



**University of Fort Hare**  
*Together in Excellence*

Implementation of intervention strategies to curb substance abuse among learners: A case study of two rural secondary schools in the King William's Town Education District, Eastern Cape Province.



Xolani Daniel Nondlwana  
*University of Fort Hare*  
*Together in Excellence*

Dissertation submitted in fulfilment of the requirements for the degree

of

Master of Education

In the Faculty of Education

At the

University of Fort Hare

Supervisor: Prof. S. Rembe

October 2014

## DECLARATION

I hereby declare that "Implementation of intervention strategies which have been put in place to curb substance abuse among learners in rural secondary schools: A case study of two rural secondary schools in King William's Town Education District, in the Eastern Cape Province" is my work that has not been submitted before for any other degree or examination in any other university. All the sources that I have used or cited have been indicated and acknowledged as complete references.



X.D. Nondlwana

University of Fort Hare  
*Together in Excellence*

Signed. ....

A handwritten signature in black ink, appearing to read 'X.D. Nondlwana', written over a horizontal line.

Date: October 2014

## ABSTRACT

The purpose of the study was to investigate the implementation of intervention strategies which have been put in place to curb substance abuse among learners in rural secondary schools. The study adopted a qualitative approach that used face-to-face interviews, focus group interviews and document analysis to collect data. Purposive sampling was used to select those who participated in the study. The participants were two principals, four educators and eight learners who were selected for in-depth interviews in two rural secondary schools.

The study revealed that there was a general trend whereby educators who are responsible for substance abuse-related cases are not supported by the Department of Education and Training to ensure that substance abuse is addressed in all secondary schools in general and specifically in those located in the rural areas. Although some educators have received training, they are not capacitated enough to deal with substance abuse among students. In this regard, teaching and learning do not take place smoothly because substance use causes learners to misbehave and to become uncontrollable. All these have a negative impact on the implementation of intervention strategies that curb substance abuse among learners in rural secondary schools.

Furthermore, the study revealed that educators lack awareness of the procedures of implementing drug testing or drug screening; thus, learners are reluctant to co-operate during screening exercises. It was further revealed that children often complain about their rights, dignity and privacy being violated by educators during search sessions and drug testing occasions. The study found that whenever the Department of Education intends to implement something new, it directs educators to do the implementation but also fails to reasonably capacitate them on processes. As a matter of fact, most educators do not know how to use the drug testing and screening kit. It was also found that the drug testing kit is dusty because it was never used in the school. Principals do not encourage their educators to seek help from the Department of Education to ensure

that the drug testing kit is used to test and screen learners where there is suspicion of substance use or misuse. Another issue of concern is that of the unruly behaviour of learners. This affects the performance of both educators and learners, and the quality of education. The findings also show that some learners feel that the code of conduct is too harsh for them; they complain about their rights, dignity and privacy being violated by educators who are given responsibility to punish or suspend them. On the contrary, some learners acknowledge that they were content with the school code of conduct because it makes life easy in school.

The study also revealed that the relevant internal and external stakeholders were invited to educate learners about the dangers of substance abuse. The relevant internal stakeholder is the Life Orientation (LO) educator because substance abuse is included in the curriculum of Life Orientation. The relevant external stakeholders were the police, social workers, nurses, pastors and community leaders who are influential in their own rights. The police do awareness campaigns and also random searches when there is suspicion that learners have unpleasant behaviour.

Social workers visit homes of learners who have been affected by substance abuse. The nurses educate learners about their health and lifestyle and also advise them on how substance abuse can destroy their lives. The pastors share the word of God with learners and read bible scriptures which are related to substance abuse cases. The community leaders also advise the learners that although they have rights, they should also be responsible for their actions.

The findings show that the learners were reluctant to co-operate with outside stakeholders. Learners often think that when one is using substance, he or she will be more intelligent than the rest of the class. They also think that drugs can chase away *tikoloshes*. Peer pressure and the environment are the major factors of learners' substance use.

It is recommended that all stakeholders should be involved when intervention strategies are implemented so that they can be effective and more efficient. This study also recommends that the institution of learning and teaching should effect some changes in

the implementation of these intervention strategies in order to better serve learners so as to achieve satisfactory performance. The mandate of the Department of Education is to make sure that teaching and learning is taking place in schools. When learning and teaching is taking place in a conducive manner, learners perform to their potential and they can achieve their dreams.



University of Fort Hare  
*Together in Excellence*

## ACKNOWLEDGEMENTS

I wish to express my profound gratitude to God Almighty; the giver of every good thing. It is because of His wisdom and strength that I completed this study. Lord, I am so grateful and all I wish to say is **Thank you Lord** for giving me the strength and wisdom to go through with this study.

I wish to express my sincere appreciation to my supervisor, Professor S. Rembe for her constant guidance and advice during the writing of the dissertation. She was not only a supervisor but also a mother to me. I am grateful to her for always availing herself for consultation and for her objective criticism, which helped me to improve the quality of this dissertation. I was privileged to be supervised by her. I will always remember her words, "wena Buti", with a sweet voice. **Thank you Prof.**

Special thanks to my dear wife, Nolitha Juliet Gxakuma-Nondlwana who stood by me during this trying time of my studies. She provided all the support I needed, which calls for a big **Thank you, my love**. I also thank my children Phaphama, Oyisa, Yonela and Thandazwa who inspired me to study further and for their understanding when I did not give them as much attention as they deserve. My colleagues Dr. Jenny Shumba, Verity Muzenda, Toyin Adewumi, Magdaline Tangwe, Arnold Mwanza and Henry Chinhara also deserve a word of appreciation for helping me throughout my student life. They started this journey. **Thank you my friends.**

Next, I would like to express appreciation to the educators of King William's Town District for their unwavering support during the data collection process at their venues. They inspired and supported me in many ways. Thank you to all the facilitators, principals and all the learners who spared time to be interviewed for this study because without them, data collection would not have been successful.

## DEDICATION

This thesis is dedicated to my beloved late mother, my dear wife and children who have been the source of my joy and inspiration.



University of Fort Hare  
*Together in Excellence*

## ACRONYMS

<b>CDA</b>	Central Drug Authority
<b>COTMMG</b>	City of Tshwane Metropolitan Municipality in Gauteng
<b>DOE</b>	Department of education
<b>EC</b>	Eastern Cape
<b>KWTD</b>	King William's Town District
<b>LO</b>	Life Orientation
<b>NDMP</b>	National Drug Master Plan
<b>NIDA</b>	National Independent Drug Authority
<b>RSA</b>	Republic of South Africa
<b>RSMPs</b>	Relations for Safety Measures at Public Schools
<b>UNDCP</b>	United Nations Drug Control Programme
<b>UNODC</b>	United Nations Office on Drugs and Crime
<b>WDR</b>	World Drug report
<b>WHO</b>	World Health organisation

## Table of Contents

<b>DECLARATION</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>ii</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>v</b>
<b>DEDICATION</b> .....	<b>vi</b>
<b>ACRONYMS</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>xii</b>
<b>1 INTRODUCTION OF THE STUDY</b> .....	<b>1</b>
1.1 Introduction.....	1
1.2 Background to the study.....	1
1.3 Statement of the research problem.....	7
1.4 Main research question.....	7
1.4.1 Sub-research questions.....	7
1.5 Purpose of the study.....	8
1.6 Research objectives.....	8
1.7 Assumptions of the study.....	8
1.8 Significance of the study.....	9
1.9 Delimitations of the study.....	9
1.10 Definition of terms.....	9
1.11 Chapter breakdown.....	10
1.12 Summary.....	11
<b>2 LITERATURE REVIEW</b> .....	<b>12</b>
2.1 Introduction.....	12
2.2 General information on substance abuse.....	12
2.3 Substance abuse in South Africa.....	14
2.4 Common substances that are being abused.....	17
2.5 Reasons for substance abuse.....	18

2.6	Theoretical framework of the study .....	20
2.6.1	Social norms theory by H. Wesley Perkins .....	20
2.6.2	Resilience theory by Marc T. Braveman .....	22
2.6.3	Societal factors .....	23
2.6.4	Community factors.....	24
2.6.5	School and academic environment.....	24
2.6.6	Familial environment .....	24
2.6.7	Peers/ friends .....	24
2.6.8	Individual Factors .....	25
2.6.9	Theory of planned behaviour by Icek Ajzen .....	26
2.7	What other people have written regarding the implementation of intervention strategies to curb substance abuse .....	26
2.8	Preventing substance abuse.....	27
2.8.1	The Department of Education.....	28
2.8.2	Scientific evaluation of substance abuse .....	29
2.9	Evaluating prevention programmes.....	33
2.9.1	Monitoring and support mechanisms by the DOE to ensure implementation of strategies to curb substance abuse .....	36
2.9.2	Training provided to schools to ensure proper implementation of strategies to curb substance abuse.....	40
2.9.3	Measures taken against learners found abusing substances.....	43
2.9.3.1	Dainfern College Drug Policy.....	43
2.9.3.2	(CBHS) Camps Bay High School.....	44
2.9.3.3	Middle School (USA Department of Justice).....	45
2.9.3.4	Welwitschia School.....	46
2.9.4	Measures taken by school to educate learners on problems of substance abuse .....	48
2.9.5	Measures taken by schools to educate learners on strategies that have been put in place to curb substance abuse .....	49
2.9.6	How schools are implementing the strategies which have been put in place to curb substance abuse .....	50
2.9.7	Challenges faced by schools in implementing strategies which have been put in place to curb substance abuse .....	60
2.10	Summary .....	63
<b>3</b>	<b>METHODOLOGY .....</b>	<b>64</b>
3.1	Introduction.....	64
3.2	Research approach.....	64
3.3	Research paradigm.....	64
3.4	Research design.....	65
3.5	Case study.....	65

3.6	Sample and sampling techniques .....	66
3.7	Data collection procedures and instruments of the study .....	67
3.7.1	Interviews .....	67
3.7.2	Focus group interviews .....	68
3.7.3	Semi-structured interviews .....	70
3.7.4	Observations .....	72
3.7.5	Document analysis .....	73
3.8	Negotiating entry to the research sites .....	74
3.9	Data analysis .....	74
3.10	Measures to ensure trustworthiness and credibility of the study .....	75
3.10.1	Member checking .....	75
3.10.2	Credibility .....	76
3.10.3	Dependability and confirmability .....	76
3.11	Ethical considerations .....	77
3.12	Limitation of the study .....	77
3.13	Summary .....	78
<b>4</b>	<b>DATA PRESENTATION, ANALYSIS AND DISCUSSION.....</b>	<b>79</b>
4.1	Introduction.....	79
4.2	Biographical data .....	79
4.2.1	Gender distribution of participants .....	80
4.2.2	Age ranges of participants .....	80
4.2.3	Age of learners in rural secondary school.....	81
4.2.4	The academic and professional qualifications of respondents .....	82
4.2.5	Teaching experience for principals and teachers .....	83
4.2.6	Distribution of learners at school by gender .....	84
4.2.7	Distribution of learners at school by grade level.....	85
4.3	Monitoring and support mechanisms by the stakeholders to ensure proper implementation of substance abuse intervention strategies.....	86
4.4	The training that the schools received to ensure proper implementation of intervention strategies to curb substance abuse .....	91
4.5	The measures taken against learners found by the school to abuse substances .....	96
4.6	Measures taken by schools to educate learners on problems of substance abuse .....	99
4.7	Strategies in place to curb substance abuse in schools under study .....	104
4.7.1	Drug screening or drug testing.....	104
4.7.2	The method for conducting random searches.....	107
4.8	Measures taken against learners with substances .....	111

4.9	Substance abuse prevention measures being implemented by schools.....	113
4.10	Learners' perceptions on school code of conduct .....	115
4.10.1	The challenges faced by schools when implementing the school code of conduct....	117
4.10.2	Learners' perceptions on drug screening/drug testing.....	118
4.10.3	The challenges faced when the school implements drug testing or drug screening ..	120
4.10.4	Learners' perceptions on random searches .....	122
4.10.5	The challenges faced when schools implement random searches.....	123
4.10.6	Learners' perceptions on prevention of substance abuse .....	125
4.10.7	The challenges faced by school when implementing the prevention measures.....	126
4.10.8	Benefits of educating learners on dangers of substance abuse .....	127
4.11	Summary .....	129
<b>5</b>	<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>130</b>
5.1	Introduction.....	130
5.2	Summary of previous chapters in this study.....	131
5.3	Main research question.....	131
5.3.1	Sub-research questions.....	131
5.4	Summary of findings .....	134
5.4.1	Support and monitoring mechanisms.....	134
5.4.2	Training of educators by DOE.....	135
5.4.3	Measures taken against learners found abusing substances.....	136
5.4.4	Measures taken by schools to educate learners on problems of substance abuse...	139
5.4.5	Measures taken by schools to educate learners on intervention strategies that have been put in place to curb substance abuse .....	140
5.4.6	How are schools implementing the strategies which have been put in place to curb substance abuse? .....	141
5.4.7	Challenges faced by schools in implementing strategies which have been put in place to curb substance abuse .....	144
5.5	Conclusions .....	145
5.6	Recommendations.....	145
5.7	Limitations of the study .....	146
5.8	Suggestions for further studies .....	147
	<b>REFERENCES .....</b>	<b>148</b>
	<b>APPENDICES.....</b>	<b>163</b>

**LIST OF TABLES**

Table 4-1 Distribution of males and females ..... 80

Table 4-2: Age ranges of teachers ..... 81

Table 4-3: Eight learners responded to the interview ..... 82

Table 4-4: Professional qualification of teachers ..... 83

Table 4-5: Teaching experience ..... 84

Table 4-6: Distribution by gender ..... 85

Table 4-7: Distribution by grade ..... 85



University of Fort Hare  
*Together in Excellence*

# CHAPTER ONE

## INTRODUCTION OF THE STUDY

### 1.1 Introduction

The study aims to investigate the implementation of intervention strategies which have been put in place to curb substance abuse among learners in two rural secondary schools in King William's Town District, in the Eastern Cape Province. This chapter serves as an introduction to the whole study. It contextualises the study by presenting the background of the study, statement of the problem, research questions, purpose of the study, research objectives, significance of the study, rationale of the study, delimitation of the study and chapter outline of the study. The background to the study is presented first.

### 1.2 Background to the study

The Department of Education considers a safe and disciplined learning environment as one of the critical elements for the successful delivery of quality education. However, it also recognises the fact that substance abuse is seriously undermining this initiative (Republic of South Africa (RSA), 1996).

The World Health Organisation (WHO) (1992:01) defines substance abuse as "The harmful or hazardous use of psychoactive substance, including alcohol and illicit drugs." Consequently, Buddy (2009:13) defines substance abuse as "an excessive use of drugs or substance, pattern of harmful use of any substance for mood-altering purposes." The

term substance can refer to the overindulgence in and dependence on drugs or other chemicals leading to effects that are detrimental to the individual's physical and mental health and welfare of others (Parry, 1998:13). Substance abuse may lead to social, physical, emotional and job-related problems.

Below are some statistics showing the magnitude of the problem:

- Thirty five percent of high school students are problem drinkers who drink at least 9 units' spirits, 1 liter wine or 2 liters of beer, once for each and every day. According to research conducted in May 2008, 20% of 14-year-old boys and nearly half of 17-year-old boys drank in the previous month. Girls were a bit lower with 18% of 14-year-olds and 35% of 17-year-olds in the same category (CDA, 2008).
- The Deputy Minister of Education stated that schools in South Africa "are significantly affected by alcohol and drug abuse" (Surty, 2013:4). One in two schoolchildren admits to having experimented with drugs.
- Research indicates that there is a high level of alcohol use among grade 8-11 learners. Forty nine percent of learners in South Africa have drunk at least one drink of alcohol in their life time, while 35% have used alcohol from the 1990's to 2000's. What is worrying is that 29% of learners are binge drinking on a monthly basis (Surty, 2013:4).
- Learners who use alcohol or drugs are three times more involved with violent crimes (CDA, 2008).
- Fifty percent of grade 11 learners admitted that they have used alcohol in the last year (S.A. Drug Statistics, 2008).
- By the age of 18, more than 60% of teenagers have been drunk. Thirty percent had used school time or work time to drink. This is of concern to the education system, as evidence also illustrates that when learners drink to this extent, they are more likely to perform poorly in class, to be absent from school and drop out from school (S.A. Drug Statistics, 2008).

- Alcohol, tobacco and other potent illegal drugs such as *nyaope*, *woonga* and *sugars* are easily accessible in schools despite the declaration that all schools are alcohol and drug free zones (Department of Education, 1996). Research also indicates that 13% of learners in South Africa use alcohol at school; 8% attend school after drinking; 8% use dagga (marijuana) at school; and 9% are offered, sold or given illegal drugs at school. This not only disrupts teaching and learning, but also poses a significant safety concern in schools (Mellet, 1998; S.A. Drug Statistics, 2008; Surty, 2013).
- Alcohol and drug use are primary risk factors for many of the social ills faced in schools including crime, violence, accidents, injuries, and unprotected sex leading to unwanted pregnancy and HIV infections. Major incidents of violence in schools, inevitably, can be traced back to alcohol and drug abuse. As a result of the unabated use of alcohol and drugs by young people more youths, as young as 12 and 13 years, are being admitted into drug treatment facilities. Undoubtedly, this affects their chances of progressing academically, thus increasing the possibility of dropping out of school (Surty, 2013; Department of Social Development, 2013).

The statistics above show the magnitude of substance abuse among learners in South Africa.

The Department of Education has developed a new National Strategy for the Prevention and Management of alcohol and drug use among learners that offer comprehensive guidance to the education sector on both the prevention and management of alcohol and drug abuse. The South African government has taken measures to address the problem of substance abuse in schools by putting in place different intervention strategies which are currently being implemented (Republic of South Africa, 2003). In 2000, a multi-sectoral co-ordinating body, the Central Drug Authority, was established in South Africa to oversee the implementation of the National Drug Master Plan. As part of ensuring an integrated approach to curb or address substance abuse problems, the plan mandates government departments to formulate mini drug master plans and establish principal drug forums and local drug action committees (Parry, 2005:34-35).

According to the National Policy on the Management of Drug Abuse by Learners in Public and Independent Schools and Further Education and Training Institutions (Republic of South Africa, 2002), there are intervention strategies which are in place to curb substance abuse in secondary schools. The intervention strategies include drug screening, random searches, education and prevention. The strategies are outlined below.

The first intervention strategy is drug testing or drug screening which is used when there is reasonable suspicion that a child is using drugs. The results of the testing cannot be publicised but can be shared with the child's parent or guardian. It is usually conducted by testing urine. The South African School Act (Republic of South Africa, 1996) outlines the process that should be followed in drug screening or testing. The testing kit must be opened in the presence of the learner and witness. The learner should be first asked whether he or she has taken any medication as that might affect the results. The first step at the testing site is to split the urine into two aliquots. One aliquot is first screened for drugs using an analyser that performs immunoassay as the initial screen. If the urine screen is positive then another aliquot of the sample is used to confirm the findings. The test must be conducted by a person of the same gender as the learner. The person conducting the test must wear latex gloves. However, it is prohibited to pick learners to be tested for the presence of drugs in their bodies if there is no suspicion that one is abusing substance.

The second intervention strategy is that of random searches. The random search should be conducted early in the morning. Searches of learners can only be carried out by persons of the same gender in a decent and orderly manner, if there is reasonable suspicion that the learner is in possession of a prohibited substance. The principal or his or her delegate may conduct a random search to a group of learners only after a fair and reasonable suspicion has been established. For example, if whistle blowers have informed the principal about the presence of drugs; or if there is scent of dagga or traces of drugs on the school premises; or following reports by parents searches would be made (Republic of South Africa, 2002). The random search must be conducted in a

private place or area, not in the presence of other learners and must be done in the presence of an adult witness of the same gender as the learner. The learners' private parts must not be touched. While the learner is awaiting his or her turn to be searched, the witness must observe the behaviour of the learner (Republic of South Africa, 2002).

The third intervention strategy is educating learners about substance abuse. It is believed that educating learners about substance abuse is to negate, counteract or delay the likelihood of experimentation with drugs by providing information about the dangers of their use and misuse, as well as to encourage those who are experiencing problems to get the help they need (Parry, Plüddemann and Myers, 2003). Although educating learners about substance abuse is included in the learning area of life orientation, schools are also encouraged to make use of external organisations to educate learners about drug misuse and the consequences of abuse. The school code of conduct will be used against those learners who are involved in substance abuse (Republic of South Africa, 2002).

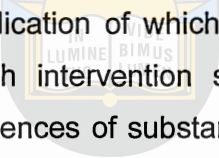
University of Fort Hare  
*Together in Excellence*

The above intervention strategies are currently being implemented in schools. Despite the implementation, the number of learners who abuse substances has increased. The National Institute on Drug Abuse has noted that the availability of drugs at schools has increased over the last ten years, (Parry, 1998). Furthermore, the lifetime prevalence rates for the three most commonly used substances were 51.4% and increased to 95% for alcohol, then for cigarettes were 25.2% and increased to 95% (Moodly, 2012).

Substance abuse is recognised as a major contributor to school violence, along with other factors that can foster an environment that is not conducive to teaching and learning (Mathews, Griggs and Canne, 1999). Moreover, Plüddemann et al. (2010) found that methamphetamine use was associated with aggressive or delinquent behaviour among high school learners in a study conducted in Cape Town. Low educational attainment is prevalent and has been attributed to substance abuse. This is compounded by an increase in truancy, resentment towards teachers, avoiding

homework or not bringing books home, lack of interest and decreased concentration span in school and flagrant disregard of all school rules (Morojele and Brook, 2006).

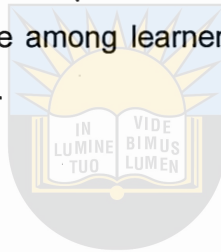
Substance use by young people is of a major concern in South Africa, (Morojele and Brook, 2006). A survey conducted in 2002 on learners in high school, revealed that about half (49.1%) reported ever having drunk alcohol; one third (30.5%) ever smoked cigarettes, and 12.8% ever having used cannabis in their lifetime. Just under one quarter (23%) indicated having engaged in binge drinking (drunk five or more drinks in one occasion) during the preceding one-month period. The findings of the study indicated that there are significant percentages of learners who are involved in illegal substance abuse.



Research has provided some indication of which intervention strategies increase the likelihood of success, and which intervention strategies should be avoided. It is essential to examine the consequences of substance use and abuse. The schools are using the following intervention strategies to curb substance abuse as prescribed in the policy and legislation on the control and management of drug abuse in schools, in particular the Regulations for Safety Measures at Public Schools (Republic of South Africa, 2001). This policy states that, firstly no substance abuse or use is allowed on the school premises. Secondly, the code of conduct will be used against those learners who contravene the code of conduct or use or misuse substances in the school premises. Thirdly, the testing devices have to be used for drug testing or drug screening and procedures should be followed. Complex procedures are in place for drug testing or drug screening. Daily reports in the media indicate the growing concern over the escalation of substance abuse in South African schools. That is why the researcher is investigating the implementation of intervention strategies which have been put in place to curb substance abuse among learners of rural secondary schools in King William's Town District, Eastern Cape.

### 1.3 Statement of the research problem

Although there are intervention strategies which are put in place by the Department of Education to curb substance abuse in rural secondary schools, cases related to substance abuse seem to be increasing in King William's Town District schools. There is a growing concern that learners are increasingly abusing drugs. This means that there are challenges in terms of the implementation of intervention strategies which are put in place to curb or address substance abuse among learners of rural secondary schools. This is coupled with media and society's complaints of substance abuse in schools. This study investigated the implementation of intervention strategies which are in place to curb substance abuse among learners of rural secondary schools of King William's Town Education District.



### 1.4 Main research question

University of Fort Hare  
*Together in Excellence*

How are intervention strategies that have been put in place to curb substance abuse among learners implemented?

#### 1.4.1 Sub-research questions

- What monitoring and support mechanisms have been put in place by the Department of Education to ensure proper implementation of the intervention strategies?
- What training have schools received to ensure proper implementation of the intervention strategies?
- What measures are taken by schools against learners found to abuse substance?
- What measures are taken by schools to educate learners on the strategies that have been put in place to curb substance abuse?

## 1.5 Purpose of the study

The purpose of this study is to investigate how intervention strategies that have been put in place to curb substance abuse among learners are being implemented in secondary schools. The study will also investigate the challenges that are being experienced by the schools in terms of curbing substance abuse among learners.

## 1.6 Research objectives

- To find out monitoring and support mechanisms which have been put in place by the Department of Education to ensure proper implementation of the intervention strategies.
- To find out the training received by schools to ensure proper implementation of the intervention strategies.
- To examine measures taken by schools against learners found to abuse substance.
- To examine measures taken by schools to educate learners on the strategies that have been put in place to curb substance abuse.

## 1.7 Assumptions of the study

The following are the assumptions of this study:

- There is extensive substance abuse among rural secondary school learners in the case study area.
- There are some programmes that are being implemented to curb or address substance abuse in schools but their implementation effectiveness remains unknown.
- A research on the implementation of the programmes mentioned above, and the subsequent recommendations will assist in improving the overall programme.

## 1.8 Significance of the study

In finding out how intervention strategies to curb or address substance abuse have been implemented, the researcher hopes that the study will empower schools and the Department of Education to deal with substance abuse-related cases in rural secondary schools. This study will also allow the researcher to make recommendations of how the policy makers can formulate intervention strategies in schools. The researcher hopes to raise awareness in rural secondary schools on how to deal with substance abuse in their schools.

## 1.9 Delimitations of the study

The study focussed on two rural secondary schools in the King William's Town Education District in the Eastern Cape Province. The researcher selected rural secondary schools only because learners in the rural secondary schools appear to be more involved in substance abuse than those in rural primary schools. The researcher selected the King William's Town rural secondary schools as they are in close proximity to his place of abode and more advantageous than any other rural secondary school that may be unfamiliar to him. The research focuses on learners, educators and principals from the two schools as well as parents with children attending the schools. In collecting data, the researcher liaised with Department of Education officials under whose jurisdiction the schools fall.

## 1.10 Definition of terms

- **Substance abuse**

The World Health Organisation (2006:1) defined substance abuse as "The harmful or hazardous use of psychoactive substance, including alcohol and illicit drugs." According to Parry (1998), the term refers to the excessive use of drugs. Although the term substance can refer to any physical matter, substance abuse has come to refer to the

overindulgence in and dependence on drugs or other chemicals leading to effects that are detrimental to the individual's physical and mental health and welfare of others (Parry, 1998). Substance abuse may lead to social, physical emotional and job-related problems.

- **Strategy**

It is an elaborate and systematic plan of action. A strategy is a plan of action designed to achieve a particular goal. A strategy answers the questions "what"? What is the goal? Strategy involves gathering many ideas and making decisions. It refers to what we can do to minimise or to curb substance abuse in secondary schools.

- **Implementation**

To take action or make changes that you have officially decided should happen, for example, implementation of a policy/plan/decision.

## 1.11 Chapter breakdown

The study is divided into four chapters. The first chapter is the introduction. It outlines the nature of the problem, the case study area, research objectives and the research questions. Chapter two outlines the literature review. This chapter critically examines literature on substance abuse in general as well as substance abuse in rural secondary schools. The literature discusses other global cases with similar problems and also provides recommendations. This study will employ the social norms theory; the resilience theory and the theory of planned behaviour in investigating the implementation of intervention strategies which have been put in place to curb or address substance abuse among learners of rural secondary schools in King William's Town District, Eastern Cape. All these theories make reference to the study.

Chapter three is the research methodology. The chapter will outline the various tools to be used for data collection. The chapter will also list the potential respondents and the kind of tools that will be used on the respective respondents.

Chapter four will present the results from the data collection and will also provide in-depth analysis of the results. In this chapter, the study will wrap up all the findings from both the literature review and the data collection. The conclusion will also attempt to answer the research questions posed in chapter one.

## 1.12 Summary



This chapter introduced the theme and area of research. In the next chapter, the researcher will explore holistically, the implementation of intervention strategies used to curb substance abuse among learners at rural secondary schools.

# CHAPTER TWO

## LITERATURE REVIEW

### 2.1 Introduction

This study was undertaken to investigate the implementation of strategies which have been put in place to curb substance abuse among learners in rural secondary schools. The Department of Education should view themselves as being in partnership with parents, educators as well as learners which is then a formalised extension of the family. Their mandate is to make sure that learning and teaching is taking place in a safe and disciplined environment conducive for successful delivery of quality education (South African Schools Act, 1996). The aim of this chapter is to provide theoretical framework which will inform this study and to also discuss literature related to the implementation of strategies to curb substance abuse among learners in rural secondary schools. The chapter begins by providing definition of substance abuse followed by a brief discussion on substance abuse in South Africa, common substances that are being abused and reasons for substance abuse. It is followed by discussions on the theoretical framework and what other people have written regarding the subject of this study.

