners learn to use and abuse drugs from some parents and educators which they imitate as their role models. Learners were discovered to like pleasing and buying friendship because they wanted to belong to a certain group and decide to use drugs if the group does.

The following chapter sets out to outline the literature relevant to the study.



University of Fort Hare
Together in Excellence

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

Chapter two covers the theoretical framework of the study and the review of the related literature about learner-drug-abuse in South Africa and Southern African Development Communities (SADC). This chapter provides the reader with the nature, extent and causes of learner drug abuse as both a national and global problem.

2.2 Theoretical Framework of the study

The following theories are relevant to this study of learner drug abuse and also explain the causes of this abuse: Albert Bandura's Social Cognitive Learning Theory, Parents as Role Models Theory, Genetic Disease Theory and Learning and Peer Influence Theory.

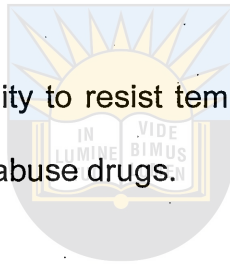
2.2.1 Albert Bandura's Social Cognitive Learning Theory

According to Bandura's theory of social cognitive learning, people learn from one another through observation, imitation and modeling (Bandura, 1997: 28). This implies that if parents and educators do not set good standards, and are inconsistent in setting good examples, learners will learn from them as role models.

Bandura's theory of social learning states that:

- ❖ learners whose parents are alcoholics are also prone to be alcoholics because they imitate their parents as role models, moreover, parents who continue using alcohol and drugs during pregnancy put their children at high risk of alcohol and drug dependency.

- ❖ Educators who use and abuse alcohol and drugs are imitated by the learners they teach, Finsterlin (1999: 26) is of the opinion that some South African educators serve as poor role models to their learners due to alcohol abuse during and after school hours. In a similar vein Lefoka, as cited by De Wet (2006: 20) discovered that in Lesotho schools reported cases where educators became alcoholics due to the abuses of alcohol and also that drug abuse among learners and educators was common and therefore a worrying aspect.
- ❖ Some learners use and abuse drugs for pleasure.
- ❖ At times when a sick person needs treatment, they resort to drugs because of lack of knowledge.
- ❖ Some learners lack the ability to resist temptation and peer pressure so they imitate friends who use and abuse drugs.



In addition to the above, the research shows that learners learn their behaviour from the society in which they grew up by means of imitation and reinforcement (Finsterlin as cited in De Wet, 2003: 93).

Hewana (1996: 27) claims that

the behaviour imitated can be negative or positive and, as such, primary groups such as the family, peer groups, school and other social groups are of vital importance in shaping the behavior of learners whether they are young or older

2.2.2 Parents as Role Models Theory

Hewana (1996: 29) and Pama (2008: 33) show clearly that alcohol and drug abuse by parents can affect children. For instance, Hewana (1996: 29) argues that a parent who is a heavy drinker increases a child's chances of following the example; similar results would occur with children of smokers because parents are children's role models.

Children will imitate their parents because they want to be like them as they think that parents are always right and do the right thing (Hewana, 1996: 29).

According to Wessels (2002: 25), the family system theory finds connectedness between people, events, beliefs and behaviour. Individuals within the families change their behaviour (good or bad) as they are affected by the influences outside the family circle. Pama (2008:33) is also of the opinion that the historical behaviour of the family shapes a learner's experiences. In addition to the above Betancourt and Herrera (2006: 16) discovered that some of the learners who were using and abusing alcohol and drugs in Mthatha in the Eastern Cape Province had drug related problems in their families.



2.2.3 Genetic Disease Theory

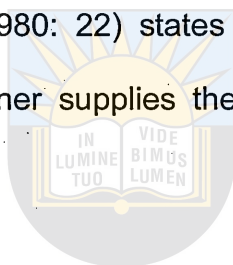
An example of a genetic disorder is hereditary hemochromatosis (HH). This is the most common form of iron overload disease and is inherited from parental genes; it causes the body to absorb and store too much iron (Kowdley, 2000: 1). Parents' use of alcohol and drugs can affect the child before and after birth as the child may be born an addict. According to Hewana (1996: 20) drug abuse is genetic and can be passed from one generation to the next. Mckenry, as cited in Pama (2008: 33), states that both genetics and family socialization have been claimed as the cause of drug use and abuse because of the long established intergenerational pattern. In addition to the above Van der Westhuizen, as cited in Hewana (1996: 20), points out that learners from alcoholic families are more likely to be alcoholics than learners from non-alcoholic families. Out of 10 families that were investigated, seven families proved that drug abuse can be passed from one generation to the next (Hewana, 1996 :) Finsterlin as cited in De Wet (2003: 93) mentions drug and or alcohol dependency as one of the major problems most families suffer from and this affects children's lives as they are

born and live with such parents. To add to the above statement maternal addiction affects children as they are exposed to a high level of risk, Mansell and Liu as cited in Mhlongo (2005: 28).

This simple shows that children may be drug dependent long before they were born by these drug dependent parents and may use and abuse drugs in future.

2.2.4 Learning and Peer Influence Theory

Learning and peer influence theory offers yet another explanation for the abuse of drugs among learners. Adams (1980: 22) states that peer influence may happen directly; this means that one learner supplies the drug, demonstrates its use and provides social reinforcement.



Most learners engage with different types of drugs because they are free as they are not involved in co-curricular activities Fourie as cited in Hewana, (1996: 30) mentioned that 60% of learners use and abuse drugs because they do not have anything to do that is they are not occupied. Fourie as cited in Hewana (1996: 30) further states that most of the learners who use and abuse drugs are those learners who do not engage themselves in sport and other extra-curricular activities. It is clear that these learners are easily lured to drug use and abuse because they are always free and easily become victims of other peers who are already hooked in drug use and abuse.

Summary

The four theories that have been used in this study; Albert Bandura's Social Cognitive Learning Theory, The Parents as Role Models Theory, Genetic Disease Theory and The Learning and Peer Influence Theory, all make reference to the extent to which

young people tend to be influenced by the actions of adults especially their parents, educators or peers.

2.3 South African context

2.3.1 Nature and extent of drug use and abuse

The use and abuse of drugs is a key challenge and major concern facing schools, families and societies globally (Laufer, 1998: 3; Rizk, 2008: 1). Research shows that drug abuse by learners is now a serious problem in South African schools (Betancourt and Herrera, 2006: 16; Pama, 2008:112). Pama (2008: 112) is one of the few researchers who studied learner perceptions towards drug abuse in one High School in the Eastern Cape Province. In his study Pama (2008: 112) found that the drugs that are commonly used by learners in their schools included tobacco, alcohol, painkillers, dagga, cocaine and mandrax. Pama (2008: 113) concluded that these drugs negatively affected both learners' achievement at school and their lives as a whole.

In a similar vein, Betancourt and Herrera (2006: 16) carried out a study to determine the relationship between alcohol and drug problem and sexual and physical abuse in three urban high schools in Mthatha, in the Eastern Cape Province. In their study, Betancourt and Herrera (2006: 16) used the Alcohol Use Disorder Identification Test (AUDIT) for data collection. In this study, the AUDIT was embedded in a broader questionnaire that was applied at each of the high schools at the same time. The study found that (14.7%) learners reported that they could not stop drinking (11%) failed because of their drinking habits and (11%) needed a drink in the morning (Betancourt and Herrera, 2006: 16). The study also found that (24.9%) of the participants had drug related problems in their families, (15.8%) smoked dagga (cannabis) and (4%) admitted using cocaine. The same study found that (10%) of the learners were victims of physical abuse and (6%) of sexual abuse. The study also

found that alcohol was the most commonly abused drug, followed by cannabis, mandrax and cocaine (Betancourt and Herrera, 2006: 16). The above studies clearly show that learners abuse drugs in schools and that some learners become addicted to these drugs. Such learners, when they are under the influence of different drugs, either rape other learners or become victims of rape themselves.

In another study on drug abuse by learners, Masemola and Otto (2009: 2) found that 7 learners from Hoerskool Overkruin were arrested after allegedly testing positive for dagga and heroin and for being in possession of drugs. These learners appeared in Hatfield Community Court and were admitted to a diversion programme that they needed to complete by June 26 2009 (Masemola & Otto, 2009: 2). In a Cape Town school a learner was arrested for possession of 5 grams of dagga found in his pencil case (Masemola and Otto, 2009: 2). In their study, Masemola and Otto (2009: 2) concluded that learners use and abuse drugs in their schools, and that some educators and parents were aware of the problem.

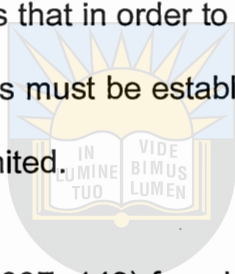
Jardine, as cited by Stein (2001: 50), accepted that drug use and abuse had increased in South African junior schools and claimed that:

the younger these learners start using drugs, the more likely they are to become addicted and the less likely they are to be able to give up. The whole developmental process which a learner goes through is disturbed if they take drugs on a regular basis (Jardine as cited by Stein, 2001:50).

Peter Powis, a psychological services director from Stepping Stones, a drug rehabilitation centre in Cape Town, reported that they have rehabilitated learners as young as 14 who were already addicted to drugs (Powis, 2008: 1). Similarly, Van der Merwe (2004: 18) found that learners use and abuse alcohol, dagga and other drugs in the Limpopo Province. The above findings clearly demonstrate that learners use

and abuse drugs in schools and that the problem of drug abuse by learners is now on the increase in most South African schools.

A social worker from the Department of Social Development confirmed in an organized meeting that there are learners who use and abuse drugs in Mdantsane schools. She also reported that some of the learners absent themselves and then drop out of school because they sniff glue, benzine and petrol at the Mdantsane Township taxi rank. Her recommendation was that an anti-drug-forum for Mdantsane Township Unit 1-7 should be established as stated by the National Drug Master Plan. The National Drug Master Plan (2006 – 2011: 5) clearly states that in order to be able to fight the use and abuse of drugs in schools anti-drug forums must be established at provincial and local levels and all the stakeholders must be united.



University of Fort Hare
Together in Excellence

A study carried out by Mabindla (2007: 142) found that, learners in the south west of Mdantsane Township were involved in drugs and alcohol abuse. The same study reported that learners indicated that people who use and abuse alcohol and drugs were both school-going learners and unemployed youth (Mabindla, 2007: 142). They also stated that children who use and abuse drugs and alcohol were from a variety of family backgrounds (Mabindla, 2007: 142). Mgwatyu and Sokopo's (2009: 3) research about learner use and abuse of drugs stated that a primary school girl in Mdantsane, in the Eastern Cape, took an overdose of drugs and died. According to the research the girl was involved with an educator who was supplying drugs of her school. It also came out that many learners were involved with the same educator and were also taking drugs.

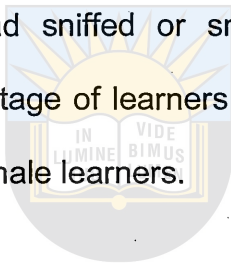
Similarly, Fuzile (2009: 1) also reported that a case of rape had been opened with the police against the same educator. It has been stated that the educator lured learners to his house, drugged them and then raped them. This investigation is still in process

and the educator is free on R500 bail. A recent report by Fuzile (2009: 1) claimed that a Ginsberg resident's house in the Eastern Cape was searched by police for drugs. Mandrax, cocaine and dagga were found in the house. It was reported that Ginsberg in the Eastern Cape Province had become a 'drug haven' where learners were used as drug traffickers. A similar study by Hennop (2009: 1) reports that KwaZulu-Natal learners were frequently having sex with educators in exchange for money and alcohol.

Gounden (2009: 1) provides evidence that 10 year old learners were found gambling in order to get drugs at a school in Durban South. Gounden (2009: 1) found that these learners played games with drugs whereby each player put a drug on the table and the winner of the game took all the drugs for himself or herself. An East London school boy managed to go free after testing positive for drug use at the under 18 Craven Week in Stellenbosch (Pillay, 2007: 1). The General Manager for Border Rugby Union (BRU) Leon Botha, as cited by Pillay (2007: 1), stated that the testing procedures were not followed and, because no requirement had been met, the test was regarded as 'null and void'. If the school boy was found guilty he would have been banned for life by the (BRU). Botha, cited by Pillay (2007: 1), suggested that all parents must give a letter of consent before any player can be selected to represent his province. The boy went free because there was no letter of consent from the parents and the test was conducted without the presence of an official from the union. According to Botha, as cited by (Pillay, 2007: 1), the boy was to get assistance for drug problems and no loopholes would be allowed in the future. The above studies reveal that our learners have a problem. Drug use and abuse is a big problem in our schools, homes and society at large.

A research study that was conducted by Ladikos, Maseko, Nesser, Ovens, Prinsloo, and Van der Merwe (2003: 16) schools targeted grades 7, 10 and 11 learners in 35

Pretoria schools. The sample of the study involved 1980 learners, of which 43.5% were male and 56.7% were female. In this study, 5.3% were grade 7 learners, 42.5% were grade 10 and 52.2% were in grade 11. Ladikos et al. (2003: 13) found that 25.3% were likely to experiment with illegal drugs while 17.7% were not likely to experiment with illegal drugs and 26.4% of 17 year olds were likely to use illegal drugs. In this study, 30.6% of male learners indicated that they were likely to experiment with illegal drugs as compared to female learners with only 21.4% indicated likewise. The study found that 25.8% of the over 17 year olds and 23.2% of the under 16 year olds had already inhaled glue, petrol, or thinners. The study also found that 16.7% of learners had sniffed or snorted cocaine. The researchers concluded that a significant percentage of learners are involved in illegal drug abuse and this included both male and female learners.



Visser (2003: 60) conducted a study using 460 grade 6 and 7 learners from four primary schools in historically disadvantage urban areas near Pretoria. A cross-section study method was used and data were collected through self-report questionnaires. The questionnaires were completed in a classroom in the presence of the researcher and interpreter. The results showed alcohol to be a known drug to many of the learners and also found that 27% of them had already consumed alcohol. The learners indicated that 14% of them had drunk alcohol 30 days prior to the study and 87% believed that alcohol consumption was not an appropriate behaviour for learners of their age. Only 8% had drinking friends and 14% indicated that some of their friends use alcohol. Of the 63 learners who indicated that they consumed alcohol 30 days prior to the study, 59% were males and 37% were females. Visser (2003: 60) also found that 7% of the learners had previous experience with cannabis (dagga), 4% had smoked it 30 days before the study, and 91% of the learners regarded the smoking of cannabis as inappropriate behaviour for their age. The above study showed that some learners were exposed to drug abuse at home.

Dlamini, Jinabhayi, Kleinschmidt, Naidoo, Tailor (2003: 1) conducted a study on drug abuse in KwaZulu-Natal among high school learners. They used a cross-sectional study and data was collected by means of a questionnaire. In this study, 1318 grade 10 learners from 28 high schools participated. Their age ranged from 13 to 29 years. The majority of the learners (63.9%) were under 18 and 18.9% were 19 years or older. Dlamini et al. (2003: 1) found that 30.1% of male learners and 6.1% of female learners had tried to smoke, 13.0% drank alcohol weekly, 4.9% two to three times weekly and 2.9% more than four times weekly. At four schools, more than half of the learners reported using alcohol. The mean-age at which learners started drinking alcohol was 14.5 years. These findings correspond with Visser's (2003: 61) findings that concluded that the majority of learners consuming alcohol at four primary schools in Pretoria are 13 and 14 years of age.



South Africa was ranked last in the area of school safety in a recent study conducted by the US-based Institute for Education Sciences in 30 countries worldwide, as school violence, caused by drug abuse, was high in South African schools (Blaser, 2008: 1). This view is supported by the following research De Wet (2003: 89); Fagan and Wilkinson (1998: 74); Hamburg (1998: 46); SANCA (2006: 5); Tshwete (2001: 3). SANCA (2006: 5) also reports that learners who are drug abusers cause violence among other learners. To add to the above statement (Tshwete, 2001: 3) stated how

drugs serve as a catalyst for a number of organized violent crimes that are often committed by drug addicts for the sake of satisfying their expensive dependency. Fagan and Wilkinson (1998: 74) as well as Hamburg (1998: 46) concur that there is a relationship between violent crimes and the abuse of alcohol and drugs. De Wet's (2003: 89) findings on investigation on Eastern Cape educators' perceptions of the causes and the scope of school violence were that the abuse of drugs and alcohol was seen as one of the most important causes of learner violence in Eastern Cape schools. The study claimed that black township and village schools are the most violence-ridden areas because of drug and alcohol abuse. While the laws that prohibit the possession, trade use, growing and manufacture of certain drugs, as well as the sale of alcohol to underage learners, are not adhered to and are also not always applicable worldwide, Glick, 1995 and Mqadi, 1996 as cited by De Wet (2003: 91). De Wet (2003: 91) also discovered that legal limitations have negligible influence on the abuse of alcohol and drugs because 68.73% of participants agreed fully or agreed that the abuse of drugs and alcohol is a cause of learner violence. This is one of the reasons why South African schools are perceived to be unsafe.

The following SANCA (2009:1) statistics concerning learners that have been referred for assistance indicate that many learners have drug related problems. The age of the said learners is indicated as less than 20 years.

Table 2: Learner drug abuse by gender

Gender	Frequency	Valid Percentage
Female	5	11.1
Male	40	88.9
Total	45	100.0

Table 2 above supports the statement by SANCA (2009: 1) which indicates that more male learners than female learners abuse drugs.

Table 3: Learner drug abuse by population groups

Population Group	Frequency	Valid Percentage
African	23	51.1
Asian	3	6.7
Coloured	11	24.4
White	8	17.8
Total	45	100.0

Table 3 indicates that more African learners have drug related problems followed by coloureds, whites then asians.

Table 4: Types of drugs used by learners

Types of drugs	Frequency	Valid Percent
Alcohol	10	22.2
Crack/Cocaine	1	2.2
Dagga	24	53.3
Dagga/Mandrax	2	4.4
Heroin/Opiates	1	2.2
Methamphetamine/Tik	1	2.2
Other	6	13.3
Total	45	10.0

Table 4 above shows that dagga is the most commonly abused among learners followed by alcohol. While the table indicates that a significant number of learners use other drugs like glue, benzine, petrol, aerosol sprays only a few seem to mix mandrax and dagga.

Table 5: Routes of administration for primary drug of abuse

Routes	Frequency	Valid Percentage
Inject	1	2.2
Smoke	33	73.3
Swallow	11	24.4
Total	45	100.0

The above table indicates that the most common method for taking drugs among learners is by smoking followed by swallowing and then injecting.

The findings of a study by Naicker & Stein (2007: 1), which aimed to investigate learner, educator and community views on school safety at Strelitzia secondary school, indicated that most learners felt safe at school although their peers brought drugs, alcohol and weapons to school, and their school also faced vandalism and theft of school property. Learners also revealed that the use of drugs and alcohol in their school forced the educators to use corporal punishment against unruly learners. In this study 52.60% agreed, 25.35% disagreed and 21.56% were uncertain that some Strelitzia learners bring drugs, weapons and alcohol to school. This suggested that if we have drug users and abusers we will always experience crime and violence in our schools and, as a result, the culture of teaching and learning will be adversely affected; this destroys or distorts the culture of learning at schools as everyone is scared.

In addition to the above statement, the World Health Organization has shown that the early onset of drinking alcohol increases the risk of latter experimentation with and

addiction to, hard drugs. Similarly The 1st South African National Youth Risk Behaviour Survey (2002: 40), found that drug abuse is one of the risky behaviours that South African learners are exposed to during their early developmental stages and this behaviour persists adulthood.

The use and abuse of alcohol and drugs by learners is now on the increase in schools. For example, Miler et al., as cited by Akers (1985: 150), conducted a national survey on drinking and alcohol behaviour of learners and found that 65% of learners from 12-17 years were already drinking alcohol and 1% of high school learners were heavy drinkers. This study demonstrated that a significant percentage of learners start abusing alcohol at an early age.

In their comprehensive study, Nesor and Ovens (2001: 1) sought to establish knowledge on tobacco smoking habits, underage drinking and the use of illegal drugs in South African schools. They found that the problem of drugs was seen as very serious by the learners interviewed from different population groups. Coloureds (29.6%), Indians (26.3%), Blacks (19.5%) and whites (18.6%) participated in this study. In this study, 23% of the participants who admitted use and abuse of dagga were under the age of 12 and 34% were 15-16 year olds. The study found that 79.85% Coloureds, 45.1% Indians, 28.3% Whites and 25.6% Blacks used and abused dagga in their schools. Amongst the coloured learners, 39, 4% were 11 year olds, 28.2% were 12 year olds, and 14.8% were 13 year olds. Among the South Africans of Indian origin 24.2% of participants were 11 years old; 15, 8% were 12 years old and 11.6% were 13 years old. Among the Blacks, 9.4 % were 11 year olds, 6.6% were 12 year olds and 4.7% were 13 year olds. The study also found that 6.6% of white participants were 11 year olds, 5.6% were 12 year olds and 8.5% were 13 year olds. It was also stated that 70.2% of the participants who admitted using inhalants like glue, petrol and thinners were coloureds; 25.9% were Indians; 22% were Whites and 16.8%

were Blacks. The study found that smoking cocaine or mandrax was attempted by 38% Coloureds, 31.6% Indians, 21.2% Blacks and 15.6% Whites. Although the study did not clearly indicate the number of female or male users of illegal drugs, it was clear that more coloured learners used illegal drugs than any other population group.