### 2.2 General information on substance abuse

Substance abuse is the excessive use of mood-altering substance for non-medicinal purposes (Searll, 1989:47). According to the World Health Organisation (WHO), substance abuse is "persistent or sporadic drug use inconsistent with or unrelated to acceptable medical practice". Any substance that is used for a long period without prescription and supervision is being abused (Searll, 1989:47). Glanz and Pickens, as

cited by Hawana (1996:1), are of the opinion that substance use and substance abuse are not independent because the user moves from one to another. Learners are the trustees of posterity; learners and the future, both are integrally tied together and both are threatened by use and abuse of substances (Doble, 1987:1). The future is always full of optimism. Current statistics show that about one of every three learners in the country is involved in some kind of substance abuse. It is a psychoactive substance which has the capacity to influence behaviour by altering feelings, mood, perception or other mental states. Substances refer to illegal substance such as crack, cocaine, and heroin, while legal substances include alcohol, tobacco and the usual morning coffee. According to Reber and Reber (2001), substance abuse refers to the improper, irresponsible, or self-damaging use of addictive substances. According to the World Health Organisation (1992) substance abuse refers to the continuous use of a substance even with knowledge that the use of this or these substance(s) may cause several debilitating problems and may eventually lead to some form of addiction. The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR, APA, 2000), describes substance abuse as a maladaptive pattern of substance use, leading to clinically significant impairment or distress which usually manifests in one or more of the following symptoms within a year of recurrent substance use in a situation that may cause physical danger to the user, or, in the force of obvious incapacitation or impairment in school on employment contexts or despite resulting in social, interpersonal or legal problems. Searll (1995) defines substance abuse in similar terms, namely the excessive usage of psychoactive substances or alcohol resulting in lowered levels of functioning of several cognitive and physical levels.

The Department of Health widens the definition slightly in its National Drug Master Plan of 1999 and 2006 to encompass both misuse and abuse of legal substances such as nicotine, alcohol, over-the-counter drugs, prescribed drugs; alcohol related concoctions, indigenous plants, solvents, as well as the usage of illicit substances. For the purposes of the National Drug Master Plan, the term “drugs” refers to illicit drugs as defined in the Drugs and Drug-Trafficking Act No. 140 of 1992 and to the commonly abused legal medicines. Although not specifically included in the definition, alcohol, tobacco and

volatile solvents are also recognised as major contributors to health and social problems in South Africa. The United Nations Drug Control Programme (UNDCP) defines a drug master plan as a single document covering all national concerns regarding drug control. It summarises national policies authoritatively, defines priorities and allocates responsibility for drug control efforts. In essence, a drug master plan is a national strategy that guides the operational plans of all departments and government entities involved in the reduction of the demand for and the supply of drugs in a country (Republic of South Africa, 2011).

The health and socio-economic consequences of substance use, abuse and dependence, particularly the abuse of alcohol and trafficking in drugs, undermine democracy and good governance and have a negative impact on the environment. With regard to tobacco, the National Council on Smoking estimates that about 25 000 smoking-related deaths occur annually in South Africa and that 2,5 million workdays are lost due to absenteeism arising from tobacco-related illnesses. Tobacco smoke affects smokers as well as non-smokers; hence the legislation that prohibits smoking in the workplace. The overall prevalence of alcohol abuse could be as high as 30% in certain groups and as low as about 5% in others and is linked to age, gender, socio-economic status and degree of urbanisation. Binge drinking among the youth, especially males, is high (more than 25% in many communities). High levels of alcohol abuse are reported among people in certain occupations (e.g. farming and mining) and in disadvantaged communities where ease of access to alcohol is a contributing factor (Parry and Bonnets, 2014:01). Home-made concoctions can also be more lethal than conventional substances (Republic of South Africa, 2011)

### **2.3 Substance abuse in South Africa**

There is great concern about substance use and abuse among secondary school learners in South Africa. According to Rocha-Silva, de Miranda and Erasmus (1996),

general or drastic socio-economic changes (such as the case in South Africa) contribute to an escalation of risk-behaviour such as substance abuse and the spread of HIV/AIDS. Research conducted by Yamada, Kendix and Yamada (1996) found that increased incidences of alcoholic consumption and frequent cannabis use also significantly reduce the probability of high-school graduation. This has then, in turn, far-reaching individual and societal implications and has increased the need for cost-efficient national intervention programmes. Currently, statistics show that about one out of three learners in the country is involved in some kind of substance abuse (Searll, 1989:47). Substance abuse is widespread throughout the world including in South Africa (Hewana, 1996:1). Due to the abuse of substance, learners are demotivated, feel hopeless and experience a lack of interest and excitement about life (Hewana, 1996:2). Parry (1998:6) and Searll (1989:55), for example, found that in South Africa, the problem of substance use and abuse is not confined to any one social class or race or group. According to Searll (1989:55), substance use or abuse can be by a rich or poor male or female, educated or uneducated or black or white. The common aspect among substance users or abusers is that substances control learners' minds.

South Africa has experienced escalating levels of substance use during its transition from apartheid to democracy (Central Drug Authority 2006; UNODC, 2004). Since 1991, the number of young people treated for substance-related problems in South Africa has increased significantly (Parry et al., 2004). The high proportion of adolescents who use alcohol and other drugs (AODs) is particularly evident in all the provinces in South Africa. The 2002 National Youth Risk Behaviour Survey of 10 699 school-going adolescents reported prevalence rates of 23% per month binge drinking and lifetime prevalence rates of 13% for cannabis use, 6% for cocaine, 12% for heroin, and 16% for the inappropriate use of over-the-counter and prescription medicines (Harker, Myers and Parry, 2008:2). South African research has demonstrated that significant proportions of school-going adolescents misuse substances (Harker, Myers and Parry, 2008). The incidence and prevalence of substance use among young people highlights a worrying trend and raises the need for various interventions to curb the use of substances, particularly prevention activities. Researchers and policy makers have

identified a clear need for comprehensive prevention programmes for youth in the all the provinces in South Africa. The field of substance abuse prevention however, lacks the organisational framework through which prevention services can effectively and efficiently be delivered (Central Drug Authority, 2006). Without this infrastructure, assuring quality, monitoring performance, and diffusing new ideas and technologies become difficult (Harker, Myers and Parry, 2008).

Children of South Africa have been accorded priority attention since the advent of the new democracy. On 16 June 1995, South Africa accordingly ratified the Convention on the Rights of the Child and the declaration emanating from the World Summit for Children in December 1993 and, in so doing, committed itself to the principle of the "First Call for Children" in all areas (Republic of South Africa, 2011). Specific treatment services have to be provided for young people because of their different needs. For example, young people occupy a dependent position in the family and society; they are more influenced by peers and popular culture; they often need education or vocational training; and they are more likely to abuse substance (Republic of South Africa, 2011). For the purpose of sharing available resources, the programmes/facilities of different departments should be integrated such as the after-care programmes in schools and multipurpose centres for unemployed youth.

Although coordinating structures for the youth exist, their effectiveness in relation to substance abuse has to be improved (Republic of South Africa, 2011)? Information on substance abuse should be accessible to the parents of learners, and mechanisms for disseminating information should be identified and streamlined (Republic of South Africa, 2011). Parents should take responsibility for monitoring and countering substance use among their children. Children are not born substance abusers; parents should teach their children appropriate values long before peer pressure and other influences intervene (Republic of South Africa, 2011). Major gaps still exist in intervention programmes for the youth, especially in rural areas (Republic of South Africa, 2011). A special effort is required to establish proper youth programmes and to ensure that they are accessible to all young people in South Africa (Republic of South Africa, 2011).

The following are objectives for the youth priority areas as outlined in Policy Framework for the management of Drug Abuse by Learners in Schools and in Public Further Education and Training Institutions (Republic of South Africa, 2011:4):

- a) to motivate the youth to refrain from abusing substances through ongoing and integrated prevention programmes, including the use of drama, music and sport;
- b) to apply restorative justice in countering the drug-crime problem;
- c) to enforce the law rigorously in respect of the sale of alcohol, tobacco and other drugs to the youth;
- d) to ensure that schools offer effective drug education programmes, giving learners the facts, warning them of the risks and helping them to develop an anti-drug attitude;
- e) to promote a healthy lifestyle through awareness programmes;
- f) to develop effective national and local public education strategies focusing particularly on young people;
- g) to ensure that young people have access to life skills and other programmes that promote a healthy lifestyle; and
- h) To empower the youth to take charge of their destiny, for example through training young people as peer educators.

## **2.4 Common substances that are being abused**

Before mentioning the different strategies that are being employed to curb substance abuse in high schools, it is important to identify some of the most common drugs that are being abused. The most commonly used and abused substances are alcohol, nicotine, cannabis and crack/cocaine. Other drugs are ecstasy and LSD that are used in rave nightclubs (World Health Organisation, 2004:22). Risk factors identified in the community are lack of awareness programmes on substance use and abuse in the schools, availability of substances, peer pressure and poor role models (World Health

Organisation, 2004). According to Hafen and Frandsen (1985), alcohol, tobacco, marijuana and mandrax are also commonly used substances among learners in secondary schools.

Ongoing research in South Africa suggests that (non-injecting) drug use is associated indirectly with HIV transmission via risky sexual behaviour. It also shows that compared with non-drug users, drug users are more likely to engage in risky behaviours such as sex with multiple sex partners and unprotected sex (Morosely, Knott, Myburg, and Finkelstein, 2003:12). Further research has also confirmed a high positive correlation between drug use and crime (Institute for Security Studies, 2002). The study showed that the percentage of arrestees testing positive for any drug (excluding alcohol) in connection with housebreaking, motor vehicle theft and rape was 66%, 59% and 49% respectively (Institute for Security Studies, 2002:14 ). In 1998, a Cape Town study compared risk behaviour patterns among grade 8 and 11 learners with that of their counterparts in 1990 (Institute for Security Studies, 2002). While both sets of learners exhibited rates of cigarette and alcohol use which were fairly constant, rates of cannabis use had almost doubled in the intervening period (Flisher et al., 1998:21).

## **2.5 Reasons for substance abuse**

Some studies have gone on to show why youth use drugs. The United Nations has listed some reasons on why the youth abuse drugs (United Nations Office on Drugs and Crime, 2004). These include, among others, genetic factors because there is evidence to suggest that there are people who are genetically predisposed to becoming addicted. This means that if exposed to other personal or environmental risk factors, a minority of people are more vulnerable to becoming addicted because of their genetic make-up (United Nations Office on Drugs and Crime, 2004). Undeveloped or underdeveloped personal and social skills also put a person at greater risk of substance use (United Nations Office on Drugs and Crime, 2004). Personal and social skills include the ability

to take a decision, to express what one feels, to assert oneself or to solve problems. If these skills are not strong, the person is more likely to give in to peer pressure. Young people with poor personal and social skills are also less likely to be able to cope with difficult situations (United Nations Office on Drugs and Crime, 2004).

According to Hafen and Frandsen (1985), substances are used to achieve a certain psychic state are psychoactive that, is, mind-active, they influence the working of human mind-how we think, feel and even act. According to Goode (1994:5), both legal and illegal substances are often overused, misused and abused, thereby causing a great deal of damage to a human's life and to society generally; thirdly, substance abuse is an ancient problem, humans have been ingesting psychoactive substances since the Stone Age and possibly longer. Lazare, *et al.* (1995) states that throughout history, people have resorted to various mind-altering substances.

The National Institute on Drug Abuse (2003) found that the consequences of drug abuse by females are more severe and data indicate that after initial use, females may proceed more rapidly to drug abuse than males. The causes, correlates, and consequences of drug abuse and addiction appear to differ with respect to girls and boys. Women's initiation into drug use also differs from that of men's. Preliminary results from a study on gender differences in cocaine initiation and abuse indicate that approximately 90% of women reported that men played some role in their involvement with crack cocaine. By contrast, only 17% of men reported that women were involved in their initiating or maintaining the use of crack cocaine. Women were more likely to begin or maintain cocaine use in order to develop more intimate relationships, while men were more likely to use the drug with male friends and in relation to the drug trade. Successful prevention programmes should therefore contain life skills training that are specifically related to gender differences regarding substance abuse onset during adolescence stances, from beer to peyote, for reasons that are as varied as human experience itself. Howe (1989:3) highlights that the reasons why people use alcohol are as wide-ranging and varied as people themselves and it is worth nothing our ingenuity in finding or inventing substances for ingestion that alter our state of consciousness, in

the case of alcohol the ingredients (water, sugar, yeast and heat) necessary to make it were combined with a relatively simple fermentation process to the effects of alcohol intoxication. Alcoholic drinks were all known to many early human civilisations and were used, not only for intoxication, but also in religious ceremonies where wine and beer were offered to the gods and became imbued with religious significance. Some of these learner's use and abuse substances for pleasure, whilst some learners lack the ability to resist the temptation and peer pressure so they imitate friends who use and abuse substances. It remains a wonder what reasons the learners in King William's District have for abusing alcohol.

## **2.6 Theoretical framework of the study**

The following theories are relevant to this study of investigating the implementation of strategies used to curb substance abuse among learners in secondary schools in the King William's Town District. These theories that have been used in this study are the social norms theory, resilience theory and theory of planned behaviour — all make reference to the implementation of strategies to curb substance abuse among learners in secondary schools.

### **2.6.1 Social norms theory by H. Wesley Perkins**

According to Perkins (2006:1), social norms are fundamental in understanding human behaviour. Norms are what the majority of the people in a group do or how they behave (behavioural norms), and what the majority believe about how they and others should act (attitudinal norms). In secondary schools of King William's Town District also there are social norms, for example substance use or abuse is not allowed in the school or near the school premises, if a learner is caught, the school code of conduct will apply as the norm of the school. Each stakeholder in the school is educated about the social norms of the school. Research has constantly shown learners to be one of the strongest influences on behaviour, especially among secondary school learners of King William's Town District. What is lacking is a strategy or method to address substance abuse in

schools so that the school norms are taken seriously. According to Perkins (2006:01), research has also documented a consistent and dramatic pattern of misconceptions about learners' norms. A social norms intervention intensively communicates the truth through the media campaigns, interacting programmes, and other educational viewers. The schools need to educate the learners about the risk and consequences of using and abusing substance. According to Berkowitz (2004:1), when school norms are correctly implemented in an institution (school), substance use or abuse can be prevented among learners. The growing interest in social norms in institutions shows that if it is implemented correctly it yields results; this is to prevent substance use or abuse in our schools, so that quality education can be achieved.

Methods or strategies to curb substance abuse among learners can be effective when they are correctly implemented in schools. As a result, there is a need or necessity for a comprehensive review of the strategies which are implemented in institutions (schools) to address substance abuse among learners. According to Berkowitz (2004:1), Higher Education Centre for Alcohol and other Substances prevention was in place since 2000 to keep track of the important changes and developments in schools.

The social norms approach provides theory of the learner behaviour that has important implications for the health promotion and prevention. It states that people's behaviours are influenced by incorrect perceptions of how other learners from certain social groups think and act. For example, a learner may overestimate the permissiveness of peer pressure or behaviours with respect to substance abuse or use. The theory predicts that overestimating of substance abuse-related problems will increase the use and abuse of substances. Social norms interventions focus on learners' influences, which have greater impact on learner behaviour. Berkowitz and Perkins (1997:1), Borsari and Carey (2001:1), Kandel *et al.* (1978:1) and Perkins (2006:1) conducted research that established that these learners' influences are based more on other learners' beliefs and actions (the "perceived norm") than their real beliefs and actions (the "actual norm"). The social norms theory is used to analyse patterns of substance use and abuse by learners. Perkins (1997, 2003:2) states that in many cases, social norms

interventions have been successfully combined with other drug prevention approaches strategies such as policy change and other environmental strategies.

### **2.6.2 Resilience theory by Marc T. Braveman**

According to Braveman (1991:3), there is a considerable overlap between the research on resilience and most current research on substance abuse prevention, as both are grounded in developmental models that stress the complex and reciprocal relationship between individuals and the environment (Conger, 1997; Lerner, 1991). For example, using the concepts of risk and protection that are the cornerstones of resilience theory, many comprehensive reviews have identified the risk and protection factors for substance abuse or use (Hawkins, Catalana, and Miller, 1992; Oetting, Edwards, Kelly and Beaurais, 1997; Steinburg, 1991). When the learners abuse or use substance, they are risking their health, their lives and their future. Therefore, schools should have protective measures to prevent learners from unacceptable behaviour.

*Together in Excellence*

“Resilience is a concept that incorporates two components (a) exposure to significant risks, for example, health will be affected by substance abuse. (b) Demonstration of competence and successful adaptation. By this definition, resilience is a set of processes rather than fixed characteristics of the learner” (Braverman, 2001:2). A learner who appears to be resilient at one age may or may not remain like that; at some stage the learner may change because of peer pressure. According to Rutter and Robbins, (1990:05), risk and protection are the cornerstones of resilience theory. When a learner abuses substance, s/he compromises his/her health if there are no protection measures in place. The risk factors for substance use are physical health, mental health, academic achievement or social adjustment. Rutter and Robbins (1990:02) further comment that risk factors and protective factors are two different things. For example, risk factors occur when the learners misuse and abuse substances and protective factor occur when learners are prevented from using or abusing substances by using different strategies which are implemented in secondary schools.

Risk factors can be classified and summarised as follows:

### 2.6.3 Societal factors

- Culture
- Demographic and economic factors
- Social inequality/socio-economic disadvantage



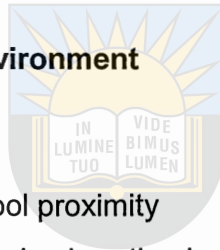
University of Fort Hare  
*Together in Excellence*

#### **2.6.4 Community factors**

- Access to alcohol and drugs
- Societal norms favoring alcohol use (e.g. in mass media)
- Exposure to public drunkenness
- Personal knowledge of adult consumers of alcohol and other substances/subjective adult norms in favor of substance use

#### **2.6.5 School and academic environment**

- Permissive drinking norms
- Availability of alcohol in school proximity
- Low academic aspirations and sub-optimal performance in school.
- Risk factors for substance use



University of Fort Hare  
*Together in Excellence*

#### **2.6.6 Familial environment**

- Parental/caregiver consumption of alcohol (modeling)
- Insufficient time spent with adolescents
- Little monitoring
- Lack of nurturing in the home environment

#### **2.6.7 Peers/ friends**

- Peers substance use
- Peer engagement in anti-social behaviors'

### 2.6.8 Individual Factors

- Engagement in rebellious and anti-social behaviors
- Low religious involvement
- Short-term goals in life
- Depressive symptoms and a poor sense of well-being
- Self-esteem (Morojele, Knott, Myberg and Finkelstein, 1997)

Masten (2001:08) refers to risk and protective factors. The protective factor is a counter risk factor; risks need to be prevented in order to protect the learner from substance use or abuse. If risks such as mental health, physical health, academic achievement are prevented it means that the learner will prosper in areas of school achievement, absence of problem behaviour. One of the most important theoretical and practical issues concerning resilience is the degree to which it should be viewed as an enduring trait, entered primarily within the learner or dynamic and changing interaction between the learner and his/her school. According to Luthar and Cuchetti (2000), Masten and Coatsworth (1998:3), resilience is better viewed as a process defined by two elements which are risk factors and protecting factors. The broad focus of resilience theory on an individual's overall adaptation suggests that the aim to prevent substance abuse is initial to learners if the school intends to ensure quality education and stability in schools. Although there are programmes to curb substance abuse in secondary schools, it is increasing among learners. For example, drug abuse resistance education (DARE), has been consistently met with very limited success (Dukes, Stein and Ullman, 1997), even though it is estimated to be taught in roughly 75% of all schools in South Africa (Smith, 2001:8).

Resilience theory holds promise for its potential to inform or address substance abuse among learners in secondary schools. Resilience can inform training programmes aimed at preventing substance abuse among learners in schools. Treatment and training are resilience building. The term resilience reflects the ability of individuals to

maintain relatively stable mental function throughout their learning career (Dukes, Stein and Ullman, 1997:4).

### **2.6.9 Theory of planned behaviour by Icek Ajzen**

Ajzen's (1991:12) theory of planned behaviour was used to explain adolescents' (learners') behaviour in engaging or not engaging in substance use or abuse. The most direct antecedent of a person's behaviour is his or her intention to carry it out. The direct antecedents of the intention to perform include attitudes towards the behaviour, subjective norms and perceived behavioural control. Two additional constructs: moral obligation and self-identity were added as antecedents of intention. Learners' behaviour is important for quality education to be achieved, if not, substance abuse will jeopardise it.

## **2.7 What other people have written regarding the implementation of intervention strategies to curb substance abuse**

Due to the effects of substance use and abuse by learners, the South African government implemented a new policy or strategy on the use and abuse of substances (WHO, 2003) which began in 2010. Previously, school boards used different kinds of disciplinary methods or strategies to try to address or curb the increase of substance abuse among learners in schools. Searching learners for substance is one such method or strategy, and also police are constantly working with schools in order to stop learners from smuggling substances onto the school premises. According to WHO (2003), the Eastern Cape Department of Education has announced that in order to prevent or curb substance use or abuse in schools in the province, learners in primary and secondary schools will be the first in South Africa to be tested for substance abuse.

According to WHO (2003), Random drug testing was going to begin in 2010 and urine samples were to be taken from learners showing signs of substance use and abuse. These searches can include locker searches of learner's 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 South African schools is on the increase (Fezile, 2009:03). These drug searches are considered to be necessary in order to keep the school environment safe and free from drug trafficking. The use and abuse of substances is a key challenge and major concern facing schools, families and societies globally (Caufer, 1998; Rizk, 2008:1). Research shows that substance abuse by learners is now a serious problem in South African schools (Betancourt and Herreva, 2006:16; Pama, 2008:112).

Pama (2008:112) is one of the few researchers who conducted a study on learners' perceptions on substance abuse in one high school in the Eastern Cape Province. In his study, Pama (2008:112) found that the substances that are commonly used by learners in the schools include tobacco, alcohol, dagga, cocaine and mandrax. Pama (2008:113) concluded that these substances negatively affect learners' achievements at school and their lives as a whole. Hence, this study sought to investigate the implementation of intervention strategies which have been put in place to curb substance abuse among learners in secondary schools in the Eastern Cape.

## **2.8 Preventing substance abuse**

According to Parry (1998:1), law enforcement authorities, service providers and substance abuse researchers are in agreement that illicit drug trafficking, consumption and associated problems have all increased dramatically during the 1990s. Therefore, prevention efforts should be implemented to curb substance abuse among learners or young persons. Turner (1997:7) states that prevention and treatment of substances is important in order to improve the quality of life and to promote peace and development for all South Africans. Rocha-Silva (1989:1) notes that it is important to give special attention to young people or learners who use and abuse substances. The Department of Education, Soul City and the Scientific Evaluation of Substance Abuse state that preventive interventions can be effective if implemented correctly. Their intervention packages are discussed in the sections below.

### 2.8.1 The Department of Education

The National Department of Education implementing its CAPS initiative which among other things is supposed to include a life skills education component which also seeks to prevent substance use and abuse among learners in schools (Curriculum). The International Centre for Alcohol Policies (ICAP), based in Washington is also working with the Provincial Department of Education in the Eastern Cape to design a life skill education programme aimed at schools (Moleketsi, 1999). The project specifically involves:

- developing life skills materials for use in schools;
- training teachers in the use of these materials and testing these materials in the teacher classroom for one academic year substance education and prevention workshops to be provided to each school to reject illegal drug use and substance abuse in schools; and
- An education video on drug prevention to be provided to each school (Parry, 1998:4).

It is encouraging that the draft framework for a national drug master plan released by the South African Minister of Welfare in October 1997 motivates learners to reject illegal drug use and abuse by preventive education and by reducing acceptability and availability of substances to learners as one of its three priorities (Department of Social Development, 1997). The strategies highlighted above had the same motive as the ones in the current National Drug Master Plan 2013-2017 which is summed up by the Department of Social Development (2013) as the principal strategy for dealing with the drug problem had for years been that of supply reduction. However, according to the same plan, the United Nations Office on Drugs and Crime (UNODC) and the World Health Organisation (WHO) advocated for a shift to primary prevention based on the need to prevent the risk of substance abuse/dependence.

## 2.8.2 Scientific evaluation of substance abuse

Traditionally, prevention practices have been divided into three main categories (Parry, 1998:21). Primary prevention, as is the case in the intervention described in this study, focuses on individuals prior to the onset of any signs of the unwanted behaviour, while secondary prevention is directed at individuals who demonstrate early signs of unwanted behaviour. Tertiary prevention (often referred to as treatment) is usually directed at individuals who already manifest unwanted behavioural patterns. More recently, researchers sought to redefine the traditional view on prevention (American Institute of Medicine, 1994). Three types of prevention were outlined: universal prevention directed at whole populations; selective prevention targeted at individuals demonstrating at-risk factors associated with the unwanted behaviour; and indicated prevention aimed at individuals who are in the “treatment” phase corresponding to the traditional tertiary intervention level.

According to Tarter (2006), the traditional and more recent classification of prevention strategies are not mutually exclusive. The newer classifications strategy is more focused in as much as it specifies the type of population and the presence or absence of identifiable factors that require intervention. Johnson et al. (1988) note that because prevention is an evolutionary field that is continuously growing, the current knowledge base will expand and emerge in new combinations, providing better tools with which to address substance abuse. According to Parry, Cerff (1996-2006: 4280) high priority should be given to the development and scientific evaluation of substance abuse prevention interventions that are explicitly, culturally sensitive and relevant for learners. If the strategies are implemented correctly in schools, substance abuse will be prevented or addressed among learners. These interventions should take into account the roles played by learners’ stressors in the day-to-day progression of substance use and abuse among learners. Intervention is needed in order to interrupt their substance use and abuse early on (Amaro, Cortes, Cacari-Stone, and 2004:10).

According to Leshner (2000:13), strong parent-child attachment, appropriate parental supervision, commitment to school, academic success and friends who have conventional values and some protective factors can help to curb substance use and abuse among learners. Principals and educators are the ones who should take care of the learners in terms of looking of strategies to curb substance abuse. Chaotic family environments, ineffective parenting, poor academic performance, and deviant peer influences all put learners at risk. If strategies are not implemented well, the learners will be at risk of substance abuse. The impact of specific risk and protective factors may diminish or increase as learners develop and their circumstances change. Substance abuse and use will impact negatively on education among learners. Because risk and protective factors for substance use are found in the home, the school, and the community, these same institutions need to render solutions to the problems (National Institute on Drug Abuse, 2003:02).

Several organisations have published substance abuse prevention results over the last couple of decades, including government departments, universities and other research institutions as well as local stakeholders (NGOs and CBOs) (National Institute on Drug Abuse, (2003:03). According to the National Institute on Drug Abuse (2003), any period of change or transition (such as adolescence), is a risk period for substance abuse onset. According to the research conducted by Kandel, *et al.* (1978), it is around the adolescent age that substance abuse onset occurs. The study also indicates that prevention has conventional values and some protective factors and programmes should target individuals by at least the onset of adolescence. This information is crucial as many children in the study fall under the adolescent stage.

According to some reports, an effective strategy to curb drug abuse would involve strengthening supply reduction activities by law enforcement agents, for example, by preventing the production and distribution of illegal drugs domestically and cross-border trafficking; support community interventions to reduce the sale of legal and illegal drugs; extend the current ban against advertising to persons under 18 years to apply to those up to including the age of 25 years, and ban alcohol-related sports sponsorship when

minors exceed 10% of the likely viewing audience (Parry, 2009). The report also suggests some extended options to curb drug abuse like instituting counter-advertising measures to counteract alcohol industry-sponsored drinking messages and instituting measures to reduce youth exposure to public drunkenness (for example through community mobilisation and stricter enforcement of laws by police) (Parry, 2009). Prevention of substance use or abuse will ensure the decrease in schools among learners.

The constitution of South Africa (1996) provides for a bill of rights. The following rights are relevant to random search, confiscation and drug testing at school: Human Dignity (section 10), Privacy (section 14) and Property (section 25). Random search and drug testing would obviously infringe on these rights. However, the constitution itself provides that no right is absolute, given that any right in the Bill of Rights may be limited in terms of Section 36. The principal or his or her delegate may randomly search a group of learners only after a fair and reasonable suspicion has been established (Section 8A (2)). Previously, school boards used different kinds of disciplinary methods to try to curb the increase in substance use or abuse by learners (Fezile, 2009: 03). Searching learners for substances is one such method; in addition, the police are constantly working with schools in order to stop learners from smuggling substances onto the school premises. According to Fezile (2009:3), the Eastern Cape Department of Education has announced that to prevent substance use and abuse in schools, learners at the province's secondary schools will be the first in South Africa to be tested for substance abuse.

According to some observations, programmes that have had some success in the prevention of substance abuse among adolescents in the United States of America include the Skills, Opportunity and Recognition Project (Project SOAR), previously known as the Seattle Social Development Programme (Miller, 2008). According to Hawkins (1999), this school-based intervention seeks to reduce the risk of substance abuse by enhancing protective factors. Lonczak, Abbott, Hawkins, Kosterman and Catalano (2002) point out that this programme is designed to enhance opportunities,

skills and rewards for learners' pro-social involvement. These prevent learners from use and abuse of substances among learners in secondary schools. The United States Department of Education (2001) reports that long-term results for this programme show positive outcomes for participants, including reduced anti-social behaviour, substance abuse and teen pregnancy. Morojele, Knott, Myberg and Finkelstein (1997) report on a sub-committee of the Western Cape Alcohol and Drug Abuse Forum (Education and Prevention Committee) which was formed to assess/audit school-based substance-abuse prevention programmes based in the Western Cape. The aim was to determine the appropriateness of each programme being implemented in schools, as well as the extent of coverage of prevention activities in the Western Cape. When strategies or programmes are implemented well in schools they become effective; thus resulting in decreased substance abuse in schools.

One of the generic principles of effective prevention of substance use among young people involves reducing the factors that place young people at risk for initiating substance use and enhancing factors that protect young people from starting to use substances (NIDA, 2003). Risk factors have been defined as those that increase an individual's risk of taking drugs (UNODC, 2004). Evidence suggests that early initiation into substance use is most clearly predicted by the cumulative number of elevated risk factors, rather than by any specific risk factor (Loxley et al., 2004). Young people with high scores on risk scales and low scores on protection scales are more likely to drink in a risky fashion, smoke, use illicit drugs, experience mental health problems, and have conduct disorder. As such, it is important to target both risk and protective factors in substance use prevention programmes (Harker, Myers and Parry, 2008).

For the purpose of tackling substance abuse, preventative interventions can be classified as universal, selective or indicated. Universal prevention interventions target the general public or a whole population (Harker, Myers and Parry, 2008). School-based prevention programmes are a popular form of universal prevention among youth as schools facilitate easy access to a large part of this population. These prevention activities can be educational or psychosocial in focus. Educational interventions are

aimed at preventing the onset of substance abuse via awareness raising and information sharing activities. In contrast, psychosocial interventions are aimed at developing psychosocial skills (for example to resist peer pressure and to enhance self-esteem). Educational interventions are the most common form of prevention activity in South Africa. The following are examples: 1) Drug education and prevention workshops are provided to each school. 2) Educational videos on substance prevention are provided to each school.

Selective preventive interventions are aimed at subgroups of the population whose risk of developing substance use disorders is significantly higher than the general population (Harker, Myers and Parry, 2008). Among young people, such interventions are mainly focused on truants, young people at risk of leaving school early, dropouts, young offenders, and youth from neighbourhoods with difficult socio-cultural conditions. Identifiers for increased risk include falling school grades; consumption of alcohol and other gateway drugs; conduct disorders; and alienation from parents, school, and positive peer groups. Indicated interventions target individuals who are exhibiting early signs of problematic substance use and/or other problem behaviours. This problematic substance use is then targeted through focused interventions. Early interventions for substance misuse fall into this category of intervention (Harker, Myers and Parry, 2008). Educational interventions are programmes implemented in schools to support learners who have been affected by substance use and abuse. Risk and protection of learner's behaviour is important in order to ensure a better future for young people.

## **2.9 Evaluating prevention programmes**

Various strategies have been tried to reduce drug use among adolescents, with varying degrees of success. It is difficult to evaluate prevention programmes, because there are many variables that can impact on the findings. However, several years of research have provided some indication of the strategies that increase the likelihood of success and those that should be avoided. Although no ideal blueprint for prevention programmes exists, effective programmes tend to include a diversity of elements

(United Nations Office on Drugs and Crime, 2004). Law enforcement authorities, service providers and substance abuse researchers are in agreement that illicit drug trafficking, consumption and associated problems have all increased dramatically (Rocha-Silva, 2014:01). Prevention and treatment of alcohol and drug abuse is important in order to improve the quality of life and to promote peace and development for all South Africans (Turner, 2014:03). When the strategies are implemented correctly they become more effective.

The United Nations highlights the two strategies for curbing substance abuse which are discussed below. The first one is the information-based programme. This approach is based on the premise that adolescents take drugs because they are unaware of the consequences. The reasoning is that once adolescents are provided with information they will refrain from using drugs. Some research indicates that excessive information-based programmes have, in some cases, actually resulted in an increase in drug use for the following reasons: increased allure of experimentation, increased knowledge of 'how-to' and being too focused on the adult perspective (United Nations Office on Drugs and Crime, 2004). The second approach is the life skills approach. This strategy seeks to have an impact by dealing with a range of social skills. The underlying assumption is that drug use is at least partly due to poor social coping strategies, undeveloped decision-making skills, low self-esteem and inadequate peer pressure resistance skills (Parry and Bonnetts, 2014; Rocha-Silva et al., 1996:10). When applied sensibly, these strategies have yielded positive results in the South African experience (Turner, 1997:7). Elements based on the life skills approach are contained in the following sections where we discuss the components of successful programmes (United Nations Office on Drugs and Crime, 2004). The programme specifically involves developing life skills materials for use in five schools; training teachers in the use of these materials; testing these materials in the teachers classroom for one academic year the International Centre for Alcohol Policies (ICAP), (Parry, 1998:428).

The South Africa Schools Act 1996 (Act No.84 of 1996) highlights the parameters for detecting and searching learners (Fezile, 2009:3). These include whistle-blowers

informing the principal about the presence of drugs, scent of dagga on the school premises.

The Regulations for Safety Measures at Public Schools states that no substance abuse or use is allowed on school premises. Due to the effects of substance use and abuse by learners, the South African Government implemented a new policy on the use and abuse of substances which began in 2010 (Fezile, 2009:3). Previously, school boards used different kinds of disciplinary methods (strategies) to try to address or curb the increase of substance use and abuse among learners in secondary schools. Searching learners for substance is one such method or strategy, and also police are constantly working with schools in order to stop learners from smuggling substances onto school premises. In addition, the code of conduct will be used against those learners who contravene it. The code of conduct will be effective if implemented correctly.

In December 2002, the South African Government promulgated its Policy Framework for the Management of Drug Abuse by Learners in Schools and in Public Further Education and Training Institutions, Regulations for Safety Measures at Public Schools (Republic of South Africa, 2002b). The document focuses on prevention, intervention, and how to manage specific incidents. The approach is guided by the following principles: the possession, use or distribution of illegal drugs, and the inappropriate possession, use or distribution of licit drugs, is not acceptable in South African schools. All learning institutions need to have clear policies for both prevention and intervention, underpinned by a restorative orientation. All information relating to drug use, misuse or dependency by a student should be treated as confidential (except where the student has committed a criminal offence, such as being caught dealing in drugs on school property, in which case the name can only be divulged to the police and education authorities who need to know). In case of disclosure, teachers and students should be given support to handle confidentiality issues. As far as possible, a student involved in a drug-related incident should be assisted in remaining in their school, or, if necessary, assisted in finding an alternative school (Republic of South Africa, 2002b).

One of the ways in which the South African government is tackling substance abuse is through the National Drug Master Plan. The National Drug Master Plan (NDMP) was drafted in accordance with the stipulations of the Prevention and Treatment of Drug Dependency Act (No. 20 of 1992). It reflects the country's responses to the substance abuse problem as set out by UN Conventions and other international bodies. The administrative unit of the Act is the Central Drug Authority (CDA) whose secretariat is located in the Department of Social Development. The NDMP enables co-operation between government departments and stakeholders in the field of drug prevention. The NDMP outlines the role that each department should play in fighting the scourge of drug abuse. It also acknowledges the significant contribution of various departments and agencies in the country. However, the success of the NDMP depends on the extent to which CDA participants succeed in crafting sector-based responses to the drug problem. The CDA then has to draw these responses into a single master plan for South Africa (Republic of South Africa, 2011).

There are other actors who have been active in fighting substance abuse. For example, Alcohol and Drug Concerns works in substance use prevention through a Youth to Youth programme targeting youth aged 14 to 21 years. The programme uses conferences for youths delivered by trained youths and adult mentors, the premise being that 'one can have fun without drugs.' For the primary school youth, they use a workbook called "It's my life" which exposes them to how to cope with their feelings and what substances is (World Health Organisation, 2004).

#### **2.9.1 Monitoring and support mechanisms by the DOE to ensure implementation of strategies to curb substance abuse**

The Director General, Duncan Hindle and Department of Education officials briefed the media regarding DOE programmes, priorities and state of readiness for 2009 as follows: "Education is one of the two national priorities of government, against the backdrop of escalating costs and effects of social insecurity" (Department of Education, 2008:01). Drug and substance abuse prevention, awareness and education are programmes

driven by the government to ensure that there is safety in schools. To show support, posters on the harmful effects of drugs were produced and distributed to provinces. In collaboration with United Nations office on drug and crime, an educator manual has been distributed to schools.

Another support came from the police cluster; Pienaar (2013: 1) stated that "SAPS used the safe schools programme to address substance abuse in primary and secondary schools." This shows that there is a problem of substance abuse-related cases in secondary schools. Even the Minister of Education has shown support on the same issue, she has outlined the ten devices for use for drug testing or drug screening at schools and procedure to be followed. Additionally, the guidelines on drug testing and random searches have been developed and distributed to schools as an annexure to the gazette (Government Gazette No. 24172:2002). The educators in the ministerial project schools as well as district and provincial co-ordinators have been trained on drug testing and random searches. The Department is supporting provinces in the roll-out of training. The training of educators will address substance abuse-related cases capacity constraints, school safety and enrichment programmes. The Department of Education has put in place several interventions to address the incidence of substance abuse in schools. The intervention provided during 2008 included:

1. Hlayiseka programme to assist with the management of school safety;
2. exploring humanitarian law to develop social awareness and civic responsibilities;
3. example of school code of conduct to support disciplinary procedures; and
4. The legislation for drug testing enables schools to test learners where reasonable suspicion exist and where there is evidence (Reno, 2000: 04).

In 2009, the Department of Education focused on monitoring the implementation and impact of various school safety interventions and providing support to teachers to facilitate effective discipline and behaviour management in the classroom. The department views the offering of school enrichment programmes as instrumental in encouraging social cohesion and a national identity among learners of secondary schools. To support the initiative, the minister of education commented that education

changes lives, and also changes communities. This indicates that an educated nation is a winning nation.

In Asia, a Philippine non-governmental organisation (2005) stated that any relevant programme must ensure children's participation. Learners should be involved in any decision-making in order for the institution to be well-managed. Community officials and institutions must provide strong and consistent support to these projects, which should recognise and respond to the need of learners for protection and other support needs. Capacity of the police and programme implementation to deal with learners involved in drugs must be built up. The justice system must also be improved to appropriately deal with learners who fall into the drug trap. Resources must be allocated for child and gender sensitive programmes intended for children in drugs. This should include developing and disseminating pertinent training and advocacy materials. The NGO consultations report that despite the presence of the Philippine Drug Enforcement Agency (PDEA) and anti-drug legislation, there exists a strong perception among learners that police and other law enforcers are involved in illegal drugs business, either as pushers or users, aggravates the problem.

Furthermore the NGO coalition, recommended that "Awareness-raising activities focusing on the drug menace to children, families and society must be intensified existing laws pertinent to the issue must be consistent, the enforced and their implementation monitored". In relation to United Nations committee recommendation to intensify the campaign against illegal drugs, many police raids are often reported in the news. However, how these efforts are impacting on the problem has yet to be conclusively established. Apparently, exhaustive study on the root causes of the substance abuse problem is yet to be undertaken. The results, undoubtedly, will be valuable in developing a comprehensive approach to the situation. Available are the results of two researches that focus on learners' involvement in the illegal drug trade.

In addition, Singh (2013:78) notes that "managing learner aggression in the school system is central to learner's academic performance and holistic development". In order

to manage learner aggression, it is important to understand the contributing factors and the forms of the learner's aggression. The Bill of Rights of the Constitution of the Republic of South Africa (Republic of South Africa, 1996) guarantees a safe environment for all citizens (Republic of South Africa, 1996). Schools are integral community-based organisations that ought to be safe havens for all stakeholders in order for teaching and learning to take place without interruption. However, in practice, this is not the case. Schools have become hotspots for crime and violence, often as a result of learner aggression. Not surprisingly, Bolt (2011:8), asserts that learner aggression and violence at school contributed to stress and low morale among educators.

The above-mentioned factors make it difficult to provide for learners and educators a safe environment in which effective teaching and learning can take place. It follows that without effective behaviour management, a positive and productive classroom and school environment will be impossible to achieve (Lewis *et al.*, 2008:715). Strong, committed leadership involving all stakeholders of the school system is urgently needed to attend to the scourge of learner aggression in schools. Two rural secondary schools in King William's Town District, in the Eastern Cape, with a history of substance abuse-related problems were selected as sites for investigation. Incidents concerning troublesome behaviour by learners in these schools reported in the local media as well as complaints from teachers and management of these schools provided impetus for the inquiry. The principals of the two schools, including four educators and eight learners were interviewed to ascertain a management perspective on the problem.

According to Parry, Plüddemann and Myers (2003), monitoring and support mechanisms aim to:

- Support networks of local role players in the substance abuse area.
- Identify changes in the nature and extent of (AOD) abuse and emerging problems.
- Identify changes in substance abuse and other drug-related negative consequences.
- Inform policy/planning and advocacy efforts at local and other levels.

- Stimulate research in new or under research areas that is likely to provide useful data inform policy/planning decision.
- Facilitate South Africa's full participation instructional for a focusing on the epidemiological surveillance of drug abuse.

The American government also supports this initiative. In 2001, the Department of Education of the United States of America designated seven drug prevention programmes as exemplary, five of which included a school-based curriculum for middle school adolescents. One of the most successful evidence-based programmes is Project Alert, a substance abuse prevention curriculum for middle school learners that has been recognised as an exemplary programme by the Department of Education as a model programme by the Centre for Substance Abuse Prevention. Project Alert has been tested more extensively in urban and sub-urban school districts. Recognising that ineffective programmes are costly and do not serve the nation's youth, the Department of Education of the United States of America set as one of the guidelines of its safe and drug-free schools and communities act programme, the implementation of only evidence-based prevention activities.

South Africa (Gauteng) also supported and followed the guidelines of the peer support initiative (Department of Education in Gauteng, 2007:02). In the process of implementation of the peer support programme, crucial challenges encountered were identified. The Department of Education selected 13 schools to represent the population composition of the area. This shows that substance abuse is a global problem among learners of secondary schools.

### **2.9.2 Training provided to schools to ensure proper implementation of strategies to curb substance abuse**

Elias and Robinson (1993:1) report that "Careful teacher training, program organisation, administration, and parent/community involvement are part of the basic mix of features that go into a program perceived by school-based implementers as successful. More

than 100 seventh and eighth grade teachers were trained to deliver the curriculum in a series of one-day workshops held across the United States of America. Teacher manuals and videotape lessons provided additional post-training material.” Teacher reports for 1 446 lessons indicated that they covered all or some each activity in 88% of the 7<sup>th</sup> grade lessons and 93% of the 8<sup>th</sup> grade lessons. Overall, just 9% of the lessons were interrupted by external events such as fire drills, school announcements, or shortened class periods (Deventer, 2009:48-57). To assist teachers on planning and developing and implementing a programme of education for substance abuse prevention for their learners, they should receive training continuously (Wilson, 1998). The training of educators would address substance abuse-related cases capacity constraints, school safety and enrichment programme.

The aims of training teachers are as follows:

1. To train teachers to identify learners who may encounter substance abuse problems and assist those who need to be habilitated and send them to relevant institutions to get help.
2. To make teachers more comfortable with the content and process of substance abuse prevention education measures.
3. To expand knowledge on the dangers of substance abuse among learners and educators and capacitate educators in substance abuse-related cases.
4. To expand the repertoire of methods for delivering substance abuse prevention education measures.
5. To increase the competence, confidence and commitment of teachers of substance abuse prevention education to ensure that substance abuse is addressed.
6. To improve teacher confidence in using interactive teaching methods to ensure that learners will be free to share anything with their educator.

A plan for managing drug incidents consisted with local laws and regulations, as well as national and local schools policies on substance abuse. A communication strategy for

drug incidents that ensures that all staff are aware of school or system-wide procedure for contacting and responding to the media (UNODC, 2004).

It is also recommended that appropriate professionals should implement the development and train educators to deal with cases of substance abuse. Mechanisms for continuous, monitoring and review of the school's approach to education for substance abuse prevention and incident is paramount in order to address substance abuse in schools (Segoe and Mokgosi, 2002:03).

Training is the process of developing skills to implement an intervention and to form shared meanings between consultants and participants (Fullan, 1992). The peer support programme was initiated with the training of peer supporters during a 24-hour holiday workshop that was facilitated by the graduate students. Training was conducted in small groups involving the group of peer supporters from each school and it focused on the following content:

- Group cohesion, team building and personal growth;
- An understanding of the experiences of the problems among their peers;
- Communication skills such as listening and empathy;
- Problem-solving skills;
- Information about substance abuse as psychosocial issues in the schools; and
- Organisational skills to organise group activities aimed at promoting health life styles and raising awareness of the peer support system in schools.

After the holiday workshop, the training continued in the form of a one-hour session per week for ten weeks at each of the different schools, facilitated by the graduate students. The focus of these sessions was on building communication skills and helping peer supporters to implement the helping system and overcome the problems encountered during the implementation process. Training sessions constituted the core of the project since the peer supporters could discuss and give meaning to their roles in the school they could voice their opinions and discuss the challenges they faced. Whole hearted

participation and commitment of various role players in the school is important for the effective implementation and sustainability of the programme.

### **2.9.3 Measures taken against learners found abusing substances**

#### *2.9.3.1 Dainfern College Drug Policy*

The Dainfern College Policy on the management of drug use and abuse by learners is based on the National Policy Framework for the management of drug abuse by learners in schools and in Public Further Education and Training institutions which was published as a general notice in the Government Gazette dated 13 December 2002 and classified in the Government Gazette dated 4 May 2007. The policy has been written to keep abreast with the current medical and psychological understanding of substance abuse adolescent learners. To enable effective learning to take place, it is critical that a safe, secure and positive environment is created (Joubert and Squelch, 2005:5). A safe and disciplined learning environment is one of the critical elements to the successful delivery of quality education and acknowledges the role played by drugs in undermining this. Thus, secondary schools have a policy to deal with cases of related of substance abuse.

Available evidence indicates that school committees are particularly vulnerable and drug use by learners is on the increase in school. Purely punitive approaches to drug abuse can only produce part of the solution. Drug abuse is detrimental to individuals on social, physical, emotional and psychological levels. The aim of the policy is to help and support not only those learners who abuse drugs, but also the majority of learners and educators who do not use drugs but who may be affected by the usage of drugs by others. It is not intended to condemn learners who use drugs, but to ensure that appropriate support is provided to learners who require help for drug related problems. It also outlines the effective prevention, management and treatment plans for drug use, misuse and dependency, problems, as well as other learners, educators and members of the school community. The guiding principle of the policy is that the possession, use

or distribution of illegal drugs is not acceptable at Dainfern College. This message should be clearly and consistently communicated to the school community. Any action should be consistent with the school desire to developing a safe and supportive Christian environment that values forgiveness and human dignity and celebrates innocence.

#### *2.9.3.2 (CBHS) Camps Bay High School*

The South African schools Act (Republic of South Africa, 1996a) mandates SGBs to adopt a code of conduct for learners as a way of “establishing a disciplined and purposeful school environment, dedicated to improving the quality of learner’s process”. Substance abuse is an ongoing problem in South African schools because it affects the lives of many young people today and our school is no exception. Resultantly the effects of substance abuse on the learners are devastating and without help the future of these learners who abuse substances is void. At Camps Bay High school, the learners regard cigarettes, as a gate way to smoking marijuana. However the management and educators of Camps Bay high school wish to create a safe and drug free environment for all. The motivation for this strategy is to create a safe and secure environment. We consider alcohol a drug and its use and abuse by underage children as serious as other drug usage. We will endeavour to assist learners who experience problems relating to substance abuse.

Our emphasis will be on creating an environment where our learners can receive assistance. However, we are also responsible for the safety of the whole school and we will initiate disciplinary measures where and when required to deal with repeat offenders, with people found in possession of illegal substances and pupils attempting to sell illegal substances or in any way encouraging other pupils to experiment with illegal substances. Each case will be dealt with its own merits but we do have a basic guideline in this document of the policies with regards interventions strategies. This document can and will be changed and adopted as time progresses if required.

The motivation offer this policy is to create a safe and secure environment with definite policies for all learners, educators and parents to assist with preventative education strategy. The policy includes definitive guideline, for interventions strategies for people or learners who have been identified as either drug or alcohol abusers. This policy is for the benefit of the whole school community and endeavours in all situations to help support and in the rehabilitation process of individuals abusing substances. The emphasis is therefore on assistance and not on punitive strategy. However disciplinary measures will be exercised with repeat offenders and or people caught in possession or dealing on the school premises. The policy will therefore assist with the following:

- It will help to create a safe environment for education at school.
- It will lay down definitive boundaries.
- It will highlight consequences of choices made.
- It will give definitive procedures for all so that these can be no misunderstanding as to what the individual and the school should do in situations where substance abuse has been identified (Department of Education 2013:1).

It would be interesting to note how policies such as these are implemented in the context under study.

### *2.9.3.3 Middle School (USA Department of Justice)*

There is no question that safety and order are essential for learning to occur. Yet the problems of violence, discipline, and drug use confront learners and educators on a daily basis in the nation. Schools must proactively address those issues if they are to provide the safe environment and quality education necessary for a healthy and prosperous nation. The USA Department of Justice (2013) suggests that as a result of participating in the instructional programme, drugs in the school premises, preventing substance abuse among learners, learners should be able to:

1. Explain some common causes of substance abuse in schools.
2. Explain the problem of substance abuse in schools.

3. Develop strategies to maximise the use of substances in schools.
4. Enforce school rules and the laws.

These objectives are quite relevant for school settings such as those being studied.

#### *2.9.3.4 Welwitschia School*

It is well known that dependency-forming and addiction-forming substances like cigarettes, alcohol and drugs are more readily available and our learners are exposed more to these. With this comes the increase risk of them experimenting or using these substances. Any form of substance abuse is not only harmful to the learner, but also illegal and therefore will not be tolerated at Welwitschia school. At Welwitschia, we strive to have appropriate educational material and events available for the improvement of the learners' life skills, especially to teach them to make responsible decisions. A drug policy should be proactive and also provide guidelines for the handling of any problems related to drug or substances abuse.

*University of Namibia  
Together in Excellence*

Handling of these issues is regarded as a team effort which includes both the parent and school and any other person or organisation deemed necessary to assist. It is the policy of the school to handle these issues as serious disciplinary misconduct, category three, and to act in the prescribed manner as is included in this policy as well as in the disciplinary code of conduct under the heading serious misconduct. On enrolment and on registration each subsequent year, the attention of parents are specifically drawn to point 2.2.3 of this policy: should there be reason to suspect that a learner is using drugs, or might be under the influence of drugs, medical tests may be done to obtain certainty. Parents are also advised that the school may, if regarded necessary, at any time call in the Narcotic Bureau of the Namibian police to do search of learners and or possessions of learners and premises for drugs. For the purpose of this document, the term "drug" will include cigarettes, all types of addictive substances and all types of alcoholic beverages. At Welwitschia school the use of the encouragement of others to use the possession of, the distribution of, selling/buying of drugs is considered a serious

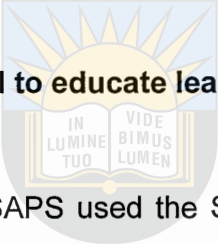
misconduct and disciplinary steps as are laid down for serious misconduct, will be applied.

Rather seek help in an attempt to break the habit sooner than later. This policy applies to all learners officially enrolled in this school during the normal academic day, as well as during any organised school outings, sport or other events, tents or camps. When a learner is caught with drugs as is set out alone the following procedure will be followed:

1. Report to the principal, vice-principal and school psychologist.
2. The principal or his delegate will inform the parents.
3. The Narcotic Bureau of Namibian police will also be informed, who then determines the legal push to follow:
  - (a) The learners who use substances lose focus and end up doing unwanted staff which is not needed in terms of development of the child.
  - (b) A rehabilitation programme will be prescribed in partnership with a clinical psychologist. A social worker and other team members deemed necessary, using steps as is described under the heading "Rehabilitation". Disciplinary steps will also be taken against any learner coming to school under the influence of alcohol and drugs and the following steps will follow:
    - i. Report to the principal, Vice-principal, school psychologist.
    - ii. The principal can delegate the handling of the case to the vice-principal who then co-ordinates all actions.
    - iii. Interviews will be held with all involved.
    - iv. Written declaration will be taken down and filed on the learners file.
    - v. Parents will be informed.
    - vi. The learner will be taken immediately for urine test by parent, accompanied by a representative of the school, appointed by the principals. Parents are responsible for the costs involved in such action. A temporary suspension will come into action with immediately effect pending the results of the test.
    - vii. As soon as results of tests are available a disciplinary hearing will follow.

- viii. In cases which also include the encouragement, distribution and or selling of drugs, legal procedures as laid down by law will be followed.
- ix. Through an attempt will be made to have a holistic view of the events leading up to this scenario, the interest of the individual will always be weighed against the interest of the fellow learners.
- x. The confidentiality of the child and the family will be safe guarded to the extent that it is possible within an institution like a school (Welwitschia School for Integrated Learning, 2013).

#### 2.9.4 Measures taken by school to educate learners on problems of substance abuse



According to Pienaar (2013:1), "SAPS used the Safe Schools Programme to address drugs, crime and violence in primary and secondary schools". School-based crime prevention coordinators visited schools and facilitated the creation of awareness on the negative impact of drugs, in partnership with experts such as the SA National Council on Alcoholism (SANCA). The Search and confiscation operations were conducted in schools, focusing on drugs and dangerous weapons, in partnership with Safe School committees located at the schools and school governing bodies. The SAPS is a member of the inter-departmental Ke-Moja drug prevention and education programme that informed SAPS work conducted in schools.

Mentor, a leading international non-movement organisation that supports the drug prevention initiative is also working globally to prevent substance abuse. Mentor is the leading international NGO voice of drug use and substance abuse prevention. Rompani (2012-2013) highlighted "We work with our partners to reach out the children and young people. We apply and share our knowledge internationally so that the benefits of effective drug prevention policy and practice become visible worldwide. Through our regional and national organisations and network of partners were undertaken and deliver effective prevention programs around the world. Mentor International is the

centre of knowledge and information about effective policy and practice, and the access point and disseminator of this learning. Mentor provides a communication link for others working in prevention policy practice, prevention research, resources, news and events”.

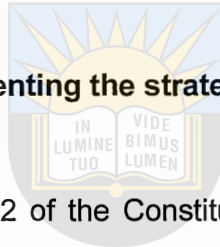
#### **2.9.5 Measures taken by schools to educate learners on strategies that have been put in place to curb substance abuse**

The idea of involving learners in a helping relationship with the peers emerged during a discussion of the lack of psychology services in schools. Guidance teachers in schools in the area, who are responsible for helping learners with a problem of substance abuse, were consulted and they agreed to the principle of peer support. In the first year, teachers selected peer supporters from learners who volunteered. The following criteria were used in the selection of peer supporters: Learners had to display characteristics such as openness, approachability and good interpersonal relationships. In the second year of implementation learners in the schools voted for candidates they wanted as peer supporters. This was done to involve the learners in the learners in the school in selection of peer supporters and to raise their awareness of this helping system.

Therefore, these learners need extensive training and support in order to perform the role of being a peer supporter. Federal drug control initiatives and the health care community recognise the importance of targeting drug prevention efforts at adolescents by giving them the skills and the knowledge to reach the adulthood without chemical dependence problems (Daniel, 2003:1830-1836). Project Alert seeks to motivate learners against using substance abuse and give them skills they need to translate that motivation into effective resistance behaviour, an approach that is widely viewed as the state of the art in drug use prevention. Project Alert uses interactive teaching methods, such as question and answer techniques and small group activities, which appear to be a crucial element in the effectiveness of this type of curriculum.

The revised curriculum has eleven lessons in grade seven including three new ones, and three lessons in grade eight. The additional lessons offered in grade seven focuses primarily on substance abuse, while new home learning opportunities seek to involve parents in substance abuse prevention. It includes a video of former teenage smokers talking about why and how they quit, plus group activities that expand on these topics. New material on substance abuse includes games, small-group activities, and question and answer techniques designed to help young people to understand their own susceptibility to the negative consequences of substance misuse and develop alternatives to drugs.

#### **2.9.6 How schools are implementing the strategies which have been put in place to curb substance abuse**



Sections 10 to 12(1) of Chapter 2 of the Constitution of the Republic of South Africa 1996 (Act 108 of 1996), grants citizens the right to have their dignity respected and protected, the right to life, and the right to freedom and security.

As an extension of the National Drug Master Plan, the Department of Education has developed a Policy Framework on the Management of Drug Abuse in all Public Schools and Further Education and Training Institutions. The policy framework encapsulates recommendations made in the National Drug Master Plan and has been distributed to schools throughout South Africa. The policy framework focuses on prevention and early intervention based on a restorative justice approach (Department of Social Development, 2008).

Drug abuse issues form part of the curriculum, specifically within the Life Orientation learning area. The department has to ensure that life orientation programmes provide learners with relevant knowledge on drug abuse so that they can make appropriate choices when confronted with drugs. Guidelines for the Prevention and Management of Drug Abuse in all Public Schools and Further Education and Training Institutions have been developed and will be distributed to all schools in the country (Department of Social Development, 2008, CDA).