(FSANYRBS) (2002: 41) was the first comprehensive study to be conducted in South Africa since the implementation of the compulsory education system. The study mentioned drug abuse as the most prevalent youth risk behaviour in South Africa. Drugs abused by learners included hard drugs, as well as tobacco and alcohol (FSANYRBS, 2002: 41). The same study found that nationally one in five learners are classified as current smokers and that most learners start smoking at the age of 13 (FSANYRBS, 2002: 41). It was also discovered that 29.0% males and 14.9% females were smokers, and that nationally almost 1 in 8 learners had tasted their first drink of alcohol before the age of 13 years (FSANYRBS, 2002: 44). The study also noted that most learners in the Western Cape used alcohol, tobacco and cannabis, and that 34% of learners who binge drink are found in the Western Cape. (Hornby: 1995) refers to binge drinking as excessive drinking more alcohol at a short period of time in order to get drunk quickly at clubs, birthday parties and learners' farewell parties.

In their study of health risk behaviours of learners Coetzee and Underhay (2003: 29) selected 323 learners between the ages of 13 years and 18 years in high schools in the Potchefstroom area, using a questionnaire they found that 4.35% of 13 year olds, 3.64% of 14 year olds, 11.67% of 15 year olds, 14.06% of 16 year olds, 30.36% of 17 year olds and 28.57% of 18 year olds smoked cannabis (dagga). The study also showed that 52.57% of 13 year olds, 65.45% of 14 year olds, 80.33% of 15 year olds, 78.13% of 16 year olds, 91.07% of 17 year olds and 92.86% of 18 year olds had already tasted alcohol. The study revealed that learners as young as 13 years old had

already experimented with alcohol and drugs. The study above indicated that learners tended to experiment with a variety of drugs.

In her study of youth risk behaviour, Bhana (2006: 130) found that nationally 1 in 3 learners (30.5%) reported the use of cigarettes in their lifetime and 1 in 2 (49.1%) learners had drunk alcohol in their lifetime (Bhana, 2006: 130). The study found that before reaching the age of 10 years, 6.2% of learners had tried smoking a cigarette and 12% of learners had tried alcohol before the age of 13 years. The study showed that many learners had smoked before the age of 10 years and many learners had used alcohol before the age of 13 years. Table 6 below shows the percentage of learners who had smoked before the age of 10 years by province in South Africa, and Table 7 below shows, by province, the percentage of learners who had used alcohol before the age of 13 years in South Africa in 2002.

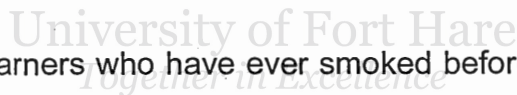


Table 6 Percentage of learners who have ever smoked before the age of 10 years by province in South Africa in 2002

S.A.	EC	FS	GP	LP	MP	NC	NW	WC	KZN	SA
%	6.0	7.0	6.3	4.9	9.2	9.2	7.1	7.5	4.9	6.2

The above results indicate that Northern Cape and Mpumalanga followed by Western Cape, North West and Free State were found to have the highest percent of learners who ever smoked before the age of 10 years. What shocked the researcher was that a Grade 4 learner as young as 10 years indicated that he smoked.

Table 7 Percentage of learners having ever used alcohol before the age of 13 years by province in South Africa 2002

SA	EC	FS	GP	LP	MP	NC	NW	WC	KZN	SA
%	8.4	14.8	14.9	8.2	13.7	13.3	14.9	18.6	9.6	12.0

The above studies show that some learners who have drug related problems start using or abusing drugs at a very early age. The age of drug initiation is before 13 years as most studies show. The Western Cape followed by North West and Gauteng Provinces were found to have the highest percentages of learners who had ever used alcohol before 13 years of age. The researcher wishes to stress that a 13 year old is on average a Grade 7 learner. Research shows that the use of one drug leads to other drugs as dependency develops (Coetzee & Underhay, 2003: 30; Nesor & Ovens, 2001: 8).



 University of Fort Hare
Together in Excellence

2.3.2 The effects of drugs abused by learners in South African schools

Use and abuse of drugs has an effect on learners' health and behaviour. In his study, Peterson (2009: 1) found that learners who use and abuse drugs misbehave at school. For example, Peterson (2009: 1) found that learners who abuse drugs cannot perform academically and this led to absenteeism, dropping out and violent behaviour against educators and other learners. In addition to the above, Peterson (2009: 2) also found that learner pregnancy and the escalation of HIV/AIDS among learners may be a result of drug abuse. Akers (1992: 204) points out that drinking, smoking, and drug abusing learners are much more likely to be involved in fights, stealing, hurting self and other people and committing other delinquencies. In his study in Pretoria, Joubert (1999: 1) discovered that many female learners turned to prostitution as a result of drug-related debts. This implies that drug abuse has negative effects on learners at

school, home and within the community and has an impact on the learners' goals and dreams.

In his study, Dennis (2001: 1) found that alcohol impaired judgment, led to memory lapses; blackouts, distorted vision, shortened coordination and can damaged every organ in a child's body. Such learners were likely to perform poorly in their studies. Similarly, the FSANYRBS (2002: 44) maintained that the use and abuse of tobacco products by learners usually leads to a lifelong addiction to nicotine. In her study, Bhana (2006: 130) found that tobacco and alcohol were ranked among the ten leading causes of death among South African learners from primary school to tertiary level. She further stated that:



The link between drug use and abuse and road accidents also needs to be emphasized as learners below the age of 18 were found driving illegally and this is what puts their life at stake

University of Fort Hare
Together in Excellence

In a study about marijuana, Kepe (2003: 607) found that marijuana was cheaper than other drugs and readily available in most rural areas of Eastern Cape and KwaZulu-Natal. For example, Rocha-Silva (1998: 31) found that when marijuana is mixed with mandrax, it is called white pipe and the user used 'bottle kops' to smoke it. Smoking usually results in smokers to have brown hands and red lips as a result of constant burns to the affected parts.

In his study, Van der Merwe (2004: 16) found that drug use and abuse has the following effects on learners:

learners end up being used as drug traffickers; as a result, they also have easy access to drugs. Learners become disrespectful to fellow students and educators when they are under the influence of alcohol or drugs

Neser and Ovens (2001: 10) found that drug abuse often contributed to the expulsion of learners. Similarly, the FSAYRBS (2002: 44) found that the use of illicit drugs placed learners at risk of negative health and legal consequences that might impact on their education. Other studies showed that drug use and abuse affected learners' decisions about other risk behaviours like sexual activities. These studies also show that drug abuse may be a major cause of the rapid increase in the HIV/AIDS pandemic (Betancourt and Herrera, 2006: 16; Bhana, 2006: 130; Coetzee and Underhay, 2003: 31; Focus on the family, 2000: 5.21; Fuzile, 2009: 1; Njuki, 2004: 4; Pithey and Morojele, 2002: 28).



2.3.2.1 Policy on drug abuse by learners in schools

As a result of the effects of drug use and abuse by learners, the South African Government implemented a new policy on the use and abuse of drugs which began in 2010 (Fuzile, 2009: 3). Previously school boards used different kinds of disciplinary methods to try to curb the increase in drug use and abuse by learners. Searching students for drugs is one such method, and also police are constantly working with schools in order to stop learners from smuggling drugs onto the school premises. According to Fuzile (2009: 3), the Eastern Cape Department of Education has announced that:

to prevent drug use and abuse in schools learners at the province's primary and secondary schools will be the first in South Africa to be tested for drug abuse. Random drug testing will start this year, which is 2010 and urine samples will be taken from the learners showing signs of drug use

These searches can include locker searches, searches of students' property and person, dog sweeps to identify who should be searched, and the placing of undercover police officers and police liaison officers in schools. These drug searches are necessary because the use of marijuana in the South African schools is on the increase (Fuzile, 2009: 3). These drug searches are considered to be necessary in order to keep the school environment safe from drug trafficking.

2.3.3 Causes of drug abuse by learners in South Africa

The causes of drug use and abuse in schools are numerous and according to Pillay (2000: 72) in South Africa there is a very real and substantial problem of alcohol and drug abuse which affects many of our learners, families and communities. The implication is that drugs are easily available in school and, as a result, learners are not safe. In a study by Pillay (2000: 72) in which the focus was to elucidate some of the causative factors associated with learner drug abuse and to offer prevention measures, it was found that school environmental factors include the availability of drugs, alcohol and other criminogenic commodities. Research also showed that experimentation and curiosity are some of the causes of learner drug abuse in schools (Knox, 1989: 44; Rocha-Silva, 1989: 28; Searll, 1989: 126-127).

For example, Searll (1989: 127) claims that,

some learners start using and abusing drugs by experimenting with them. Learners like to test things, and they want to see for themselves what will happen. Learners who already use and abuse drugs seem to be excited about it and so other learners learn to use and abuse drugs to be excited too. The quest for excitement is part of human behaviour

This implies that learners should be occupied all the time so that they do not get the opportunity to experiment with drugs.

Mabindla (2007: 134) alleges that some learners in the South Western part of the Mdantsane Township that is in Unit 15, use and abuse drugs and alcohol because there are no recreational facilities like swimming pools or art centres in the area. The only recreation facilities available are for rugby and soccer (Mabindla, 2007: 134). Learners also blame the Mdantsane Township regional office of the Eastern Cape Department of Education for not providing the necessary skills to learners so that they can protect themselves from experimenting with drugs. The education system does not provide career guidance facilities in the schools. Likewise job opportunities or school bursaries for learners who have passed Grade 12 are not easily available as most of the learners, especially those who abused drugs, pass with low marks (Mabindla, 2007: 134). From the above studies one can deduce that these learners are vulnerable to the use and abuse of drugs because they feel demotivated, isolated and useless. As such, educators and parents need to be trained in knowing what motivates their children.

In their studies, Searll (1989: 128) and Hewana (1996: 44) found that some learners believe that drugs made them confident, comfortable and important. Searll (1989: 128) claimed that learners who have low self-esteem and who feel a profound sense of inadequacy are vulnerable to drugs as drugs offer them a temporary freedom from their problems. These problems do not go away, rather more problems are created. In his study, Visser (2003: 62) found the following to be the causes of alcohol abuse among learners: (a) to forget their problems (23%); (b) to increase performance (21%); (c) self-destruction (97%) and (d) to feel good, brave and happy (6%). Visser (2003) also found the following to be the causes for using cannabis (dagga) among learners: (a) to feel good and strong (17%); (b) to forget their problems (14%); (c) self-

destruction (10%); (d) anti-social behavior (6%); (e) to give health and strength (6%) and (f) ignorance (6%). Searll (1989: 127) also claims that one of the causes of drug abuse among learners is peer pressure. Searll (1989: 127) claimed, "These learners can do anything to please peers in order to be accepted by the group". Similarly, Parry (1998: 6) claimed that peer pressure is common among learners in influencing each other to drink alcohol.

On the other hand, Pama (2008: 35) and Hewana (1996: 47) agreed that the place of birth also had a bearing on whether children would use or abuse drugs in school. In his study, Pama (2008: 36) claimed that culture caused learners to use and abuse drugs during weddings, anniversaries, graduation parties, initiation ceremonies, birthday parties, learner farewell parties, celebration of examination results and "after tears", that is parties that are held after the funeral rituals have been completed. Akers (1992: 205) and Cohen (1993: 23) believed that learners who live in rural areas are less vulnerable to drug abuse than their urban counterparts. Akers (1992: 205) claimed that heavy drinking increases with urbanization and industrialization. On the contrary, Kepe (2003: 607) reported that rural KwaZulu-Natal and the Pondoland region in the Eastern Cape Province are known as cannabis producers. Kepe (2003: 607) further reports that cannabis farms are in rural and sloppy areas where police are unable to reach. This indicates that learners from rural areas are equally at high risk of drug use and abuse. This also shows why cannabis (dagga) is common among drug users at schools.

In their study about male circumcision policy conducted in the Eastern Cape Province, Mayatula and Mavundla as cited by (WHO, 2006: 29), claimed that the use of alcohol and other drugs by initiates represented danger whether used before or after the procedure. Alcohol and other drugs were found to be used by initiates to alleviate pain during initiation and celebrating after graduating (Mayatula & Mavundla as cited by

WHO, 2006: 29). Mayatula and Mavundla as cited by (WHO, 2006: 29) believed that alcohol causes excessive bleeding which can lead to death especially among under aged initiates (12 year olds). Mayatula and Mavundla as cited by (WHO, 2006: 30), noticed that there are also large amounts of home-brewed alcohol which are used by adults to celebrate cultural activities. It has been reported that learners who are from the initiation school use and abuse this type of alcohol and that is why the National Drug Master Plan (2006-2011: 6) states that

the unregulated use of home-brewed alcohol as part of African culture requires monitoring as poisonous additives form part of the ingredients of many types of home-brewed substances

The implication is that cultural practices, if not properly regulated, can contribute to young learners experimenting with drugs.

University of Fort Hare
Together in Excellence

According to Searll (1989: 41), poverty leads learners to be easily lured by drug lords to sell drugs in schools. These learners ended up using and abusing drugs and became addicted to them. Searll (1989: 41) claimed that "because young children cannot be prosecuted for drug offences, they are often used and sometimes paid in drugs for their service". The effect of this is that learners can easily be lured into selling drugs by their parents and other people and this explains why some learners engage in drug abuse in schools.

Neser and Ovens (2001: 23) found that learners take illegal drugs just to keep up with their friends. They found that the majority (84%) of the participants stated that those who encounter drug related problems need support not punishment and isolation. In their study, Neser and Ovens (2001: 23) identified the following causes as a challenge to the plans of decreasing the use and abuse of illegal drugs in South Africa:

the opening of South Africa's markets and borders, inviting investment and engagement from the rest of the world, but also including the rapid increase in the traffic and trade of illegal drugs; the accelerating percentage of child births in the population; urbanization; the limited capacity of the criminal justice system

In addition to the above causes of drug abuse by learners, Preller, as a chairman of Humewood Community Forum and pro-active member of the Port Elizabeth Community, discovered that drugs are available to learners and that

the drug trade developed as unexpected consequence following the boom in free trade after the 1994 free elections. The unprecedented growth of international flights accompanied by legal and illegal cross border mass movements from our Northern neighbors escaping unemployment and political unrest, war and famine added to our countries very high unemployment rate adding fuel to the consuming demand and supply chain feeding a ravenous drug industry. Our population consists of approximately 20% of illegal immigrants and the question is 'how do they survive, what is the source of their income?' (Preller, 2008: 34).

The above findings indicate that the causes of drug abuse by learners are various.

2.4 The Southern African Development Communities (SADC)

2.4.1 The Nature and Extent of drug abuse

Drug abuse is not only a problem in South African schools but is also a problem in other SADC countries (Njuki, 2004: 5). Njuki (2004: 5) argues that in Africa, for example, drug use and abuse are not looked at with the urgent seriousness that they deserve because illicit drug trafficking and drug abuse are on the increase in some

African countries. According to Njuki (2004: 5) cannabis, methaqualone, heroine and alcohol are some of the drugs that are used across the African continent.

Research shows that most SADC countries have no accurate data available about cultivation of, and trafficking in, cannabis (Gastrow, 2007: 26; Rizk, 2008: 1). For example, Gastrow (2007: 26) found that the use and abuse of cannabis and other drugs by learners was prevalent in Botswana. Matsoga, as cited by Garegae (2007: 48), stated that learners in Botswana use and abuse alcohol and drugs, this makes them violent and some of these learners vandalize their schools. In a similar vein Rizk (2008:1) found that hashish and bang were forms of cannabis that were common among Egyptian learners because they were often affordable. The same study found that some learners use and abuse solvents and inhalants as they are also cheap. However, due to the high cost of alcohol in Egypt, there are few learners abusing it. It is clear from Rizk's (2008: 1) study that the use and abuse of drugs by learners is becoming a problem in Egypt.

In a study about educators' perceptions, experiences and observation of school violence in Lesotho, De Wet (2006: 20) found that both learners and educators use drugs in their schools. In the same study the participants revealed that both learners and educators sold drugs at school (De Wet, 2006: 20). It was further discovered that 22.68% of learners used drugs on a daily basis and 2.60% of learners sold drugs to other learners daily (De Wet, 2006: 20). The same study showed that 24.63% of educators used drugs daily and that 1.84% of educators sold drugs on a daily basis to learners and educators (De Wet, 2007: 682). In a similar study on learners' perceptions, experience and observations of school violence in Lesotho, De Wet (2007: 682) discovered that both learners and educators used and sold drugs on a daily basis and 11.40% of learners sold drugs to other learners daily at schools. He also noted that 24.63% of educators used drugs daily and that 1, 84% of educators

sold drugs on a daily basis to learners and educators. De Wet (2006: 25) noticed that nearly half of the learners 48.70% and 26.76% of the educators used drugs at least once a month. He found that most of the learners 62.13% and 36.6% of the educators used drugs at least once a month. These findings suggest that the extent of drug use and abuse is not confined to learners but also affects educators. These are the findings that caused the researcher to argue that both learners and educators should submit themselves to searches. TADA's (2007) report mentioned that the reason why some educators are similarly unable to assist them is because they are also drug abusers and drug dealers.

In her study of drug abuse in Swaziland, Mhlongo (2005: 30) stated that the drugs most commonly used by learners are cigarettes, tobacco, alcohol, marijuana, glue, paint, paint thinners, aerosols and polish remover.

In Nigeria the rate of use and abuse of tobacco, alcohol and other dangerous drugs has increased to the extent that learners as young as 10 years, including young people of up to 29, use and abuse the above mentioned drugs (Suleiman as cited by Korie, 2006: 114). Drug abuse is seen as serious and alarming among less achieving males at schools and, moreover, there are more drug users at schools in cities than in the rural areas (Ahianté as cited by Korie, 2006: 114). Ngoka as cited by Korie (2006: 114) is of the opinion that the problem of drug use and abuse among learners and non-learners alike is universal. Korie (2006: 114) stated that it has been observed that learners involved in alcohol and other drugs tend to have friends who drink and they usually take a variety of other drugs.

2.4.2 The effects of drugs abused by learners in the SADC

In the past Botswana school learners had free education and did not pay school fees. School fees were only introduced in instances where learners who used and abuse alcohol and other drugs vandalized their own schools. The Botswana government introduced the payment of school fees in order to curb this type of misbehaviour by learners (Matsoga as cited by Garegae, 2007: 50).

According to Banda, as cited by Garegae (2007: 50), learners can develop stealing problems in order to satisfy their drug dependency. Khweshe (2007: 3) notes that learners end up engaging in criminal activities to get quick cash in order to buy drugs. The above statements indicate that the effect of drugs on learners can result in unintended adverse consequences in their lives. Learners can end up developing addiction to hard drugs and alcohol.

University of Fort Hare
Together in Excellence

De Wet's (2006: 20 & 2007: 684) findings, that violence is caused by drug abuse, are in line with other researchers who found that drug abuse increases the chances of violent behaviour among learners and makes schools unsafe (Blaser, 2008: 1; De Wet, 2003: 89; Fagan & Wilkinson, 1998: 74; Hamburg, 1998: 46; SANCA, 2006: 5; Tshwete, 2001: 3). The above findings concur with other research studies that the use and abuse of drugs increases violence in South Africa, especially in South African schools.

In Swaziland, Ronald and Davis, as cited by Mhlongo (2005: 30) argue that tobacco and cigarettes cause learners to be addicted and then they proceed on to use illicit drugs like marijuana. Rehn et al, as cited by Mhlongo (2005: 31), are of the opinion that the dangers of marijuana include the following:

excessive aggression when used with alcohol; unnecessary accidents caused by distorted perception; physical damage in the form of bronchial irritation, risk of lung cancer and brain damage. This is usually the first step of addiction before abusers move to hard drugs

The researcher emphasizes that considering the above effects of drug use and abuse one can easily understand why learners die every day after writing examinations, celebrating Grade 12 results, and during initiation school.

In Nigeria, Ryan and Cooper, as cited by Korie (2006: 116), and Dennis (2001: 1) point out that marijuana (dagga) alters perception and impedes motor coordination. It also interferes with short term memory, reading comprehension, problem-solving ability and general mental functioning. The researcher argues that if dagga interferes with short term memory, reading comprehension and problem-solving; it must affect a learner's ability to read a question paper. Because of the above effects the researcher agrees that drug use and abuse is one of the causes of high failure rates and the loss of interest in reading books that is prevalent among learners who use and abuse drugs.

2.4.3 Causes of learner drug abuse in the SADC

The causes of drug abuse among learners of Swaziland, Msunduzi area, as stated by Mhlongo (2005: 32) are tabulated below on Table 8.

Table 8: Swaziland-Msunduzi: Factors causing participants' drug abuse (2005).

Causes for drug abuse	Number of participants	Participants' Percentage
Boredom	8	13.3
Curiosity	10	16.7
Peer pressure	12	20.0
Relationships at home	10	16.7
Problems at home	8	13.3
Escape problems at schl	5	8.3
Poverty	2	3.3
Physical abuse	2	3.3
No cause	3	5.0
Total	60	100

Mhlongo's (2005: 32) study indicated that boredom, curiosity, peer pressure, poor relationships at home and an attempt to escape problems at home seem to be the major causes of respondents' drug abuse.


Ahiante, as cited by Korie (2006: 117), outlined seven factors of drug abuse among Nigerian learners which appear to concur with those of Mhlongo (2005: 34)

access, curiosity, peer group pressure, boredom relief, dissatisfaction, economic affluence, advertising and sales promotion, escapism and contact with drug sellers, 'pushers'

Jones et al. as cited by Korie (2006: 117) also identified ignorance as one of the causes of drug abuse.

2.5 Learner drug abuse in developed countries

2.5.1 The nature and extent of drug abuse



A number of studies have been conducted internationally in an attempt to estimate the prevalence of drug use and abuse among learners. Most studies have been conducted in England and have produced results ranging from 61.7% of alcohol and other drug abusers (Cohen, 1983: 22). A study conducted by Cohen (1983: 22) found that 9 million children aged 18-25 years were abusers of alcohol and other drugs. In 1984, the death rate due to drug abuse was estimated at 40% (Cohen, 1983). In the United States of America (USA), the overall level of use and abuse of drugs among learners rose among learners from 13 to 17 years of age. For instance, (a) with serious drug problem (20%) and (b) had tried alcohol before graduation (93%). For example, Cohen (1983: 23) found that 16% of 13 year-olds had used dagga between 1978 and 1982. Cohen (1983: 24) also found that in 1982, 17% of high school learners had once used cocaine and it is believed that about 3 out of every 10 Americans will try illegal drugs by the age of 25.