The guidelines are underpinned by principles enshrined in the Constitution and take into consideration the legal and other requirements pertaining to drug abuse. The guidelines should therefore be used as the basis for developing a drug management strategy for all schools. The training of master trainers in all provinces should precede the implementation of the policy framework and the guidelines (Moleketsi, 1999).

A reduction in the supply of and demand for drugs can be brought about only through the collaboration of relevant stakeholders such as the Departments of Safety and Security, Social Development, Health, Sport and Recreation, Arts and Culture, and Justice. The programmes of the different departments should facilitate the uninhibited access of children to after-care programmes in schools and of young people to multipurpose centers for unemployed youth. Educational programmes on the abuse of drugs should be made available to all communities.

Furthermore, in the United States of America, Rew (2000:1) notes that "Drug and alcohol abuse, drug trafficking, and related criminal activity remain serious problems that affect the lives of most Americans." Under the leadership of President Clinton, 2005:2, and in co-operation with the office of national Drug Control Policy, the U.S Department of Justice has promoted and pursued an approach that combines prevention, treatment and law enforcement to break the cycle of substance abuse and crime among learners of rural secondary schools (Kowske, 2009:02). Promising strategies to reduce substance abuse illustrates this approach through examples of programmes that have been adopted successfully by communities across the country. Also, providing treatment for drug abuse is a cost-effective means of reducing the heavy burden that both drug abuse and incarceration impose on society.

Expanded research on drug abuse prevention over the last two decades has identified key elements of successful programming. An important trend evident in many of the effective strategies and programmes is a close co-ordination between law enforcement, treatment and prevention professionals to address substance abuse and related

problems. Effective prevention strategies are critically important in community efforts to combat substance abuse. Virtually everyone is susceptible to alcohol and other drug problems at different points in their lives. Promising prevention strategies are often designed to address different levels of risk. Universal prevention efforts, like drug education, target all learners without identifying those at particular high levels of risk. Selective interventions concentrate on those who are particularly vulnerable to drugs because of personal, family, and community risk factors.

Schools can play a powerful role in prevention as teachers and management often are the first to detect warning signs of possible drug problems, such as poor school attendance, or declining academic performance. Effectively, school programmes teach learners to resist drugs by developing personal and social skills such as decision-making, stress management, communication, social interaction, conflict resolution and assertiveness. In addition, these programmes can enhance awareness and resistance skills; learners can learn that most of their peers do not use drugs, and they learn to recognise social and peer influence on drug use. With this new awareness, learners are better equipped to resist the pressure to use drugs (Department of Education, 1997; Department of Health, 2003; Parry, 1998).

Prevention efforts should start from an early age, and continue through to adolescence, when pressure to drink, smoke and use other drugs greatly increases. Prevention efforts in schools are designed to serve universal (the global population), selective (those identified as risk) or indicated (those already exhibiting signs of problem behaviour) groups of learners. Depending on the targeted population, prevention messages range in intensity. Planning, implementation and evaluation an intervention can be a daunting project, especially for someone who has never been involved in such an effort. However, the chances of success can be improved if certain steps are followed. That is planning, implementation, evaluation and intervention (Department of Education, 1997; Department of Health, 2003; Parry, 1998).

A report about prescription drug abuse released by Trust for Americans Health (TFAH), found that few states were implementing more than just a few promising strategies that were identified to help combat the wide spread drug abuse that continues to increase across the United States of America. The report on prescription drug abuse and the strategies to stop the epidemic, which was funded by a grant from the Robert Wood Johnson Foundation, showed that only two states — New Mexico and Vermont, had implemented all ten strategies. According to the Department of Education (1997), the Department of Health (2003) and Parry (1998), nationally, sales of prescription painkillers per capita had quadrupled since 1999 and the number of fatal poisonings due to prescription painkillers' has also quadrupled. One wonders whether this also applies for the sample under study.

Research evidence indicates that school communities are particularly vulnerable and drug use by learners is on the increase in schools. Drug prevention programmes in schools are a critical element of the anti -drug effort, yet only 9% of the school districts are using programmes whose effectiveness has been demonstrated through rigorous research. Recognising that ineffective programmes were costly and do not serve the nation's youth, the United States Department of Education set as one of the guidelines of its safe and drug free schools and communities act programme the implementation of only evidence-based prevention activities. In 2001, the Department of Education designated seven drug prevention programmes as exemplary, five of which included a school-based curriculum for middle school adolescents, one of the most successful evidence-based programmes by the Department of Education Project Alert (Department of Education, 2001).

A drug prevention curriculum for middle school students was recognised, as an exemplary programme by the Department of Education and as a model programme by the centre for substance abuse prevention. Project Alert seeks to motivate students against using drugs by giving them those skills that they need to translate that motivation into effective resistance behaviour, an approach that is widely viewed as the state of the art in drug use prevention. Although alcohol, tobacco and other drug use is

now as prevalent in rural areas as in urban areas, drug prevention programmes, including Project Alert, have been tested more extensively in urban and sub-urban school districts. Project Alert uses interactive teaching methods, such as question and answer techniques and small group, which appear to be a crucial element in the effectiveness of this type of curriculum. It could be interesting to note what programmes are in place in the context being studied.

A peer support programme was established in secondary schools in the previously disadvantaged urban community in Tshwane where psychosocial problems like substance abuse are reaching alarming proportions (Department of Education, 1997; Department of Health, 2003; Parry, 1998). An implication of a community in transition is that young people often grow up in a world without clear guidelines because traditional structures and meanings are no longer appropriate in the present context and new structures and meaning are not in place yet (Hickson and Kriegter, 1991). These conditions often contribute to the development of high risk behaviour, psychosocial problems and lack of guidance for young people.

Challenges faced during the process of implementing the peer support programmes, were identified. According to Fullan (1991), another key concept in the implementation of change in a school context is the development of shared meaning with regard to the intended change. Although every individual has to attach meaning, the process of establishing shared meanings between various role players through communication is essential in the process of initiating change. The peer support programme was implemented in 13 secondary schools in Tshwane as part of a collaborative relationship between the Department of Psychology at the University of Pretoria and a co-dominator of the Department of Education (Department of Education, 1997; Department of Health, 2003; Parry, 1998). Schools that were known for having many learners who experienced substance abuse problems were selected. In each participating school, 10 peer supporters were selected during the first year of implementation. During the second year, an additional five to 10 supporters were trained for each school, resulting in a group of 170 peer supporters after the second year of implementation. In the first

year, teachers selected the peer supporters from the learners who volunteered. The following criteria were used in the selection of peer supporters:

1. Learners had to be in grade 9 to 11 (ages 11-18 years) to ensure that they could act as peer supporters for more than one year before leaving school.
2. Learners had to display characteristics such as openness, approachability and good interpersonal relationships.

In the second year of implementation, learners in the schools voted for candidates whom they wanted to be peer supporters. This was done to involve the learners in the selection of peer supporters and to raise awareness of this helping system (Department of Education, 1997; Department of Health, 2003; Parry, 1998).

Commitment is an evolving concept that grows with the successful implementation of the programme (Fullan, 1991). The focus in the initiation of a programme was on encouraging role players in the school community to take the ownership of the programme. School principals were informed about the rationale of the programme and the expectations from each school. They were also asked to state what the school would require in order to implement the project. The implementation of an intervention can therefore not be planned rigidly, since processes, relationships and meanings develop as change takes place (Fullan, 1991:152). Mobilising the involvement and participation of young people and other stakeholders in addressing the problems experienced by young people in schools was essential for the success of the programme. The peer supporters introduced themselves to the school at assembly.

At some of the schools, they also performed plays, made posters, painted graffiti walls, organised substance abuse awareness days and distributed views letters. This was done to market their services and to construct a context in the organisation of the school for them to help others. The implementation process can be viewed as negotiation and renegotiation and as a continuous way of dealing with problems in implementation. Huberman and Miles (1984:273) stress the importance of ongoing support in

implementing an intervention by stating that “large-scale change bearing innovations lived and died by the amount and quality of assistance that their users received once the change process was under way.” Psychology students at the University of Pretoria, as facilitators of the implementation process, provided support, which involved developing the skills of the participants, providing resources, motivating them and encouraging problem-solving to overcome the obstacles they faced.

As support was needed throughout the various day-to-day experiences of peer supporters, support was built into the various levels of the implementation process. A management committee consisting of one peer supporter and teacher from each school was formed to meet once a month with the co-ordinators of the Department of Education and the University of Pretoria to discuss progress in the implementation of the programme. Also built into the project was support for the students as facilitators of the programme implementation. These facilitators had weekly feedback sessions with a project leader in order to discuss the various ways of monitoring the implementation of the programme that they used. The facilitator provided weekly reports on the training sessions and discussion of activities and problems experienced in implementing peer support in schools (Department of Education, 2001).

Focus group discussions were held twice a year where all the peer supporters discussed the activities implemented in their schools, their experiences, achievements, the challenges they encounter and possible ways of implementing the peer support system. This was also done to motivate peer supporters by exchanging ideas between schools. Focus group discussions regarding the activities of the peer supporters and the challenges faced in implementation of the project were held with responsible teachers. Peer supporters were provided with diaries and requested to record the number of learners who had personal discussions with them, as well as the kind of problems that were discussed. This was done to determine the number of learners who actually used the support system (Ellickson and McCaffrey, 2003). However, this way of monitoring did not work effectively because the peer supporters used it for their personal records and were not prepared to share information from their diaries.

The data were subsequently obtained from the learners themselves. This could easily compromise the confidentiality of the relationship and the peer supporters consequently needed training in discussing referrals with their peers. It was noted that there exists a culture of not disclosing personal problems in some of the schools, especially among white Afrikaans speaking learners and Indian learners. It was found that sharing personal information was not part of their culture in the schools. To optimise the benefits of the peer support programme, this culture of silence had to be challenged. Some peer supporters experienced conflict in handling relationships with their peers (Ellickson and McCaffrey, 2003). On the one hand, they were friends, while on the other they were helpers. They also needed support in managing relationships that involved hostility and aggression, and being idealised by their peers. Peer supporters sometimes had to shouldered burdens that they could not carry. At times they experienced excessive responsibility in coping with their development problems and at the same time helping their peers cope with serious issues such as rape and trauma. Lathan (1997) proffers that even the most mature and responsible high school peer also faced the same daunting challenges as his or her peers. Therefore, these learners needed extensive training and support to deal with the role of being a peer supporter. In terms of the peer supporter-teacher relationship, there were no barriers in implementing the project, the teachers responsible for the programme in their schools were enthusiastic and actively supported it. In these schools, the peer supporters could implement their ideas with support from the school management.

Although various interventions were made to involve all the teachers responsible for the project (and these teachers actually agreed to the importance of the project), the peer supporters in the other seven schools did not have enough negotiating power in the schools to facilitate change. These created much frustration among the peer supporters who were enthusiastically taking part. As a result, during the second term of implementation, high emphasis was placed on encouraging teachers' participation and involvement.

The peer supporters identified learners with serious problems but did not have a comprehensive referral system to which to refer these learners, except via the psychological students of the university. There was serious lack of mental health resources in these communities.

The goal of the project was to establish a sustainable structure in schools as part of the routine functioning of the school. After two years of implementation, the peer support system was formalised as a sub-committee of the student representative's body in two schools. In some schools, however, these peer support systems still lacked acceptance and support of the school management and teachers. Although the concept of peer support may be a viable strategy to provide information and support to secondary school learners, the implementation of the programme plays an important role in the extent of its effectiveness in schools (Campbell and Mac Phail, 2002:154). In this regard, Sarason, (1996:78) postulates that "the way in which the change process is conceptualised is far more fatefully for success or failure than the content one seeks to implement, you can have the most creative, compellingly valid, productive idea in the world but whether it can become embedded and sustained in a socially complex setting will be primarily a function of how you conceptualise the implementation-change process."

The aim of implementation of the peer support system was to develop a sustainable structure that could enhance a caring climate in schools and impact on the behavioural patterns of learners. In order to integrate the programme into the school routine functioning, it was necessary to build the relationship between the peer supporters and different role players, to focus on the needs of the learners, and to gain acceptance from the school management as a helping system. Feedback to the effect that the learners benefited from peer support would also contribute to the sustainability of the programme (Akerlund, 2000:154). In two of the schools, peer support was formalised as part of the school structure after two years of implementation. In the other schools, the programme was still in varying stages of acceptance. From the research, it can be concluded that the process of implementing a peer support programme in secondary

schools and involving numerous groups of role players is quite complex. Each learner has to become aware of his/her own role, give personal meaning to it, interact with others to develop a shared meaning, and give life to that role in a complex system of interaction. This is expected of the teachers, peer supporters, and the learners, as well as the peer facilitators. Therefore, it is a difficult task to facilitate clear communication between various role players for it to function as an interdependent whole. Setting up multiple feedback loops between role players involved, facilitating information flow and support was essential to keep the process of implementation on track and to adapt the programme to the context.

Weekly sessions between the peer supporters and the student facilitators and project leaders were reliable in this regard. Some teachers simply did not care about the emotional well-being of learners as part of their duty as teachers. Due to a long history of oppression and struggle in South Africa, teachers also lacked necessary motivation and were not easily motivated to participate in new projects that would require more effort from them (Booyesen and Swanepoel, 1999:155). Therefore, attention should be placed on the involvement of teachers, who were willing to assist the peer supporters. Vergnamand (2000:153) emphasised the importance of support and participation by school principals and teachers and the existence of sound school-based policy supporting interventions.

Support from the teachers and the school management is essential in creating a context in which the peer supporters need community resources for the referral of learners with serious problems. Without an alternative referral system, the peer supporters can become overburdened, which implies that they cannot provide assistance to their peers (Booyesen and Swanepoel, 1999:155). One of the objectives of the project was to build a referral system that consists of volunteers and pro-bono professionals, and community organisations available to help schools learners who are struggling with challenges of substance abuse. Peer supporters need a positive school environment that is conducive to the healthy behaviour patterns and psychological well-being that they try to promote.

Too many changes took place within the school system in South Africa (Booyesen and Swinepoel, 1999:154); however, too few resources were channelled towards the well-being of learners. The main focus in the educational system is improving the academic standard in schools; but, limited resources are provided to enhance the emotional well-being of learners. Although the education system faces serious problems and the emotional well-being of its learners is not a focus area, the implementers of the programme agreed that they could not wait for the system to use its self-regulative strategies while many learners were experiencing serious emotional and behavioural problems that could have a significant impact on rest of their lives (Capra, 1997:152). An intervention such as prevention of substance abuse was necessary to start a healing process from within the school as a bottom-up process. Implementing an intervention that is not supported by the present educational climate is a high order process that needs to change first to sustain the intervention (Bateson, 1979:154). The peer support programme created the sense of hope in the schools, despite the difficult circumstances many of the learners had to face in their communities. This may be a small start in a small number of schools, but the impact of the programme may well filter through to many levels of the community. The peer support programme was funded by the health organisation global initiative for the primary prevention of substance abuse among learners in secondary schools.

#### **2.9.7 Challenges faced by schools in implementing strategies which have been put in place to curb substance abuse**

In the study above carried out by the University of Pretoria and the Department of Education, general challenges were identified during the first two years of implementation (Booyesen and Swanepoel, 1999:155). Crucial aspects in the implementation and sustainability of the peer support programme that still need attention are the following: Peer supporters need ongoing support to motivate them and to help them to deal with personal issues and with the problems that their peers discuss with them. They need assistance to build relationship with peer to develop their own helping skills and to gain acceptance for the peer support system in the school

community. During the first two years of implementation, the student facilitators could provide this support, but teachers should take over this function to contribute to the sustainability of the programme.

Although teachers were consulted in the development of the role of peer supporters and in the implementation of the peer support system, the idea of peer support had not originated from the teachers (Department of Education, 1997). It was, however, found that learners did not trust these teachers enough to talk to them about their personal problems, as the teachers occupied an authoritarian position. Likewise, many of the teachers felt that they were not properly equipped to deal with the emotional problems of the learners. As teachers, they already carried a heavy burden in the schools and experienced high levels of stress (Davidof, 1997:152). They simply did not perceive counselling as part of their job description (Visser et al., 2004:153). There was also a lack of appropriate services to learners from disadvantaged communities. The challenges they faced in the process of initiating change were the following:

1. Re-organising as a team — they had to organise themselves as a team in relation to the needs in the school. In some schools they nominated more learners to become peer supporters. In other schools, peer supporters who were not committed, dropped out. There was greater commitment among peer supporters in schools where peers supporters were assigned specific roles and responsibilities.
2. Giving meaning to the role of peer supporter — in each school, the peer supporters and their teachers had to give meaning to the role of peer supporter. Teachers and peers supporters held different perspectives of what they could do and needed to construct shared meaning. Some teachers felt the peer supporter should only provide information, identify learners with problems, and then inform the teachers. However the peer supporters shared personal and intimate issues in their informal contact with their peers. They were afraid that their peers would not trust them any more if they were to inform the teachers about the problems that the learners experience, since the learners did not have a trusting relationship with

the teachers. Initially, the process of developing a shared idea of the role of peer supporter contributed to some confusion that needed to be sorted out before the project could be implemented.

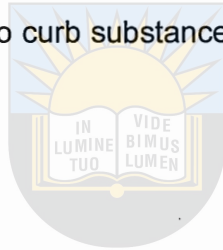
3. Introduction to the schools — In some of the schools, it took a while before they got permission from the school management to formally introduce themselves, which created frustration among the peer supporters and resulted in a slow start (Booyesen and Swanepoel, 1999:155).

Research-based prevention programmes proved to be successful and are unlikely to have any real public health impact unless they are used in a large number of schools. However, programmes with proven effectiveness are not always wisely used. Drug prevention programmes most commonly used in real world settings are those that have not shown evidence of effectiveness or have not been evaluated properly. An important area that deserves further attention is how effective school-based drug abuse prevention programmes can be widely disseminated adopted and institutionalised (Booyesen and Swanepoel, 1999). This is one of the missions for the current study. Regardless of how effective a prevention programme may be, it is not likely to produce the desired results unless it is provided in full and by qualified and motivated staff.

The challenges that boys face have not gone unnoticed by scholars, popular media, and the public. School heads asserted that there was “a ‘problem with boys’ a boy crisis and new gender gap, between boys and girls. However, some say that the toughest problems are faced only by subgroups of boys, such as African American and Hispanic boys, boys whose parents neglect them, abuse drugs and alcohol, are unemployed or suffer from mental health problems and boys with mental health problems such as conduct disorders, bipolar disorder, and attention deficit hyperactivity disorder (ADHD). This brief sets aside the debate to present research-based information about the strengths that make boys likely to succeed and risks or challenges that increase the likelihood that they will struggle.” Having discussed the literature, the researcher would seek to investigate the strategies used in trying to curb substance abuse in schools and hence be able to proffer solutions to the challenges that go with it.

## 2.10 Summary

This chapter dealt with theoretical framework and reviewed literature on the implementation of strategies used to curb substance abuse in secondary schools among learners. The chapter also discussed various approaches and strategies on substance abuse. Key role players who may constitute an effective partnership were also identified. The review of the literature also revealed some factors that influence the implementation of strategies to curb substance abuse among learners in secondary schools. The following chapter deals with the methods that were applied to investigate the implementation of strategies to curb substance abuse among learners in secondary schools.



University of Fort Hare  
*Together in Excellence*

# CHAPTER THREE

## METHODOLOGY

### 3.1 Introduction

The purpose of the study was to investigate the implementation of intervention strategies which have been put in place to curb or address substance abuse among learners in rural secondary schools in King William's Town District, Eastern Cape. This chapter focuses on the research paradigm, research design, sample and sampling techniques, instruments of data collection, data collection procedures, data analysis, measures to ensure trustworthiness and ethical considerations.

### 3.2 Research approach

The researcher adopted the qualitative methodology in investigating the implementation of intervention strategies that have been put in place to curb or address substance abuse in rural secondary schools. According to Denzin and Lincoln (1994:1), qualitative research is a field of inquiry on its own right. It is a multi-method in focus, involving an interpretive, naturalistic approach to its subject matter.

### 3.3 Research paradigm

Shuttleworth (2008:43) posits that a research paradigm is essentially a world view, a whole framework of beliefs, values and methods within which research takes place. On the other hand, Amin (2005:48) defines research paradigm as something that provides a conceptual framework for seeing and making sense of the social world. It encompasses beliefs, values, techniques and so on shared by the members of a community. The significance of a research paradigm is that it shapes how we perceive the world and is reinforced by those around us, the community of practitioners. It is

argued that the research paradigm must suit the knowledge interest or purpose of the research (Khan, 1992:1). Qualitative researchers are interested in meaning, how people make sense of their lives, experiences, and their structures of the world. This study adopted the interpretivism paradigm to investigate the implementation of intervention strategies which have been put in place to curb or address substance abuse among learners in rural secondary schools in King William's Town District, Eastern Cape.

### **3.4 Research design**

Research design is defined as constructed plans and strategies developed to seek, employ and discover answers to research questions (Taylor, 2000). Denzin and Lincoln (1985) define it rather differently, as "a flexible set of guidelines that connect theoretical paradigms to strategies of inquiry and methods for collecting empirical materials." Research design can be said to refer to the manner in which the entire process is planned and managed until its final stage of report writing. It means the arrangement of procedures and methods of research that include sampling, data collection, analysis and results interpretation. This study adopted a case study research design.

### **3.5 Case study**

Cohen; Manion and Morrison (2000:180) define a case study as a specific instance in action that is frequently designed to illustrate a more general principle. It is the study of instance in action. It provides a unique example of real people in real situations, enabling readers to understand an idea more clearly than simply by presenting them with abstract theories or principles. The researcher will use the case study approach because his research interests are connected with people's beliefs, feelings, interpretations and how they make sense of their world through meaning. This study will focus on two rural secondary schools in King William's Town District, Eastern Cape. The researcher in this study will also describe the unfolding events in the natural settings as accurately as possible. This research study is, therefore, both quantitative and qualitative in its approach.

Two rural secondary schools were used as a case study and they are in King William's Town District in the Eastern Cape Province. The researcher has already made arrangements with the principals of the above-mentioned schools and all of them are in King William's Town District. The purpose of using this case study is to investigate the implementation of intervention strategies that have been put in place to curb or address substance abuse in rural secondary schools. The researcher uses the case study because it allows investigating contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident. According to Yin (1989:4), "Case studies provide a special way of collecting, organizing, and analyzing data to gather comprehensive, systematic and in depth information about each case of interest. The case study method allows people being interviewed to describe experiences in their own views and beliefs".

### 3.6 Sample and sampling techniques

The study used purposive sampling for participants. Purposive sampling is the process of selecting individuals who can offer an authentic account of the phenomenon under study, and who share sufficient common experiences with others as to represent a group (Yin, 2003). This sampling technique was appropriate to use because the study sought information from individuals (principals, educators and learners) who could share sufficient common information and experiences.

The sample in this study were sixteen participants, two principals, and eight learners in two selected rural secondary schools in King William's Town District, in the Eastern Cape, the district with which the researcher is most familiar. Educators who were most experienced in solving related cases of substance abuse were selected (LO educator, SMT). The two rural secondary schools were selected by means of purposive sampling within each of the two rural secondary school clusters in the district to avoid possible bias in selection, one rural secondary school from each cluster.

The principals of these rural secondary schools were interviewed. Gatekeepers such as principals and other colleagues were consulted to identify the four educators. Two learners each within grades 8 to 11 were purposively selected based on their behavior and contributions noticed during the classroom observation. Thus the schools, principals, educators and learners were all purposively selected.

### **3.7 Data collection procedures and instruments of the study**

The researcher sought permission to carry out the study from the King William's Town Department of Education, Eastern Cape in South Africa. Permission was granted without any delay. Furthermore, the researcher sought permission from the school principals and educators to arrange the dates for conducting the interviews. No obstacles were encountered.

The adoption of qualitative methods in this study allowed the use of different kinds of data collection instruments to gather information, namely interviews, document analysis and observation. The researcher collected data using hand-written notes, observation, and tape-recorded interviews from all participants were asked to review the transcripts for verification and to sign the agreement form, allowing the researcher to use the interview data.

#### **3.7.1 Interviews**

The interview is a widely used tool to access people's experiences and their inner perceptions, attitudes and feelings of reality (Fontana and Frey, 2005). Based on the degree of structuring, interviews can generally be classified under four categories: structured, semi-structured, unstructured and focus group interviews (Gratton and Jones, 2004). The study used semi-structured and focus group interviews. An interview is viewed as a two-person conversation which is initiated by the interviewer for the specific purpose of obtaining research-relevant information as suggested by the researcher (Creswell, 2007).

The interview was the most ideal for this study since it enabled the production of in-depth data, in this case on the implementation of intervention strategies which have been put in place to curb substance abuse among learners of rural secondary schools. The interviews allowed the researcher to get close to the data and to get first-hand information about the social world in question, thus enabling the researcher to understand the definitions, concepts and meanings that respondents attributed to their social world (Manga, 1996:42). Face-to-face, semi-structured interviews were conducted with the principals, educators and focus group interviews were conducted with the learners.



### 3.7.2 Focus group interviews

Focus group interviews were held with learners in grades 8, 9, 10 and 11 (two learners from each grade). Krueger (1998:18) defines a focus group as “carefully planned discussions designed to obtain perceptions in a defined area of interest in a permissive, on-threatening environment.” The recommended number of people per focus group is usually six to ten (MacIntosh, 1993), or as few as four (Kitzinger, 1995).

The number of participants depends on the objectives of the researcher (Stewart and Shamdasani, 1990). For example, smaller groups of 4-6 are preferable when the participants have a lot to share about the topic, or have had lengthy experience with the topic of discussion (Kreuger, 1988). Thus, focus group interviews were selected so that learners would discuss their perceptions of the intervention strategies to curb or address substance abuse among themselves in a friendly, positive and non-threatening environment. This study included two focus group interviews: two groups of four learners per rural secondary school in grades 8, 9, 10 and 11 were interviewed in order to gain an understanding of their perceptions of the intervention strategies to curb or address substance abuse.

The researcher noticed that focus group interviews allowed interaction between

participants who highlighted their view of the world, the language they used about the issue in question, and their values and beliefs about the situation (Kitzinger, 1995). In this research, focus group interviews were used as a complement to other methods (Morgan, 1998), especially in triangulation with the individual interviews with the educators. In the focus group interviews, the researcher had less control over the data produced; he had to allow the participants to comment on the topic and express their opinions while having little control over the interaction other than keeping participants focused on the topic, as suggested by Morgan (1998).

The interviews were conducted in two selected rural secondary schools in the King William's Town District. Eight learners in focus groups of two were interviewed. The researcher facilitated the interviews. All interviews were tape-recorded and subsequently transcribed, and notes were also taken for cross-checking purposes. In this study, an interview guide was used in the focus group discussion to guide the interaction between the participants. Lofland and Lofland (1984) agree that interview guides ensure the good use of limited time, they make interviewing multiple subjects more systematic and comprehensive, and they help to keep interactions focused.

At some schools, the participants brought up issues that were not necessarily the focus of the study, and the researcher had to intervene to redirect the group's focus to the main objective of the interview. This study also found that in the focus group interviews, it may take a lot of time to discuss just one question. However, Stewart and Shamdasani (1992) suggest that questions be ordered from the more general to the more specific, and that questions of greater importance be asked early, while those of a lesser significance are asked towards the end of the interview.

As Kreuger (1988:80) suggests, each interview began with the welcome, overview of the topic, ground rules and group members introducing themselves. Stewart and Shamdasani (1992) assert that it is a good idea to have group members introduce themselves and say little about them. The researcher introduced herself first, welcomed the participants, provided the overview of the topic, stated the rules and asked the

participants to briefly introduce themselves. All group interviews were conducted in a friendly way and in a conducive atmosphere, and there were no interruptions of any kind.

### 3.7.3 Semi-structured interviews

Semi-structured interviews facilitated direct interaction between the researcher and the principals and educators. The interview format allowed the researcher to collect rich, descriptive data from information-rich informants that provided an in-depth understanding of rural secondary school educators' implementation of intervention strategies to curb substance abuse among learners in King William's Town District. According to Powney and Watt (1987), the semi-structured interview is a respondent interview in which interviews have their "shopping list" of topics to which they want to get responses, but they are free in arranging the questions, in their wording, and in the amount of the time and attention given to different topics.

The semi-structured interview procedure first allowed the researcher to ask a series of structured questions before going deeper by using open-ended questions in order to obtain more data and allow responses to express themselves (Borg and Gall, 1996). As the data gathering technique, the flexibility and adaptability of the semi-structured interviews permitted the researcher to probe for deeper responses, follow-up leads, elaborate on original responses, obtain additional and more detailed data, and clarify answers (Borg and Gall, 1996; Creswell, 2007; Nachmias and Nachmias, 1989).