Margaret, Waller, Scott and Okamoto (2002: 79) examined risk and protective factors influencing drug and alcohol use and resistance of Native American learners, in the Southwest. Thirty-two Native American middle school learners participated in 10 focus groups that explored their experiences with alcohol and drugs in their school and reservation communities. In their study, Margaret et al. (2002: 81) found that a complex interaction of both risk and protective factors were related to drug abuse. The participants' cousins and siblings played a major role in their decisions to use or resist drugs, Margaret et al., and (2002: 90). In their intertribal study of 1464 Native American high school learners, Margaret et al. (2002: 81) found that 40% of them had used marijuana at least once a month. The Center for Substance Abuse Prevention as cited in Margaret et al., (2002: 81) in the United States found that 6.4% of learners between 12 and 17 years of age and 15.5% between 18 and 20 of age reported current use of marijuana, whilst 1.1% and 4.5% respectively used cocaine. The Forum on Child and Family Statistics (2000: 3) state that among US learners in Grade 12, males were more inclined to use illegal drugs than females. Table 3 below shows the gender of US Grade 12 learners who abuse drugs.

Table 9: US Grade 12 Learners' illegal drugs abuse

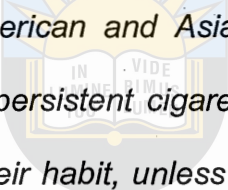
Year	Grade	Females	Males
1999	12	23%	29%

In his study, Johnston et al. (2000: 8 – 9) established that 17% of Grade 8 learners, 32% grade 10 learners and 38% grade 12 learners abused dagga in 1999.

2.5.2 The effects of drugs abused by learners in the developed countries

The National Institute on Alcohol Abuse and Alcoholism (1997: 3) claimed that alcohol is a psychoactive drug used by most learners in the United States. Alcohol and other drugs are associated with problems in school, motor vehicle accidents, injuries and deaths, fighting, crime and other forms of serious misbehaviour. Heavy drinking among learners may increase the possibility of negative outcomes in later life (The National Institute on Alcohol Abuse and Alcoholism, 1997: 3).

In addition to the above statements *The FSANYRBS* (2002: 8) states that



recent European, American and Asian epidemiology evidence shows that about half of all persistent cigarette smokers who start young are eventually killed by their habit, unless they quit. There were 100 million deaths from tobacco in the 20th century, but if current smoking patterns continue; the number will increase ten-fold this century

University of Port Harcourt
Together in Excellence

In their study of learner drug abuse Dakota & Folks, as cited by Mhlongo (2005: 27), found that 25% of Americans die as a result of substance abuse.

The above studies show that drug use and abuse have a long-term detrimental effect on learners' lives (Ryan and Cooper as cited by Korie, 2006: 117; Dennis, 2001: 1). Learners lose interest in school reading material as well as calculating, because the ability for problem solving is lost (Dennis, 2001: 1). The researcher sees the scholastic development of some learners as deteriorating, and their goals and dreams being destroyed as learners with drug related problems become sick and mentally unfit for schooling.

2.5.3 Causes of drug abuse by learners in the developed countries

The prevalence of drug use and abuse among Native American learners is related to the fact that Native families are seen as having higher rates of Alcohol Drugs and Other Addictions (ADOA) than families of any other ethnic group in the United States (U.S.) (U.S. Department of Health and Human Services, as cited in Margaret et al., 2002: 81). Margaret et al. (2002: 90) supports the above statement and adds that Native American learners learn ADOA behaviours from peers, elder siblings, cousins and other relatives. These learners are in an environment where 90% of deaths are alcohol related, traumatic experiences caused by family violence, mental health problems, accidents, illnesses, child abuse, or neglect (Bachman as cited by Margaret et al., 2002: 81). As it was mentioned before on (page 19) that Genetic Disease Theory is a cause for drug use and abuse among children, Rogers and Mcgee as cited in Mhlongo, (2005: 38) discovered that exposure to drug risk can start even before a child is born if mothers do not abstain from drugs during pregnancy. The researcher notices that this is an advice for all mothers who use and abuse drugs to refrain from using drugs during pregnancy and even when the child is born because the child will imitate the parent.

SUMMARY

This chapter provided the reader with the theoretical framework of the study. It also presented the literature review on learners' use and abuse of drugs in South Africa, the Southern African Development Communities and developed countries. The nature, extent and causes of learner use and abuse of drugs were discussed.

What emerged from the above chapter is that there are various causes of drug abuse among learners, both nationally and internationally, which need urgent attention. The extent and nature of use and abuse of drugs by learners has alarming effects in their

lives which is why many learners end up not achieving their goals or dropping out of school. Furthermore, drug use and abuse has been discussed as the main cause of unfulfilled dreams, crime, early pregnancies and HIV/AIDS deaths among learners.



University of Fort Hare
Together in Excellence

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 Introduction

Chapter 3 explains the research methodology that was used in the study. The aim of this section is to make the reader aware of how the study was carried out. The methodology includes the research approach; the research design; population, sample and sampling; instrumentation (consisting of interviews, documents and learner focus group discussions); validity and reliability; data collection and analysis methods and ethical considerations.



3.2 Research Approach: Qualitative Approach

This study investigated the nature, extent and causes of drug abuse by learners in four schools in Mdantsane Township. A case study of four schools in Mdantsane area was used. This study used the qualitative approach. The qualitative approach is defined by Denzin and Lincoln (as cited in De Vos et al., 1998: 240) as

a multiperspective approach utilizing different qualitative techniques and data collection methods to social interaction, aimed at describing, making sense of, interpreting or reconstructing this interaction in terms of the meanings that the subjects attach to it

Furthermore, Neuman, Denzin and Lincoln, as cited by De Vos et al. (1998: 240), to corroborate the above assertion, define qualitative research as an inductive form of reasoning, developing concepts, insights and understanding from patterns in the data. The appropriateness of the qualitative approach to this study is supported by Neuman, Denzin and Lincoln, as cited by De Vos et al. (1998: 242), who state that the

qualitative approach aims to understand the meaning that people attach to everyday life. Babbie and Mouton (2004: 270) also point out that qualitative research attempt always to study people's actions from the perspective of the social actors themselves, they also state that the primary goal of studies using this approach is describing and understanding rather than explaining human behaviour. In this study the researcher investigated the use and abuse of drugs by learners as a problem in everyday life in Mdantsane Township schools.

Creswell (2009: 63) further states that a qualitative study is an enquiry process of understanding a social or human problem, based on building a complex, holistic picture. He also states that this is formed with words and conducted in a natural setting. Creswell, (2009: 176) further states that qualitative research is a form of interpretive inquiry in which researchers make interpretation of what they see, hear and understand.



In support of Creswell, Ereaut (2007: 372) further states that qualitative research is used to gain insight into peoples' attitudes, behaviours, value systems or life styles. Amongst the various approaches that can be used he mentions focus groups, in-depth interviews, content analysis and ethnographies. The researcher in her data collection is in line with Ereaut (2007: 372) assertion used focused groups as well as in-depth interviews.

The advantages of qualitative research as explained by Taylor and Bogdan, as cited in De Vos et al. (1998: 243), are of the opinion that the qualitative researcher becomes concerned with understanding naturalistic observation as well as the subjective exploration of reality from the perspective of the researcher as an insider in the research process. Bryman, as cited in De Vos et al. (1998: 243), indicates that qualitative research is exploratory and the qualitative researcher starts to be engaged

on a voyage of discovery rather than one of verification. As such, the research stimulates new leads and avenues of research to be explored. In this study, the qualitative approach encouraged the researcher to empower the participants to become co-researchers who can speak for themselves (Denzin and Lincoln as cited by De Vos et al., 1998: 246). The researcher advised some of the participants who were anxious for their classmates to be saved from drug use and abuse by referring them to their educators who would call parents and refer the drug users or abusers to social workers. The participants were also advised to join Teenagers Against Drug Abuse (TADA) in order to learn more about how to save others from using and abusing drugs. Joining Soul City and develop their Soul Buddies programme would be necessary as this will enable them to receive more resources, like charts and also books teaching about the effects of drug use and abuse.

Litchman (2008: 59) further argues that while qualitative research is a lot more open to personal opinion and judgement and can only give observations rather than results, these are extremely useful when a subject is too complex to be answered by a yes or no hypothesis. From the data collecting experience, the researcher was able to cover a broad scope and generate meaningful results with a small sample.

Ewings, Pitt and Naude (n.d.) state that qualitative research tends to allow subjects being studied to give richer answers to questions from the researcher. This approach gives valuable insight which might have missed by any other method as it provides valuable information to certain research questions in its own right.

Babbie & Mouton (2004: 271) agreed that qualitative research emphasised the process instead of the results. This means that the researcher should not put more emphasis on the findings only but also on how the findings were realized. The researcher realized this aspect during the data collection process. Since there were

appointments for visits to conduct interviews with learner focus groups, School Management Team/educators, life skills/orientation educators, School Governing Body members, Department of Education official and the Social worker the researcher discovered that she needed to plan in time and be patient.

Interviews were organised systematically and planned interview schedules were followed. This contradicted other researchers who believed that with qualitative research there is no order and no fixed rules (Mann, 1985: 21). The advantages of using interviews, as seen by Robson (2002: 275), are that interviews are capable of providing rich, highly illuminating, clear and easily available information. In interviews the researcher was allowed to use open-ended questions because they are flexible and allowed the researcher to make a true assessment of what the participant really believed and also produced unexpected and unpredictable answers (Robson, 2002: 275).



The researcher interviewed School Management Team (or other) educators, Life Skills/Orientation educators, SGB members, a Social worker, and learner representatives. While the researcher had intended to use school documents like the National Drug Master Plan, the School Draft for Learners' Safety, School Draft for Learners' Code of conduct and school log book where learners with drug related problems are recorded, only a few documents were available such as two Learners' Code of Conduct from two schools. In the case of the interview with the social worker the researcher had intended to use documents like policies, plans and strategies to fight learner drug abuse; however, the researcher was unable to get these due to the fact that the chief social worker, who had indicated that she would be available, apologized and instead the interview was conducted with a junior social worker. Whilst the interviews went well, the junior social worker could not provide the researcher with the policy documents as indicated above. Whilst this interview session was properly

planned, due to circumstances beyond the researcher's control only one social worker could be interviewed.

3.3 Research Paradigm: Interpretative Paradigm

This study uses the interpretative paradigm because it determines the experiences of learners who are in the same school and same class with learners involved in drug use and abuse (Terre Blanche and Durrheim, 1999: 123). This paradigm is relevant to this study as interviews, documents and learner focus group discussions were used to investigate the nature, extent and causes of drug use and abuse in Mdantsane Township schools. Cohen, Manion and Morrison (2000: 23) are of the opinion that "the central endeavor in the context of the interpretative design is to understand the subjective world of human experience". In this study, people who work with learners with drug abuse problem reported their experiences. Learners who learn alongside learners with drug use and abuse problems shared the meaning they attribute to learner drug abuse, as well as their perspectives regarding how to fight and eliminate the behaviour. This illustrated to the researcher the extent to which the learners, the schools and the society at large were at risk due to drug use and abuse by learners. In this study the researcher did not work with or interview drug users or abusers.

To verify the collected data from various sources triangulation was used in order to determine its trustworthiness, in that each participant listened to the recorded interview. Creswell, as cited in De Vos et al. (2005: 361) state that, "the concept of triangulation is based on the assumption that any bias inherent in a particular data source, investigator and method would be neutralised when used in conjunction with other data sources, investigator and methods". Jick, as cited in De Vos et al. (2005: 362), explains the advantage of triangulation as a cause for researchers to be more confident of their results. This was the case with the researcher's study. Jick, as cited

by De Vos et al. (2005: 362), is of the opinion that triangulation may also serve as the critical test to discern, by virtue of its comprehensiveness, between theories that are competing.

3.4 Research Design: A Case Study

According to Mouton (2001: 55), a research design is a plan to investigate the research question and to make sense of the scientific manner in which to address it. A case study research design was used in this study because the study dealt with 4 schools with a history of drug abuse by learners in Mdantsane Township. The design was relevant to this study and aimed to provide an in-depth description of a small number of cases (Mouton, 2001:149). In this study the aim was to investigate the nature, extent and causes of drug use and abuse by learners in Mdantsane Township schools. This study was guided by an interpretative design, in that the researcher interviewed participants who learn or work with learners with drug related problems.

Freud (2007: 1) defines a case study as “in-depth investigations of a single person, group, event or community, where data is gathered from a variety of sources and by using several different methods e.g. qualitative approach and interviews in this study”.

The types of case studies mentioned by Cross, Bowker and Pearson (2002: 549) are historical case and problem orientated case studies. The researcher is of the opinion that in this study the case study is problem orientated because drug use and abuse by learners is a problem in Mdantsane Township schools.

In this study, the situation is that learners use and abuse drugs in schools, and those schools are not safe for both learners and educators.

3.4.1 The advantages of using a case study

Freud (2007: 1) and Cross et al., (2002: 550) explain the advantages of using case studies as providing detailed and sufficient data which is taken from people and real life. In this study, the case study provided the researcher with more information illustrating what is happening in Mdantsane Township schools. A case study provides insight for further research as it always ends with problems and points of discussion (Freud, 2007: 1; Cross et al., 2002: 550). Cross et al., (2002: 551) point out that

a case study includes sufficient information for the reader to treat problems and issues and also believes that for the reader the case study contains the setting, personalities, sequence of events, problems and conflicts

3.4.2 The disadvantages of using a case study

Freud (2007: 2) views theoretical knowledge as more valuable in a case study than practical knowledge. According to Freud (2007: 2), when using a case study one cannot generalize the results to the wider population from a single case; the researcher can never know whether the case investigated is representative of the wider body of similar instances (Freud, 2007: 2). The researcher points out that the results of this study on drug abuse cannot be generalized to all townships, because what was investigated by the researcher was in 4 schools in Mdantsane Township. "Because researchers' own subjective feeling may influence the case study in that the researcher may be biased by intruding in the assessment of what the data means" (Freud, 2007: 2). A case study is difficult to reproduce and summarize, and is also time consuming (Freud, 2007: 2). This implies that the researcher gained experience on how to work with people of different ages as time was a limitation during interviews since learners and educators were busy with examinations and marking. Social

workers, School Management Teams (SMTs) and Educational Department officials were also busy with end of the year reports and meetings.

3.5 Sampling Methods

There are two categories or groups of sampling methods: probability and non-probability sampling. According to Babbie & Mouton (2004: 166), the probability sampling method consists of three types of sampling designs: simple random sampling, cluster sampling, and stratified sampling. The non-probability sampling method consists of snowball, convenience, purposive and quota sampling designs.

Non-probability sampling and purposive sampling were applied in this study as purposive sampling gives the researcher a chance to discover, understand and gain insight into the subject being researched. According to Grinnell, Jr., as cited in Gabor (1997:162), purposeful sampling, which is also known as judgmental sampling, allows the researcher to use their own judgement in selecting the sample. As a result, sampling was done on site. This study gave the researcher a chance to discover the nature, extent and causes of drug abuse by learners as the researcher interviewed all the different participants in different sites.

3.5.1 Sampling of the schools

This study was carried out in four township schools with learners from within the township and squatter camps. The history of these schools has been affected by drug use and abuse and this was already known to the researcher as the researcher stays and works in the same area. The sampling technique used was purposive in nature as the purpose of the study was to investigate the nature, extent and causes of drug abuse by learners. The schools were also purposefully selected. This selection was done so as to obviate time and financial constraints.

3.5.2 Sampling research subjects

The population of this study comprised life skills/orientation educators, School Management Team member/other educators, learners, School Governing Body members, Department of Education official and a social worker from Mdantsane. One SMT/other educator, one life skills/orientation educator, two learners or sometimes three learners in other schools and one SGB member per school were interviewed. Only one Department of Education official and one school Social Worker were interviewed. The life skills/orientation educator was included because she was responsible for the interviewing, or for referring learners with drug related problems to the Department of Education and social worker, and during the interviews some learners indicated that their life skills/orientation educators were their school counselors. One SGB member in each school was interviewed. It is the schools' policy to involve SGBs in learners' drug related cases. Two learner representatives (or sometimes three) were interviewed on drug related problems involving learners in each school. This was done because educators in some schools discovered that individual learner representatives were reluctant to meet the researcher alone as they were not familiar with her. It was easier for the learners to participate in groups as they assisted and reminded each other of what the drug users and abusers were doing in their schools.

One social worker from the same area as schools with drug related problems was also interviewed to determine the nature, extent and possible causes of drug abuse by learners in schools. This information shed light on drug abuse by learners in Mdantsane schools. This study used purposive sampling or convenient sampling because only schools with drug related problems in the Mdantsane Township were targeted.

3.6 Negotiation of Entry

Before the research started the researcher requested permission from the Department of Education, East London District, by written correspondence. Attached to that was the supervisor's letter to the East London District confirming that the researcher is a University of Fort Hare student and has faculty approval to conduct the research. A letter was also sent to the Department of Social Development for conducting interviews with social workers. Subsequent to these letters the researcher had to follow up with the District Office in person and telephonically until she received the letter. The researcher also wrote letters to the selected schools requesting permission to conduct interviews, and these were attached with the supervisor's and the District Manager's permission letters. The school heads ordered the researcher to wait for a certain period as they were arranging for the interviews and had to first complete common examinations. The researcher had to check personally and telephonically with the schools on a daily basis. The researcher received a written letter of permission from the Department of Education, the school heads and social worker replied verbally and gave appointment dates for the researcher.

3.7 Research Instruments

The following instruments were used to collect data:

3.7.1 Interview schedule

3.7.1.1 The advantages of interviews

In-depth interviews were conducted to collect data in this study. The advantage of using interviews was that original data was collected and the researcher was also able to interact with the participants and read their body language in order to assess the validity of their response (Bailey, 1982: 182). According to De Vos et al. (2005: 287),

“Interviewing is the predominant mode of data or information collection in qualitative research”. Cannell and Kahn, as cited by Cohen et al. (2000: 269), were of the opinion that

interviews involve the gathering of data through direct verbal interaction between individuals. Interviews assist the researcher to work face-to-face with the participants so that the researcher can read their body language

Oppenheim, as cited by Cohen et al. (2000: 269), suggested that when using interviews the participants became more involved and motivated to speak out their views and experiences. Bailey (1982: 183) supported this statement by stating that people feel more confident in speaking than in writing. The researcher concurs with the above statement because when writing participants will fear making spelling errors, whereas when one speaks there is fewer problems about grammatical mistakes. The participants were free to speak about drug users and abusers in their schools and seeking advice to assist them.

When conducting interviews there was flexibility, for example the interviewer could repeat questions when the response indicated that the participant misunderstood a question (Bailey, 1982: 183). The interviewer can have control over the environment by ensuring that the interview is conducted in privacy where there is no noise and where the interviewer can record spontaneous answers, Creswell (2009: 179). Although Creswell states the use of recorders during interviews researchers are encouraged to take notes as well in case the recording equipment fails (2009: 183). The researcher's interviews were conducted in separate rooms to avoid any possible disturbance. Bailey is of the opinion that spontaneous answers may be more informative and less normative than answers which the participant has had time to

think about. During interviews the participant alone can answer and is unable to cheat by receiving prompting answers from other people or members of the family. In interviews completeness is guaranteed because all questions are answered and in this study most of the interview questions were answered by the participants (Bailey, 1982: 183). In addition the interviewer can record the exact time, date and place of the interview.

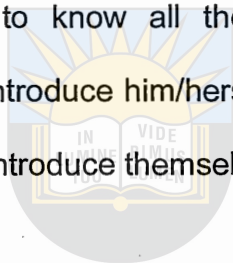
3.7.1.2 The disadvantages of interviews

According to Bailey (1982: 183), interview studies can be extremely costly and are often lengthy. The interviewer may be required to travel long distances by taxis and busses and this may cause the interviewer to complete few interviews in one day (Bailey, 1982: 183). The above statement is true in the sense that the researcher experienced difficulty in finishing interviews in time, as a result of this permission was granted to meet some SGB members at their homes after hours. Another problem was when the researcher could not reach one site at the agreed on time. The participants in one Junior Primary School, who had shown eagerness to work in this study, could not be reached because of the distance and, as a result, important data was missed. The researcher then had to go to another nearby Junior Primary School which indicated that their learners did not have any drug related problems.

Bailey (1982: 183) is of the opinion that the interviewer must arrange appointments with the participants and honor the appointments. The writer discovered that should the interviewer fail to honor the said appointments she would encounter problems in the future and the participants may lose confidence in her.

Bailey (1982: 184) further states that the interviewer, as a person, can misunderstand the participants' answers and also the participants' answers can be affected by the interviewer's reaction to her/his sex, race, social class, age, dress, ace, or physical

appearance. The researcher was also aware of what attire to put on when meeting the different participants. During the interview there was no opportunity for the participants to consult records, conduct research or assistance from the family or friends about facts before they replied (Bailey, 1982: 184). Bailey states that “Fatigue, stress, illness, heat, can affect a person’s reasoning and it would be inconvenient for the interviewer to continue with interview” (1982: 184). To avoid the above statement the researcher tried to do the interviews at a convenient time. Bailey (1982: 184) argues further that “In conducting interviews there is less anonymity because the interviewer knows all the participant’s details”. The researcher disagrees with the above statement as it is not required for the interviewer to know all the participants’ details. It is the responsibility of the interviewer to introduce him/herself; but for the sake of anonymity the participants were not forced to introduce themselves in this study.