This study used interview guides during interviews with all the participants — learners, educators and school principals (see appendices, G, H and I). Interview guides enable the researcher to obtain the responses to the interview questions within a limited time in a systematic way. Interview guides were used and, where necessary, probes and follow-ups were made in order to get more of the information needed. It is generally best to tape record interviews and later transcribe these tapes for analysis. Hoepfl (1997) adds that tape-recordings have the advantage of capturing data more faithfully than

hurriedly written notes might, and can make it easier for the researcher to focus on the interview. However, whether one relies on written notes or tape recorder appears to be largely a matter of personal preference (Hoepfl, 1997). Patton (1990:348) suggests that a tape recorder is “indispensable” while Lincoln and Guba (1985) do not recommend recording except for unusual reasons because of the intrusiveness of recording devices and the possibility of technical failure. Cohen, Manion and Morrison (2000) caution that jotting notes while conducting an interview will result in poor notes and also detract from the development of rapport between interviewer and interviewee. Development of rapport and dialogue is essential in interviews.

In this study, interviews were tape-recorded and all recordings of the sessions were transcribed in narrative form with identification made of each interviewee. A few notes were also taken to supplement the tape recorder or to be used in case there was any technical failure or other unanticipated problems with the recording devices. Fortunately, there was no problem with the tape recording devices and all the tapes used during the interviews are available on request.

The use of an interview provided the researcher with a desirable combination of objectivity and depth, which permitted her to gather valuable data that might not have been possible to obtain successfully by any other method (Borg and Gall, 1996). Through face-to-face interviews, the researcher was able to informally validate the data immediately through non-verbal cues, including facial expressions and tones of the voice. Nachmias and Nachmias (1989) argue that the flexibility, adaptability and human interaction which are the interview’s unique strength, also allow for subjectivity and possible bias, which are the weaknesses of interviews.

In this study, interviews were conducted at the place of work. For example, all the teachers and the principals were interviewed at their places of work at times decided prior to the interviews.

#### 3.7.4 Observations

Observation is another major means of collecting data in qualitative research. Observation is an essential qualitative style. Marshall and Rossman (1999) define observation as “the systematic description of events, behaviours and artifacts in the social setting chosen for the study.” It offers first-hand accounts of the situation under study and, when combined with interviewing and documentary analysis, allows for a holistic interpretation of the phenomenon being investigated. In qualitative research, there are two main types of observation: simple observation, where the researcher remains an outsider observer, and participant observation, where the researcher is simultaneously a member of the group under study (Sherman and Webb, 1991). In this study, the researcher adopted the simple observation method to collect data from rural secondary schools on the implementation of intervention strategies which have been in place to curb substance abuse among learners. The researcher listened to and observed (related cases of substance abuse) how educators deal with untoward behavior of learners in the school. The researcher recorded observations on a specially constructed data sheet.

This data collection method allowed directness. Participants were not asked about their views, feelings or attitudes: they were listened to and watched while doing what they normally did. Observation was used to explore questions that were uncomfortable for participants to discuss. Data from observation contrasted with, and complemented information obtained by interviews and document analysis. Observation involved no artificiality, which is all too rare with other techniques (Handeson et al., 1998). Observation allowed the researcher to record behaviors as they occurred, and the researcher, being an outsider, saw phenomenon in the situation which those people involved in it would probably have taken for granted (Cohen, 1999; Tuckman, 1994).

However a practical problem with observation is that it is time consuming. There is also the challenge of knowing what the problem would have been like if it had not been observed. The researcher may be seen as intrusive. The research may not have good

attending and observing skills and this may affect the process of data analysis (Creswell et al., 2002:123). The researcher spoke to the teachers on the intervention strategy to curb substance among learners of secondary school. The four selected educators were observed in the classroom to find out how they implemented the intervention programme to curb substance.

### 3.7.5 Document analysis

Document analysis is unobtrusive and non-reactive, and can yield a lot of data about the values and beliefs of participants in their natural settings (Marshall and Rossman, 1999). In this study, the analysis of documents complemented interviews and classroom observation in the data collection process. Document analysis provided answers to the questions that the interviews could not address. In this research, documents were analysed, partly in order to fill gaps that were left by the interviews and observation methods. Document analysis also provide the researcher with the opportunity to verify some identified issues with the respondents during the later interviews, and thus minimised the risk of imposing personal inferential interpretation of what was found in the documents (Chisaka and Vakalisa, 2000).

The study reviewed documents that included notebook with cases related to substance abuse and untoward behavior of learners. Information from these documents provided data that supplemented the data gained through interviews and observation. According to Creswell (2003), several criticisms against document analysis methods are sometimes raised. Due to its social context and identity, the researcher may render a selective and biased understanding of a document and may even deliberately select particular documents. Authors of documents may decide to record or leave out information on a bias informed by the social, political and economic environment of which they are part. However, the researcher of this study was conscious of these points. Therefore, documents were analysed as a basis for reviewing intervention strategies, the programmes of prevention of substance abuse, education on substance abuse among learners and also what the school code of conduct is saying to learners

found abusing substances.

Other documents which were analysed were the LRC notebook for cases related to substance abuse, in order to understand the learners' perceptions on intervention strategies to curb substance abuse among them.

### **3.8 Negotiating entry to the research sites**

The researcher sought permission to carry out the study from the Provincial Department of Education. Furthermore, the researcher sought permission from the principals of each school selected to arrange the dates for conducting the interviews. The researcher did not have problems with obtaining entry into the research sites because the principals from the selected schools were also conducting research with the University of Fort Hare, the university with which the research is affiliated.



### **3.9 Data analysis**

Qualitative data were coded systematically according to specific concepts and themes, and then analysed to address the main question which seeks to investigate the implementation of strategies which have been put in place to curb substance abuse among learners of rural secondary schools. The researcher compared the information from the interviews with the information from document analysis and observation.

Data were analysed in accordance with the research questions, and with categories and themes based on the literature review which also became apparent during the analysis of interviews, observation and the relevant documents. The interview data were analysed with due respect given to the way participants interpreted and gave meaning to their own experiences.

The data collected were analysed following the spiral data analysis technique of Leedy

and Ormrod (2005:1), which involves:

- organising all data into small units of information like sentences, individuals words or stories;
- getting the sense of what the small units of information are saying and identifying categories and themes;
- further classifying and coding the information into sub-categories; and
- Putting together a summary of what has been said.

### **3.10 Measures to ensure trustworthiness and credibility of the study**

In an effort to establish and maintain the trustworthiness of the results of this study, necessary procedures were employed. There are a variety of procedures which can be followed to establish the credibility of a study, for example, prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy and member checking (Lincoln and Guba, 1985). Trustworthiness of the study is in part established when findings reflect as closely as possible the meanings as described by the participants (Creswell, 2003; Lincoln and Guba, 1985). This study employed member checking, dependability and conformability procedures to ensure the trustworthiness and credibility of the study.

#### **3.10.1 Member checking**

Member checking in the process of going back to the participants to see if the analysis/interpretation makes sense to them and reflects their experiences (Creswell, 2003, 2007). The researcher returned to the research sites to ask the educators who participated in the study to comment on whether or not they felt the data had been interpreted in a manner congruent with their own experiences. Padgett (1998), Johnson and Waterfield (2004) pointed out that it is an important strategy that gives authority to the participants' perspective to manage the threat of bias. It also helps in establishing confidence in the findings (Lincoln and Guba, 2002:21-24). Member checking allowed participants to review findings from the data; thus they were able to confirm, and to

challenge the accuracy of the work (Creswell, 2003).

### **3.10.2 Credibility**

Credibility refers to that which can be readily believed, on the grounds of rigorous evidence or argument and authority. To enhance the credibility of the research findings, the researcher made use of both types of triangulation — multiple data source (principals, educators and learners) and multiple forms of data (observation and relevant documents in addition to individual interviews and focus group). The researcher also kept notes on research decisions decoded data, and used member checking to verify findings and enhance credibility (Maree, 2007).

### **3.10.3 Dependability and confirmability**

Dependability is analogous to reliability. Confirmability is a technique used as a means of showing that clean data were collected so as to overcome method boundedness (Cohen, 1999) and by which the results could be confirmed or corroborated by others, thus enhancing their dependability.

According to Lincoln and Guba (1995), both dependability and confirmability can be determined by way of a properly managed inquiry audit in which reviewers examine both the research process and the product of the research for consistency. Dependability and confirmability can both be achieved by clearly stating research procedures and providing evidence of raw data (Henning, 1995). To ensure the dependability and confirmability of this study, the researcher has quoted liberally from the data, and has systematically stored the audio cassettes containing the raw individual and focus group interviews, the typed transcripts, and the final draft of the research project for verification by any interested individual.

### **3.11 Ethical considerations**

The study sought the approval of participants from all relevant bodies, including the Provincial Department of Education, school principals and educators prior to the commencement of data collection. Consent was obtained from all the participants to take part in the study by informing all the participants about the purpose and methods of the research study in a way that was likely to be clear and understandable to them (Erlandson et al., 1993:155).

All participants signed a consent form provided in the University of Fort Hare Postgraduates' Qualification Policies and Procedures booklet (2010). Participants were given the option to withdraw from the study at any time since their participation was voluntary. Privacy, confidentiality and the use of participants' time were at all times respected. Care was also taken to ensure that participants' interests were not jeopardised in any way. The entire study was conducted according to the research Code of Ethics as provided in the University of Fort Hare Postgraduates' Qualification Policies and Procedures, Faculty of Education (2010).

### **3.12 Limitation of the study**

This study was limited by the participants who were not comfortable to talk about the issue at hand. Seemingly, participants felt that the related matter was a sensitive issue to discuss. They probably thought that the researcher would think negatively about them (respondents). Another limiting factor for the researcher was the time factor as the researcher was an educator by profession. It takes time to interview participants. Documents were another limiting factor because the principal seemed reluctant to release them due to the fear of compromising the reputation of the school. However, the researcher tried his utmost best to persuade the participants to adhere to the matter at hand. In order to overcome these limitations, the researcher used a small number of respondents in terms of time, and explained to the school that the research would enable the principal and the educators to perform their duties successfully in the school in terms of discipline.

### 3.13 Summary

This chapter discussed the methodology applied in this study. The study was located in an interpretivist paradigm which enabled the researcher to obtain data directly from the subjects themselves by sitting with the respondents and hearing their views, voices, perceptions, opinions, interpretations and expectations with regard to the implementation of strategies which have been in place to curb substance abuse among learners of rural secondary schools. Hence, the researcher was able to identify several attitudes and actions that might have been missed by other researchers using other methods. The case study research design was adopted in the study in order to get in-depth information about the actual events in each school. The researcher purposefully selected respondents whom he felt sure would provide informed, quality and reasonable responses. The researcher was thus able to gather rich, detailed data of a qualitative nature through basic individual interviews, focus groups, school premises observation and document analysis. Data collected were analysed inductively so that themes and patterns were derived. The next chapter will present the findings obtained through the use of the stated methodology.

# CHAPTER 4

## DATA PRESENTATION, ANALYSIS AND DISCUSSION

### 4.1 Introduction

The aim of this chapter is to present data that has been gathered through the use of interviews and focus group discussions. The instrument was used to elicit information from participants to respond to the research questions of this study, which aimed to investigate the implementation of intervention strategies which have been put in place to curb or address the problem of related cases of substance abuse among learners in rural secondary schools in King William's Town District, Eastern Cape. Chapter three outlined the methodological considerations which included the research design, instruments employed to gather data and the data analysis plan adopted. Chapter four presents and analyses the data gathered from the semi-structured interviews and focus group discussions.

The participants of this study consisted of two school principals, four educators and eight learners from two secondary schools in King William's Town District. Semi-structured interviews were conducted to the two principals as well as for the four educators interviewed individually. Focus group discussions were held for eight learners, four from each secondary school. The data are presented according to the major themes in the interviews. The chapter begins with the presentation of the profiles of the respondents.

### 4.2 Biographical data

The first section of this chapter presents the biographical data of the respondents. This is necessary because it gives information regarding their gender, age, academic qualifications, years of teaching experience and learners' grades at school which may

have an influence on the outcome of the research process. The respondents have been coded and identified as follows:

**P:** Principals (P1 and P2)

**T:** Educators (T1-T4)

**L:** Learners (L1 – L8)

**N:** Number of respondents

#### 4.2.1 Gender distribution of participants

The principals and educators are presented according to their gender in order to determine if the gender policy has been adequately applied in rural secondary schools. They are presented below in Table 4.1.

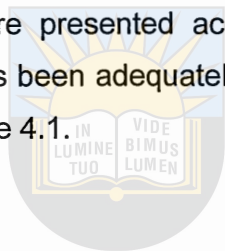


Table 4-1 Distribution of males and females

Gender	N	Percentage
Male	3	50
Female	3	50
<b>Total</b>	<b>6</b>	<b>100</b>

Table 4.1 indicates that six teachers were interviewed in two secondary schools. Of the six, three (50%) were male and three (50%) were female. Of these, four were classroom practitioner teachers who constituted 67% of the sample, while the other two were principals, constituting 33% of the sample. All were chosen from the two rural secondary schools selected for this study.

#### 4.2.2 Age ranges of participants

The principals and educators participants are presented according to their ages. The ages are important in terms of maturity and experience in the working environment and this reflects on how the school is managed. They are presented below in Table 4.2.

Table 4-2: Age ranges of teachers

Age range	Principals	%	Teachers	%
20-29 years	0	0	0	0
30-39 years	0	0	1	10%
40-49 years	0	0	3	90%
50-59 years	1	50%	0	0
Above 60 years	1	50%	0	0
<b>Total</b>	<b>2</b>	<b>100%</b>	<b>4</b>	<b>100%</b>

Table 4.2 highlights the two principals and four educators who responded to the interview. The principals whose age range is 50-69 years were quite mature and experienced in their profession. One educator interviewed was 30-39 years representing 10% of all educators interviewed. The other three were in the 40-49 age range representing 90% of the total number of educators interviewed.

In the study, it was necessary to find out the qualifications of both principals and educators and also the number of years they have been in the school. Table 4.2 summaries the details.

#### 4.2.3 Age of learners in rural secondary school

The age of the learners is presented according to their respective ages. The age of learners is important because it determines if the learner is mature enough and the grade or class to which the learner belongs. Table 4.3 outlines the age of the learners.

**Table 4-3: Eight learners responded to the interview**

<b>Age range</b>	<b>Female</b>	<b>Male</b>
14-16 years	2	1
17-20 years	2	2
21-24 years	0	1
<b>Total</b>	<b>4</b>	<b>4</b>

Table 4.3 above shows that eight learners responded to the interview. The learners whose age range is 14-16 years were representing 37.5% of all the learners interviewed. The other two were in the 17-20 age range representing 50% of the total number of learners interviewed. The 21-24 age range represents 12.5 % of the total of learners interviewed.

#### **4.2.4 The academic and professional qualifications of respondents**

*Together in Excellence*

The qualifications of the participants (principals and educators) are presented according to their professional qualifications and qualification in specialisation in Life Orientation which plays a major role in substance abuse-related cases especially in rural secondary schools. In addition, the Department of Education currently implements a prevention of drug and substance use and abuse programme. The programme is integrated into the school curriculum via the Life Orientation learning area. Table 4.4 illustrates the professional qualifications of the Life Orientation educators and principals.

**Table 4-4: Professional qualification of teachers**

<b>Qualification</b>	<b>Principals</b>	<b>%</b>	<b>Teachers</b>	<b>%</b>
Standard 8+ Teachers Certificates	0	0	0	0
Standard 10 +Teachers Certificates	1	50	0	0
Standard 10 + Teachers Diploma	1	50	1	10
Teachers Diploma + Degree	0	0	3	90
Senior Degrees (Bed Hons+ Med)	0	0	0	0
<b>Total</b>	<b>2</b>	<b>100%</b>	<b>4</b>	<b>100%</b>

Table 4.4 establishes the highest academic qualifications of the participant principals and educators. The two principals both have a grade 10 qualification and a professional qualification. They constitute 10% of the participants in this research. One teacher has a standard 10 academic qualification and a diploma as a professional qualification. This constitutes 10% of the total participants of the research. The final set of participants is made up of three educators who hold diploma certificates and first degrees as professional qualifications, constituting 90% of the responses. This shows both educators and principals are qualified enough for their teaching responsibilities. However, principals have more experience given their age.

#### **4.2.5 Teaching experience for principals and teachers**

The teaching experiences of the participants (the principals and educators) are presented Table 4.5.

**Table 4-5: Teaching experience**

<b>Years of experience</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>N=2</b>		<b>N=4</b>	
Less than one year	0		0	0%
1-5 years	0	0%	0	0%
6-10 years	0	0%	0	0%
11-15 years			1	10%
16-20 years	1	50%	2	80%
21-25 years				
Over 31 years	1	50%	1	10%
<b>Total</b>	<b>2</b>	<b>100%</b>	<b>4</b>	<b>100%</b>

Table 4.5 illustrates that the two principals have a long service experience which is between 16 and 31 years. This might be translated to mean that educational institutions are being led by highly experienced educators. Furthermore, the above table shows that one educator has between 11 and 15 years teaching experience while the other three teachers have between 16 and over 31 years teaching experience. Again, the information shows that the participants for this research are highly experienced professionals who may be quite knowledgeable of the rules guiding students' behaviours in rural secondary schools.

#### **4.2.6 Distribution of learners at school by gender**

The distribution of the participants (learners) is presented according to their gender. The researcher aims at determining if gender is taken into account in rural secondary schools. Table 4.6 illustrates the gender distribution of the participants.

**Table 4-6: Distribution by gender**

<b>Gender</b>	<b>No. of learners</b>	<b>%</b>
Male	4	50
Female	4	50
<b>Total</b>	<b>8</b>	<b>100</b>

Table 4.6 indicates that eight learners were interviewed in two secondary schools. Of the eight, four (50%) were male and four (50%) were female. These learners at school were equally represented in terms of gender.



#### 4.2.7 Distribution of learners at school by grade level

Table 4.7 presents the grades of the participants.

University of Fort Hare  
*Together in Excellence*

**Table 4-7: Distribution by grade**

<b>Grades</b>	<b>Female</b>	<b>%</b>	<b>Male</b>	<b>%</b>
8	1	25	1	25
9	1	25	1	25
10	1	25	1	25
11	1	25	1	25
<b>Total</b>	<b>4</b>	<b>100</b>	<b>4</b>	<b>100</b>

Table 4.7 shows that eight learners responded to the interview. Of the eight learners, one (25%) is in grade eight, one (25%) is in grade nine, one (25%) is in grade ten and one (25%) is in grade eleven. The grade twelve learners were not represented because at the time of the interviews, they were busy with mid-year examinations. All the learners, whose grades start from grade 8 to 11, were represented by one learner except grade twelve.

The section above provided background information on the respondents. The next section will examine the types of intervention strategies which were implemented to curb substance abuse among learners in rural secondary schools.

### **4.3 Monitoring and support mechanisms by the stakeholders to ensure proper implementation of substance abuse intervention strategies**

The respondents who were interviewed revealed how the Department of Education and other stakeholders were supporting and monitoring the implementation of intervention strategies to curb or address the use and misuse of substances in rural secondary schools. The following are some of their comments:

#### **Response by P1:**

*Peer education has been employed in rural secondary schools. Inside and outside relevant stakeholders have been invited to curb or address the use and misuse of substances among learners in rural secondary schools. The people like the SGB. The police, the nurses and social workers were called to intervene in cases related to substance abuse. The school-SGB is involved in all decisions relating to substance abuse cases in the school from drafting and implementation of substance abuse intervention strategies. Police involved in the legal aspect when necessary. Nurses are invited to educate learners on health hazards issue. Social workers are dealing with learners' background information.*

#### **Response by P2:**

*The Department of Education has outlined the procedure to deal with substance abuse so that the implementers know what is expected out of them. The code of conduct as well as the norms and standard seek to address substance abuse-related problem. In some instances outside relevant stakeholders were invited to talk about the dangers of substance abuse. Ministers were also giving sermons at assembly quoting relevant*

*scriptures based on substance abuse. However, the Department does not seem to make a follow ups on the implementation of the programme.*

From the responses above the researcher found that relevant stakeholders were invited in rural secondary schools to support initiatives taken by the school management team to address or curb substance abuse among learners in rural secondary schools. Respondents also revealed that Department of Education has put in place intervention strategies to guide learners from the danger of substance abuse such as drug testing and drug screening, and random searches as prevention measures. This indicates that there is a problem of substance abuse in the rural secondary schools; however, the management team is trying their level best to address or curb substance use and misuse but to no avail. According to the responses, the Department of Education is not doing enough to support schools and educators. Also, there is lack of monitoring as expected. As a result, learners expressed unacceptable behaviour in the school environment. Findings in this section on the involvement of different stakeholders in trying to curb substance abuse agree with literature. For instance, stakeholder involvement is encouraged for any programme to be successful (Fullan, 1992). The findings also corroborate that the Department of Education put policies in place to help in the implementation of strategies to curb substance abuse (DoE, 2001). In addition, when the Minister of Basic Education was asked by Madisha (Congress of the People (COPE)) about the steps taken by schools to deal with substance abuse, she outlined the existing regulations and policy framework used by schools as explained below (National Assembly, 2012). The Regulations for Safety Measures at Public schools declare that all public schools are drug free zones. No person may possess illegal drugs on public school premises or enter the premises while under the influence of an illegal drug or alcohol. The regulation also makes provision for the searching of school premises or persons present on the premises, by police officer, principal or delegate, if there is reasonable suspicion for possession of substance (DOE, 2001). Policy Framework for the Management of drug abuse by learners in schools and in public Further Education and training institutions was also in existence. This policy is an attempt to support learners who abuse substances, as well as staff and learners who

are affected by substance abuse and contribute to the effective prevention, management and treatment of drug use. It states that all South African (S.A) schools should become tobacco, alcohol and drug-free zones. It also states that random drug testing is prohibited, and that drug testing should only be used where there is reasonable suspicion that a child is using drugs. It makes provision for preventive education via, the Life Orientation curriculum (DOE, 2002).

Teachers' responses also add and agree with what the principals said about stakeholder involvement:

**Response by T1:**

*The Department of Education is not giving enough support because this was a once-off workshop. The educators who are responsible to deal with substance abuse-related problems are overloaded with school work; the core business is teaching and learning, so to speak.*



University of Fort Hare  
Together in Excellence

**Response by T2:**

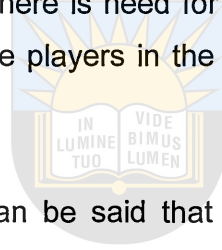
*The Department of Education sent police to do awareness campaign and also called a once-off workshop to capacitate those educators who are responsible to curb substance abuse in the school. This issue is also included in the curriculum that is Life Orientation.*

**Response by T3:**

*The Department of Education has formed a structure which has the stakeholders like police, social workers, nurses and SGB members to monitor the process of drug abuse or substance abuse in the rural secondary schools. So that whenever there is suspicion of an untoward behaviour, the above mention stakeholders can be invited or intervene to help the situation.*

On the same question the educator T4 responded by affirming that the support is not enough and there is no monitoring at all. "I do not know whether I'm doing the right thing

or not” one of the respondents reported. The respondents who were interviewed revealed contradictory views, some said there is support, others reported that there is no support, although it is not effective enough for educators to deal with related problems of substance abuse. However, some respondents say that they have had only one workshop since 2010 and there was no monitoring at all. When educators were interviewed on the same aspect, their responses were that there is no monitoring and it was just a once-off workshop presented by EDOs since 2010. There was a once-off workshop which was held for about three days; but, there was no monitoring thereafter to monitor the safety and risk factors in the school (DOEs, 2008). According to Parry, Plüddemann and Myers (2003), there is need for monitoring and support mechanisms and support networks of local role players in the substance abuse area to ensure the successful implementation.



From the above responses, it can be said that the Department of Education is not adequately supporting and monitoring the implementation of intervention strategies to curb substance abuse among learners in rural secondary schools. The above-mentioned factors are challenges that learners and educators face regarding a safe environment in which effective teaching and learning can take place. According to Lewiset al. (2008:715), “without effective behaviour management, a positive and productive classroom and school environment will be impossible to achieve.” When learners display untoward behaviour in the classroom, it is difficult for educators to perform their duties effectively and productively. The school is a place of learning and teaching where future leaders are built, but when the situation in school is ungovernable, it is difficult to build future leaders who resemble former president Nelson Mandela and Thabo Mbeki. The idea was echoed by Mandela (1994) who maintains that an educated nation is a building nation. Findings similar to these were cited by a Philippine NGO (2005) which declared that community officials and institutions must provide strong and consistent support to the intervention strategy which should recognise and respond to the need of learners for protection and other support needs. In order for the schools to achieve the above-mentioned goals or objectives, the

Department of Education and all the other stakeholders should support and also monitor the schools.

This is also in line with the findings by Pienaar (2013:1) who suggested that the “SAPS used the safe schools programme to address substance abuse in primary and secondary schools.” This shows that there is a problem of substance abuse-related cases in secondary schools. Furthermore, the former Minister of Education Mrs Naledi Pandor,(2001) gazetted the ten devises for use for drug testing or drug screening because of concern about the extent of substance abuse in secondary schools.

According to the principals, various steps were taken by the department to ensure that schools are adequately equipped to deal with the problem of drug and substance abuse. Some of the principals' views on measures taken by the department are outlined below:

- Schools were provided with drug screening kits by the Department of Education.
- Peer education had been introduced in schools as a policy.
- The Department roped in some other government departments and agencies like police, social workers and health staff to conduct some awareness campaigns in schools on the dangers of drug abuse.
- The Department conducted regular workshops in which safety officers were trained on how to address substance abuse in schools as well as the procedures to follow when confronted with substance abuse related cases.

Although the principals appreciated the assistance given by the Department of Education, educators noted that there were still some challenges. Firstly, there was the issue of shortage of personnel, just to focus on the cases of substance abuse prevention intervention strategy, this was an extra load on educators and they are taken from their core duties that is teaching and learning. The interviewed educators in both schools confidently revealed that they are not sure if they are performing their duties adequately. This shows that it is a challenge the school to implement intervention strategies without the support and monitoring from the Department of Education.

Secondly, the respondents feel that the monitoring and training which is facilitated once a month is not adequate and more needs to be done. When educators are trained, the EDOs train only one educator per school; when an educator leaves the school, the school suffers.

This is an indication that the Department of Education is not doing enough to support the schools in dealing with the sketch of substance use or misuse in rural secondary schools. There were also some challenges with regards to support and monitoring mechanisms. Although the principals appreciated the assistance provided by the department, they noted that challenges still exist.

Some of the challenges include first, lack of co-operation from learners and parents. Secondly, the stakeholders (inside and outside) are reluctant to co-operate with regards to substance abuse-related problems. Educators who are responsible for supporting and monitoring learners engaged in untoward behaviour are more concerned with the academic work because their main role is teaching and learning. They do not have enough time to do extra work because of personnel shortages. Thirdly, substances are sold by parents and this makes learners bring the substances to school to sell to other learners, thus posing a challenge in controlling substances in the schools. Fourthly, learners may use substances on weekends since they are not monitored during weekends.

#### **4.4 The training that the schools received to ensure proper implementation of intervention strategies to curb substance abuse**

Data revealed that educators were trained for three consecutive days in total. Each educator was given a manual written *Safety in Schools* at the back. T-shirts were also distributed to each and every educator. The training was facilitated in 2010 since then the schools never had a workshop of that kind. Thus, the educators complained about

the amount of time in terms of training, so that educators can be able to deal with the substance abuse-related cases among learners in rural secondary schools. Each educator was given a document to examine how prevention intervention strategies should be implemented in rural secondary schools, and this document is school property.

A policy was adopted to train teachers as providers of primary mental health and teach them to identify learners with problems, counselling them or referring them to appropriate services (Department of Education, 1997:152). Below is a response from principals and teachers who were interviewed about the training of educators.

**Response by P1:**

*Educators were trained for three consecutive days and were given T-shirts which are written at the back safety in schools. They were also given documents which guide them on prevention intervention strategy which is written safety in schools. The training has taken place once since 2010. And there was no monitoring of the training by EDOs thereafter.*

**Response by P2:**

*The Department of Education trains only one educator per school. The problem with these when redeployment comes and the educator moves away from the school where he/she teaches, then the school will suffer the consequences.*

Both respondents complain that the training of educators was not adequate for them to be able to deal with everyday related problems of substance abuse in their schools. This shows that educators are not capacitated enough to deal with the constraints of substance abuse among learners in rural secondary schools. Teachers also had the following views:

**Response by T1:**

*We were trained once since 2010. The training was done by EDO's one educator per school. And we were trained in a community hall. This training is not assisting us because it was a once off training and there was no monitoring at all. And this makes it difficult for us to implement the intervention strategy in rural secondary schools.*

**Response by T2:**

*Also educator 2 was of the opinion that the training which was received by his/her colleagues was not sufficient, it lack purpose. There is no proper planning/policy to guide educators at all. It is like the EDOs wakeup in the morning and do want they want to do. It seems as if there is no vision at all.*

It is evident that the lack of planning/policy causes the implementation of intervention strategies to curb substance among learners in rural secondary schools to be ineffective; hence the rural secondary schools suffer the consequences. However, another educator responded to the same aspect when interviewed and revealed that the Department of Education is not monitoring its work to ensure that there are no challenges faced by educators in terms of implementing intervention strategies.