University of Fort Hare
Together in Excellence

3.7.2 Documents

Creswell (2009: 180) states that “Documents such as minutes of meetings that are recorded, written or printed. They may also be letters, diaries, tax records, regulations, laws, policies and so on”. The researcher used school records to determine the nature, extent and causes of drug abuse by learners in schools. While the researcher had expected to receive the National Drug Master Plan, School Draft for Learners’ Safety, School Draft for Learners’ Code of Conduct, only two schools provided the researcher with Learners’ Code of Conduct. These documents state what the school will do with learners found using and abusing drugs. One of the schools further instructs the learner and parent to sign the document at the end. No documents were received from the interviewed social worker and the reason given was that the chief social worker was not available for the day. In the case of the social worker, the researcher would have looked policies, plans and strategies to fight learner drug abuse and the researcher expected to be assisted by the senior social worker to get

information about learners referred by schools or taken to the social workers by the parents.

These documents would have been useful as Robson (2002: 290) states that “documents are unobtrusive measure which is nonreactive”. Bailey (1994) as cited in De Vos et al. (2005: 318) concurs with the above statement in that “the contents of the documents are not affected by the activities of the researcher”. As a result they are not affected by the fact that one is using them or studying or perusing and comparing them. De Vos et al., (2005: 318) further indicate that the advantage of using documents is that the researcher does not have to make personal contact with the participants. However, the disadvantages as pointed out by Monette et al., as cited in De Vos et al. (2005: 318) are that “the cost of the document is affected by the factors like availability of the said document and the distance one has to travel to obtain the document”. This was the case in this study as the researcher could not get the expected documents, as indicated above.

3.7.3 Learner Focus Group Discussions

Berg as cited in Knoetze and Vermoter (2007: 16) states that focus group discussions are sometimes guided or unguided discussions addressing a particular topic relevant to the group and the researcher. According to Berg as cited in Knoetze and Vermoter (2007: 17)

a typical focus group consists of a small number of participants under the guidance of a facilitator or moderator whose task is to draw out information from the participants.

Focus groups are different from individual interviews and group discussions because they depend on the interaction of participants within the group, the topic and the

researcher's questions Cohen and Manion, (1994: 260) Focus group discussions are appropriate for a qualitative study in that they give participants more opportunity to be involved in the discussion and assist by hearing from others and adding what had been left out. The researcher tried to involve all the participants by probing questions and by asking others what their opinion was in a certain question. This was convenient because there were few participants in each group and each participant got enough opportunity to respond to questions and shared ideas (Creswell, 2009: 179).

Nine learners in four different schools, two in the Junior Primary, three in the Senior Primary, two in one High School and two also in the last High School were personally interviewed by the researcher about drug use and abuse in their schools. The learners indicated that there are drug related problems in their schools and they wanted urgent assistance for their class mates to be saved from these drug related problems. Only the two learners from the Junior Primary School indicated that their school had no drug related problems. On probing further, all other learners explained that their classmates use and abuse drugs as a result some are addicted to drugs. While the views of both learners and SGB members were similar as they wanted immediate attention to be drawn to the drug problems, other participants in the study had no drug problems at their schools. Others were so concerned about the future of their schools and the lives of drug users and abusers for assistance to the extent that they contributed many suggestions and recommendations in solving the issue of drug abuse in their schools. Learners from the Senior Primary School, while having agreed voluntarily to take part in the study, expressed concern about the questions asked and also about the reason why the study was being conducted. In response, the researcher indicated that drug use and abuse was common especially in the Mdantsane Township schools and this needed to be addressed if learners, educators, parents, all Stakeholders like Departments of Health, Justice, Correctional Services,

Social Development, Education and South African Police Society could unite and work together.

3.8 Data Collection and Analysis Methods

Data collected, using interviews, was dealt with per question as it appears in the interview schedule. As indicated in 3.5 regarding sampling methods, interviews were to be conducted with the school heads or any other educator; however, the school heads were not available as they were busy with end of the year meetings and the researcher had to arrange with the other educator and conducted the interviews. Interviews were also conducted with the life skills/orientation educator, SGB member, learner representatives, Department of Education official and social worker. The researcher did not interview one learner representative per school as had been arranged but two and three learners were interviewed depending on the needs of each school. This was because educators in the sites discovered that learners were reluctant to be interviewed individually as they were not familiar with the researcher. It was, therefore agreed that two or three learners could form a focus group. This was done likewise with all the other schools. A voice recorder was used to record participants' exact words during interviews. The advantage of using a voice recorder was that the researcher could listen to the participants' responses a number of times before drawing conclusions, and could allow the participants to listen to themselves and could ask other professionals to view the recorded data in order to arrive at more objective conclusions (Kumar, 2005: 122). In the case of participants who refused to be recorded the researcher took notes. The researcher transcribed the data collected from participants. The researcher received documents from two schools only about Code of Conduct for Learners. Other schools could not issue the documents as the school heads were attending to end of year meetings. The social worker was useful for data collection. Unfortunately the researcher could only manage to interview the social

worker, but could not get any documents since the chief social worker could not be available. The researcher also member-checked data collected with the participants to see if the data collected was exactly what the participants meant and was not misinterpreted by the researcher. This was mostly enjoyed by learners as they listened to themselves from the voice recorder. The researcher used statements to analyze data collected. All similar statements from participants were grouped together.

In this study, data analysis was based on the components of data analysis framework indicated in The Miles and Huberman Framework for Qualitative Data Analysis (Punch, 2005: 226) and these are: (a) data reduction; (b) data display; and (c) drawing and verifying conclusions. Huberman and Miles, as cited by Punch (2005: 226), state that data reduction occurs continually throughout the analysis. It happens through editing, summarizing the data, coding and memoing, and in association with activities such as finding themes, clusters and patterns (Punch, 2005: 226). Data had been summarized in this study. Data display means to organize, compress and assemble information (Huberman & Miles as cited by Punch, 2005: 226). Data was analysed by making use of tables in this study. According to Huberman and Miles, as cited by Punch (2005: 226), "Displays show what stage the analysis has reached". This implies that drawing of data occurs concurrently with data display and data reduction. Conclusions drawn were verified as the researcher visited the sites to ensure that the conclusions were exactly what the participants meant (Huberman and Miles as cited by Punch, 2005: 226). In order to attach meaning to data collected, the researcher had put codes (Huberman & Miles as cited by Punch, 2005: 227) such as tags, labels, or names. Huberman and Miles, as cited by Punch (2005: 227), stated that memoing begins together with coding at the start of the analysis and points towards new patterns and a high level of pattern coding. Strauss and Corbin as cited in Babbie and Mouton (2004: 501) supports Punch's statement of keeping memos and codes and identification of patterns and "validating one's theory against the data"

3.9 Validity and reliability

Data collected from interviews and records in this study were triangulated and corroborated in order to determine trustworthiness. The data from the various sources was compared and hence made more credible. Data collected using interviews was member checked by the researcher in order to determine if the data collected was exactly what the participants meant during interviews. This process ensures that the researcher cross-checks the data transcribed with the participant during interviews and hence making the data collected credible. As (Johnson, 1994: 8) puts it that if different sources of evidence provide a broadly consistent picture, the researcher may be more confident about the findings.



3.10 Ethical Considerations

The researcher was bound by the research code of ethics as spelt out in the *University of Fort Hare Faculty Of Education's Handbook on Postgraduate Qualifications Policies and Procedures (2008: 12)*. Permission was sought from the Department of Education (DoE) for the researcher to be able to collect data from school heads, educators, SGB members and learners. According to the *University of Fort Hare Faculty Of Education's Handbook on Post Graduate Qualifications Policies and Procedures (2008: 12)*, "All adult participants should be fully and appropriately informed when they consent to participate in research". The schools assisted in making the researcher to meet with parents and then with learners. Parents' or guardians' written consent for the learners were received before the study could start because the learners are minors.

Renzetti & Lee discuss that,

when research intrudes into the private sphere or delves into some personal experience, where the study is concerned with deviance and

social control; where it impinges on the vested interests of powerful persons on the exercise of coercion or domination then research becomes more threatening (1993: 9).

Plummer, as cited by Renzetti and Lee (1993: 9), stated that "Sensitive research raises methodological, technical, ethical, political and legal problems as well as having potential effects on the personal life of the researcher". However, Bradburn and Sudman as cited in Renzetti and Lee (1993: 20) are of the opinion that "Good examples are the development of strategies for asking sensitive questions on surveys and preserving the confidentiality of research data". The researcher maintained confidentiality, anonymity of research data especially where participants were asked to reveal intimate or incriminating information (Renzetti & Lee, 1993: 20). Brewer, as cited in Renzetti and Lee (1993: 20), notes that, "Many problems arise in researching a sensitive topic and these may indeed defeat the researcher unless the researcher has a tough, single-minded, tenacious, but pragmatic attitude to the task". The researcher tried not to show negativity to the sensitive information collected. The researcher remained neutral in this study.

SUMMARY

This chapter presented the methodology that had been followed in conducting this study. The research methodology have been discussed as well as the research design; population, sample and sampling; instrumentation consisting of interviews and documents; validity and reliability; data collection and data analysis methods and ethical considerations. The following chapter consists of data analysis and presentation.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The aim of this study was to investigate the nature, extent and causes of drug abuse in Mdantsane Township schools. This chapter presents an analysis and interpretation of the data collected. The discussion is based on how the participants responded using learner focus group discussions and interviews with educators, School Governing Body members, a social worker and a Department of Education official. This data was meant to respond to the following research questions:

- ❖ What is the nature and type of drugs do you consider readily available to learners in your school?
- ❖ What is the extent of drug abuse amongst the various age groups?
- ❖ Is it more school girls or school boys who use drugs in schools?
- ❖ What do learners, students, educators, parents and the Department of Education perceive as the main socio-economic causes of drug abuse among learners in schools?

This chapter is structured as follows:

Section 4.1: Introduction

Section 4.2: Profiles of the participants

Section 4.3: Nature and type of drugs considered as readily available to learners in schools

Section 4.4: The extent of drug abuse amongst the various age groups

Section 4.5 Is it more school girls or school boys who use drugs in schools?

Section 4.6: What do learners, students, educators, parents and the Department of Education perceive as main socio-economic causes of drug abuse among learners in schools?

4.2 Profiles of the Participants

4.2.1 Analysis of the Biographical data of learners

In this section focus is on descriptive analysis of biographical data. In this study, 9 learners from 4 selected schools were interviewed and the sample was purposively selected. Out of 9 selected learners, 4 (44%) were males and 5 (55.5%) were females. The participants were chosen by each school's educator who was responsible for life skills/orientation. Table 10: below shows the level of schools where the learners were; the number of learners by gender and % of male and female learners who participated in the interviews.

Table 10: The level of schools where the learners were; the number of learners by gender and % of male and female learners who participated in the interviews

SCHOOLS	LEVEL	MALES NO.	% MALES	FEMALES NO.	% FEMALES
A	H.S.	2	22	0	0
B	H.S.	1	11	1	11
C	S.P.	0	0	3	33
D	J.P.	1	11	1	11
TOTAL		4	44	5	55

University of Fort Hare

Together in Excellence

The above table shows that participants were selected according to their schools. Interviews were done at their schools as well. The participants were required to respond to interview questions asked by the researcher. They gave each other turns to respond to the researcher. The choice was left to the participants to respond in either English or IsiXhosa.

Table 11: The location of the learners' schools who participated in the learner focus group discussions are indicated below

SCHOOL	LOCATION
A	Township
B	Township
C	Township
D	Township

The above table indicates clearly that the area where the research took place is a township as was indicated in earlier chapters. In this township there are squatter camps which sprouted up since the ushering in of the new democratic dispensation. Most people living in these informal settlements are believed to have moved from the rural areas to the township looking for job opportunities. These informal settlements comprise mostly of young men and women who have moved with their children into these settlements. It is their children who attend the schools that the researcher targeted for the study.

Table 12: The ages of learners who participated in the learner focus group discussions are indicated as follows:

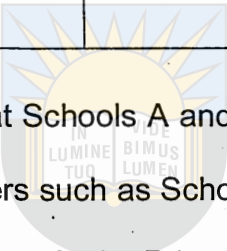
SCHOOL	LEARNERS' AGES
A	13- 18
B	13- 18
C	11- 13
D	6- 10

Table 12 above shows the reader that the age of learners who participated in the learner focus group discussions in Schools A and B ranged between 13-18 years. Schools A and B are both high schools. Since School C is a primary school, the age of learners who participated in the focus group ranged between 11-13 years. The age of learners in school D ranged between 6-10, since it is a Junior Primary School.

Table 13: Grades for learners who participated in the study were as follows:

SCHOOL	LEARNER'S GRADES
A	8- 12
B	8- 12
C	5- 7
D	R -4

As mentioned in the above table that Schools A and B are high schools, their classes run from grades 8-12, while the others such as School C, as a Senior Primary School, run from grades 5-7 and school D, as a Junior Primary School, run from grades R-4.


 University of Fort Hare
Together in Excellence

4.3 Nature and type of drugs considered as readily available to learners in schools

Learners from schools A, B, C, and D are in the same area or neighborhood and are not far from each other. The researcher used focus group discussions as individual learners were scared to meet a stranger for interviews. This made it easier as learners during the discussions assisted and reminded each other of incidents that had happened in their schools and what is happening to the drug users and abusers at their respective schools. Focus group discussions are guided or unguided discussions addressing a particular topic relevant to the group (Creswell, 2009: 179). The topic the researcher was addressing, in this case was the nature, extent and causes of drug abuse among learners. Focus groups discussions are different from individual interviews and group discussions because they depend on the interaction of participants within the group, the topic and the researcher's questions so learner focus

group discussions were far more convenient to work with as these learners participated well (Cohen et al., 1994: 288).

Learners in the focus groups admitted that their schools experienced drug abuse problems among learners. This has also been shown in the table below where school A, B, and C indicated that dagga use followed by cigarettes was more prevalent than any type of drugs abused by learners; while school D indicated that the school did not have learner drug-related problems.

Table 14: The number of learners who mentioned different types of drugs used by drug users and abusers in schools

LEARNERS' FOCUS GROUPS (LFG)	TYPES OF DRUGS	NO. OF LEARNERS
A	Dagga and cigarettes	2
B	Dagga	2
C	Cigarettes, Wit and tablets	3
D	No drug related problems	0
TOTAL		7

The above table shows that the use of cigarettes and dagga by learners is more prevalent and, besides calling it dagga, they also call it 'wit' as indicated by LFG C above. There was an indication that cigarettes and dagga are mixed by some learners.

Two learners from **LFG A**, 2 learners from **LFG B**, and 3 learners from **LFG C** indicated that dagga was more prevalent among schools than any other type of drug. The 2 learners from **LFG D** did not find drug related problems in their school. The total number of learners who indicated that dagga and cigarettes were prevalent among learners was 5 and 7 learners mentioned dagga as prevalent among learners. All the 7 learners call it 'wit'. Three learners mentioned tablets as being used by learners, and 2 learners from the Junior Primary school mentioned no drug related problems in their school.

During the focus groups discussion sessions, all the participants described male learners as the worst drug abusers. While one group stated that learners who have drug related problems do not respect the educators; do not perform well in certain learning areas; misbehave; and do not accept being disciplined. Almost, all groups agreed that not all these learners come from poor families. Some of them came from well to do families which concurs with the study of Unit 15, mentioned in previous chapters, where some learners who used and abused drugs were from well to do families (Mabindla, 2007: 41).

LFG B: ...*“they are very dirty at school, put on caps and call their attire ‘stragela’; their language is totally different from other learners; are known by their walks and styles”*. The implication is that learners who use and abuse drugs do not like wearing school uniform like other learners. They prefer wearing clothes that would make them appear different from other learners.

LFG C: *“...identified a learner who started smoking dagga, boss, (the strongest drug as described by participants) and cigarettes shortly after the death of his father; he says that smoking makes him to forget about the loss”*. The said learner as mentioned by the group used to be brilliant in class but his standard dropped. One learner said, “/

believe that it's because of drug use". When asked what 'boss' was they just said that it is the strongest drug they have ever heard about.

All the groups indicated that every time a drug user gets into the classroom, after having gone to the toilets, the smell of dagga fills the classroom. The smell affected mostly females. Males see drug users almost every day smoking dagga and cigarettes in the toilets. These **LFGs** mentioned that the house next to their school usually keeps drugs for drug users as they smoke there and mix dagga with cigarettes in the house.

LFG C: *"We notice as learners. They tell other learners about smoking. They show them their hands to smell and boast about smoking and types of drugs".*

During the **LFG** learners indicated that parents of the drug abusers were often called to visit the school and ordered to speak to their children but it had been noticed that there are parents who were worried about the extent of drug abuse among their children. Some parents did not know what to do about this drug use and abuse problem as their children had become more addicted and bully them in their homes. The researcher discovered that most parents whose children used and abused drugs could not control them.

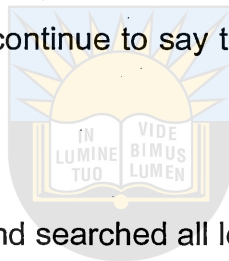
What also came out of the **LFGs** was that some parents were unaware that there was a drug problem until they visited the school or become curious after noticing that a learner was not attending school. The Learners in the **LFGs** also mentioned that other parents do get invited to schools for mass meetings to discuss drug related issues such as involving the police.

From the **LFGs** groups' responses, a number of parents would hear for the first time in the mass meetings that their children have been sent home as a result of drug related problems. It is at these mass meetings when educators would inform parents that

their children had been sent home to call their parents since they were discovered using or abusing drugs at school. Some learners would just stay away from school instead of inviting their parent to the school, and continue using and abusing drugs in the township.

LFG A indicated that their former principal expelled one learner because of abusing drugs at school.

Other **LFGs** stated that no learners have been expelled for drug abuse in their schools. The problem is that when a learner is sent home to call a parent some learners will never come back and continue to say that they have been expelled even if it is not the case.



Sometimes the police were called and searched all learners in their classrooms.

University of Fort Hare

LFG A mentioned that there were police searches in their school but nothing was found, but **LFG B** indicated that when police searched dagga was found; they also mentioned that when drug abusers noticed that there were searches dagga and cigarettes were thrown through the windows.

When police searched **LFG C's** school in 2007 no drugs were found as they were also specifically checking for learners with RNB tattoos which are regarded as a sign of gang membership in the 26s (which means robbing of money) or 28s which means violence, rape, or burglary. Most of the learners were absent and drug addicts did not go for smoking since the coming of police was announced, as a result **LFG C** wished that next time police searches would be unannounced.

LFG C expressed their hope that learners with drug related problems may be caught and be taught a lesson, and maybe some of them would seek and accept assistance

for their addiction. These learners also mentioned that in their school learners carry weapons and recently a learner was stabbed by a high school learner who arrived during break. This is possible because the school gates are not locked and learners easily go out and come in. **LFGs A, B and C** knew nothing of the Department of Education (DoE) assistance regarding drug abuse in their schools. All the groups knew nothing about a school social worker for drug abusers' assistance they knew only that a social worker assists when they apply for governmental grants this was especially the case with **LFG C**. Each school, however, does have an educator who acts as a school counselor. When they have problems they speak to the educator and explain the nature of their problem and they get relevant assistance. Sometimes the educator would seek a second opinion from other educators without mentioning learners' names and the school principal is always involved until the problem is solved.

Table 15: Data of learners caught using drugs at schools as indicated by LFGs during the interviews

SCHOOL	FEMALES	MALES	GRADE	PERCENT
A	40 (5 %)	280 (35 %)	8-9	320 (40 %)
B	3 (0.4 %)	17 (2.2 %)	8-9	20 (2.5 %)
C	0	3	7	3 (1 %)
D	0	0	0	0

The above table indicates the extent of drug abuse in the Mdantsane Township, in terms of gender and grade. What the educators and learners found, as indicated by the table above, suggests that more males than female learners abuse drugs from grade 7 to grade 9. The grade and total number per school with percent is indicated.

School A is found to have more learners that abuse drugs, followed by school B, school C has less drug abusers and school D has no drug related problems.

Educators' interviews were done individually. Both School Management Team Educators (**SMTE**) and Life Skills Educators (**LSE**) **A**, **B**, and **C** agreed that there are drug related problems in their schools among learners but **SMTE D** and **LSE D** said that there were no problems and explained further that their learners are still very young in their school, however they admitted that drug abuse could go unnoticed. It is so surprising that, although **SMTE D** and **LSE D** were certain that their school had no drug problems due to their learners, young age **SMTE D** stated that "No drug abuse problems our learners are too young, unless Grade 4s". The point of this argument is that educators believe that young learners cannot do drugs. The researcher is of the opinion that concentrating on the age of learners parents and educators noticing learners' drug abuse. This implies that educators, learners and parents must be taught how to identify drug abuse symptoms from children and not look only at learners' age. This statement concurs with SANCA's (2006: 5) findings where learners were mentioned using drugs as young as 7 years old.

School Management Team Educator (**SMTE**) and Life Skills Educator (**LSE**) **A**, **B** and **C** also agreed about the use of dagga by learners and mentioned more drugs not mentioned by learners like cocaine and mandrax.

School Governing Body members were also interviewed separately and **SGB A**, **B** and **C** agreed that there are drug problems among learners in their schools.

These participants were concerned about the future of their children and indicated that they needed urgent intervention of all stakeholders including learners themselves, parents, police, correctional services, social workers, health professionals and educators.

SGB A: "Yes, one learner was drunk last week in the examination room and this affected the whole exam". This shows that when problems arise in schools SGB members are called for decision making together with educators and learner's parents.

SGB B showed a lot of concern and stated that, "*We need assistance our educators and other learners' lives are in danger, the way drugs affect the learners' behaviour at school*".

SGB B: "*An educator may try to speak to drug addict and at the end be shot dead by these learners; they fear nobody, no parent, no educator and no police. It is worse with schools next to police stations.*" These learners are mentioned by the **SGB B** as not wearing uniform and instead of black school shoes they wear takkies. The types of drugs mentioned by **SGB A** and **B** were dagga, mandrax, alcohol and tablets; these are sold by learners to other learners at school.

University of Fort Hare
Together in Excellence

SGB C was so reluctant to speak during the interview claiming to be new in the school and working in town and also not close to learners, "*...in this one, my school? I have not heard or seen or met anything like drugs being used by learners*". The researcher tried to be patient with her and used probing questions to get the information. "*Only the learners who go out during break to buy and smoke cigarettes at the house next to our school but they do not bring them to school*". When asked about the types of drugs used by learners she said, "*Tobacco, cigarettes and not drugs. I cannot say they buy drugs because the house sells only tobacco or cigarettes. I do not know if drugs are also sold besides cigarettes in the house next to the school*". The researcher noticed that some parents did not regard cigarettes or tobacco as drugs and saw nothing wrong with learners smoking during their break time as long as they were outside the school yard. This is the house learners talked about previously stating that

drug users in their school keep their drugs in this house as they mix boxer or cigarettes with their dagga during break time.

With **SGBs** it was noticed that not all drug users are unruly, **SGB A**: *“disciplined learners are found using drugs too, some are unidentified”*. **SGB D** explained that at their school there are no drug related problems among learners but there are school learners who use and abuse drugs in the same area and these learners are 13 years old. The solution they have for learners, who can be found using drugs in their school, as they have 13 year old learners in their junior primary school, is to talk with those learners and report them to their parents immediately. For extreme cases they would involve the Department of Education.

SMTEs, LSEs and SGBs agreed that their curriculum should include drug education and the dangers of drug abuse, how drugs modify one’s behaviour, effects of drug abuse and drugs as a cause of violence. They also teach causes of drug abuse and types of drugs among learners.

LSE C: *“We call social workers and Department of Health to come and educate our learners about drug abuse. We as educators concentrate on dangers of tobacco as they start with cigarettes before proceeding to hard drugs and we give them assignments in Life Orientation”*. **LSE C** is a Grade 5 educator. The above educator’s statement states clearly how educators try to make their learners aware of drugs and how to abstain from drugs.

An interview was also done with a social worker. The social worker also supported the above statements about learner drug abuse and the types of drugs mentioned were alcohol, dagga and mandrax.

SW: *“Educators are working with learners and they identify learners themselves but there is no cooperation; for example, most of the parents do not respond to educators’ call and cases that are reported are extreme cases; few cases are voluntarily reported and our service is free; learners who use drugs have problems at home with their parents; some seek attention; lack of support among parents for their children; others are in denial on certain matters that affect them and opt for drugs.*”

The social worker also explained that they get 1 learner per school and have less than 5 learners per year although the schools are full of learners using and abusing drugs because they can do nothing unless an educator/parent brings the child to them. *“That is why we arrange awareness so that people can refer learners to social workers”*. The researcher noticed that the **SW** is making a call for learners to be referred to them before all this gets out of hand, before learners dropout of school. With regard to the question of males or females the **SW** explained that, they had never worked with females but just observed them using all sorts of drugs in the neighborhood. *“The learners who are called clients under therapy use drugs almost every day as they are addicted too much, some learners laugh too much and some drugs stimulate them sexually”*. The researcher discovered that maybe that is why the HIV/AIDS rate is so high among learners. The **SW** wished that something more could be done because the problem is escalating. *“We have dropouts already that are very young, they leave their homes as they look for quick cash to buy drugs. Educators and parents need to work together with all the stakeholders like social workers, correctional services, police, health, education, and we need dedicated people who will show up when needed to be part of our forum, ‘Campaign against drug abuse in schools and communities’ ”*. They also have a programme for those learners who never used drugs and who pledge abstinence to drugs as well as programmes to keep them occupied in order to avoid drugs, they are called Teenagers Against Drug Abuse (TADA). The advantage of joining TADA is to encourage those learners who are not using or

abusing drugs to continuously stay away from drugs and teach other learners to say 'No' to drugs. Those who have drug related problems are encouraged to come for assistance although drug users' programmes are separated from TADA's programmes.

In the interview with the Department of Education official (**DoE**), the official agreed that they have drug related problems at schools. Dagga, alcohol and cigarettes were mentioned again as commonly used by learners and mostly coming from child-headed homes.

The **DoE** mentioned that there was a problem in one school where learners stabbed each other, but was solved. Parents and SGB members were called to the school. The department was there counseling learners after the incident. The stabbed learner was taken to hospital, and the other one taken by the police who were called by educators. It was discovered by the police that the learner was underage and was released to be under parental care. The school suspended the child for a week and when he returned back he was given certain tasks at school which he finished well. The **DoE** encourages random checks by police at schools and advises educators to work together with parents and refer learners with drug related problems to social workers.

DoE: *"As the DoE our schools have life orientation as a compulsory learning area where drug abuse is included and types, causes, effects/consequences of drug abuse in one's health general and specifically at schools are covered".*

The **DoE** also explained further that the drug abuse policy is available in all schools and learners get it in the form of a learner code conduct which clearly states that *"Genuine suspicion of drug abuse, police and doctors in hospitals are used and learner's found with drugs must bring their parents to school and SGB members DoE work together with educators in this regard".*

4.4 What is the extent of drug abuse amongst the various age groups?

LFG A describe the age of drug abusers as ranging from 15-18 years, **LFG B** mentioned 14-18 and 15-18 years. School C is a primary school, but **LFG C** indicated that the age of drug abusers ranged between 11-14 years. Responses from **LFG D** were that their school, since it is a junior primary school, with the age of learners ranging between 6-10 and with classes from grades R to 4, had no drug related problem. **LFGs** also mentioned that drug abusers use drugs everyday in their schools, but especially on Fridays. **LFG B**: *“They panic if they did not smoke”* so that is why they smoke daily. **LFG** also mentioned that the number of drug users is increasing, and drug users are boasting about drugs and seemingly recruiting other learners. This implies that the number of drug users is increasing because, according to **LFG B**, *“Grade 8s are easily influenced and in grade 8 there are more or less 20 learners abusing drugs”*.

University of Fort Hare
Together in Excellence

SMTEs, LSEs, SGBs and **DoE**, all respondents agreed that the age of drug abusers ranged between 14 and 17. They all agreed that the number of drug users is increasing and they use drugs every day. Although **LSE C** was not sure about how often drug users use drugs at school and **SGB C** stressed that they are seen almost every day smoking in the house nearby.

LSE A stated that *“Learners are found using and abusing drugs excessively in January and July when they come either from the initiation school or from the festive season. During this period we find it difficult to handle them as there are also fights between those who were circumcised in hospital or instructed by the church and those who were circumcised in the traditional manner.”*

The researcher discovered that since some learners go to the circumcision school at the early age of 12, they tend to have access to all sorts of drugs, especially alcohol. It is at this stage that addiction to drugs is likely to occur.

4.5 Is it more school boys or school girls who use drugs in schools?

LFGs confirmed that drug use and abuse is more prevalent among male learners than female learners. The social worker also stated that female learners are often seen abusing alcohol and drugs in the streets although only males are often assisted.

SMTEs, LSEs and **SGBs** also responded that more male learners than female learners abused drugs. While **SGB A** stated that: *“girls cheat, go to shebeens and also laugh at those who do not go to shebeens”*. This suggests that, while more male learners abuse drugs, female learners also abuse drugs although the number of female drug abusers is less.

University of Fort Hare
Together in Excellence

SGB B: “Males and females use and abuse drugs although there are more males than females”.

LSE A: “Males and females use and abuse drugs although more males are caught than females”.

SW: “Males, only males are reported so far”.

SW: *“It is not males only many female learners are observed using and abusing drugs in the community especially alcohol but we work on what has been reported to us”*.

The above reports indicate that both male and female learners use and abuse drugs, but drug use and abuse are more prevalent among male learners. This could be

attributed to stereotypes where males cannot do certain chores at home and are always found hanging around.

SGB D stated that: *“learners must be kept busy all the time, the child must not be free too much, mostly learners who use and abuse drugs are learners who are not busy who play all day and that is wrong”*.

DoE: *“Male learners are found under the influence of drugs in schools”*. About increasing or decreasing number of drug abusers the **DoE** was not sure but was sure that there are no extreme cases in their schools and as a department they try to assist when there is a problem.



4.6 What do learners, students, educators, parents and the Department of Education perceive as the main socio-economic causes of drug abuse among learners in schools?

University of Fort Hare
Together in Excellence

When LFGs were asked about the reasons why these learners abuse drugs they said that: **LFG A:** *“they are imitating friends; cooling down stress; these learners are moneyed; their parents using drugs too/ selling drugs; have background problems”*.

LFG B: *“Curiosity, they want to know how they would feel after they used dagga. They say they become clever but that is not so instead they become more hyper that means they talk a lot and more often out of topic discussed”*. **LFG C:** *“They feel neglected by their parents when they ask for something and do not get it; some parents do not care for their children; feel relaxed; fears go away, worries vanish also. The other one was left with a gun by the father who passed away. They need counseling I think so”*.

These participants emphasized that drug users and abusers use drugs because they want to fit into a group; peer pressure; social problem ; neglect; their neighborhood has a lot of drugs that are easily accessible; exposure to drugs as most learners’

parents sell alcohol and many adults use and abuse drugs in front of their children; seeking attention. **SGB A:** *“Most of the learners are scared of examination papers so they decide to use drugs and females use and abuse tablets for slimming purposes as they want to be slender in shape”.*

LFGs replied to questions which investigated the socio-economic background of the learners who used and abused drugs. **LFG C:** *“Some of them they work but others are not working. One parent sells cigarettes; one works at casino, the other’s father is a taxi man and mother lives elsewhere selling alcohol. Their parents’ works are taxi man, Casino, Shebeens, work come late home. Unable to supervise their children’s school tasks, learners are free to roam around and use all types of drugs. They do not do assignments and homework and threaten others at school as they want to copy homework the following day. Other learners live with both biological parents and parents cannot help it when they go out and do as they wish as they are out of control”.* Both **LFG A** and **C** agreed that a certain lady in the neighborhood is known for selling drugs.

LFG B: *“They are friends with drug lords. Steal other learner’s expensive scientific calculators and sell them”.*

LFG C: *“They save lunch money to buy drugs. They do not care about food. Others steal other learners’ belongings like pens and sell those to their owners and demand for money and warn desk mates to keep quiet”.*

SMTEs and **LSEs** noticed that learners mostly stay with grandparents or single parents. Some work as domestic workers, babysitters, or pensioners who cannot attend to learners’ problems at school.

LSE C: *"Grannies, most of our learners are neglected by their sort of young parents who run away from home with grants they receive from the government and leave their children with old people. Most of these young parents stay with boyfriends where they cannot bring their own children to. In the meantime children are suffering because no old age can be able to handle and be alert for learners of this age it is when they become hooked to drugs. And when educators ask for a parent to come to school it is difficult for the granny to come and attend to the learner's troubles same applies to the learner s/he cannot go to his/her mother's boyfriend's place to call his/her mother".*

This implies that other learners easily become dropouts because the biological parent distances himself or herself from the child's demands.

SGB C: *"With their parents, others with grannies, others live alone in child headed homes where the parents work in town and come home end of the week or end of the month".*

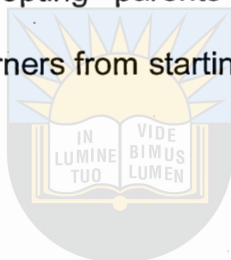

University of Fort Hare
Together in Excellence

The researcher noticed that many learners with drug related problems in Mdantsane Township schools have parents who do not take responsibility for their children. Some of these learners overpower their parents as they are single, young parents, and some learners come from child-headed homes due to the death of a parent or the parent working outside of the township. It became clear that many parents do not attend school meetings, or check the learners' progress. They only visit the schools when invited by educators or when there is a problem. During this study it was mentioned several times by the participants that learners fear no one, even police, and most of the parents cannot manage or control their children.

DoE: *"Mostly we have learners from child headed homes where there is no adult supervision and these places are where drug abusers also stay and abuse drugs and mostly when they bunk school they target these homes for staying".*

Although these schools are in the same area, **LFG D, SGB D, SMTE D, and LSE D** had never encountered drug related problems in their school.

The above information makes the researcher to draw that conclusion that socio-economic factors do put the lives of learners at stake. If nothing is done to save them, the researcher stresses that this is urgent, they would fall as prey to drug abuse. One would ask how does learning happen, how do educators survive? This may be the reason why learners fail to meet their academic potential and may educators are leaving the classroom. The researcher is of the opinion that educators, parents, guardians, and fostering and adopting parents must be equipped with more knowledge to be able to prevent learners from starting using drugs.



Summary

Chapter four provided the reader with data analysis and interpretation. In Section 2.2.1 Albert Bandura's Social Cognitive Learning Theory, The Parents as Role Models Theory, Genetic Disease Theory and The Learning and Peer Influence Theory, all suggest that young people tend to be influenced by the actions of adults especially their parents, educators or peers and this was also the perceptions of educators and learners as well as the Department of Education.

The analysis of biographical data of learners was provided. A clear picture of learners' use and abuse of drugs in Mdantsane Township schools was presented and also how parents, learners and educators need urgent assistance to this regard.

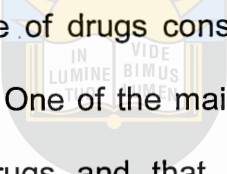
CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

The chapter will discuss the findings that were obtained during interviews. The effects of drug abuse, as well as causes, also be discussed as a concluding section in this chapter.

5.2 Types of drugs used and abused



In Section 4.3 the nature and type of drugs considered to be readily available to learners in schools are discussed. One of the main findings of this research is that learners use different types of drugs and that the nature of drugs used is a combination of dagga and cigarettes, cigarettes and tablets as well as dagga also known as 'wit'. Almost all participants indicated that they would wish that learners with drug-related problems should be caught and be taught a lesson, and maybe some of them would seek assistance for their addiction.

The discussion in Section 4.4 led the researcher to an understanding of the extent of drug abuse among the various age groups. The main findings of this research study described the age group of drug abusers as ranging from 14 to 18 years at secondary school level, and as early as 11 to 14 years in primary schools. One of the interesting findings of the researcher was that since some of the learners go to the circumcision school at the early age of 12 years, they tend to have access to all sorts of drugs, especially alcohol. It is at this stage that addiction to drugs is likely to occur.

In Section 4.5 the question of whether more school boys or more school girls was discussed. Almost all the participants indicated that it is more school boys than school

girls who use drugs in schools. This, therefore, suggests that while more male learners abuse drugs, the number of female drug abusers is less.

In Section 4.6, the perceptions of learners, students, educators, parents and the Department of Education, in relation to the main socio-economic causes of drug abuse among learners in school was discussed. The main finding from the learners was that learners tend to imitate friends as well as their parents who use or sell drugs. Other learners indicated peer pressure and also neglect by their parents. Some of the learners' responses were that learners who use and abuse drugs have parents that are either not working or are employed in a low –paying job.

Educators, on the other hand, indicated that it was mostly learners who stayed with grandparents during the day when parents are at work tending to have drug related problems.



The Department of Education, over and above this, also identified learners from child-headed homes, where there was no adult supervision, as one of the causes of drug abuse.

The above findings can also be summarized by the Parents as Role Model Theory, as well as Bandura's Cognitive Learning Theory which suggest that young people tend to be influenced by the actions of adults, and the socio-economic situation that they find themselves in.

5.3 The effects of drugs used and abused by learners

The effects of drug use and abuse among learners was mentioned in chapter two by most scholars, as well as the participants in the present study in chapter four. The

findings of these studies showed that drug use and abuse has negative and dangerous effects on learners' health, studies and socialization.

5.3.1 Health

Rape, early pregnancy and prostitution were identified as being linked to drug abuse by Peterson, (2009: 5); Joubert, (1999: 1); and Focus on the Family, (2000: 5.21). Early pregnancy and HIV/AIDS were also discovered by Peterson, (2009: 5); Joubert, (1999: 1) and Focus on the family, 2000: 5.21) among drug users and abusers. The Social Worker in the present study mentioned that drugs stimulate these learners sexually and they may engage in unprotected sexual behaviors. This researcher believes that drug abuse may be the cause of the rise on HIV/AIDS which had been discovered to be common among learners less than twenty years. The diet of drug abusers, is also a cause for concern as learners in the interviews mentioned, one said that "*what is important to him is smoking more than eating*" and all other males were never mentioned as eating but rather just rush out to smoke. It is clear from the above statements that these learners' health will be affected in future, as they preferred drugs to food.

The social worker explained that the learners who were her clients used drugs daily due to the fact that they were addicted to them. This is in line with Betancourt and Herrera's (2006: 16) Mthatha findings that learners in three Mthatha High schools were addicted to drugs as 11% of them needed a drink in the morning (drink is alcohol). Again the problem mentioned in the present study by the Social worker that these clients are sexually stimulated by drugs concurs with Betancourt and Herrera's (2006: 16) findings that learners who were drug abusers raped girls and other abusers became rape victims. This is also in line with Focus on the family's (2000: 5.21) findings where it was stated that more sexual decisions taken under the influence of

alcohol and drugs result in unplanned pregnancies and the spread of HIV/AIDS. This is a clear indication that drugs put learners' lives at stake as no clear decisions one can make under the influence of drugs. Another study by Fuzile (2009: 1) was about mandrax, cocaine and dagga found in Ginsberg in a resident's house who used learners to sell drugs is in line with the present study where the same drugs had been mentioned as being abused by learners. Mayatula and Mavundla, as cited by WHO (2006: 29), believe that alcohol causes excessive bleeding which can lead to death especially to the under aged initiates (12 year olds). It has been reported by educators in this study that learners who are from the initiation school use and abuse drugs and home-brewed alcohol which is very dangerous (Mayatula and Mavundla as cited by WHO, 2006: 30). As Bhana (2006: 129) mentioned drug abuse as among a range of learner health problems. The researcher states that more risky behaviors occur when learners are under the influence of drugs. These are the risky behaviors mentioned by (Bhana, 2006: 129)

University of Fort Hare
Together in Excellence

HIV/AIDS, sexually transmitted infections (STIs), unwanted pregnancies, pregnancy related complications, prostitution, gender-based violence, sexual abuse and unnecessary accidents

The researcher concludes that the majority of these health problems, mostly believed to be caused by drug use and abuse, place learners' holistic development that is physical, emotional, intellectual, social and ethical in danger (Focus on the family, 2000: 2.7).

5.3.2 Studies

Dennis' (2001: 1) mention of drugs as damaging organs in the body and lapses of memory is relevant to what LFGs mentioned about a boy whose performance in his studies had dropped due to the use and abuse of drugs. The same applies where

learners are being threatened to give drug abusers their books to copy assignments and homework. This indicates that drug abusers cannot concentrate on their studies and so they will always fall behind or perform weak and poorly at school because their mind and body is overloaded with drugs.

It has been noticed that the performance of one of the male learners who used and abused drugs deteriorated. The LFG C suspected drugs as the cause and suggested that this learner needs counseling. This is in line with Pama's (2008) findings that drugs affect the learning or learners' and their life as a whole. Betancourt and Herrera (2006: 16) concur with the study's findings as they discovered that 11% of learners failed examinations because of their drinking habits.



5.3.3 Socialization

Learners who are under the influence of drugs find themselves fighting with classmates, siblings, educators and parents, as well as stealing and hurting self and others as mentioned by both the studies in Chapter two (SANCA, 2006: 5) and in Chapter 4 where learners mentioned that they are not happy with the dagga smelling when drug abusers return from the toilets, it is not a pleasant atmosphere in class as they demand other learners' money to buy drugs and want to copy homework. SANCA (2006: 5); Khweshe (2007: 3); and Preller (2008: 34) indicated that drug abusers are causing problems, for instance SANCA (2006: 5) reported that learners who are drug abusers cause violence among other learners. Primary and secondary school learners in the present study complained that their belongings are stolen and sold to them again. Desk mates were forced to keep quiet. Khweshe (2007: 3) noticed that learners engaged in theft in order to buy drugs, and Preller (2008: 34) highlighted that dealers would accept any item as currency in exchange for drugs, so that is why calculators, pens, and books went missing in schools and even at home.

5.4 Causes of drug abuse among learners

As discussed in Chapter two, as well as by the participants in the present study in Chapter four, it has been discovered that the causes of drug abuse among learners are as follows:

5.4.1 Availability of drugs

A study by Mabindla (2007: 41) indicates that learners in Mdantsane Township, Unit 15, mentioned that adults give drugs to be sold by learners at school and learners also spend their time at shebeens. In the present study participants indicated that drugs were sold by a certain lady next to the schools. The SGB and educators explained that drugs were always available especially during January and July months when these learners returned from initiation school. Most studies found that drugs are available among Mdantsane Township learners as learners were caught repeatedly with drugs at school, especially learners from Grade 11 (Mati & Feni, 2004: 2; George, 2007: 4). In the present study learners from Grades 8 and 9 were commonly reported to be using drugs and many learners were reported throwing drugs through the windows when police visited and searched learners in classes. The above statements indicate the availability of drugs among learners and our society at large.

5.4.2 Experimentation, boredom and curiosity

Studies by Knox (1989: 44); Rocha-Silva (1989: 28); and Searll (1989: 55) indicated that experimentation and curiosity, where learners like to test things and they want to see for themselves what will happen if they test or taste drugs was a major cause of drug abuse. This concurs with the interviews conducted where the participants explained that learners want to know how they would feel after using dagga, and they also believe that dagga made them clever, although other learners noticed them to be

hyperactive (Page 82). The researcher is of the opinion that this experimentation happens easily where there are adults using or abusing drugs although they live with children. The SGB D in the present study mentioned that learners must be kept busy all the time; parents also must know the whereabouts of their children and engage them in constructive activities and this is in line with Fourie's statement as cited in Hewana (1996:30) where drug users and abusers were discovered to be those learners who do not engage themselves in sport or other extra-curricular activities. The researcher believes and trusts that this will assist learners to refrain from hanging around and trying drugs.