**Response by T3:**

*Usually the Department of Education used to train all the stakeholders in the school, but to our surprise they train only one educator per school which is not enough, pertaining the use and misuse of substance in rural secondary schools. This shows that our officials are not serious enough to address the substance abuse-related cases among learners.*

**Response by T4:**

*Training of school stakeholders is very crucial in the sense that, we can help each other and expand the knowledge to other areas if the department of education can be serious about the training of all stakeholders in the school.*

According to the responses given by teachers, the Department of Education did not do justice, when they were training educators. Educators were not trained enough so that they can pass on the knowledge to their colleagues. The purpose of the training was not realised because it was just a once-off training and there were no other dates that were given to support training. There was support in terms of training but not enough. There was also no monitoring of the situation to see whether educators are experiencing any difficulties. The planning was poor on the side of Department of Education and this affected the schools' programme which deals with substances. Therefore, the training was not enough; it should be an ongoing process.

According to Elias and Robinson (1993:1), "Careful teacher training, program organisation, administration, and parent/community involvement are part of the basic mix of features that go into a program perceived by school-based implementers as successful." This means that our educators are not capacitated in terms of training, therefore they cannot deliver, what was expected of them. Therefore, the substance abuse problem cannot be addressed. When educators are not trained, there will be no one to address substance abuse-related cases due to capacity constraints in the schools. School safety and the enrichment programmes to assist teachers on planning, developing and implementing a programme of education for substance abuse prevention intervention strategies for their learners (Wilson, 1998). The training of educator's addresses substance abuse related cases capacity constraints, school safety and enrichment programmes.

Although the principals appreciated the assistance provided by the Department of Education, they noted that there are still some challenges. The first challenge was that there was shortage of staff, because there is only one educator who has been trained in the whole school. In some schools, there are no trained educators. The second challenge was that there was no co-operation among learners and educators. The third challenge was that when an educator who was trained leaves the school through redeployment, the school loses an experienced member who is able to deal with related problems of substance use or misuse. The fourth challenge is that some educators are

reluctant to be trained because they use substance themselves. The fifth one is that educators are overloaded with other school work.

The above findings from this study reveal that training of educators to capacitate them to deal with substance abuse related problems was a strong theme that emerged from data collection and analysis providing a true reflection of why intervention strategies were not implemented. The Department of Education is not doing justice to their mandate to make sure that learners and educators are safe in schools and the environment is conducive for learning and teaching. Training is the process of developing skills to implement an intervention and to form shared meanings between consultants and participants (Fullan, 1992).

Educators need to be trained so that they can identify and assist learners who may encounter substance abuse problems. The training will also make teachers more knowledgeable with the content and process of substance abuse prevention intervention strategies. They also need to expand the repertoire of methods for delivering substance abuse prevention intervention strategies. The training will increase the competence, confidence and commitment of the educator of substance abuse prevention and intervention strategies. The plan for managing drug incidence must be consistent with local laws and regulations as well as national and local school intervention strategies on substance abuse (Fullan, 1992). There is need for a communication strategy for drug abuse incidences that ensures that all staff are aware of school procedures or responding to the cases of substance abuse. Educators need appropriate professional development and training for the relevant staff in terms of substance abuse. Mechanisms for continuous, monitoring and review of the schools approach for substance abuse prevention and incident are required (Segoe and Mohgosi, 2002). When educators are properly trained, they do their work diligently with professionalism. Therefore, the mandate of the Department of Education is to train educators so that they can efficiently perform their duties.

#### 4.5 The measures taken against learners found by the school to abuse substances

The research aims to find out about the measures taken against learners found by the school to abuse substances. The rural secondary schools used the Code of Conduct to deal with learners who have untoward behaviour or who have been found abusing substances in school premises. The school Code of Conduct outlines to learners what is expected of them. It is used throughout the year, but the school conducts an orientation for learners before it is implemented in rural secondary schools. There is a procedure which needs to be followed when it is implemented; all stakeholders such as parents, educators and learners (SGBs) should be involved (Joubert and Prinsloo, 2008). When the learner does something wrong the school code of conduct stipulates what needs to be done to that particular learner. The principals and teachers, who were interviewed on this issue, responded as follows:



**Response by P1:**

*The learners found abusing substances may be suspended or dismissed depending on the magnitude of the offence. The school followed a procedure according to South African Schools Act (SASA) when the learner is found guilty. In some instances parents are called to intervene.*

**Response by P2:**

*Parents are involved and are not afraid to tell the learners that their behaviour is violating the code of conduct in the rural secondary school. All stakeholders are involved that is the LRC member, teachers as well as parents. When the learner is found guilty, these are steps followed that is verbal warning, written warning and action which involves not participating in sporting code for example soccer, rugby, cricket, netball etc.*

The findings reveal that all the participants agreed that the code of conduct is necessary in stipulating the measures to be taken when learners are caught using substances. There is an indication that there are learners in the school who violate the laws of the

school, hence, the school decides to have the intervention strategy to curb substance abuse among learners in rural secondary schools. The following are responses from participants to confirm the above:

**Response by T1:**

*The school should discipline the learner and this will resist pro-drug pressures, understand the social, emotional and physical consequences of harmful substances.*

**Response by T2:**

*The school code of conduct is reviewed all the times to accommodate new ideas or new ways of doing things. Every Monday LRC members check on learners if there are any substances.*

**Response by T3:**

*The learners found abusing substances are not allowed to participate in sports. They are also given extra work during break time so that they do not enjoy break like other learners do. The educator responsible for substance abuse related cases reports the matter to the principal as well as the parent of the child involved, then decision is taken whether to punish or suspend the learner depending on the magnitude of the offence committed.*

On the same issue of measures taken, teachers responded as follows:

**Response by T4:**

*Yes, our learners use substances and are punished or suspended depending on the magnitude of the offence.*

When educators were interviewed on the same aspect, their responses were that the learners found abusing substances should be punished or suspended depending to the magnitude of the problem. However, some educators felt that learners should be sent to the rehabilitation centre when there is suspicion that he/she use or misuse substances.

This indicates the extent to which learner's use or misuse substances in rural secondary schools. The educators are busy disciplining the learners instead of teaching them. This shows that there is lack of discipline in rural secondary schools due to the use or misuse of substances. Teaching and learning cannot be conducive in these kinds of environments. The mandate of the Department of Education is not realised, because of learners' untoward behaviour caused by the use or misuse of substance among learners in rural secondary schools. The mandate of the department is to make sure that learning and teaching is taking place in a conducive environment.

Although the principals appreciated the assistance provided by the Department of Education, they noted that there are still some challenges. Firstly, it is not easy to be fair by avoiding possible biases when dealing with cases of substance abuse. Secondly, it is the dissatisfaction by parents or objection by parents. Thirdly, some learners disagree with the code of conduct and complain that it is too harsh for them. Learners deliberately do not cooperate with those dealing with substance abuse interventions because they do not want to be exposed that they are using or misusing substances. Fifthly, some learners are reluctant; learners also felt it is time consuming, until other stakeholders intervene in the process. Lastly, parents of the learners caught using substances often disagree with the measures to be taken.

The above findings from this study reveal that school code of conduct was a strong theme that emerged from data and provided a true reflection of why intervention strategies were not implemented in rural secondary schools; it was because of untoward behaviour of learners caused by use or misuse of substances. This poses challenges for the school in implementing the intervention strategy. The value of the code of conduct is brought out by Joubert and Prinsloo (2008). These authors suggest that the "... code of conduct forms part of a school's domestic 'legislation', and is a collection of binding rules and principles reflecting moral standards and values that regulate the behaviour and acts of learners" (Joubert and Prinsloo, 2008:111). Thus, schools need to have this instrument in operation as part of the strategies used to curb

substance abuse. This has to be in agreement with the values enshrined in the South African Constitution and the South African Schools Act. However, according to Joubert and Prinsloo (2008), the code of conduct should be crafted to suit the individual school values, norms and needs.

According to Perkins (2006:1) "social norms are fundamental in understanding human behavior". Norms are what the majority of the people in a group do or how they behave (behavioural norms), and what the majority believe about how they and others should act (attitudinal norms). The South African School Act of 1996 states that school governing bodies (SGBs) should adopt and assist in the enforcement of learner code of conduct to maintain discipline effectively. In order to enable effective learning to take place, it is critical that a secure and positive environment is created (Joubert and Squelch, 1995:23). To this end, the Department of Education (2008:1) asserts that the school is committed to providing an environment for the delivery of quality teaching and learning by promoting the rights and safety of all learners, educators and parents in the school milieu.

Disruptive behaviour in South African schools has been reported widely and includes learners armed with dangerous weapons, learner-learner violence, learner-educator violence, vandalism, theft and learner in possession with prohibited substances such as drugs and alcohol (News 24.com, 2006). A learner code of conduct therefore, seeks to address such unacceptable school behaviour. The code of conduct spells out rules regarding learner behaviour and describes the disciplinary process to be implemented concerning transgressions by learners (Department of Education, 2008:1). This is a disciplinary intervention strategy. When learners are not behaving well they need to be disciplined so that they behave.

#### **4.6 Measures taken by schools to educate learners on problems of substance abuse**

The study found that Life Orientation educators in schools in the area under study, who are responsible for helping learners with the substance abuse problems, were consulted and they agreed to the principles of peer support. In the first year, teachers selected peer supporters from learners who volunteered.

One principal interviewed revealed that learners need to be educated about substance abuse, because it can harm their physical, mental and other wise. The following is the response:

**Response by P1:**

*It is better to know and have all the relevant information from reliable source so that one can make the correct decisions. Awareness campaigns by relevant stakeholders discourage learners from substance abuse and it can commit or associated social, economic and health consequences.*

University of Fort Hare  
Together in Excellence

**Response by P2:**

*The principal no 2 contributed by saying: Refer them to train people/institutions where they can be helped. We advise them and by bear the repercussion of this immoral and unaccepted behaviour. The relevant stakeholders were invited to play their respective roles in this educating exercise e.g. the nursing for health purposes, the social workers for social development, and the police to do awareness campaign.*

The findings revealed that the entire participants agreed to invite outside relevant stakeholders (police, nurses, social workers and influential leaders or community leaders and also LO educators to educate learners about the dangers of substance abuse. This shows that there is a problem of substance abuse in rural secondary schools. The rate of substance abuse was seen to be increasing; hence, this raises the need to create strategies to deal with the problem.

**Response by T1:**

*It is important to talk to learners, parents and their peers because when they are involved they feel important. And also invite relevant outside stakeholders who deal with substance abuse such as nurses, police, social workers and influential community leaders. The parents also should play an important role by teaching their children the best way of enjoying life and also appreciate life because is a gift from God; we should not take it for granted. Talk to the learners as a parent and educate them about the dangers of substance abuse.*

**Response by T2:**

*The rural secondary schools should do awareness campaigns which are normally done by police, invite police to do awareness campaigns; the school management should also do orientation, invite parents and SGB to talk to their children now and again. The educator who is responsible for educating learners about substance abuse and its impact is normally Life Orientation educator.*

University of Fort Hare  
Together in Excellence

**Response by T3:**

*The rural secondary schools should introduce a price giving which includes learners which never used substances for the whole year. This would encourage learners not to use the substances at all. Then the results will be good going forward. The rural secondary schools will perform well than before in terms of school results.*

**Response by T4:**

*LO educator always advises the learners about the danger of using substances. She also explains the consequences of using and misusing substances. She also added that for learners to be saved should go for counselling and group support.*

The participants agreed that there is need to invite relevant outside stakeholders and inside stakeholders and also LO educators to educate learners about the dangers of

substance abuse. When other educators were interviewed on the same subject, they responded that advice should be given to parents and the learners who use and abuse substance should be sent to rehabilitation centres. One may assume that this may occur when all measures have been taken into consideration. This also demonstrates that educators play an important role as outside stakeholders, for example as social workers. This is an indication that the educator concerned is a safety officer in the rural secondary school.

School-based crime prevention co-ordinators visited schools and facilitated the creation of awareness on the negative impact of drugs, in partnership with experts such as the South African National Council on Alcoholism (SANCA). The search and seizure operations were conducted in schools, mainly focusing on confiscating drugs and dangerous weapons, in partnership with safe school committees located at the schools and school governing bodies. South African Police Service was a member of the inter-departmental Ke-Moja drug prevention and education programme that informed SAPS work conducted in schools. All learners in rural secondary schools need to be searched randomly, so that the police can reduce the use and misuse of substances among learners. This will stabilise our schools. Learners search can be a tool for maintaining safe schools, but school administrators must balance learners' individual rights with the school community's need for a safe learning environment. Safety threats, once thought to be only an urban problem, are now also a concern for rural areas. Although schools are among the safest places for children to be, education policy makers and administrators continue to look for ways to protect learners and staff. One tool for keeping schools safe is the use of learners' searches (Parliamentary Question, 2002). The following are responses by principals and teachers who were interviewed on the challenges they face in schools every day in terms of educating learners about the substance abuse:

**Response by P1:**

*The learners do not want to be educated about substance abuse because of peer pressure, which influence them by peers negatively because they want to be accepted by his/he friends at their expense.*

**Response by P2:**

*Learners who are deemed addicted find it difficult to refrain from unaccepted behaviour, because of peer pressure. Periodic reviews are conducted to ascertain the extent of success after the awareness campaign by interviewing the suspected learners.*

The educators were also interviewed on the same question. The responses were as follows.

University of Fort Hare  
*Together in Excellence*

**Response by T1:**

*Normally the awareness campaigns take long because police need to be invited for them to come. However, the process of educating learners on substance abuse is an ongoing exercise driven by its need with respect to time, because the core business at school is teaching and learning the subject matter.*

**Response by T2:**

*This looks like a peer pressure influence makes the learner decline in the academic performance. Learners are also reluctant to learn because of peer pressure. Some learners think that they have the right to choose what they want in their lives. If it is good for them, nobody can stop them even if that will harm their future.*

**Response by T3:**

*A learner thinks that when using substances, they are chasing away tikoloshes by the strong smell of dagga, and they also think that when using or misusing substances they*

*will be brighter than other learners or will excel more than any other learner in academic performance.*

**Response by T4:**

*When relevant outside and inside stakeholders are invited to educate learners about the dangers of substance abuse they (learners) do not want to listen, they say we (school management team) are wasting their time. This is despite the fact that the school management team is assisting them to be better human beings tomorrow.*

The responses above indicate that it will be difficult for the school management team to implement this intervention strategy to curb substance abuse among learners because of peer pressure or untoward behaviour by the learners. The school management team (SGB) is trying their level best to prevent learners from being involved in substance use or abuse.

University of Fort Hare  
*Together in Excellence*

#### **4.7 Strategies in place to curb substance abuse in schools under study**

The study established the intervention strategies discussed below.

##### **4.7.1 Drug screening or drug testing**

The Department of Education provided all rural secondary schools with a drug testing kit to curb or address substance abuse among learners. It is used to check how much substance is in one's body by testing urine.

The following are responses by principals and teachers on the issue of drug testing:

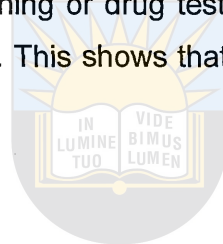
**Response by P1:**

*Learners do not want to be tested because they know that they will be exposed. When they are known that they are using and misusing substances they will face the music or consequences of their actions thereafter.*

**Response by P2:**

*Learners are reluctant to be tested because they say their rights, dignity and privacy is violated by the educator who is responsible to do drug testing in the school.*

The findings reveal that all participants agreed that there are challenges faced during the implementation of drug screening or drug testing because of the reluctance of the learners to be tested or screened. This shows that learners resist to be tested because they are afraid to be exposed.



**Response by T1:**

*Also parents do not want their children to be tested because, they are protecting their children, because they knew their children will be punished or dismissed from school.*

**Response by T2:**

*When learners report other learners or whistle blow the suspects, they are bullied by the same suspect. And they are not protected by the school management team. This makes other learners to be afraid of telling the truth because they are not protected.*

**Response by T3:**

*Suspected learners and their parents seem to be reluctant to co-operate with the procedure and processes and deny the allegations.*

**Response by T4:**

*Learners dislike it because they do not know its importance. Some learners and parents are not interested at all they say this is a waste of time.*

When educators were interviewed, on the same aspect, their responses were that learners do not want to be tested. This shows that learners do not trust the educator who is responsible for testing. Learners question the validity of the process of implementing the drug testing or intervention strategy. The respondents revealed that there are challenges faced in the implementation of drug screening or drug testing because learners do not want to be tested or they are reluctant to be screened. This shows that learners resist to be tested because they complain about their right, dignity and privacy being violated. When teachers were also asked on the same aspect, their responses were that learners do not want to be tested and raised the issue of privacy. This also indicates that the parents and learners are not co-operating with the management of the school. It also indicates that gender issues are matters of importance.

This indicates that this intervention strategy is not implementable because other stakeholders in the school are not co-operating at all. This shows that there is a problem of indiscipline in the school which needs to be address.

The above findings from this study reveal that drug testing or drug screening was a strong theme that emerged from the data and provided a true reflection of why learners do not want to be tested. They complain about their rights, privacy and their dignity being violated as revealed in Chapter 2.

In collaboration, Sections 10 to 12(1) of Chapter 2 of the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996): Grants citizens the right to have their dignity respected and protected, the right to life, and the right to freedom and security. The educators responsible for drug testing should follow the procedure and guidelines, so that the learners' rights are not violated. From the responses above shows that, educators did not follow the procedure, that is why the learners are reluctant to co-operate with their educators. This shows that it will be difficult to implement intervention strategy if educators are not well equipped to deal with cases related to substance abuse.

When asked on the procedures for screening learners for substances abuse, both the interviewed principals disclosed that their respective schools have drug testing kits. According to the school authorities, the screening takes multiple. The interviewed principals and teachers confidentially revealed how the testing or drug screening is done in their respective schools. The following are some of their summarised responses they made in this regard:

Firstly, the screening is only done when an untoward behaviour is noticed on a learner. When such behaviour is noticed, parents or guardians are informed and must give permission for the screening to go ahead and they may choose to be present when the screening takes place. In one school, testing is done by the School Safety Officer (educator and member of the SMT). However in another school, the principal noted that the testing is performed by the principal together with a team from the disciplinary committee. The tests are conducted by analysing the learner's blood or urine samples. However, in most cases urine samples are used. Results of the test must be made available within 10 days. In some cases, a second opinion is sought from medical practitioners.

In one school, the principal noted that School Governing Body (SGB) members must be present during the drug screening test. In another school, the principal noted that this is not compulsory and it is the school's discretion to invite members of the SGB to a drug screening test.

The respondents pointed out that there are several challenges they encounter when they carry out some screening tests. For example, sometimes the learners complain of their rights being violated and losing their dignity and sometimes end up not cooperating. The other challenge is that some parents are also reluctant to let their children undergo the screening tests even though there may be evidence that their behaviour is erratic and untoward.

#### **4.7.2 The method for conducting random searches**

The document *Safety in Schools* (Department of Education, 2010) highlights the procedures of conducting random searches. The document outlines that random searches should be carried out when the principal or the management of the school have suspicion of untoward behaviour on the learner; then he/she should call the police to search learners. Random searches prevent learners from bringing dangerous weapons/drugs to school. Random searches cannot also be viewed as an invitation where learners are searched without their knowledge in the form of notification at any point in time. A particular group of learners is searched in a pre-suspected situation. This is solely done by police according to the programme with the blessing from the school management team (unannounced visits by police) from document which is given by EDOs. This is safety in schools (Joubert and Prinsloo, 2008).

The search should be kept secret from the intended suspected target group. Only the search conductors may know the intended search. It is normally conducted in the morning when learners report to school. The searching teams in most cases, the police arrive and take strategic positions preventing learners from escaping via unguided outlets. Every learner should remain in class, while the educators will stand at the door entrance of each classroom so that no one goes out and also to enable those conducting the searches to move from one class to another. The police divide themselves into considerable groups in carrying out this operation and task, in the classrooms, the school premises including the toilets. This can take about an hour. Although the school management team or principal and educators accept the intervention strategy, there were challenges faced.

Below are some of the challenges highlighted by the interview respondents:

**Response by P1:**

*Learners with drugs are out bursting to the police searching team by hiding substances in unpredictable places which is unaccepted by the fact that the police searching unit dogs have never been used in these exercise, which possibly may negate the outcome*

*of the searching. There are incidences of violent confrontations with the police searching team by learners because they know that the police will expose them.*

This shows that learners do not want to be searched by the police. One of the principals indicated that the learners dislike being searched.

**Response by P2:**

*Learners tend to displace the substances or throw their weapons and hide the substances away, so that nobody knows where these substances belong.*

This indicates that the learners do not want to be exposed that there are using or misusing substances.



**Response by T1:**

*Learners are reluctant to co-operate with neither the police nor the school management team. Learners are trying their best to fail our intervention strategy or do not want our intervention strategy to be implemented at all cost*

Due to the learners' actions it will be difficult to implement random searches in the school.

**Response by T2:**

*Learners fight with the police, they do not want to be searched at all. Learners do not see this intervention strategy as something which helps them, so that they cannot be vulnerable to the thugs, in the school premises.*

**Response by T3:**

*Some educators leak information, by telling some learners that there will be random searches in the school. This makes the whole process fail. Learners should not be told at all because they will displace all those substances.*

This is an indication of the lack of teamwork in the school. Some teachers do not support this intervention strategy while others support it.

**Response by T4:**

*Learners corrupt the police so that they can turn a blind eye, when they are busy searching their classes. Policemen are given substances or money by learners, so that they are not properly searched.*

This shows that even the police can obstruct the success of the process. This shows that learners do not want to be searched by the police. This means that sometimes the police and learners work together to defeat the law. When educators were interviewed on the same aspect, their responses were that learners undermine the police and refuse to be searched. This shows that learners do not want to be exposed.

Both the interviewed school principals stressed the importance of random searches. They admitted that these searches are important in preventing learners from bringing in weapons and drugs to the school. It appears these random searches are supported by educators, parents and the majority of the learners. From the narrations of the two principals on the way random searches are conducted it appears the method is rather generic and it involves the following steps:

- These searches are conducted by SAPS.
- SAPS give the principal prior notice on the date and time they will be coming. Usually this is a short notice.
- The teacher stands in front of the entrance to ensure that no one leaves the classroom or attempts to leave things outside.
- Male learners are searched by male police officers while female learners are searched by female officers.
- They usually take an hour to conduct.
- One principal noted that these are done a month while another principal noted that at their school they can be conducted maybe twice a month.

- School authorities like educators may assist the police in conducting the searches.

School authorities pointed out some challenges they encountered when conducted some random searches. For example, there are cases where the learners refuse to cooperate even with police officers. The second challenge is that learners may throw substances through the window and cause confusion by discarding substances, so that when any substance is picked up, it is not easy to identify the owner. Some of the learners shout at the police. This makes it difficult for the police to implement the intervention strategy of searching the learners.

The above findings from this study reveal that the issue of random searches is a strong theme that emerged from the data which also provided a true reflection of why learners do not want to co-operate with police because they do not want to be exposed that they are using and misusing substances. The safety in schools document outlines that random searches should be done when there is suspicion that learners are misusing substances; the people who are responsible for searching are educators and the police (Joubert and Prinsloo, 2008). Student search can be a tool for maintaining safe schools, but schools' administrators must balance learners' individual rights with the school community's need for a safe learning environment. Although schools are among the safest places for children to be, education policy makers and administrators continue to look for ways to protect learners and staff. According to Ehlenberger (2002), "Now is the time to make a difference in the lives of our learners, to propel them into the world as beacons of success and hope." One tool for keeping schools safe is the use of learner's searches in public schools. However, because of the unique need to maintain a safe atmosphere where learning and teaching can occur, schools must strike a balance between the learner's rights to privacy and the need to maintain school safety.

#### **4.8 Measures taken against learners with substances**

Although there is the school code of conduct in the school, the substance use and misuse-related cases are increasing. Two principals and also four educators highlighted

the following regarding the implementation of school code of conduct and its impact on the reduction of substance abuse-related cases:

**Response by P1:**

*The problem is to ensure fairness to avoid possible bias in substance abuse incidences. Another problem is dissatisfaction by parents or objection by parents, because they do not want to accept the punishment.*

**Response by P2:**

*Some learners can disagree with the school code of conduct. And also violate school laws by doing unacceptable things in the school premises. They say school code of conduct is too harsh for them, and also says that educators are abusing the law to fight against them.*



University of Fort Hare  
*Together in Excellence*

**Response by T1:**

*Some learners are reluctant to co-operate, learners also felt it was time consuming, until other stakeholders intervene in the process.*

**Response by T2:**

*The parents of the learner found guilty not agreeing with the punishment. They say the punishment is too harsh for their children.*

**Response by T3:**

*Some learners think that the school code of conduct is too harsh for them.*

Educator four [T4] says that the punishment for learners is too strong. T4 shares the same views as educator three [T3].

It appears that there are different measures or punishments for learners found with substances. According to the South African Schools Act, each school is responsible for

the inclusion of all stakeholders like educators, learners, parents, SGB and SMT members and some community leaders to create its own code of conduct which is used as a guide when learners commit offences.

At one of the schools, the respondents mentioned that the learner may be suspended or dismissed depending on the magnitude of the offence. In the other school, they outlined that the whole process takes three stages:

- a) First-time offenders will receive a warning.
- b) For the second time, parents will have to be called to the school.
- c) Third-time offenders are called to a disciplinary hearing where they are either suspended (suspension takes between one or two weeks) or dismissed if found guilty. The rural schools of King William's Town District have a school code of conduct to ensure that learners are well behaved.

To make sure that teaching and learning is taking place in a conducive environment, the school code of conduct should be in line with the school policy/planning. It makes things easier at school and each learner knows what is expected out of him/her. It is given to the learners at the beginning of each academic year. The school code of conduct states that if a learner is found abusing substances, the learner will be suspended or dismissed depending on the magnitude of the problem.

#### **4.9 Substance abuse prevention measures being implemented by schools**

The school management team invites the relevant stakeholders to address the problem of substance abuse in schools. The stakeholders include the police who will conduct awareness campaigns, or nurses who will educate learners about the health hazards of substance use or misuse. Social workers visit homes of those learners who are affected by substance abuse-related problems. Ministers from churches also preach the word of God, related to substance, community leaders; and rehabilitated and reformed drug

addicts and drug lords are also invited to help the communities in curbing the problem of substance use and abuse.

It is important to refer the learners to trained people/institutions where they can be assisted and advised on how to avoid being involved in substance use or misuse. The school management team advises the learners about the repercussion of this immoral and unaccepted behaviour (Joubert and Prinsloo, 2008). In schools, visitors are invited to address learners on the issue of substance use and misuse. Although the prevention measures were carried out at school, there are still some challenges. The following are the responses by principals and the teachers regarding the challenges they face when implementing the strategy:

**Response by P1:**

*The influence of peer pressure that was admitted by the learner is the problem or a challenge. Where they see other learners use or misuse substances, they end up using it, because they want to be accepted by the world.*

**Response by P2:**

*The learners who are deemed addicted find it irresponsible to refrain from unacceptable behaviour, because they are used to it, It's a way of life to these learners, they see nothing wrong.*

**Response by T1:**

*Some learners do not want to listen to the people who are invited to address them on the dangers of substance abuse or related cases of substance abuse.*

**Response by T2:**

*Learners think that when using substance abuse they are chasing away tikoloshes by the strong smell of dagga. And also they think that substances are going to make them brilliant.*

**Response by T3:**

*Even the invited guests are not sure about the subject matter and are not role model to the learners. Some learners display resistance to change because of peer pressure.*

**Response by T4:**

*The absenteeism of learners, insufficient knowledge from the person who is addressing the substance abuse related cases. Some learners were not prepared to refrain from substance use and misuse.*

The following are some of the measures that schools are using to prevent substance abuse among learners:

- a) There are awareness campaigns done to sensitise the learners to the physical, mental and social hazards brought about by drug and substance abuse, these campaigns are usually carried out by the LO educator, safety officer and SMT educators.
- b) There are measures in place to report substance abuse so that the problems are more easily detected.
- c) Regular drug screening
- d) Regular random searches

The success of these prevention methods has been mixed because of some challenges that the school authorities met. For example, there are some learners who believe that it is their right to decide what they want with their lives and should therefore not be stopped from consuming drugs and other substances even though they are aware of the consequences. Some learners simply believe that there is nothing wrong with consuming substances because they have family members who do it all the time. Some educators highlighted that learners take drugs and other substances because they believe they enhance their academic performance; while others claim that they chase away *tikoloshes*.