5.4.3 Peer pressure

Peer pressure was mentioned repeatedly in Chapter two (Searll, 1989: 55). It was established that learners will do anything to please friends and to be accepted in a group. This was revealed by the participants in this study who stated that the number of drug users was increasing as drug users seemed to be recruiting other learners by boasting and saying that dagga makes them clever. In the present study participants also mentioned that at the school gates prefects acted as guards, although the same prefects were bullied and recruited to drug abuse by drug abusers.

5.4.4 Poverty

In the previous chapters it was mentioned that learners sold drugs at school for older people, this indicates that they got income to eat at home. Searll (1989: 41) stated that learners are not charged for drug abuse even if they are caught. According to the participants in this study they are sent home under the supervision of a parent and the school suspends the learner or gives him tasks at school to perform. Also a study about drug abuse in Unit 15 of Mdantsane Township mentioned that older people who

sent learners to sell drugs at schools had connections with police who would release a learner found with drugs with ease (Mabindla, 2007: 41).

5.4.5 Culture

In the present study educators mentioned that learners often use and abuse drugs after initiation school. This is common during January and July when they return to school. To these initiates, the use and abuse of drugs, especially tobacco and alcohol, is considered as part of acceptable cultural practice.

Pama (2008: 36) claimed that culture causes learners to use and abuse alcohol and drugs during weddings, birthday parties and initiation school. In their study about male circumcision policy, conducted in the Eastern Cape Province, Mayatula and Mavundla, as cited by WHO (2006: 29), stated that the use of alcohol and other drugs by initiates represent danger whether used before or after the procedure. Alcohol and other drugs were found to be used by initiates to alleviate pain during initiation and in celebrating after graduating (Mayatula & Mavundla as cited by WHO, 2006: 29). The researcher is of the opinion that the adults who celebrate initiates' graduation using alcohol are also responsible to point out the importance of culture and who must use and must not use alcohol. This is the time to give the young initiates instructions about 'ubuntu' and 'ubudoda' (manhood), but seemingly some learners, instead of learning the proper cultural norms and values, choose to indulge in alcohol and drug abuse.

SUMMARY

Findings that were obtained during the interviews were discussed. It was found that learners in Mdantsane Township schools use various types of drugs. The negative effects of drugs on learners' health, studies and socialization were discovered.

Chapter six will consist of a summary, conclusion and recommendations.



University of Fort Hare
Together in Excellence

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter provides a summary, conclusion, and recommendations of the study. Suggestions for future research will be provided, as well as recommendations on how drug use and abuse can be prevented.

6.2 Summary of the previous chapters

Chapter one provided an introduction to the study and the background of the Mdantsane Township where the study was conducted. The interest of the researcher was triggered by the high levels of drug use and abuse in Mdantsane Township schools and the high rate of learner dropout, which the researcher believes is caused by drug abuse in schools.

Chapter two reviewed what the researchers say about use and abuse of drugs among learners.

In chapter three, the layout of how the empirical research study was conducted, was discussed. Qualitative research was used.

Chapter four was the analysis and interpretation of the data collected by the researcher.

The fifth chapter consisted of the discussion of the findings of the present study in comparison with the information in the literature review. The types of drugs which learners were discovered using and abusing; effects of drugs in learners' lives; and the causes of drug use and abuse by learners were discussed.

6.3 Research Questions

6.3.1 What is the nature and type of drugs do you consider readily available to learners in schools?

Conclusions

Learners, parents, educators, the Department of Education official and the social worker concluded that learners use and abuse drugs in schools. The nature and type of drugs that were mentioned as readily available were dagga, cigarettes, alcohol, mandrax, cocaine and slimming/sleeping tablets. (See page 84)

Recommendations

Learners must be monitored all the time at school and at home, no parent should relax when she or he does not know the child's whereabouts.



University of Fort Hare
Together in Excellence

6.3.2 What is the extent of drug abuse amongst the various age groups?

Conclusion

It was discovered that learners in the junior primary school do not use drugs, although some were as old as 13 years. In the senior primary school, 13-14 year old learners were found to be using and abusing drugs and in the high schools there were 14-18 year olds that were found to be using and abusing drugs. (See page 87- 88)

Recommendations

Learners' ages should be monitored, for instance no thirteen year old is supposed to be in a junior primary school; a thirteen year old should be doing grade 7 in a senior primary school. With big difference in age learners are easily bullied by older learners and can be lured by the older learners to use and abuse drugs. A 13 year old can

easily be engaged in drug abuse when he joins the senior primary school with learners with drug related problems.

6.3.3 Is it more school girls or school boys who use drugs in schools?

Conclusion

Although more participants agreed that more males use and abuse drugs in schools the social worker emphasized during interviews that there are few learners referred for assistance to their department, but there are more female learners that are found using and abusing drugs in the neighborhood. The Social Worker further explained that when learners are referred early to them they are quickly and easily assisted but when referred too late they are already addicted to drugs and they easily drop out of schools and are nowhere to be found for assistance. When these drug abusers leave school they often leave their homes as they want no distraction in their drug use and abuse. The social workers can assist only those who accept their services that are free to all the citizens, and this is very easy when drug users and abusers are still learners because some educators and the Department of Education assist.

Recommendations

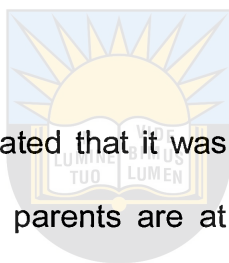
Learners, parents and educators must be equipped with awareness workshops and be taught to be able to identify learners who use and abuse drugs. Parents need to respond quickly when called by educators at the school. They must also know that there may be no drugs found at home or school but that does not mean that there are no drugs or drug abusers. If a learner is from a junior primary or senior primary and is suspected of drug abuse parents and educators need to report that to the new school educators. This will assist the learner to be referred and assisted immediately.

6.3.4 What do learners, students, educators, parents and the Department of Education perceive as the main socio-economic causes of drug abuse among learners in schools?

Conclusion

The main finding from the learners was that learners tend to imitate friends as well as their parents who use or sell drugs. Other learners indicated peer pressure and also neglect by their parents. Some of the learners' responses were that learners who use and abuse drugs have parents that are either not working or are employed in a low – paying job.

Educators, on the other hand, indicated that it was mostly learners who stayed with grandparents during the day when parents are at work tend to have drug related problems.



University of Fort Hare
Together in Excellence

The Department of Education, over and above this, also identified learners from child-headed homes, where there was no adult supervision, as one of the causes of drug abuse.

Recommendations

For those learners who do not have parents, the intervention of the Social Welfare Department should be sought. Schools should be encouraged to work closely with the social workers who are situated locally. Neighbours should also assist and report such cases to the social workers immediately because child-headed homes become places where drugs are kept and abused by learners.

There is proof from the above findings that the learners are found under the influence of drugs although drugs are not found with them. One would ask why they have to

leave the school premises every now and again or go to the toilets as a group from different classes during tuition time. Educators need to attend school and classes regularly and be strict at school and in class; no learners should be left unattended. With regard to the drugs thrown through the windows the researcher points out that educator as the co -parents of these learners need to be trained to identify learners with drug related problems and how to handle them. The community and parents especially those serving on the School Governing Body must be trained so that they know that even a cigarette is a drug.

Police need to take rounds every now and again at schools to check the safety of learners and educators without being called by educators. Learners on therapy must be monitored by all the stake holders so as to prevent dropouts. Serious action must be taken about what the East London District principals commented on: the belief that their schools are situated where one of East London's most notorious drug lords operates (Prince, 2008: 4). Similarly even the community let older people sell drugs to learners and even some learners sell at schools. This is in line with what happened in Unit 15 of Mdantsane Township, where older people sell drugs and have connection with some of the police. The researcher suggests that the police should be properly monitored. (See page 5)

The right to education for all must be monitored all children of school-going age must be at school and those who are not must be equipped with occupational skills. There must be more full involvement and empowerment of learners, educators and parents with more resources made available by the government.

6.4 Limitations of the study

Drug abuse is a sensitive topic and hence some participants were afraid to state their views. This happened with one of the SGB members but the researcher tried to be

tolerant and received the data she was collecting. The other limitations involved distance and funding in that the researcher was self-sponsored and used her own limited funds for transport during the data collection process. Since these schools are far away from each other, the researcher used only schools that were close to each other for data collection in this study. Time was also a limitation because the degree programme has to be completed within a short term only. The time of the year the researcher was required to conduct the research was a limitation to the study because the end of the year is a very busy time. Learners were busy writing examinations and educators invigilating and marking. Interviews were cancelled every now and again due to the reason that participants were very busy. To be able to complete interviews the researcher used afternoons and weekends to collect data so as not to distract participants from their daily routine.



6.5 A suggestion for future research.

University of Fort Hare
Together in Excellence

Finally, the researcher hopes that this study will make some contribution to the well-being of Mdantsane Township learners, their schools and their communities. The researcher trusts that the findings of this study will encourage other researchers to investigate the monitoring of implementation of prevention strategies of drug use and abuse among Mdantsane Township learners. The researcher also believes that interviews with identified drug abusers and those referred to therapy will be of vital importance for future research, and that the building and structuring of the Mdantsane Township Local Forum Against Drug Abuse which includes all stakeholders such as: police, correctional services, health, and education to unite will be implemented. This forum was launched in 2009 and there was a committee selected but as the social worker reported during the interviews, there was no cooperation, so it was not a success. The researcher hopes that this forum will be revived soon.

Another gap which researchers could follow is the identification of the relationship between chronic delinquency and the frequent use of drugs among adolescents.

SUMMARY

In summary the recommendations were that: learners should be monitored both at school and at home; learners of the same age should be together, which needs monitoring on school readiness of each child; learners with drug related problems must be reported for assistance purposes and parents should respond quickly when called by educators at school; schools should be encouraged to work together with all the community stakeholders for the assistance of learners' challenges.



University of Fort Hare
Together in Excellence

REFERENCES

- Adams, J.F. (1980). *Understanding Adolescence: Current development in Adolescent Psychology*. (4th ed.) Boston: Allyn and Bacon Inc.
- Akers, R.L. (1992). *Drugs, Alcohol and Society*. New York: Wordsworth, Inc.
- Akers, R.L. (1984). *Delinquent behavior, drugs and alcohol: What is the relationship? Today's Delinquent 3: 19-47.*
- Akers, R.L. (1985). *Deviant Behavior: A Social Learning Approach*. New York: Wordsworth, Inc.
- Babbie, E. & Mouton, J. (2004). *The practice of Social Research* Oxford: Oxford University Press, U.K.
- Bhana, A. (2006). Youth Risk Behavior- *Health Systems Trust*. Retrieved from <http://healthlink.org>. Retrieved on 10/09/09.
- Bandura, A. (1997). *Theory of Social and cognitive learning*. Englewood Cliffs: p27 Prentice-Hall.
- Bank, L. (2007). *Life in Mdantsane: Quality of life study*. Alice: Fort Hare Institute Of Social and Economic Research (FHISER).

Bartimole, C. A. (1987). *Teenage Alcoholism and Substance Abuse*. USA:

Frederick Fell Publishers, Inc.

Bartimole, J. & Bartimole, C. (1987). *Teenage Alcoholism and Substance Abuse*.

Causes, Consequences and Cures. USA: Frederick Fell Publishers, Incl.

Betancourt, O.A. & Herrera, M.M. (2006). Alcohol and drug problems and Sexual

And physical abuse at three urban high schools in Mthatha. *South African*

Family Practice, 48 (4), 481- 506.



Blaser, T. (7/2/2008). School safety influences literacy rate: *South African Institute*

Of Race Relations (SAIRR). Retrieved from IRIN Education URL on

06/04/09.

Brunton, C. & Associates (2003). *Employment Act of 76 of 1998: Policy Handbook*

For Educators: Printed by Universal Print Group.

Brunton, C. & Associates (2003). *South African Schools Act 84 of 1996: Policy*

Handbook for Educators: Printed by Universal Print Group.

CITIZENS COMMISSION ON HUMAN RIGHTS (CCHR), (1969). *Investigating and*

Exposing psychiatric violations of human rights since 1969. Retrieved from

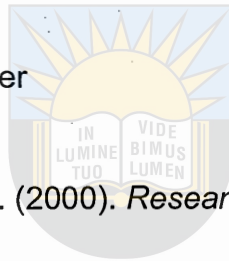
www.cchr.co.za on 18/07/09.

Coetzee, M. & Underhay, C. (2003). Gesondheidsrisikogedrag by adolessente van Verskillende ouderdomme. *South Africa Journal for Research in Sport, Physical Education and Recreation*, 2003, 25 (2): 27-36.

Cohen, S. (1983). *The Substance Abuse Problem*. New York: Vista Hill Foundations.

Cohen, L. & Manion, L. (1994). *Research Methods in Education* (4th ed), London: Routledge Falmer

Cohen, L., Manion, L. & Morrison, K. (2000). *Research Methods in Education* (5th ed.) London : Routledge Falmer.



University of Fort Hare
Together in Excellence

Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (3rd ed), Sage Publications. Thousand Oaks.

Cross, J., Bouker, L. & Pearson, J. (2002). *Writing a Case Study Report in Engineering*. Academic Skills Resource on line. University of New South Wales. Retrieved on 30/0909.

Davies, J. & Coggans, N. (1991). *The Facts about Adolescent drug abuse*. London: Cassell, UK.

Dennis, P. (2001). *Effects of Drugs on Brain and Behaviour*. Swiercinasky.

De Vos, A. S. et al. (1998). *Research at grass roots- A primer for the caring*

Professions. (1st ed.) Van Schaik Publishers.

De Vos, A. S. et al. (2005). *Research at grass roots- For the Social Sciences and*

Human Service Professions. (3rd ed) Van Schaik Publishers.

De Wet, C. (2003). *Eastern Cape educator's perceptions of the causes and scope of*

school violence. Department of Comparative Education and Education

Management, School of Education, University of the Free State.

De Wet, C. (2007). *School violence in Lesotho: the perceptions, experiences and*

observations of a group of learners. South African Journal of Education

Vol 27: pp 673-689.

De Wet, N.C. (2006). *Educators' Perceptions, experiences and observations of*

school violence in Lesotho. Department of Comparative Education and

Education Management, School of Education, University of the Free State.

Dibetle, M. (2008, April). When school isn't safe. *The Teacher*, p. A7.

Dlamini, S. et al., (2003). An Epidemiological Perspective of Substance Use

Amongst high school learners in rural KwaZulu-Natal

Dube, D.J. (2007). *Social Factors influencing Adolescent Drug Abuse in High School*

Alteridgeville. Department of Educational Studies, Faculty of Humanities.

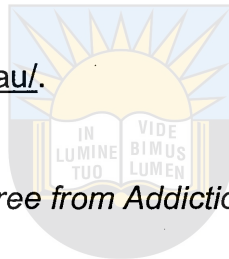
Tshwane University of Technology.

Emanuel, M. & Olivier, S. (1995). *The first African Journal on chemical substance*

Abuse, 16 (1), 1-11.

Ereaut, G. (2007). *What is Qualitative Research?* Retrieved on 15/03/11

from <http://www.ascilite.org.au/>.



Escandon, R. & Galvez C. (2007). *Free from Addictions: In the face of drugs, AIDS,*

and other enemies of society. Madrid, Spain New Lifestyle. Safeliz.

University of Fort Hare
Together in Excellence

Ewing, B. P., Pitt, L. & Naude, P. (2003). *Understanding qualitative approach*.

Retrieved from <http://search.webmail.co.za> on 15/03/11.

Fagan, J. & Wilkinson, D.L. (1998). "Social contexts and functions of adolescent

Violence" in Elliot, DS, Hamburg, B.A. & Williams, K.R. (Eds.) *Violence in*

American schools. Cambridge University Press. pp 55-93.

Finsterlin, H.V. (1999). *Crime and violence prevention in South African primary*

schools Analysis of a study in the Greater Cape Town area. Unpublished

thesis. University of Cape Town.

Focus on the Family (2000). *No Apologies: a character- building, abstinence-based programme, a teacher's guide*. Hillcrest: Focus on the Family.

Focus on the Family (2000). *No Apologies: a character- building, abstinence-based programme, student's workbook*. Hillcrest: Focus on the Family.

Fuzile, B. (2009). Mdantsane teacher appears in court. *Daily Dispatch* 12/09/09.

Fuzile, B. (2009). Brother of the BCM council on the run. *Daily Dispatch Online*-
01/10/09.

Freud, S. (2007). *Case Study in Psychology*. Sage Journal On line from Wikipedia,

The free encyclopedia URL retrieved on 23/05/09.

Gabor, P. (1997). *Social Work Research and Evaluation-* (4th ed.) Faculty of Social
Work, The Peacock Publishers USA University of Calgary.

Garegae, K.G. (2007). *The crisis of student discipline in Botswana schools an
impact of culturally conflicting disciplinary strategies*. Department of
Mathematics And Science Education, University of Botswana,
Gaborone.

Gastrow, P. (2007). *Mind blowing: The Cannabis Trade in Southern Africa*. Institute
for Security Studies, Cape Town published paper, pp1-19.

George, M. (2007). Police's operation gqogqa in Mdantsane schools. *Daily Dispatch*, 2007.

Gounden, F. (2009). *Gambling for drugs*. Retrieved from <http://www.iol.co.za> on 26/09/09.

Hamburg, M.A. (1998). *Youth violence is a public health concern*. Cambridge University Press.

Harvey, J. A. & Kosofsky, B.E. (1988). Cocaine: Effects on the Developing brain- Annals of the New York Academy of Sciences.

Hennop, J. (2009). Pupil lays rape charge against teacher. *Daily Dispatch online* Retrieved on 20/09/09.

Hewana, N.N. (1996). *Prevalence of substance use and abuse among Black University students and the factors influencing them: Implications for Substance Abuse prevention*. Unpublished Masters Dissertation. Faculty of Social Sciences, University of Fort Hare.

Hornby, A.S. (1995). *Oxford Advanced Learner's Dictionary of current English* (5th ed.) Athens Auckland, Oxford University Press.

Jackson, M., Klee, H. & Lewis, S. (2002). *Drug misuse and motherhood*.

London: Routledge.

Johnson, D. (1994). *Research methods in educational management*. Essex.

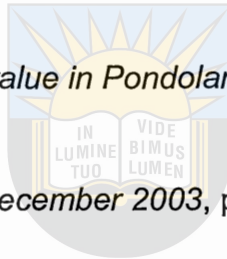
Longman Group UK Ltd.

Joubert, J. (1999). Dwelms dwing skoolmeisies na prostitusie. *Beeld*, 31 Maart: 1.

Kepe, T. (2003). Cannabis sativa and rural livelihoods in South Africa: *politics of*

Cultivation, trade and value in Pondoland. Development Southern

Africa Vol. 20, No. 5, December 2003, pg 605-614.



Khweshe, F. (2007). More juveniles involved in crime to pay for drugs. *Cape Argus*

(SA.), 9 October 2007.

Knoetze, J. and Vermoter, C. (2007). Communication of psycho-educational

Assessment reports, Vol 27 (1) 1-18.

Kumar, R. (2005). *Research methodology: A Step-by-step Guide for Beginners*,

(2nd ed). London: Sage.

Knox, G. (1989). *Drugs and young people*: Kingsway Publications Ltd. Eastbourne.

Kowdley, K.V. (2002). *Heredity Hemochromatosis*. Carfax Taylor and Francis

group.

Ladikos et al., (2003). Alcohol use trends in South African Human Sciences.

Research Council and University of Free State, Pretoria 18 (1) pp 1-12.

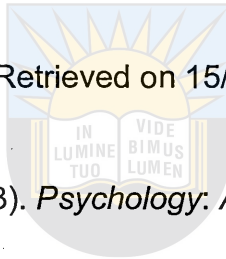
Laufer, M. (1998). Adolescent Breakdown and Beyond. *Journal of Child*

Psychotherapy, Volume 24 No. 2. Retrieved on 30/08/08.

Lee, R.M. (1993). *Doing Research on Sensitive Topics*: Sage.

Litchman, M. (2008). *Qualitative Research in Education. A User's Guide.*

<http://search.webmail.co.za>. Retrieved on 15/03/11.



Louw, D. A. & Edward, D. J. A. (1993). *Psychology: An Introduction for students in Southern Africa*. Natal: Isando.

University of Fort Hare
Together in Excellence

Mabindla, N. (2005). *Mdantsane: History of a township*. Retrieved from

<http://www.dispatch.co.za> on 30/08/08.

Mabindla, N. (2007). *Exploring civil society: Voluntary Associations, Small Projects,*

Social Networks and the State: Mdantsane. Retrieved from

[http:// www.dispatch.co.za](http://www.dispatch.co.za) on 30/08/08.

Mann, P.H. (1985). *Methods of Social Investigation* (2nd ed). New York, U.S.A.

Maoga, V. (2009). *Poor levels of safety in South African schools.*

Margaret, A. et al., (2002). Resiliency factors Related to substance use or resistance

Perceptions of Native adolescents of the Southwest. *Journal of Sociology*

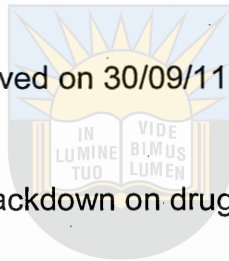
And Social Welfare, December, 2003, Volume XXX, no. 4.

Maseko et al. (2003). Learners' general attitudes and views on experimenting with

Drugs. *Act Criminological* 16 (5) 2003.

Masemola, L. & Otto, H. (2009). Seven pupils arrested from Hoerskool Overkruijn.

<http://webmail.co.za>. Retrieved on 30/09/11.



Mati, M. & Feni, L. (2004). Police crackdown on drugs in schools. *Daily*

Dispatch, 14/08/ 2004.

University of Fort Hare
Together in Excellence

Mgwayu, X. & Sokopo, A. (2009). Primary schoolgirl took an overdose – and died.

Daily Dispatch, August 2009.

Mhlongo, G.T. (2005). *Drug Abuse in Adolescents in Swaziland*: Unpublished thesis

University of South Africa.

Mieczkowski, T. (1991). *Drugs, Crime and Social Policy*. London: Simon &

Schuster Inc.

Mouton, J. (2001). *How to succeed in your Master's and Doctoral Studies: A*

South African Guide and Resource book. Pretoria: Van Schaik.

Mvubelo, M. (2001). Substance abuse assessment in adolescents. *Mbabane*

Swaziland Printers.

Neser, J. & Ovens, M. (2001). Perceptions of learners on drug abuse with particular

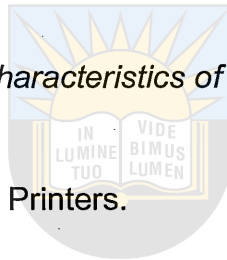
Reference to methods used in taking drugs. *Acta Criminologica* Vol 14 (3).

Njuki, C. (2004). Drugs across the African Community. *Journal of the General Board*

Of Global Ministries (GBGM), 12 (7): 4-19.

ODC Country Profile (1999). *Main Characteristics of National Drug Control.*

Policy Pretoria: Government Printers.



ODC Country Profile (2006-2011). *Drug Master Plan for National drug control.*

Policy Pretoria: Government Printers.

Ovens, M. (2006). Focus on familial substance abuse. *Child Abuse Research in*

South Africa, 7(2), 1-61.

Pama, M.N. (2008). *Investigating the learners' perceptions on the factors that*

Influence learners to use and abuse drugs: a case study of one

Secondary school in the Eastern Cape Province. Unpublished thesis

University of Fort Hare.

Parry, C. D. H. (1998). *Global Initiative on Primary Prevention of Substance*

Abuse, Tygerberg: South Africa.

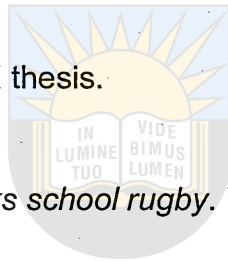
Parry, D.H. (1997). *Substance Abuse in South Africa: country report focusing*

on young persons. Tygerberg: South Africa.

Pillay, K. (2000). *Schools-Based Crime Prevention with Specific Reference to*

The Prevention of Drug Abuse: Public Safety and Criminal Justice-

Technikon SA. Unpublished thesis.



Pillay, V. (2007). *Drugs scandal rocks school rugby*. Retrieved from News24.com on

10/09/09.

University of Fort Hare
Together in Excellence

Pithey, A.L. & Morojele, N.K. (2002). *Literature Review on alcohol use and sexual*

Risk behaviour in South Africa. Alcohol and drug abuse research unit

Medical research council. Pretoria, South Africa.

Punch, K. F. (2005). *Introduction to Social Research: quantitative and qualitative*

approaches. Sage.

Preller, J. (16/02/2008). *Substance abuse*. Retrieved from <http://www.mype.co.za> on

26/09/2009.

Prince, C. (2008). *Schools can search and test learners for drugs*. Retrieved from

<http://www.dispatch.co.za.on> 30/08/08.

Reinarman, C. & Levine, H.G. (1997). *Crack in America: Demon Drugs and*

Social Justice. University of California Press Ltd.

Renzetti, C.M. & Lee, R.M. (1993). *Researching sensitive topics*. London:

Sage Publications.

Rizk, A.G. (2008/06/25). Any abuse a challenge to education. Egypt: *Newsletter*

No 9. Retrieved from <http://www.eenet.org.uk/newsletter/news> on

25/06/2009.

University of Fort Hare
Together in Excellence

Robson, C. (2002). *Skills in interviewing*. London: Sage Publications.

Rocha-Silva, L. (1998). *The nature and extent of drug use and the prevalence of*

Related Problems in South Africa: National surveillance. Pretoria

HSRC Publishers.

Roche, H. (1990). *Addiction Process*. London: Health Communication Inc.

Searll, A. (1989). *It can't happen to me: A mother's fight against drug abuse in*

South Africa. Cape Town: Struik.

Seixas, J.S. & Youcha, G. (1983). *Children of Alcoholism: A Survivor's Manual*.

New York: Crown Publishers, Inc.

South African National Council on Alcohol and Drugs (SANCA) (1997). *Drug abuse*

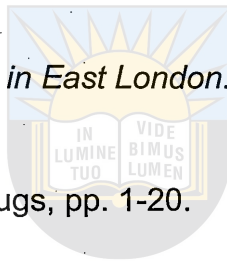
and Counseling of learners in Port Elizabeth. South African National

Council on Alcohol and Drugs.

South African National Council on Alcohol and Drugs (SANCA) (2006). *Drug abuse*

and Counseling of learners in East London. South African National

Council on Alcohol and Drugs, pp. 1-20.



South African National Council on Alcohol and Drugs (SANCA) (2009). *Drug abuse*

and Counseling of learners in East London. South African National

Council on Alcohol and Drugs.

Stein, J. (17/11/2001). *Is drug-use amongst South African youth increasing?*

Retrieved from www.health-e.org.za on 06/04/2009.

Steyn, J. & Naicker, M.K. (2007). *Learner educator and community views on school*

Safety at Strelitzia secondary school. Department of Safety and Security

Management- Tshwane University of Technology.

Terre Blanche, M. and Durrheim, K. (1999). *Research in Practice. Applied methods For the Social Sciences*. Cape Town. UCT Press.

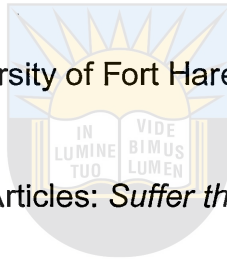
The 1st South African Youth Risk Behavior Survey (2002). Umthente Uhlaba

Usamila- Cape Town: South African Medical Research Council.

The Education Management Information Systems (EMIS) (2008). *The Snap Survey*.

The University of Fort Hare Prospectus (2008). *Ethical Issues in Research*.

Faculty of Education, University of Fort Hare.



Van der Merwe, F. (2004). Zoutnet Articles: *Suffer the little children –Learners pay*

the Price: Limpopo Province. MHTML Document.

University of Fort Hare
Together in Excellence

Visser, M. (2003). Risk behavior of primary school learners in a disadvantaged

Community- a situation analysis. *South African Journal of Education*

Volume 23 (1) 58-64.

Weideman, M., Goga, S. & Lopez, D. (2007). *Learner Absenteeism in the South*

African Schooling System. Researched for the Department of Education

by the Community Agency for Social Enquiry & Joint Education Trust-

(CASE).

Wessels, B.L. (2002). *An exploration of drug careers following residential*

Rehabilitation. Unpublished thesis Rand Afrikaans University.

World Health Organization (2006). *Male Circumcision Policy, Practices and*

Services in the Eastern Cape Province of South Africa, Case Study.

Witbooi, G. (2004). *MEC Supports Expulsion of Learners found with Weapons,*

Drugs on School Premises: Ministry of Education- (Provincial

Government of the Western Cape) Retrieved from <http://wced.wc>.



University of Fort Hare
Together in Excellence

8. APPENDICES: ANNEXURE A



University of Fort Hare
Together in Excellence

30 October 2009

TO WHOM IT MAY CONCERN

Re: Ms. N.P Lupuwana Masters Degree Student

This letter serves to confirm that the above mentioned student is pursuing a Master of Education degree (M.Ed.) at the University of Fort Hare, South Africa. The title of her study is: **An Investigation Into the Nature, Extent and Causes of Drug Abuse in Mdantsane Schools.** Her proposal has been accepted by the Faculty Research and Higher Degree Committee and subsequently she has also completed the first three chapters of her thesis. She is now supposed to collect data and is required to conduct interviews with School Principals, educators, SGB parents, Departmental Officials and learners in schools.

I would be grateful if you could allow her to collect data from your schools through interviews. I would like to assure you that any information that will be collected will remain confidential and only used for purposes of this study. The student will ensure that she does not disrupt school activities during the period she will be collecting data.

I thank you for your assistance.

Yours Sincerely

A handwritten signature in black ink, appearing to read 'A. Shumba'.

Professor Almon Shumba, PhD
M.Ed. & PhD Supervisor
School of Post Graduate Studies
Faculty of Education, University of Fort Hare
Tel: +27 72 426 8036 (Cell) & +27 (040) 602 2493 (Work)
E-mail: ashumba@ufh.ac.za

ANNEXURE B

8 Banbury Road
Winchester Gardens
Amalinda
5247
2 November 2009

The District Manager
East London District
Mdantsane

Re: Application for conducting interviews in Mdantsane schools

Dear Sir

I hereby request permission to conduct interviews in Mdantsane schools. I am pursuing a Master of Education degree at the University of Fort Hare. I am also an educator at Nkululeko Senior Primary School, Unit 1 Mdantsane.

The title of my study is: **An Investigation Into the Nature, Extent and Causes of Drug Abuse in Mdantsane Schools.**

University of Fort Hare
Together in Excellence

I hope that my application will receive your favourable consideration.

Yours faithfully

N.P. Lupuwana (Miss)

ANNEXURE C



Province of the
EASTERN CAPE

**DEPARTMENT OF EDUCATION
EAST LONDON DISTRICT**

Dr. W.B. Rubusana Building * NU 1 Mdantsane* Private Bag X9007 * East London * 5200 * REPUBLIC OF SOUTH AFRICA * Tel: +27 (0)43 708 6208 Fax: +27 (0)43 760 0545 *Website: ecaprov.gov.za

Date: 04 November 2009

Miss N P Lupuwana
8 Banbury Road
Winchester Gardens
AMALINDA
5247

Dear Madam

APPLICATION TO CONDUCT INTERVIEWS IN MDANTSANE SCHOOLS

Permission is hereby granted for you to conduct research in Mdantsane schools in the East London District for the purpose of fulfilling the requirements for a Master of Education degree at the University of Fort Hare.

Please be informed that permission is only granted provided that school activities are not disrupted.

We wish you well in your endeavours.

Yours faithfully


W M BIGWANYA
DISTRICT DIRECTOR

1 | Page

ANNEXURE D

8 Banbury Road
Winchester Gardens
Amalinda
5247
3November 2009

The Principal
.....
.....

Dear Sir/Madam

Re: INTERVIEW REQUEST

I am a Master student registered with the Faculty of Education at the University of Fort Hare. My study is: **An Investigation into the nature, extent and causes of drug abuse in Mdantsane Township schools.**

The research requires that I visit your school to interview the School Management Team member (SMT), Life Skills/Orientation educator, Learner representative and School Governing Body member (SGB). A further request is to view the school documents on Learner Conduct.

I hereby request your permission to visit your school to conduct these interviews at your school.

I hope and trust that this shall be accepted and treated with urgency.

I thank you in anticipation of a positive response.

Sincerely

Lupuwana, N.P.

ANNEXURE E

8 Banbury Road
Winchester Gardens
Amalinda
5247
14 November 2009

TO: The Manager
Dept of Social Development
Mdantsane
5219

FROM: Miss Lupuwana N.P.

University of Fort Hare M.Ed Student



SUBJECT: REQUEST TO CONDUCT INTERVIEWS WITH SOCIAL WORKERS.

BACKGROUND:

University of Fort Hare
Together in Excellence

I am a student at the University of Fort Hare, studying Masters of Education and I wish to interview social worker(s) in connection with drug abuse at Mdantsane schools. My study is: **An Investigation into the Nature, Extent and Causes of Drug Abuse in Mdantsane schools.**

I promise that all the information I get will be treated with confidentiality and is for this study only. No learners' / school names will be attached only statistics.

MOTIVATION:

Kindly allow as permission granted will contribute in prevention strategies in the near future.

Yours faithfully

Nomthandazo Pauline Lupuwana (Miss)

1. INTRODUCTION

In terms of the 'South African Schools' Act (SASA), each school must draw up its code of conduct for learners. It is therefore against this background that Buchule Technical High School has drawn this code of conduct which embraces the values enshrined in the country's constitution and the SASA and most importantly, meet the unique needs of the school. We have further based this code of conduct in the school's vision and mission.

2. SCHOOL ATTENDANCE, CLASS ATTENDANCE AND PUNCTUALITY.

- (a) The school day starts at 08h00 and ends at 14h15. Learners must be punctual.
- (b) Learners MUST come to school everyday.
- (c) Learners must remain at school for the whole of the prescribed length of the day.
- (d) No learner may leave school premises without being given permission by the person authorised to do so.
- (e) If a learner will be absent or was absent from school for any particular school day, the parent must inform the school about such absence in writing; telephonically or personally come to school.
- (f) If a learner was sick, appeared in court, had a session with a social worker etc. a written proof to that effect e.g. the doctor's certificate must be brought to school.
- (g) A verbal account by a learner with regards to his/her absence from school will not be accepted.
- (h) Learners must attend all classes (no bunking of classes) and must be punctual.

3. BEHAVIOUR TOWARDS OTHER LEARNERS

The following practices by learners at school are not allowed:

- (a) Unauthorised possession/stealing of other learners' property. E.g. money, books, pens, T-squares etc.
- (b) Bullying and/or intimidation of other learners.
- (c) Swearing and use of vulgar language against other learners.
- (d) Fighting with another learner or retaliating when another learner beats you.
- (e) Causing physical harm of any kind to another learner.
- (f) Sexual harassment of a learner by another.
- (g) Discriminating against another learner on the basis of, among other things, gender, culture, sexual orientation, physical disability, impairment of any kind, being different from the rest etc.

4. BEHAVIOUR TOWARDS EDUCATORS AND STAFF

The following behaviour towards the staff is not allowed.

- (a) Back chatting to teachers or any staff member.
- (b) Being disrespectful and cheeky towards staff.
- (c) Defying orders given by any staff member.
- (d) Deliberately misinforming a staff member by telling lies.
- (e) Unauthorised possession/stealing of any staff member's property.
- (f) Being physical or attempting to be physical to staff members.

P.ub

5. SCHOOL BUILDINGS, PROPERTY AND GROUNDS

The following with regards to school buildings, property and school grounds are not allowed:

- (a) Damaging of school property, e.g. window panes, doors etc.
- (b) Removing of any part of the school's property e.g. door locks, electric plugs etc.
- (c) Littering of the school ground.
- (d) Making of graffiti on the walls, desks etc.
- (e) Urinating or passing faeces on the school grounds or any place not designed for that purpose.
- (f) Unauthorised possession/stealing of school property.
- (g) Damaging or losing textbooks and/or any other equipment issued to the learners for academic use by the learners.

Please note:

The parent will be entirely responsible for:

- (i) fixing the school property damaged by his or her child.
- (ii) replacing any school property which has been unlawfully taken away from the school by his or her child.
- (iii) Replacement of lost textbooks.

6. SCHOOL WORK

- (a) Learners must come to school with the necessary learning aids such as textbooks, stationery, drawing instruments, calculators, etc.
- (b) Learners are obliged to perform academic tasks such as class works, tests, assignments etc. on time.
- (c) All learners must do their Practical Assessment Tasks (PAT) in Civil Technology, Electrical Technology, Engineering Graphics & Design and Mechanical Technology as their result in any of the above-mentioned learning areas is incomplete without this component of Continuous Assessment (CASS).

7. SCHOOL UNIFORM AND APPEARANCE

These requirements apply to new initiates (*amaKwala*) as well. New initiates are treated as all other learner in the school and are not allowed to wear their kaka clothes when they are at school.

- (a) Dreadlocks and extensions are not permitted.
- (b) Hair must be well-combed.
- (c) Hair may not be dyed or bleached.
- (d) Girls are allowed to do straight-back plaiting with their hair. Fancy hair styles are not allowed.
- (e) School trackuits can be worn on Wednesdays only.
- (f) Male learners are not allowed to wear earrings of any kind at school.
- (g) The only type of earrings which female learners can wear is knobs. All other types of earring like pearls or any other fancy earrings are not allowed at all.
- (h) Necklaces, bracelets, painted nails, lipsticks and make-ups are not allowed.

Please note

- (i) A learner who wishes to buy a School Trackuit can contact the school for information.
- (ii) For winter season, the school does have beanies and scarves which conform to our school uniform. No other scarves or beanies will be allowed.
- (iii) Mission Dri-macs also form part of the school uniform.
- (iv) Learners are not allowed to wear caps or hoods in school.
- (v) The school reserves the right to confiscate any of the following items if they are not part of the school uniform: Beanies, caps, jackets, jerseys, etc.

Uniform:

Boys (Male learners)

- (i) Grey Flannel
- (ii) White Shirt
- (iii) Grey socks
- (iv) Grey jersey
- (v) Black Shoes (no fancy shoes allowed)
- (vi) Maroon tie with grey stripes (no net tie)
- (vii) Maroon blazer
- (viii) Maroon Drimac
- (ix) Black belt (no big, fancy buckles)

Girls (Female learners)

- (i) Maroon Tunic
- (ii) White Shirt
- (iii) Grey Socks
- (iv) Grey jersey
- (v) Black Shoes (no fancy shoes allowed)
- (vi) Maroon tie with grey stripes (no net tie)
- (vii) Maroon blazer
- (viii) Maroon Drimac

8. CARRYING OF DANGEROUS WEAPONS TO SCHOOL

- (a) Carrying of weapons such as guns, knives, sharp objects, assegais, swords etc. by any learner at school is completely forbidden.
- (b) Learners may not keep for other learners any of the items mentioned in 8 (a) above.
- (c) Learners should not tease a learner carrying a weapon but should rather report them to the teachers.

PLEASE NOTE:

Should the school find any of the learners in possession of weapons, **THE POLICE WILL BE CALLED INTO THE SCHOOL IMMEDIATELY.**

9. DAGGA AND OTHER ILLEGAL SUBSTANCE

- (a) Learners are not allowed to be in possession any illegal drugs at school e.g. dagga, cocaine, etc.
- (b) No learner may trade in any of the illegal substance inside the school premises.
- (c) Learners are not allowed to be within a distance of ten metres from where any of the illegal substances might be used by anyone.

PLEASE NOTE:

Should the school find any of the learners in possession of any illegal substance, **THE POLICE WILL BE CALLED INTO THE SCHOOL IMMEDIATELY.**

10. LEARNERS' CONDUCT OUTSIDE SCHOOL PREMISES

- (a) We expect all our learners to respect the school uniform by not engaging in activities that will dent the image of the school while wearing our uniform
- (b) Learners must conduct themselves in a proper manner in all events outside the school premises that are done under the auspices of the school. These events include the following:
 - (i) Matric farewells
 - (ii) Sports events
 - (iii) Excursions
 - (iv) Educational trips
 - (v) Career exhibitions etc.

11. EXTRA MURAL / CO-CURRICULAR ACTIVITIES



Learners are encouraged to participate in the extra mural / co-curricular and to belong to some associations in the school.

(a) The extra curricular and co-curricular activities include the following:

- (i) Soccer.
- (ii) Rugby.
- (iii) Netball
- (iv) Choir
- (v) Debating Societies
- (vi) Student Christian Organisation (SCO)
- (vii) Athletics
- (viii) Cultural Activities

(b) We encourage active involvement of our learners in these activities.

(c) Learners must attend and support these activities inside and outside the school premises.

12. CONDUCT INSIDE THE WORKSHOPS

(a) Learners must obey the rules that will be outlined to them by their teachers with regards to the expected conduct inside the workshop.

(b) The learners will be denied entry into the workshops if there will be no one to supervise them.

13. GENERAL RULES AND CONSIDERATIONS

(a) Honesty is expected of learners all the time.

(b) Learners may not be involved in any activity that will bring the school's name into disrepute.

(c) Pornography is not allowed at school.

(d) No learner may drive or park a motorised vehicle on the school premises without a valid driver's licence and the principal's approval.

(e) Parents must report the pregnancy of their children to the school immediately.

(f) Learners are not allowed to bring their cellphones, iPods, earphones etc. to school.

(g) The walkways and steps must not be used by the learners for sitting on. They must be clear to be used for walking on by both learners and staff.

(h) When changing classes, learners must wait on the front of the classrooms and not behind the classrooms.

(i) The school reserves the right to conduct random searching for weapons and drugs by employing the service of the police.

(j) Learners are expected to contribute in fundraising efforts organized by the school. The school will inform the parents about these fund raising efforts.

(k) No smoking by learners is allowed in the school premises.

(l) Learners are not allowed to jump over the fence.

(m) Cheating in a class test or examination is completely prohibited.

14. CONCLUSION

With this code of conduct, we aim to attain a well-managed learning environment in which proactive strategies are put in place to reduce the need for disciplinary measures significantly. We have categorised misconduct by learners under the following levels:

- | | |
|----------|--|
| Level 1: | Minor violation of general classroom discipline |
| Level 2: | Minor violation of school code of conduct |
| Level 3: | Serious violation of school code of conduct |
| Level 4: | Very serious violation of school code of conduct |
| Level 5: | Criminal violation of school code of conduct |

Pat

The school has developed different levels of dealing with misconduct. These include the following:

- ❖ Verbal and/or written warning
- ❖ Behavioural contract with the learner
- ❖ Referral to counsellor, social worker etc.
- ❖ Law enforcement authority involvement like calling the police
- ❖ Doing menial tasks like cleaning the toilets
- ❖ Detention after school from 14h15 until 16h00
- ❖ Suspension from school while disciplinary procedures are followed
- ❖ Recommendation to the Department of education for the learner's expulsion

DECLARATION BY PARENT

I the parent of
who is a learner at BUCHULE TECHNICAL HIGH SCHOOL, hereby declare that I have read and understood all
the contents of this code of conduct.

I further acknowledge that, should my child violate any part of the Code of Conduct, the school has to comply by
its mandate of imposing a relevant sanction against my child according to the school's Disciplinary Measures.

Should the school invite me with regards to my child who has violated the Code of Conduct, I will avail myself
and abide by all the actions which the school will take in disciplining my child.