#### **4.10 Learners' perceptions on school code of conduct**

The following are learners' responses regarding their views on the school code of conduct:

**Response by L1:**

*If the learner does not attend for a week, he/she should be expelling to school, without a valid reason. All stakeholders were invited in a meeting. The agenda in the meeting was about school code of conduct. The views of stakeholders were taken into account when the school code of conduct was implemented. It may be the way the learners behave. If the learner does not attend for a week, he/she should be expelling to school, without a valid reason. That is what the code of conduct says, when the learner breaks the law.*

**Response by L2:**

*We as learners we contributed in a meeting by considering and focusing on our interest. Multi-disciplinary approaches always yield results. Parents and educators together with learners agreed to the rules they were developing. Peer pressure leads learners to engage in unruly behaviour mostly bullying other learners so that they can do as they feel.*

**Response by L3:**

*My role was to obey the roles of school code of conduct. Parents were invited in a meeting together with learners and teachers and they discussed about the school code of conduct. Learners do not want to obey instructions from their educators. My role was to obey the roles of school code of conduct.*

**Response by L4:**

*The aim of focusing on learners' rights not to be violated was developed by SGB members and the staff to reach consensus about the rules of governing learners. Some learners are not mature enough refocusing on learners' rights not to be violated:*

Their responses indicate that learners were involved when school code of conduct was implemented in the school. Involvement of learners is in line with what is given in the

formulation of the school code of conduct. Learners play a constructive role in the crafting of the school code of conduct as they should be consulted (Joubert and Prinsloo, 2008). All stakeholders were invited to a meeting to discuss the school code of conduct. From the meeting, it was discovered that learners do not adhere to the school code of conduct because of peer pressure.

#### **4.10.1 The challenges faced by schools when implementing the school code of conduct**

The following are the learners' responses to the issue of the challenges faced by schools when implementing the school code of conduct:

##### **Response by L1:**

*Learners are disobedient to the laws of the school because they want their interest to be considered. In the school code of conduct there were clear standard and norms in the school.*

##### **Response by L2:**

*Learners do not want to obey it because they say it is too harsh for them. Code of conduct makes life easier at school. It also protects learners in schools against bad behaviour.*

##### **Response by L3:**

*Every stakeholder that is involved wants to serve their interest. When the school code of conduct is implemented it should be in line with standard and norms of the school or with the policy/plan of the school.*

##### **Response by L4:**

*Co-operation of stakeholders was not in good faith. Learners' behaviour and their language were unacceptable. There was lot of mistrust among relevant stakeholders.*

Standard and norms of the school are vital before school code of conduct is implemented so that the school is managed smoothly according to the norms and standards of the school.

#### **4.10.2 Learners' perceptions on drug screening/drug testing**

The following are the learners' responses on the issue of drug testing:

##### **Response by L1:**

*Drug screening is important to reduce or decrease the level of substance use or misuse among learners in rural secondary schools. It is implemented by the educators when they (teachers) are observing unusual behaviours done by the learners, and if they see the unusual behaviour, the SMT is going to do the drug testing. Not all stakeholders are involved, it is only educators and learners, parents are not involved when drug testing is taking place. The educator tests the learner with a testing kit and the learner observes how drug testing is done.*

##### **Response by L2:**

*It is a good thing to do because when you look good you do well and when you do well you feel good. It is included in the policy/plan to curb the substance abuse among learners of rural secondary schools and is, look for behaviour and drug smelling. Parents are involved by making counselling to an individual, when the learner found guilty.*

##### **Response by L3:**

*It is a good thing to do because when the learners use or misuse substances they should be punished or suspended, learners do things that are not supposed to be done. Things like hurting and stealing. If the learner is suspected to use drugs, the parents are*

*called by the principal and teachers and after that they check the urine of the learner. Relevant stakeholders are all involved. Parents and learners are observing but educators are the one who are doing drug screening.*



University of Fort Hare  
*Together in Excellence*

**Response by L4:**

*It is not something good. The teachers observe the learner for some time to see if there is any unusual behaviour. Yes because all of them, they see the use of drugs as a wrong thing among their learners of secondary school.*

**Response by L5:**

*It is not a good thing to do because it violates our rights, dignity and our privacy. The educators are abusing the situation to their advantage, for example if a learner do not see eye to eye with the educator, the educator will always want to find something wrong with that particular learner.*

Some learners agreed that drug testing is a good thing to do. However learner 4 has a contradictory view from that of the other learners. This shows that some learners are happy with the intervention strategy while others do not think so or are not in support of it because they believe that it violates their rights, privacy and dignity. Their views agree with the rights enshrined in the Constitution of the Republic of South Africa no. 108 of 1996 is the foundation and supreme law of South Africa. Chapter 2 of the Bill of Rights contains various important human rights that belong to everyone in South Africa including the right to human dignity and the right to personal integrity (Joubert and Prinsloo, 2008).

**4.10.3 The challenges faced when the school implements drug testing or drug screening**

The following are the learners responses on the challenges faced when the school implements drug testing or drug screening:

**Response by L1:**

*Those who caught others using drugs face the problem of being beaten by the suspect. The learners do not want to be tested.*

**Response by L2:**

*Some learners run away, and others do not obey the test roles. They observe while the testing is taking place.*

**Response by L3:**

*Learners do not want to be tested. Some learners disobey the roles.*

**Response by L4:**

*Some learners resist the test as they observe. The victims are not in support of drug testing process, neither do they want to be witnesses in the process*

Learners observe and take instructions from the safety officer. However, some learners disobey the roles. The learners were unanimous of their support for drug screening because they said it makes them feel safer. The learners also felt that the actual procedure is fair as it involves all the concerned parties and during the test the learner is accompanied by a peer of the same gender to ensure that the sample is actually from the tested learner. The procedure, because it is rather objective, is also supported by the learners as the system cannot be tampered with and punishment is based on actual scientific findings (DoE, 2008). This Government gazette lists the drug testing devices which can be used when testing learners for drugs. It must be noted that the guidelines specify that learners may only be searched after fair and reasonable suspicion of substance abuse has been established: Drug testing should only be conducted by staff of the same gender as a learner, the results of testing should be kept confidential and learners should be referred to the appropriate resources for counselling or treatment if the results are positive for substance abuse or use (DOE, 2008). In addition, the Department of Education currently implements a prevention of drug and substance use and abuse programme. The programme is integrated into the school curriculum via Life Orientation learning area. This is supported by co-curricular activities implemented through peer education programmes. Furthermore, the South African Police Service (SAPS) and the Department of Basic Education have signed a memorandum of

understanding aimed at linking schools to police stations (South African Police Service, (2012 – 2013).

#### **4.10.4 Learners' perceptions on random searches**

The following are learners' responses to the issue of random searches:

##### **Response by L1:**

*It is a good move because we feel much safer when police are searching among learners in rural secondary schools. The principal invites the police, then he/she informed the management of the school, but learners are not tolled.*

##### **Response by L2:**

*I see random search as a good thing because, if the outside stakeholders can be informed before (police) they (learners) can make things to hide their drugs. The policemen do appointment with the principal, without letting learners know about random search. When they do the random search the learners should be in the classroom, so that it is easy for the police to find substances.*

##### **Response by L3:**

*It is a good thing because it prevents learners from hurting one another. When the principal suspects something wrong happened among learners in rural secondary school, she calls the police and when they arrive learners will be commanded or instructed not to get out of the class after those learners will be searched.*

##### **Response by L4:**

*It is a good thing because, they (police) to search for dangerous weapon, substances and also to protect other learners. The educator suspects the learner; the matter is reported to the principal, and then principal called the police 1. Then police to do random searches.*

Firstly, the principal suspects the learner, then he/she invites the police, then the police do random searches. Secondly, when random searches take place the learners are in the classroom. Thirdly, the educators stand at the door so that learners cannot escape the search. This last measure could be dangerous if the students are armed as they might cause bodily harm to teachers blocking their exit.

#### 4.10.5 The challenges faced when schools implement random searches

The following are the learners' responses on the issue of challenges faced when school implement random searches:



##### **Response by L1:**

*The challenge was that, when police arrive, learners throw their weapons and substances by the window or hide them in secret places; another challenge was that learners refuse to be searched by police.*

##### **Response by L2:**

*Some learners run away, others get against the police; others do not want to obey the police instructions, they do as they wish.*

##### **Response by L3:**

*After the search, the learners fight with educators, thinking that, they were the one who sold out by teachers to the police.*

##### **Response by L4:**

*The police were not allowed to do the random search by learners complaining about the gender issues, saying that female should be searched by another female and male searched by another male, so that they can be protected from child abuse by the police.*

The learners were reluctant to co-operate with the police. When police arrive, learners throw their substances and weapons or hide them and some learners run away. However, learner 3 says learners fight with their educators, thinking that they (educators) were selling out learners to the police. However, other learner respondents were unanimous in the support for random searches as these prevent unruly learners from bringing substances in rural secondary schools. In most cases, it is the learners who report the presence of weapons or drugs before the police are brought in. An anonymous phone call advising an administrator that the learner will be bringing drugs to school, coupled with learners' reputation as a drug dealer, creates reasonable suspicion to search the learner's pockets and book bag Drake, (1995). A report made by two learners to a school official that another learner possesses a drugs or weapons at school constitutes reasonable suspicion to search the learner and his locker (Carey, 1990). An experienced drug counsellor's observation of a learner who appears distracted and has blood shot eyes and dilated pupils justifies taking the learners' blood pressure and pulse (Bridgman, 1997). The fact that the search of all but one learner in a class fails to reveal allegedly dangerous property gives school officials reasonable suspicion to search that learner (Des Roches-Capiro, 1998). The order of marijuana in the hall does not provide reasonable suspicion to search all learners' books, bags, purses and pockets (West, 1987). Reasonable suspicion is a common sense, non-technical conception that deals with the factual and practical consideration of everyday life on which reasonable and prudent men act (Ormelas, 1996). Suspicion that the search will yield evidence that the learner broke the law or rules of the school leads to random searches being conducted.

Although the learners support random searches and appreciate the benefits, they acknowledged that there are challenges in the process. For example, learners who report the presence of weapons or drugs become enemies with those learners who brought the substances to school. Secondly, the learners sometimes cover up for each other during searches; this defeats the whole purpose of the search. Lastly, in some cases, learners do not cooperate with the police and sometimes end up fighting them during random searches. An anonymous phone call advising an administrator that a

learner will be bringing drugs to school, coupled with the learners reputation as a drug dealer, creates reasonable suspicion to search the learners pockets and schoolbags (Drake, 1995) Thus, schools should attempt to educate learners about all the dangers surrounding drug abuse so that they are acquainted with reporting structures.

#### **4.10.6 Learners' perceptions on prevention of substance abuse**

The following are the learners' responses to the issue of the prevention of substance abuse:

##### **Response by L1:**

*This should be prevented by motivating those South African learners so that they cannot use substance abuse. The learners who have experience on substance abuse should advise others. All relevant stakeholders were invited and were involved in educating learners about the dangers of substance abuse.*

*University of Pretoria  
Together in Excellence*

##### **Response by L2:**

*It is a good idea because it helps learners not to start using or misusing substances. Learners get involved on the prevention of substance abuse by not using drugs by inviting inside stakeholders and outside stakeholders to do awareness campaigns.*

##### **Response by L3:**

*It is good thing because it will decrease crime rate and avoid to do wrong things like untoward behaviour. Use the other learner to search how to do drugs and advise others.*

Learners invite outside stakeholders to talk to learners and conduct awareness campaigns focusing on the dangers of substance abuse.

##### **Response by L4:**

*It is a good thing because it will decrease crime rate and avoid to do wrong things like to be violent towards your educators. Hence by inviting the relevant outside stakeholders*

*and inside stakeholders to do awareness campaigns to ensure the learners are educated on substance abuse. One can invite outside stakeholders to come and show how dangerous drugs are in their lives. All relevant stakeholders were invited to talk and advise learners how best to carry out themselves.*

The learners' involvement is noted through their requests for awareness on substance abuse, random searches and also drug screening in order to prevent substance use or misuse among themselves. Preventing learners from substance use or misuse will help them to be better citizens of South Africa.

#### **4.10.7**      The challenges faced by school when implementing the prevention measures

Learners were requested to give their views on challenges faced by the school when implementing prevention measures. Their responses are presented below.



##### **Response by L1:**

*Other learners they do not want to obey the rules of the school. The relevant stakeholders are not clear with their subject matter.*

##### **Response by L2:**

*The invited stakeholders may not come to address learners and some learners may resist the lesson by invited guest. Working together with our parents and educators may result in a big change.*

##### **Response by L3:**

*The challenge in our school is accommodation for invited guests. And also invite the cancelling to the school, social workers to talk to them.*

##### **Response by L4:**

*Learners are reluctant to co-operate with invited guest. There are specialist used to counsel and gives more advises to them.*

The challenge faced when implementing the prevention measures is that the invited stakeholders may not come, the school may not have accommodation, and learners may not co-operate.

#### **4.10.8 Benefits of educating learners on dangers of substance abuse**

All respondent learners concurred that educating learners on substance abuse in schools raise learners' awareness on the consequences of using and misusing substances. The following are responses from the respondent learners:

##### **Response by L1:**

*Education of substance abuse is implemented at the school by inviting relevant outside stakeholders to provide awareness campaigns to the learners. It is good because it prevents them (learners) from using drugs.*

##### **Response by L2:**

*The education of substance abuse is an on-going process in the school. The school Invite outside stakeholders or local leaders. And also LO educator was invited to educating learners about the dangers of substance abuse among learners.*

##### **Response by L3:**

*The relevant stakeholders were invited but learners did not co-operate because of peer pressure. Some think that this is a waste of time. Learners think that when using drugs one is going to be bright. Another misconception they have is that drugs will take away tikoloshes.*

##### **Response by L4:**

*To know the consequences of life, the learner may end up in jail and may get diseases unaware.*

The school management team invites outside stakeholders like the police to conduct awareness campaigns, or nurses to educate learners on the dangers of substance use and misuse.

All the respondents admitted that their respective schools have some kind of prevention measure or policy in place. Learners at one school also outlined the comprehensive programme in place to deal with substance abuse which includes the following:

- a) Primary prevention: the goal is actually to prevent the learner from consuming drugs or alcohol in the first place.
- b) Secondary prevention: this is for learners who have experimented with substances but are in control.
- c) Tertiary prevention: this one is for learners with varying degrees of addiction and who may need rehabilitation.

The learners also pointed out that some of the prevention measures in place are rarely or rather infrequently implemented. Secondly, there is the problem that society does not see substance abuse as a problem. Rather, they accept it and assume that nothing can be done to stop it. Some of the learners are also of the opinion that too much emphasis is being put on HIV programmes at the expense of the programmes to curb substance abuse.

Evidently, the implementation of policies to curb substance abuse among learners of secondary schools is not implemented correctly because:

- (1) The Department of education is not doing enough to support in terms of training educators.
- (2) There is no one who is monitoring educators when they are implementing the strategies.

- (3) There is peer pressure to use and misuse substances among learners.
- (4) There is untoward behaviour among learners.
- (5) Parents think that the school code of conduct is too harsh for their children. Hence, substance abuse-related cases are still increasing in rural schools. And this affect the learning and teaching in schools. Therefore, the mandate of the Department of Education is not realised because the learning is not conducive.

#### 4.11 Summary

Chapter four presented data collected for the study in line with themes derived from the research questions. The following chapter will conclude by summarising the results of this research in full. It will attempt to bring to light new knowledge on a topic which will put challenging recommendations for further fruitful inquiry. It will assist educational sectors with suggestions of how the knowledge can be applied to eliminate the problems associated with the causes why substance abuse related cases is still increasing, although there are intervention strategies put in place to curb substance use and misuse in schools.

## CHAPTER 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The main purpose of the study was to interrogate intervention strategies that are used to curb substance abuse among learners in rural secondary schools in King William's Town District. This study focuses on intervention strategies to curb substance abuse in rural secondary schools. The researcher focused on two secondary schools, where he interviewed two principals, four teachers and eight learners.

This chapter presents a summary of the findings crafted around themes as directed by the research questions. This section highlights the discussions on the intervention strategies which may be put in place to curb substance abuse among learners in rural secondary schools. The chapter will also discuss the conclusions that the researcher drew from the findings of the study. These conclusions will be made in the light of the related literature that the researcher reviewed during the course of this study.

Finally, the chapter will provide the recommendations in light of the study topic on effective ways of implementing intervention strategies to curb substance abuse in rural secondary schools. These recommendations are in relation of what related literature has suggested with regards to effective intervention strategies that have been used in other schools nationally and internationally on curbing substance abuse in secondary schools by learners. It also makes recommendations for the better implementation of intervention strategies to curb substance abuse and for further study.

## 5.2 Summary of previous chapters in this study

Chapter one introduced the purpose of this study. The chapter outlined the background of study, the statement of the problem, research questions, objectives of the study, assumptions, significant of the study, the delimitation of this study and the limitation of study. The research questions were as follows:

### 5.3 Main research question

How are intervention strategies that have been put in place to curb substance abuse among learners implemented?



University of Fort Hare  
*Together in Excellence*

#### 5.3.1 Sub-research questions

1. What monitoring and support mechanisms have been put in place by the Department of Education to ensure proper implementation of the intervention strategies?
2. What training have schools received to ensure proper implementation of the intervention strategies?
3. What measures are taken against learners found by the school to abuse substances?
4. What measures are taken by schools to educate learners on:
  - i. Problems of substance abuse?
  - ii. The intervention strategies that have been put in place to curb substance abuse?

The above-mentioned questions guided this research on the intervention strategies that can be implemented to curb substance abuse among learners in rural secondary

schools in King William's town in the Eastern Cape Province, in the Republic of South Africa. The study was carried out after the realisation that many rural secondary school going learners are indulging in serious substance abuse, a situation that seriously affects the behavior of learners.

Regardless of intervention strategies in place, it is noted that substance abuse is on the increase in most rural secondary schools in the Eastern Cape, raising fears of a culture that would subsequently destroy the whole generation. Chapter two reviewed related literature from studies on intervention strategies on curbing substance abuse among secondary school going learners across the globe. Literature reviewed revealed that, in western countries like the United States of America, secondary school students use substances. However, enforcement laws that have been put in place are actually helping to reduce the prevalence. The researcher also noted that in Asiatic countries such as the Philippines, they have put prevention measures such as laws that ensure that substances are not advertised. Through working with non-governmental organisations which work with young children, the Philippines have been able to minimise the use of drugs among many young school students. Literature also revealed that in South Africa, especially in the Gauteng Province, the police have used awareness campaigns to address the dangers of substance abuse. The schools are also inviting other stakeholders such as non-governmental organisations and other ministries to have projects that address issues of substance abuse.

In the Western Cape Province, the government initiates programmes and activities such as sports, which keep the learners occupied after school such that they do not engage in unacceptable activities such as substance use and abuse.

Chapter three outlined the methodology of the research. This study used an interpretive research paradigm which was grounded in a qualitative approach. The purpose was to examine events and processes in two natural settings and to get clarity on the stated problem by viewing the world through the perspectives of the actors, in this case, two

school principals, four teachers and eight learners from the two selected rural secondary schools.

The objective was to go into their settings to interview them in order to get relevant information and ideas on intervention strategies that can be used to address/curb substance or drug abuse in rural secondary schools. Specifically, the research used interviews and document analysis as instruments to uncover issues and intervention strategies to drug abuse among learners in rural secondary schools in King William's Town District, in the Eastern Cape Province, where drug abuse is reported to be on the increase. The researcher also used the focus group which he purposively selected in order to get relevant information from the respondents.

The chief method was conducting interviews, which was used for both the focus group and from individuals. The data was summarised and recorded as field notes in order to avoid missing some important information. After negotiating with school principals and community chairpersons entry into the schools to conduct research, it was disappointing to note that most of the respondents refused to be tape recorded as they felt that they were going to be held accountable for supplying the researcher with the information on intervention strategies that can be used to curb substance abuse in secondary schools among learners. Validity, reliability and trustworthiness of this study were confirmed from relevant information gained from the interviews, both by individuals and from focus groups. The researcher compared the data directed to each question from various respondents in the groups and individually in order to measure fruitfulness of the given information. Ethical considerations were honoured throughout this study. The researcher respected the dignity and views of all who participated in the study.

Chapter four focused on data analysis techniques which consisted of categorising responses and combining similar evidence from different sources which strengthened their validity. The data collected from interviews was summarised into themes. The findings were also clearly presented in chapter four as related to the factors which

emerged from the review of related literature together with findings of the research as given by findings from the interviews and document analysis.

## **5.4 Summary of findings**

This section presents findings of the research. The purpose of the research was to interrogate intervention strategies that are used in rural secondary schools to curb cases of substance abuse among learners. The findings will be organised into themes.

### **5.4.1 Support and monitoring mechanisms**

The data from the respondents indicated that the Department of Education does not support and monitor the secondary schools to ensure that stipulated intervention strategies are implemented to curb substance abuse among learners in rural secondary schools. This poses challenges for the administration of the school in dealing with cases related to substance abuse. Consequently, there is failure and ineffectiveness of the implementation of the intervention strategy. The rural secondary schools expect the DoE to provide them with resource materials on safety, care and protection; and also provide schools with assistance to measure their level of implementation of safety, protection, care and support to learners against specific indicators. This includes self-assessment and analyses of their achievements, progress and challenges. Furthermore, there is need to provide support through consultation, training and capacity development on safety, protection, care and support issues on the school and the management of the school. The Department of Education must assist where applicable, with the mobilisation of community-based resources. The department should also monitor the application of the departmental policies; proper procedures should be followed when a learner is disciplined, including proper recording, reporting, referral and follow-up of each disciplinary case. This non-interventionist attitude perpetuates issues of indiscipline in schools among the learners. If the Department of Education does not intervene in terms of training educators to deal with the cases of substance abuse, learners will be unruly and that will lead to bad behaviour among learners and teaching

and learning will be compromised. The unruly behaviour of learners makes it difficult for teaching and learning to take place to benefit all learners in the school. This failure by the department to provide training for educators has in a way made the teachers to be more exposed to indiscipline issues.

The government should facilitate workshops for parents, non-governmental organisations, the private sector and civil society so that they can be equipped with knowledge and skills that can be used to curb substance abuse. Without such workshops, it would be difficult to monitor and evaluate the success of the programmes. This has been highlighted in several studies in different provinces in South Africa and also in American secondary schools, which found out that lack of support and monitoring by the Department of Education is the main cause of failure of implementing intervention strategies. Hence, there must be advocacy that should seek to find concerted efforts that can produce a blue print used in the training of stakeholders to build efforts that can be used to curb the prevailing scenario of substance abuse in secondary schools.

#### **5.4.2 Training of educators by DOE**

Lack of training of educators by the Department of Education makes it difficult for safety officers to implement their duties well and effectively. Respondents often did not know where they could access information about issues related to substance abuse. Their only means of sourcing information is through verbal communication with local people, which is not always reliable.

The researcher also found out that in-service training of educators on how to handle disciplinary issues is not enough given that the training was only held once since 2010. The manuals and the kit supplied to educators to be used to test those suspected to have taken drugs, are hardly used by most schools because teachers lack the knowledge on how to use them because most of them did not attend the workshops. This makes it difficult for educators to deal with substance abuse-related cases. As a

result, learners are taking advantage of the situation and they continue to use and misuse substances/drugs.

Educators' backgrounds are an important influence on learners. Educators are also essential agents who are consulted by the Department of Education when there is need to introduce a new policy/plan or intervention strategy. The Department of Education, acknowledges that the training of educators aims to address substance abuse related cases capacity constraints, school safety and enrichment programmes within the learning environment (Duncan; 2008:133). In this regard, the educators need to be equipped with skills to deal with the students who are found to be abusing substances. Furthermore, universities should design modules for teacher training that should equip teachers with necessary knowledge that can help them deal with students who abuse substances. Mechanisms for continuous professional development also need to be put in place in every school to ensure that educators help each other on better ways to curb substances abuse by secondary school learners. If educators are not well trained, all the efforts to educate learners will not succeed. Training is a process of developing skills to implement an intervention and to form shared meanings between consultants and participants, so educators need that support of on-going training programmes that enable them to understand different meanings and knowledge of substances that school students are forbidden to take.

#### **5.4.3 Measures taken against learners found abusing substances**

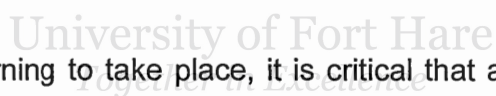
Learners should be educated about the rules of the school and procedures which are followed where a learner committed something or breaks the school rules. Learners should also know their rights and responsibilities. In order to maintain law and order in the school there should be certain standards of behaviour that are expected from all learners in the school. Schools expect learners to maintain standards of personal integrity that are in harmony with the educational goals of the institution; learners should at all times observe school rules and respect the rights of other learners. The code of

conduct is designed to assist in the development of a supportive and productive learning environment (Joubert and Prinsloo, 2008).

The code of conduct is both a description of the school's ethical expectation of learners as well as a guarantee of learner's right and responsibilities as members of the community. The code of conduct provides clarity related to policies and procedures regarding academic conduct for learners. The code of conduct establishes an environment of integrity and professionalism that helps to ensure each individual is receiving appropriate recognition for his or her work. The code of conduct allows schools to conduct a fair and accurate evaluation of learner's performance and maintain a supportive and just learning environment. For administrator's staff, the code gives them the ability to deal more effectively with learners and to work on learners behalf both within school and outside it. School rules are intended to establish a discipline and purposeful environment to facilitate effective learning and teaching at school. Nothing shall exempt learners from complying with the school rules. Ignorance of school rules is, therefore, not an acceptable excuse. The primary mission of the code of conduct is to discipline learners:

The learner's code of conduct is to set faith with the community standards and procedures necessary to maintain and protect an environment conducive to learning and teaching and keeping with the educational objectives of the school. Each and every rural secondary school uses a code of conduct (school regulations) to refer to it when the learner breaks the law. The school punishes or suspends learners who use or misuse substances depending on the magnitude of the offence committed by a learner. The data revealed that not all stakeholders were involved when the school code of conduct was implemented. The researcher found out that not all stakeholders were involved in the formulation of the school code of conduct. The researcher found out that parents who did not take part to form the school code of conduct often do not cooperate, when it comes to implementing the intervention strategies. This posed challenges in implementing substance abuse intervention strategies in most rural secondary schools. Some important stakeholders were side-lined.

All rural secondary schools unanimously agreed that the code of conduct is a policy/plan to discipline learners who abuse substances. Without learner discipline at school, no effective learning and teaching will take place. The mandate of the Department of Education is to make sure that learning and teaching is taking place in a smooth environment for the benefit of all learners. The Bill of Rights of the Constitution of the Republic of South Africa guarantees a safe environment for all citizens, and this includes secondary school going learners. Schools are an integral part of the community-based organisations that ought to be safe havens for all stakeholders in order for teaching and learning to take place without interruption. However, in practice, this is not the case. Schools have become hotspots for crime and violence, often as a result of learner aggression. Not surprisingly, Bolt (2011:8), asserts that learner aggression and violence at school contribute to stress and low morale among educators, due to untoward behaviour of learners.



To enable effective learning to take place, it is critical that a safe, secure and positive environment is created at all schools. A safe and disciplined learning environment is one of the critical elements to the successful delivery of quality education and it acknowledges the role played by drugs in undermining this. That is why rural secondary schools have intervention strategies to curb substance abuse among learners. Therefore, all the schools must be forced to put down a policy/plan to deal with cases of related issues of substance abuse. For example “The Dainfern College Policy on the management of drug use and abuse by learners” is based on the National Policy Framework for the management of drug abuse by learners in schools and in public further education and training institutions. The policy has been written to keep with the current medical and psychological understanding of substance abuse in adolescent learners. The school code of conduct is used in schools to discipline the learners to behave well and in a manner which is acceptable. South African schools mandate SGBs to adopt a code of conduct for learners as a way of establishing a disciplined and purposeful school environment, dedicated to improving the quality of learners’ process (SASA, 1996). However, it is most important if all secondary schools would have a

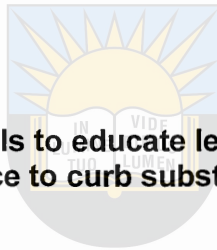
uniform code of conduct which enables all teachers and parents to identify any student who might be misbehaving. Schools must be pro-active in addressing those issues if they are to provide the safe environments that promote quality education necessary for a healthy and a prosperous nation.

#### **5.4.4 Measures taken by schools to educate learners on problems of substance abuse**

Educators spend a great deal of time directly interacting with learners, and are in a unique position to help recognise and respond to this health crisis that affects thousands of families across the country. The Department of Education conducts awareness campaign among learners, educators and parents on the impact of alcohol and drug use in schools. The total set of experiences to which learners are exposed over their time at school that contribute to preventing drug use and mitigating the consequences of drug use. The schools should know that each and every learner is a national asset. From the research, it is evident that schools invite relevant outside stakeholders like social workers to visit homes where they talk to those students who were once involved in substance abuse. Nurses are also invited to talk about health issues caused by substance abuse. The researcher also noted that the police organise awareness campaigns and also educate learners about the dangers of substance abuse. Finally, the study noted that influential local leaders are also helpful as they use their influence to tell learners to desist from consumption of drugs.

The outside stakeholders are invited to educate learners about the dangers of substance abuse. Although the police, nurses, social workers and community leaders are invited to offer their services on substance abuse, they still need guidance on how to approach and discuss the problem. In addition, fellow students can be incorporated in awareness campaigns. When social workers visit homes of learners affected by substance abuse, they should try as much as possible to advise parents on how they can also help their children to avoid substance abuse. Crime and violence in primary and secondary schools has increased since 1994. The DoE also makes a provision for

preventive education via the Life Orientation curriculum. Furthermore guidelines recognise the inclusion of drug education in the learning area of Life Orientation, which is currently implemented in schools. A healthy, drug free life is further encouraged through learners' participation in sport and cultural activities. Therefore, more school-based crime prevention coordinators should visit schools and facilitate the creation of awareness campaigns on the negative impact of drugs. If these would have been done in partnership with experts such as the South Africa National Council on Alcoholism (SANCA), they would have an impact on learners. Furthermore search and seizure operations should be conducted in schools, in order to create student friendly environments.