Signed by me (fill names and surname)

on (day) (month) (year)

Signature: Date:



Please put your initials in each page as well as an acknowledgement that you read it

**THIS SIGNED CODE OF CONDUCT MUST
BE RETURNED TO SCHOOL.**

L.M.S. D...



SIKHULULE HIGH SCHOOL
 P.O. Box 132, Mdantsane, 5219
 Tel: 043 760 0102

Code of Conduct

This code of conduct is designed for the sole purpose of ensuring that Sikhulule High School is managed to the maximum benefit of all stakeholders in the educational process at our school. Our aim is to ensure that the school environment is disciplined and conducive to uninterrupted learning. This type of environment could only be to the benefit of our learners in the future. With this aim in mind, the following code of conduct is thus adopted by all stakeholders involved in the functioning of our school.

The Staff

We, acknowledge that we have a responsibility to abide by the Professional Code of Conduct as prescribed by the South African Council for Education, to which we all affiliate.

.....
 HEADMASTER
 (On behalf of the Staff)

The School Governing Body

I, the Chairman of the Governing Body at Sikhulule High School, hereby accept that I have a responsibility, according to the South African Schools Act, to ensure efficient and effective governance of the school. I also undertake to support all other stakeholders involved in the school and to thus ensure the provision of quality education in all aspects, based on the school's code of conduct.

.....
 CHAIRMAN
 (On behalf of the S.G.B.)

The Parent / Guardian

We, the Parent(s)/Guardian(s), at Sikhulule High School, having read the school rules, do hereby pledge our support for the school in ensuring that our child/children will abide by the school rules. We furthermore also endorse the corrective measures/disciplinary procedures as stipulated on the list of school rules.

.....
 PARENT/GUARDIAN
 (FATHER)

.....
 PARENT/GUARDIAN
 (MOTHER)

.....
 DATE

The Learner

I, a learner at Sikhulule High School, having read the school rules, undertake to abide by these rules and promise to not do anything in or out of school that will bring the school's name into disrepute.

.....
 NAME AND SURNAME

.....
 SIGNATURE

.....
 DATE

School Rules

1. PUNCTUALITY
 - School starts promptly at 07h50
 - Every learner is expected to be at school before 07h50, failure to comply will lead to disciplinary measures
2. PUNCTUALITY
 - Learners must attend school regularly.
 - Should a learner be absent from school, it is expected of the parents/guardians to inform the school by either:
 - (i). a letter (signed by the parent/guardian, with a contact number);
 - (ii). a telephone call; or
 - (iii). a doctor's certificate of the learner's absence.
 - Should a learner be absent for three days (straggled) or ten days (consecutive), without a relevant notification, the Class Teacher will send a notice to the parents/guardians informing them of the relevant contravention and requesting an urgent meeting with them regarding the matter.
3. UNIFORM
 - Learners should wear the school uniform at all times during school hours.
 - The uniform for both boys and girls, as founded by Mrs. Makandula in 2001 is as follow

BOYS	GIRLS
White Shirt	White Shirt
Gray Trousers	Deep Red Skirt
Navy Jersey	Navy Jersey
Navy and Red Short Socks	Navy and Red Long Socks
Navy and Red Tie, (with double red lines)	Navy and Red Tie, (with double red lines)
Navy Blazer	Navy Blazer
Black Shoes	Black Shoes

 - Learners are to look neat and presentable at all times i.e. shirts must be tucked in, shoelaces tied, ties must be worn properly (or not at all), no hoods on heads and collars must be down.
 - A fine of R10 will be paid by those who wear hoods.

LEARNER / EDUCATOR RELATIONSHIP

Learners must be respectful and obedient towards educators

Learners who are disrespectful and/or disobedient could be suspended immediately!

HOMEWORK

Learners should do homework regularly.

Due dates for assignments, projects, investigation, etc, should be strictly adhered to.

Learners guilty of above will be given a maximum of two verbal warnings by the Subject Teacher concerned. A note informing the parents/guardians of such warnings will be issued to the principal.

BUNKING

Learners are expected to attend school regularly and to attend all classes when at school. Learners guilty of bunking school/classes will be given a maximum of two verbal warnings before suspension will be necessary! Parents/Guardians will be given a note informing of the verbal warnings.

VISITORS

No unauthorized persons are allowed on the school premises!

Visitors to wait in administration block/office foyer.

Unauthorized persons on premises should be approached with caution and addressed in a calm and polite tone. If needs be, they should be asked to go to the office and wait for the person they are coming to see.

TEXT BOOKS

Parents/guardians will be held responsible for all text books not returned.

A flat rate of R100 is payable to the school when a book is lost or not returned.

DAMAGE TO PROPERTY

Parents/guardians of learners who damage, destroy, deface or vandalise school property will be held liable for such damages.

CELL PHONES

No cell phones are allowed on the school premises..

Cell phones found in possession of learners will be confiscated until a R10 fine is paid.

2019-12-11



CIRCUMCISION

According to recommendations made by officials of the Department of Health, who visited our school, parents are encouraged to send their sons for inspection in Hospital before circumcision.

Learners who do not abide by this rule will not get any preferential treatment at school, are expected to follow the school rules as would any other learner.

Initiates are expected to wear the full school uniform.

SUSPENSION

The following offences are regarded as serious and could lead to an immediate suspension a) Conduct which endangers the safety of others;

b) Possession, threat or use of a dangerous weapon;

c) Possession, use, transmission or visible evidence of narcotic or unauthorized drugs, alcohol or intoxicants of any kind, including cigarettes;

d) Fighting, assault or battery;

e) Immoral behaviour or profanity;

f) Falsely identify oneself;

g) Harmful graffiti;

h) Theft or possession of stolen property;

i) Vandalism, destroying or defacing school property;

j) Disrespect, objectionable behaviour and verbal abuse directed at educators, school employers or learners;

k) Repeated violations of school rules or the code of conduct;

l) Criminal and oppressive behaviour such as rape and sexual harassment;

m) Victimization, bullying and intimidation of other learners;

n) Infringement of examination rules; and

o) Knowingly and willfully supplying false information or falsifying documentation to gain an unfair advantage at school

SUSPENSION AND EXPULSION

A governing body may, after a fair hearing, suspend any learner who has been found guilty of contravening stipulations of the code of conduct:

a) for a period of one week; or

b) for a reasonable period, pending a decision by the Head of Department on the recommendation of the SMC as to whether or not the learner is to be expelled from school.

14. LEARNER MISCONDUCT & DISCIPLINARY CODE LIST

LEARNER MISCONDUCT - CODE LIST		DISCIPLINARY CONSEQUENCE CODE LIST	
Code	Level of Misconduct DESCRIPTION OF MISCONDUCT	Code	Level of Misconduct DESCRIPTION OF ACTION TAKEN
Level 1	Minor violations of general classroom discipline	Level 1	Minor violations of general classroom discipline
LM1-01	Failing to attend class on time	DC1-01	Verbal Warning
LM1-02	Leaving class without permission	DC1-02	Detention
LM1-03	Cheating in class test	DC1-03	De-Merits
LM1-04	Failing to complete homework	DC1-04	Menial task e.g. cleaning classroom
LM1-05	Dishonesty with minor consequences	DC1-05	Extra work
Level 2	Minor violations of school code of conduct	Level 2	Minor violations of school code of conduct
LM2-01	Frequent repetition Level 1 infringement	DC2-01	Any level 1 disciplinary action
LM2-02	Possession or use of tobacco	DC2-02	Disciplinary talk with learner
LM2-03	Truancy of several classes	DC2-03	Talk with parent or guardian
LM2-04	Cheating during examinations	DC2-04	Written warning
LM2-05	Verbally threatening safety of another person	DC2-05	Behavioural contract with learner
Level 3	Serious violations of school code of conduct	Level 3	Serious violations of school code of conduct
LM3-01	Frequent repetition Level 2 infringement	DC3-01	Any level 2 disciplinary action
LM3-02	Minor injury to another person	DC3-02	Referral to counselor, social worker
LM3-03	Possession or use of alcohol/narcotic substance	DC3-03	Suspension from extra-mural activities
LM3-04	Severely disruptive behaviour	DC3-04	Written final warning
LM3-05	Possession of dangerous weapon		
LM3-06	Theft/Vandalism		
Level 4	Very serious violations of school code of conduct rules	Level 4	Very serious violations of school code of conduct rules
LM4-01	Frequent repetition Level 2 & 3 infringement	DC4-01	Any level 3 disciplinary action
LM4-02	Threatening with a dangerous weapon	DC4-02	Referral to relevant outside agency
LM4-03	Intentionally causing physical injury to somebody	DC4-03	Application to department for limited suspension
LM4-04	Extortion of another person's property		
Level 5	Criminal-serious violations of school code of conduct or rules but also of civil law. To be carried out by higher school authority, SGB and Department	Level 5	Criminal-serious violations of school code of conduct or rules but also of civil law. To be carried out by higher school authority, SGB and Department
LM5-01	Frequent repetition Level 4 infringement	DC5-01	Application to the department for expulsion or transfer from the school after tribunal hearing
LM5-02	Possession and peddling of narcotic substances	DC5-02	Law enforcement authority involvement
LM5-03	Assault		
LM5-04	Sexual harassment or abuse		
LM5-05	Robbery or major theft		
LM5-06	Intentionally using a dangerous weapon		

ANNEXURE: G

DATA COLLECTION

INTERVIEW SCHEDULE FOR LEARNERS FOCUS GROUPS (LFG)

1. Age: A. 7-10 years

B. 11- 13 years

C. 14- 18 years

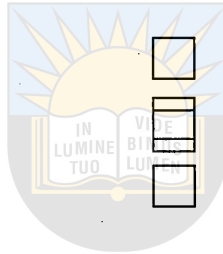
D. above 18 years

2. Grade: A. From Grade 1- 4

B. Grade 5- 7

C. Grade 8- 10

D. Grade 11- 12



3. Level of the school: University of Fort Hare
Together in Excellence

A. Junior Primary

B. Senior Primary

C. High School

4. Location of the school:

A. Informal settlement

B. Rural

C. Urban

D. Township

Research question 1: What is the nature and type of drugs do you consider readily available to learners in your school?

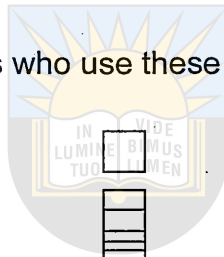
a. Do you experience any drug problems with learners in your school?

- b. Which drugs were learners caught using in your school?
- c. Which learners use these drugs in schools?
- d. How did you discover these drugs?
- e. Who discovered learners using drugs in your school?
- f. To whom did you report these learners?
- g. What action was taken by the school head?
- h. What action was taken by parents?
- i. What action was taken by the police?
- j. What action was taken by Department of Education?
- k. What action was taken by Social Worker/School Counselor?
- l. How many learners were caught using drugs in your school?

Research Question 2: What is the extent of drug abuse amongst the various age groups?

- a. What is the age of learners who use these drugs?

- A. Below 7 years
- B. 7-10 years
- C. 11- 14 years
- D. 15- 18 years
- E. Above 18 years



- b. How often do you find learners using drugs in your school?

- c. Is the number of learners who use drugs increasing or decreasing in your school?

- d. Why do you think these learners use drugs in your school?

Research Question 3: Is it more school girls or school boys who abuse drugs in schools?

- a. Amongst which gender is drug use prevalent in your school?

- b. Is drug use prevalent among males or females in your school?

- b. Why do you think it is prevalent among boys or girls in your school?

Research Question 4: What do learners, and educators consider as the social and socioeconomic factors that contribute to drug abuse in schools?

- a. With who do learners with drug related problems stay with at home?

- b. Are their parents employed or not?

- c. What is the nature of employment of their parents?

- d. Who looks after these learners at home?

Where do these learners get the drugs from?

- e. Why is it easy for them to get drugs?

END OF SESSION

ANNEXTURE H

INTERVIEW SCHEDULE FOR THE LIFE SKILLS EDUCATOR (LSE)

Research Question 1: What is the nature and type of drugs do you consider readily available to learners in your school?

- a. Do you experience any drug problems with learners in your school?
- b. What types of drugs are used by learners in your school?
- c. Which learners use these drugs in schools?
- d. Who discovered learners using drugs in your school?
- e. Who reported these learners to educators?
- f. What action was taken by educators?
- g. What action was taken by the school head?
- h. What action was taken by parents?
- i. What action was taken by School Governing Body?
- j. What action was taken by the police?
- k. What action was taken by Department of Education?
- l. What action was taken by Social Worker/School Counselor?
- m. How many learners were caught using drugs in your school?
- n. Does your school curriculum include drug education?
- o. What is included in the school curriculum?
- p. Do you have drug abuse policy in your school?
- q. What does it say?
- r. Are learners aware of drug abuse policy?

Research Question 2: What is the extent of drug abuse amongst the various age groups?

- a. What is the age of learners who use these drugs?
 - A. Below 7 years
 - B. 7-10 years
 - C. 11- 14 years
 - D. 15- 18 years
 - E. Above 18 years
- A. 7-10 years
- B. 11- 14 years

D.15-18 years

E. Above 18 years

- b. How often do you find learners using drugs in your school?
- c. Is the number of learners who use drugs increasing or decreasing in your school?
- d. Why do you think these learners use drugs in your school?
alcohol in front of their children

Research Question-3: Is it more school girls or school boys who abuse drugs in schools?

- a. Amongst which gender is drug use prevalent in your school?
- b. Is drug use prevalent among boys or girls in your school?
- c. Why do you think it is prevalent among boys or girls in your school?

Research Question 4: What do learners and educators consider as the social and socioeconomic factors that contribute to drug abuse in schools?

- a. With whom do learners with drug related problems stay at home?
- b. Are their parents employed or not?
- c. What is the nature of employment of their parents?
- d. Who looks after these learners at home?
- e. Where do these learners get the drugs from?
- f. Why is it easy for them to get drugs?

END OF SESSION

ANNEXURE I

INTERVIEW SCHEDULE FOR THE SCHOOL GOVERNING BODY

Research Question 1: What is the nature and type of drugs do you consider readily available to learners in your school?

- a. Do you experience any drug related problems with learners in your school?
- b. What types of drugs are used by learners in your school?
- c. Which learners use these drugs in schools?
- d. Where did you find these drugs?
- e. How did you discover these drugs?
- f. Who discovered learners using drugs in your school?
- g. Who reported these learners to educators?
- h. What action was taken by educators?
 - i. What action was taken by the school head?
 - j. What action was taken by parents?
 - k. What action was taken by School Governing Body?
 - l. What action was taken by the police?
 - m. What action was taken by Department of Education?
 - n. What action was taken by Social Worker/School Counselor?
 - o. How many learners were caught using drugs in your school?
 - p. How did you discover these learners?
 - q. Does your school curriculum include drug education?
 - r. What is included in the school curriculum?
 - s. Do you have drug abuse policy in your school?
 - t. What does it say?
 - u. Are learners aware of the drug abuse policy?

Research Question 2: What is the extent of drug abuse amongst the various age groups?

- a. What is the age of learners who use these drugs?

- | | |
|-------------------|--------------------------|
| A. Below 7 years | <input type="checkbox"/> |
| B. 7-10 years | <input type="checkbox"/> |
| C. 11- 14 years | <input type="checkbox"/> |
| D. 15- 18 years | <input type="checkbox"/> |
| E. Above 18 years | <input type="checkbox"/> |

- b. How often do you find learners using drugs in your school?
- c. The number of learners who use drugs increasing or decreasing in your school?
- d. Why do you think these learners use drugs in your school?

Research Question 3: Is it more school girls or school boys who use drugs in schools?

- a. Amongst which gender is drug use prevalent in your school?
- b. Is drug use prevalent among boys or girls in your school?
- c. Why do you think it is prevalent among boys or girls in your school?

Research Question 4: What do learners, students, parents and educators consider as the social and socioeconomic factors that contribute to drug abuse in schools?

- a. With whom do learners with drug related problems stay at home?
- b. Are their parents employed or not?
- c. What is the nature of employment of their parents?
- d. Who looks after these learners at home?
- e. Where do these learners get the drugs from?
- f. Why is it easy for them to get drugs?

END OF SESSION

ANNEXTURE J

INTERVIEW SCHEDULE FOR THE SCHOOL SOCIAL WORKER (SW)

Research Question 1: What is the nature and type of drugs do you consider readily available to learners in your school?

- a. Do you experience any drug related problems among learners in your schools?
- b. What types of drugs are used by learners in your school?
- c. Which learners use these drugs in schools?
- d. Who discovered learners using drugs in your school?
- e. Who reported these learners to you?
- f. What action did you take?
- g. How many learners were caught using drugs in your school?

Research Question 2: What is the extent of drug abuse amongst the various age groups?

- a. What is the age of learners who use these drugs?

A. Below 7 years

B. 7-10 years

C. 11-14 years

D. 15-18 years

E. Above 18 years

- b. How often learners are found using drugs in your school?
- c. Is the number of learners who use drugs increasing or decreasing in your school?
- d. Why do you think these learners use drugs in your school?

Research Question 3: Is it more school girls or school boys who use drugs in schools?

- a. Amongst which gender is drug use prevalent in your school?
- b. Is drug use prevalent among boys or girls in your school?
- c. Why do you think it is prevalent among boys or girls in your school?

Research Question 4: What do learners, students, parents and educators consider as the social and socioeconomic factors that contribute to drug abuse in schools?

- a. With whom do learners with drug related problems stay at home?
- b. Are their parents employed or not?
- c. What is the nature of employment of their parents?
- d. Who looks after these learners at home?
- e. Where do these learners get the drugs from?
- f. Why is it easy for them to get drugs?

END OF SESSION



University of Fort Hare
Together in Excellence

ANNEXURE K

INTERVIEW SCHEDULE FOR THE DEPARTMENT OF EDUCATION OFFICIAL

Research Question 1: What is the nature and type of drugs do you consider readily available to learners in your school?

- a. Do you experience any drug related problems in your schools?
- b. What types of drugs are used by learners in your school?
- d. Which learners use these drugs in schools?
- e. Where did you find these drugs?
- f. Who discovered learners using drugs in your school?
- g. Who reported these learners to educators?
- h. What action was taken by educators?
- i. What action was taken by the school head?
- j. What action was taken by parents?
- k. What action was taken by School Governing Body?
- l. What action was taken by the police?
- m. What action was taken by Department of Education?
- n. What action was taken by Social Worker/School Counselor?
- o. How many learners were caught using drugs in your school?
- p. Does your school curriculum include drug education?
- q. What is included in the school curriculum?
- r. Do you have drug abuse policy in your school?
- s. What does it say?
- t. Are learners aware of the drug abuse policy?

Research Question 2: What is the extent of drug abuse amongst the various age groups?

a. What is the age of learners who use these drugs?

A. Below 7 years

B. 7-10 years

C. 11-14 years

D. 15-18 years

E. Above 18 years

b. How often learners are found using drugs in your school?

- c. Is the number of learners who use drugs increasing or decreasing in your school?
- d. Why do you think these learners use drugs in your school?

Research Question 3: Is it more school girls or school boys who use drugs in schools?

- a. Amongst which gender is drug use prevalent in your school?
- b. Is drug use prevalent among boys or girls in your school?
- c. Why do you think it is prevalent among boys or girls in your school?

Research Question 4: What do learners, students, parents and educators consider as the social and socioeconomic factors that contribute to drug abuse in schools?

- a. With whom do learners with drug related problems stay at home?
- b. Are their parents employed or not?
- c. What is the nature of employment of their parents?
- d. Who looks after these learners at home?
- e. Where do these learners get the drugs from?
- f. Why is it easy for them to get drugs?



University of Fort Hare
END OF SESSION
Together in Excellence

List of Tables

Table 1:	Prevalence and percentage of use of dagga and mandrax in Northern areas of Port Elizabeth schools in 1997	9
Table 2:	Learner drug abuse by gender	28
Table 3:	Learner drug abuse by population groups	28
Table 4:	Types of drugs used by learners	29
Table 5:	Routes of administration for primary drug of abuse	30
Table 6:	Percentage of learners who have ever smoked before the age of 10 years by province in South Africa in 2002	33
Table 7:	Percentage of learners having ever used alcohol before the age of 13 years by province in South Africa in 2002	34
Table 8:	Swaziland-Msunduzi: Factors causing participant's drug abuse (2005)	46
Table 9:	US Grade 12 Learners' illegal drug abuse	48
Table 10:	The level of schools where the learners were, the number of learners by gender and % of male and female learners who participated in the interviews	73
Table 11:	The location of the schools of learners who participated in the learner focus group discussions	74
Table 12:	The ages of learners who participated in the learner focus	

	group discussions	75
Table 13:	Grades of learners who participated in the study	76
Table 14:	The number of learners who mentioned different types of drugs used by drug users and abusers in schools	77
Table 15:	Data of learners caught using drugs at schools as indicated by LFG during the interviews	81



University of Fort Hare
Together in Excellence

Acronyms

ADOA	Alcohol Drugs and Other Addictions
AIDS	Acquired Immuno-deficiency Syndrome
AUDIT	Alcohol Use Disorder Identification Test
BRU	Border Rugby Union
DC	Developed Countries
DoE	Department of Education
EMIS	Education Management Information Systems
HIV	Human Immuno-deficiency Virus
HH	Hereditary hemochromatis
LFG	Learner Focus Groups
LSE	Life Skills Educator
LOE	Life Orientation Educator
NYRBS	National Youth Risk Behavior Survey
SANCA	South African National Council on Alcohol and Drugs
SA	South Africa
SAIRR	South African Institute of Race Relations
SADC	South African Development Communities
SGB	School Governing Body
SMT	School Management Team

SPSNS	Small Projects, Social Networks and the State
SW	Social Worker
TADA	Teenagers Against Drug Abuse
WHO	World Health Organization



University of Fort Hare
Together in Excellence