#### **5.4.5 Measures taken by schools to educate learners on intervention strategies that have been put in place to curb substance abuse**

The researcher found out that the schools attempt to include all stakeholders to influence consumption of drugs as part of their intervention strategies. However, it was revealed that the disciplinary actions that schools impose on learners who are caught abusing or misusing substances are too harsh for students and sometimes they lead to school dropouts and low performance. The research also noted that the parents are not adequately supporting schools on curbing substance abuse.

The study revealed that inside stakeholders (Life Orientation educator) and outside stakeholders (police, nurses, social workers and influential community leaders) were involved in the implementation of policies to curb substance abuse. Each stakeholder has a responsibility; for example, the Life Orientation educator teaches learners about the dangers of substance abuse. The police organise and conduct awareness campaigns; nurses educate the learners about health hazards, while social workers visit the learners' homes to find the exact problem, and lastly, community leaders imparted the desired norms and values to the community. Learners are reluctant to co-operate with other stakeholders on issues relating to substance abuse. Students complain that

they were not involved in the formulation of the codes of conduct. They claim that the “code of conduct is too harsh for us.” This makes it difficult to implement the desired intervention strategies to curb substance abuse among learners in rural secondary schools. Involving learners in formulating school policies that curb substance abuse is important for the reduction of the prevalence of substance abuse in students in rural secondary schools. Guidance and counselling teachers in schools, who are responsible for helping learners with problems of substance abuse, should therefore play a leading role in identifying those learners who can be part of the decision making processes in the schools. Such selected students would then be instrumental in leading other students against abusing substances.

Although schools should ensure that learners are represented in the school decision-making process, these selected learners would need extensive training and support to deal with being a peer pressure (Daniel, 2003:1830-1836). Training of students who would guide other students would be obtained from organisations such as Project Alert, which seeks to motivate learners against substance abuse and hoping to give them skills that they need to translate that motivation into effective resistance behaviour, an approach that is widely viewed as the state of the art in drug use prevention.

Rural secondary schools should design substance abuse activities such as games, small-group activities, and question and answer sessions to help young people understand their own susceptibility to the negative consequences of substance misuse. The government should provide rural secondary schools with outside stakeholders (social workers, police, peer educators and pastors) to constantly sensitise learners on the dangers of substance abuse among the learners. The lack of these services left learners vulnerable and unsupported; as a result, they get involved in misuse of substances because they lack guidance on making the right decisions.

#### **5.4.6 How are schools implementing the strategies which have been put in place to curb substance abuse?**

The school could not implement the intervention strategies because the educators or implementers were not trained enough to implement the strategies. They are not capacitated enough to deal with related cases of substance abuse. The Department of Education did not support the educators in terms of offering appropriate training that equips the teachers with skills that would reduce or eradicate substance abuse among learners completely. The research also found out that despite the effort, intervention strategies are hindered by lack of effective monitoring from both teachers and the department of education. Most importantly, parents are not playing their role. Thus, substance abuse continues to be a problem in most South African secondary schools especially those in Eastern Cape Province.

The research noted that intervention strategies face many challenges that affect its full implementation. The challenges that were uncovered include shortage of educators adequately trained to deal with substance abuse-related cases. It was also found that learners are co-operating with other stakeholders when it comes to the implementation of policy/plan to deal with disciplining those learners found abusing substances.

Most rural secondary schools in the King William's Town District lack the necessary support and monitoring mechanisms that should be provided by the Department of Education to implement intervention strategies that curb substance abuse among learners.

It was found out that in most cases, learners do not co-operate with other stakeholders, maybe fearing for their own lives or they would think they would be infringing on other students' rights, privacy and dignity.

The results of this study also revealed that there were not enough trained (educators were trained only three days since 2010 and there was no monitoring at all) educators to deal with the constraints of substance abuse among learners in rural secondary schools.

The study also found out that there was inadequate support and monitoring from the government and the private sector to enable rural secondary schools to implement intervention strategies that curb substance abuse among learners. Therefore, without the adequate provision of training of educators and attainment of adequate support and monitoring mechanism from the government, it would be difficult to implement effective strategies that curb consumption of substance abuse in secondary school children, most of which are still too young for that.

The data indicates that the school administrators find it difficult to implement intervention strategies because; they do not get enough support from the Department of Education to address issues of substance abuse among learners for example training of educators and monitoring them. The researcher also found out that there is no monitoring of policy in schools as there is poor training of educators. Interviewed principals, educators and learners from rural secondary schools pointed out that intervention strategies are difficult to be implemented because of the above constrains which have been mentioned. The inside stakeholders (principals, educators and learners) expect support and monitoring from the Department of Education to ensure that the implementation of intervention strategies address substance abuse among learners effectively and it should yield results.

Positive and negative DoE's attitudes and personality towards schools play a role in learners' academic performance, achievement as well as discipline. Effective teaching requires a healthy positive attitude towards the learner and process of learning. This implies that learners should be inspired to pursue their goal to achieve their learning if they are supported by all involved stakeholders. For instance, if the learners were involved in the formulation of intervention strategies to curb substance abuse, the crisis would be easier to deal with. Therefore, involvement of students in the formulation of policies that govern learners' behaviour is essential in addressing the problem of abuse of substance in young secondary school going learners.

#### **5.4.7 Challenges faced by schools in implementing strategies which have been put in place to curb substance abuse**

The schools are facing numerous challenges in their effort of trying to implement intervention strategies to curb substance abuse among learners in rural secondary schools. The Department of Education is not providing sufficient training for educators so that they can be able to deal with substance abuse-related cases. Monitoring is also not taken into consideration. Educators must be trained to deal with cases of substance abuse among learners. Secondly, there must be monitoring and support mechanisms that ensure that intervention strategies are implemented correctly and are effective. Thirdly, strategies must be such that they ensure that learners are supportive to the school's effort in reducing cases of substance abuse among secondary school students. There must be school policies that force all students to be tested of drug abuse even if they are not suspects. Search warrants should be issued to teachers so that they can search for students who might be bringing drugs into the school. It is important to involve parents, teachers, the Department of Education and the private sector in formulating and implementing strategies on curbing substance abuse. There is need to formulate strategies that can smoothen relationships of stakeholders in their effort to control consumption of drug abuse among the secondary school students. Both teachers and learners must have a mutual relationship in combating indiscipline in schools.

The findings from this study show that learners' behaviours pose challenges for the successful implementation of intervention strategies to curb substance abuse among students. Learners often do not co-operate with educators, as they hide alcohol and drugs. It should be mandatory that all students are searched regularly and without notice. Furthermore, teachers should create a harmonious environment where they can work with all involved stakeholders in their efforts to minimise or completely curb drug abuse. The government through the Department of Education should capacitate all stakeholders to effectively implement policies that promote good behaviour among learners. Thus, incentives should be offered to those who are committed to the control of substance abuse in secondary schools.

## 5.5 Conclusions

The investigation on the implementation of intervention strategies to curb substance abuse among learners in rural secondary schools shows loopholes such as poor monitoring and support mechanisms from the government and lack of qualified educators to deal with those who abuse drugs and lack of parental support. These challenges contribute to the failure to curb substance abuse among learners in rural secondary schools. The following are recommendations that should overcome the challenges stated above.

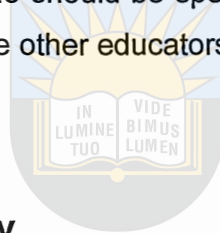


## 5.6 Recommendations

In the light of the questions asked and the aims set down, the researcher recommends the following:

1. The implementation of intervention strategies should be reviewed upwards as it seems to be insufficient.
2. Educators who are responsible for dealing with substance abuse-related cases should be trained regularly so that they can be capacitated in order to manage untoward behaviour among learners.
3. To ensure that substance abuse is addressed, the Department of Education should support and monitor the implementation of intervention strategies to curb substance abuse among learners in rural secondary schools.
4. Rural secondary schools should continuously invite relevant stakeholders to educate learners about the dangers of substance abuse.
5. All stakeholders should be involved when the schools are implementing their plans/policies so that they can be supported by everyone at school.
6. Learners should be kept pre-occupied especially after school hours because they are vulnerable to substance use and abuse.

7. Educators should understand the procedures of implementing drug testing or drug screening and random searches since learners are complaining about their rights, dignity and privacy being violated by educators responsible for drug testing and random searches.
8. There should be strict monitoring when educators are searching learners so that they do not abuse the situation.
9. Social workers, police, nurses and local leaders should be invited whenever there is a need in the school.
10. In order to avoid overloading teachers with work, the Department of Education should employ educators who should be specifically be responsible for substance abuse related-cases because other educators will be busy teaching.



## **5.7 Limitations of the study**

As with most academic research projects, this study did not successfully end without any obstacles. The following constitute the limitations of the study:

Focus group discussions were not adequately representative of all the grades in the school. The focus group discussions were in favour of junior classes. However, attempts were made to have at least a representative at each grade and to ensure that both genders are completely balanced.

Some learners, who were carefully and purposefully selected because they could provide sufficient and rich information about the implementation of intervention strategies to curb substance abuse among learners in rural secondary schools, were unwilling to be interviewed; nonetheless, measures were adopted to persuade other learners to participate in the study.

There was limited exploitation of the analysis of the Safety in Schools documents because there is no effective storage of information and annual statistics of learners'

untoward behaviour .Some registers over the years were inaccessible and some schools could not give a proper account of their learners. This limitation was overcome through verbal explanations by some experienced schools.

## **5.8 Suggestions for further studies**

This study cannot claim to have exhausted everything pertaining to the implementation of intervention strategies to curb substance abuse among learners in rural secondary schools in the King William's Town District, in the Province of Eastern Cape. Therefore, it is necessary to suggest areas for further studies. The following areas could be researched by other researchers or subsequent studies:

- A comparative study to urban areas and sub-urban areas in secondary schools. The impact of the intervention strategies to curb substance abuse among learners will be worth investigating.
- An assessment of the training of educators to deal with the constraints of substance abuse programmes;
- An assessment of the monitoring and support mechanisms to ensure proper implementation of intervention strategies; and
- A mixed method of quantitative and qualitative research could be used to determine the effective implementation of intervention strategies to curb substance abuse in King William's Town District in the Province of Eastern Cape.

## REFERENCES

- Amaro, H., Cortés, D.E. & Cacari-Stone, L. (2004). *Improving Research on Hispanic Drug Abuse: Key Strategies for Policy Makers*. Boston: Northeastern University.
- American Academy of Paediatrics. (2001) Committee of substance abuse. Alcohol use and abuse: A paediatric concern. *Paediatric*, 108(1): pp.185-189.
- American Institute of Medicine. (1994). *Reducing risk for mental disorders*. DHHS publication Nr (ADM87-1492) Rockville, MD, Department of Health and Human Services.
- American Medical Association (1995). Long-term follow up results of a Randomized Drug Abuse Prevention Trial in a white Middle class Population: *Journal of the American Medical Association*. 273: pp.1106-1112.
- American Psychiatric Association (APA) (2000), *Diagnostic and Statistical manual of mental disorders*. Washington, DC: Hemisphere Publishing corp.
- Berkowitz, A.D. & Perkins, H.W.J. (1997). Social Norms and the Prevention of Alcohol Misuse in Collegiate Contexts. *Am Coll Health*. 35: pp.21-28.
- Berkowitz, A.D. (2004). The social norms approach. Theory, research and annotated bibliography. Retrieved from: [www.alanberkowitz.com/articles/social\\_norms.pdf](http://www.alanberkowitz.com/articles/social_norms.pdf). Accessed on 23/08/2013.
- 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), p.17.

- Bolt, J. (2011). Contemporary Sino-Southeast Asian Relations. China: *An International Journal* 9(02): pp.276-298.
- Booyesen, L. (1999). A review of challenges facing black and white women managers in South Africa. *South African Business Review* 3(2), pp.15-26.
- Borsari, B., & Carey, K.B. (2001). Peer influences on college drinking: A review of the literature. *Journal of Substance abuse*. 13: pp.391-424.
- Botvin, G. J. (2000). Preventing Drug Abuse in Schools: Social and Competence Enhancement Approaches Targeting individuals-level etiological factors." *Addictive behaviours* 25: pp.887-897.
- Botvin, G. J.*et. al.* (2000). Prevention illicit Drug use in Adolescents: Long-Term follow up Data from Randomized Control trial of a school population. *Addictive behaviours*. 5: pp.769-774.
- Braverman, M.T. (2001). Applying Resilience Theory to the Prevention of Adolescent Substance Abuse. *Focus*. 1.
- Bross M. A. (2006-2007). *The impact of Omelas V. United States on the Appellate Standard of renew for Seizure under the fourth Amendment.*
- Buddy, T. (2006). The Health effects of marijuana. Retrieved from: <http://alcoholism.about.com/od/pot/a/effects.htm>. Accessed 29/01/09.
- Cacari-Stone, L. (2004). Health and Social policy, M.A. Social Policy, 2002. University of New Mexico. National Institute of Health, Elder Substance Abuse Use and Abuse.

Carson, R., Butcher, J.W. (1992). *Abnormal Psychology and Modern Life*. 9th Ed. New York: Harper Collins Publishers.

Chisaka, C. & Vakalisa, N.C.G. (2000). *Gathering and Analysis of Data using Qualitative Research Methods in Education*. Unpublished paper presented at the Qualitative Research in Education Conference at Rand Afrikaans University, 24-26 July 2000.

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

Cohen, P. (1999). Personality development in childhood: Old and new findings. In Cloninger, C.R. (ed.), *Personality and psychopathology* (pp. 101-127). Washington, DC: American Psychiatric Press.

Denzin, N. & Lincoln, Y. (1994). Introduction: Entering the Field of Qualitative Research. In *Handbook of Qualitative Research*, edited by Denzin, N & Lincoln, and Y. Thousand Oaks, Calif.: Sage.

Deventer, K.V. (2009) Perspectives of teachers on the implementation of life Orientation in Grade R- 11 from selected Western Cape Schools. *Senior Lecture in the Stellenbosch University, South Africa*.

Dlamini, B. (2006-2011). Department of Social Development: Republic of South Africa.

Doble, J. (1987a). Interpreting public opinion: Five common fallacies. *Kettering Review*, pp.7-17

Dukes, R.L., Stein, J.A. & Ullman, J.B. (1997). Long-term impact of drug Abuse resistance education (D.A.R.E.): Results of a 6-year follow-up. *Evaluation review*, 21, pp.483-500.

- Duncan, H. (2008). *Department of Education officials briefing to the Media regarding, Department of Education programmes, priorities and state of readiness to deal with substance abuse among learners of rural secondary schools*. Cape Town: Sage.
- Elias, M.J. & Robinson, B.A. (1993). Stabilizing classroom-based interventions: Guidelines for special services providers and consultants. *Special Services in the School*, 8, pp.159-178.
- Fenton, K, J (2001). Measuring sexual behaviour: Methodological challenges in Survey Research. *Sexual Transmission and infection*, 77(2): pp.84-92.
- Flisher, A., Parry, C., Evans, J., Lombard, C. & Muller, M. (1998.). Prevalence rates of alcohol tobacco and other drug (ATOD) use among Cape Town students in grade 8 and 11. Paper presented at the fourth annual congress of the psychological society of South Africa Cape Town, September.
- Flisher, A.J., Mathews, C., Mukoma, W., & Lombard, C.J. (2006). Secular trends in risk behaviour of Cape Town grade 8 students. *South African Medical Journal*, 96(9), pp.982-987.
- Flisher, A.J.Z. (1999). Risk-taking behaviour of cape peninsula high school students. *South Africa Medical Journal*, 83(7): pp.469-497.
- Fullan, M.G. (1999). *Change Forces: The sequel*. Philadelphia, P.A: Falmer Press.
- Goode, E. (1994). *Deviant Behaviour*. Englewood Cliffs, NJ: Prentice-Hall.
- Gratton, C. & Jones, I. (2004). *Research methods for sport studies*. New York: Routledge.

- Hafen, B.Q., & Frandsen, K.J. (1985). Psychological emergencies and crisis intervention: A comprehensive guide for emergency personnel. Englewood, CO: Morton.
- Haiken M. (2008). According to the National Institute on Alcohol Abuse and Alcoholism (NIAAA), the younger kids are when they begin drink, the more likely they are to be come problem drinking (1999). Preventing adolescent health risk-behaviours by strengthening, protective, protection during childhood. *Archives of Rediatric and adolescent Medicine*, 153: pp.226-234.
- Hansen, William B. 1992. School-based Substance abuse Prevention: A review of the state of the art in curriculum 1990. Health education research: Theory and practice 7: pp.403-430.
- Harker, N., Myers, B., Kader, R., Fakier, N., Flisher, A.J., ramligan, S. & Davids, A. (2008). Substance Abuse Trends in the Western Cape: A review of Studies Conducted Since 2000 technical report. Medical Research Council, South Africa. Retrieved from: <http://www.sahealthinfo.org/admodule/substance.pdf>. Accessed on 09/10/13.
- Howe, W.W. (1989). Municipal History of New Orleans. N. Murray Publication Agent, Johns Hopkins University.
- Institute for Security Studies. (2002). Drugs and Crime in South Africa-A study in three cities. *Institute for Security studies monograph series*, No. 69, Pretoria, March, 2002.
- Johnson, E.M. (1999) J, E and Johnson Theories and models supporting prevention approach to alcohol problems among, public health. *Report* 103(6): pp.578-5856.

- Johnson, M.K. (1988). Reality monitoring: An experimental phenomenological approach. *Journal of Experimental Psychology: General* 117(4), pp.390.
- Johnson, R. (2004). Making Words Count: The value of qualitative research. *Physiotherapy Research International*, 9(3).
- Joubert, R. & Prinsloo, S. (2009). *The law of education in South Africa*. 2nd Ed. Pretoria: Van Schaik.
- Kandel, D.B., Kessler, R.C. & Margulies, R.Z. (1978). Antecedents of adolescent initiation into stages of drug use: A developmental analysis. In *Longitudinal Research in Drug Use: Empirical Findings and Methodological Issues*. Edit. By Kandel, D.B. Washington, and D.C: Hemisphere Publishing corp.
- Kitzinger, J. (1994). The methodology of focus groups; the importance of interaction between research participants. *Sociology* 16: pp.103-121.
- Kowske, G. (2009). *National Drug Control Policy*. Department of Justice.
- Kozel, N. *et al.* (1998). *Assessing drug abuse within and across communities: Community Epidemiology Surveillance networks on drug abuse, national institute on drug abuse*, Mary land.
- Kuhn, C., Swartzwelder, S. & Wilcon, W. (1998). *Buzzed: The straight facts about the most used and abused drugs from alcohol to ecstasy*. New York: Norton and Company.
- Lazare, S., *et al.* (1995). Periodic structuration of polymer surfaces with the excimer laser radiation. *Nuclear Instruments and Methods in Physics Research Section B: Beam Interactions with Materials and Atoms* 105(1), pp.159-163.

- Leedy, P.D. and Ormrod, J.E. (2005). *Practical Research: Planning and Design*. (8th Ed.). Saddle River, New York: Prentice-Hall.
- Leshner, A.I. (2000). Vulnerability to addiction: New research opportunities. *American Journal of Medical Genetics*, 96, (5), pp.590-591
- Lewis, C.C., Simons, A.D., Silva, S.G., Rohde, P., Small, D.M. & Murakami, J.L. (2008). The role of readiness to change in response to treatment of adolescent depression. *Journal of Consulting and Clinical Psychology*, 77 (3), pp.422-28.
- Lipkin, M., Putnam, S. & Lazare, A. (Eds). (1994). *The Medical Interview: Clinical Care, Education, and research*. New York: Springer-Verlag.
- Lonczak, H.S.F. (2002). Effects, of the Seattle social development project. *Archives of paediatric and adolescent medicine*, 156: pp.438-447.
- Luthar, S. S. & Cicchetti, D., & Becker , B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child development*, 71, pp.543-562.
- Marshall, C. & Rossman, G.B. (1999). *Designing qualitative research* (3rd Ed.). Thousand Oaks. CA: Sage.
- Masten, A.S. & Coatsworth, J.D. (1998). The development of competence in favourable and unfavourable environments: lessons from research on successful children. *American Psychologist*, 53, pp.205-220.
- Masten, A.S. (2001). Ordinary magic: resilience processes in development. *American Psychologist*, 56, pp.227-238.
- Matthews, I., Griggs, R., & Caine, G. (1999). The experience review of interventions and programmes dealing with youth violence in urban schools in South Africa. An

undertaking of the Independent Projects Trust. Retrieved from:  
<http://www.ipt.co.za/litreview.pdf>. Accessed on 04/04/10.

Mellet, L. (1998). *Addiction Action Campaign: Addict Nation wakes up the epidemic of Addiction, South Africa Today.*

Miller, T.R. (2008). *Public Services Research Institute of pacific: Institute for research and Evaluation.* University of Western Australia.

Mogan, D.L. (1997). *Focus groups as qualitative research, qualitative research methods series, Vol.16.* Thousand Oaks: Sage.

Moodley, S.V. (2012). Epidemiology of substance abuse among secondary school learners in Atteridgeville, Gauteng, South Africa. *South African Academic Journal*, 18(1): p.2.

University of Fort Hare  
*Together in Excellence*

Moodley, S.V. (2012). Epidemiology of substance abuse among secondary school learners in Atteridgeville, Gauteng, South Africa. *South African Journal*, 18(1), p.2.

Morojele, N.K., & Brook, J.S. (2006). Substance use and multiple victimisations among adolescents in South Africa. *Alcohol and Drug Use 212 Africa. Addictive Behaviours*, 31(7), pp.1163-1176.

Morojele, N.K., Knott, R. Myburg, H. and Finkelstein, N (1997). Audit of school based substance abuse prevention programmes in Cape Town. (Online) Available at <http://www.sahealth.info.org/admoudule/school.audit.htm>. Accessed 23/10/06.

Motshekga, A. (2007). Annual performance plan: Department of Education (Gauteng). South Africa.

- National Assembly, (2012). Internal Question Paper: 19/2012: For written reply: 1718. Date for Publication of Internal Question Paper: 22/02/2012
- National Independent Drug Authority (2003). Preventing Drug Abuse among Children and Adolescent; A Research- Based Guide for Parents, Educators, and Community leaders, Second Edition National Institute on Drug Abuse (NIDA).
- National institute on drug abuse. (2003). Drug Abuse prevention intervention for women and minorities. (Online) Available <http://www.nida.gov/prevention/guides>.
- 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. Dissertation submitted to University of Fort Hare.
- Parry C.D.H. *et al.* (1998). *Alcohol use in South Africa: From the first Democratic and Health Survey*. Cape Town. Alcohol Research Documentation, Inc.
- Parry C.D.H, Plüddemann, A. & Myers, B. (2003). Heroin treatment demand in South Africa: Trends from two large metropolitan sites. *Drug and Alcohol Review*, pp.419-423.
- Parry, C.H.D. (1998). Substance abuse in South Africa: Country report Focusing on Young Persons Paper prepared for the Regional Consultation-Global Initiative on Primary Prevention of Substance Abuse Among Young People, Harare (February 1998). Retrieved from: <http://www.sahealthinfo.org/admodule/countryreprot.pdf>. Accessed on 09/04/10.
- Parry, C.M. (2003). Antimicrobial drug resistance. In *Salmonella Enterica: Current Opinion in infectious Diseases*, 16, pp.467-472.

Parry. C.D.H, (2003) developing the Southern African Development community Epidemiology network on drug use: Methods and issues, Bulletin on Narcotics, vol .L.V, Nos.1and 2, 2003.

Paul, R. (2012-2013). *Mentor International Non-Governmental Organization making globally to prevent Substance Abuse*. United States of America. School Based Mentoring.

Perkins, H.W. (1997). College student misperceptions of alcohol and other drug norms among peers: Exploring causes, consequences and implications for prevention programs. In *Designing alcohol and other drug prevention programs in higher education: bringing theory into practice*. Newton, MA: The Higher Education Centre for Alcohol and Other Drug Prevention, U.S. department of education.

Perkins, H.W. (2006). Success and failure in social norms interventions (author response to Clapp and Lange). *Journal of Studies on alcohol*, 67 (3), pp.483-484.

Philippine NGO Coalition (2005). *Philippine NGO Coalition on monitoring the implementation of the United Nations Convention on the Rights of the child*.

Pienaar, J.L., Ralph, TC. & Myers, C.R. (2013). Open timeline curves violate Heisenberg's uncertainty principle. *Physical review letters* 110, (6): 060501.

Plüddemann, A., Taylor, B., Brownstein, H.H., Parry, C., Makkai, T., Bennett, T., and Holloway, K. (2010). Monitoring the use of illicit drugs in four countries through the international arrestee drug abuse monitoring program. *Criminal Justice*, 3: pp.269-286.

Prevention in the classroom. (2002). Drug Education and Gambling Workshops for Educators influences on substance use: *Risk and Protective Factors Centre for Addition and Mental Health 2002.*

Prevention of Substance Abuse among Young People, Harare, Zimbabwe, and 24-26 February 1998

Reber, A.S & Reber, E.S. (2001). The Penguin Dictionary of psychology. 3rd Ed. New York: Penguin Books.

Reddy, P. (2007). Prevalence and Correlates of Substance Use among High school Students in South Africa and America. *Health Research Policy Practice and Education.*

Reno, J. (2000). Drug Strategies mission is to promote more effective approaches to the Nation's drug problems and support private and public initiatives than reduce the demand for drugs through prevention, education and treatment and law enforcement.

Republic of South Africa. (2002). Policy Framework for the management of drug abuse by learners in schools and in Public Further Education and training institutions.

Republic Of South Africa. (2002). Promulgation of National Policy on the Management of Drug Abuse by Learners in Public and Independent Schools and Further Education and Training Institutions.

Republic of South Africa. (2003). *Prevention and Treatment of Drug Dependency Amendment Act.*

- Rocha-Silva, L., de Miranda, S., & Erasmus, R. (1996). Alcohol, tobacco and other drug use among black youth. Pretoria, South Africa: Human Science Research Council.
- Roche-Silva, L. D. (1996). *Alcohol, tobacco and other drug use among South African youth*. Pretoria: Human Sciences Research council.
- Ronaldo, S. *et al.* (1996). Drug abuse prevention Programming: Do we know how content works? *American behavioural Scientist* 39: pp.868-883.
- Rosenbaum, M. (1998). Assessing the effects of school-based Drug Education: A six year Multi end analysis of Project D.A.R.E. *Journal of research in Crime and Delinquency* 33: pp.381-412.
- Rutter, M. & Robbins, L. (eds.). (1990). *Straight and Devious Pathways from Childhood to adulthood*. Cambridge, Cambridge University Press.
- SAPS. (2012). Drugs in schools, <http://www.saprivate/schools.co.za/articles/drugs/in/schools-South/Africa/html>, Accessed on 13/05/12.
- Searll, A. (1995). *Getting high on life*. Cape Town: Strolik Publishers.
- Segoe, V. & Mokgosi, W. (2002). Guidelines for schools on creating safe & secure environments. Retrieved from: [http://www.nwpg.gov.za/education/ss It/Doc Forms/Guideline on Safe School Enviroments.pdf](http://www.nwpg.gov.za/education/ss%20It/Doc%20Forms/Guideline%20on%20Safe%20School%20Enviroments.pdf). Accessed on 5/10/12.
- Sherman, R. (1990). Superior Court of California country of Marin (Burnham) real party in interest supreme Court of U.S.

- Shuckit, M.A., & Smith, T.L. (2001). Correlative of unpredicted outcomes in sons of alcoholics and controls. *Journal of Studies on Alcohol*, 62 (4), pp.477-485.
- Shuttleworth, M. (2008). What is Research? Retrieved from Experiment Resources: <http://www.experiment-resources.com/what-is-research.html>.  
Accessed on 26/01/12.
- Singh, A.A. (2013). Transgender youth of colour and resilience: negotiating oppression and finding support. *Sex Roles*, 68: pp: 690-702.
- Skhweyiya, Z.S.T. (1994). *Single out alcohol and drug abuse as social pathologies requiring urgent attention*: Minister of Social Development.
- South Africa Drug Statistics, (2008). Home S.A. Drug Statistics Substance Information. Send Tip off Benoni, CFP, and Member of Login.
- Tarter .R. (2006). *Applying prevention theory to prevent practice*. Pittsburgh: CEDAR.
- Taylor, G.R. (2000). Integrating quantitative and qualitative methods in research. Lanham, MD: University Press of America.
- The Critical Role of School Culture in Student Success by David De Wit PhD. Chritine Mekee MA. Jane Field MA.KrimKorioja MBA.Center for Addiction and Mental Health, December, 2003.
- Tobler, N.S. (1997). Effectiveness of school-based drug prevention program, Mentor – Analysis of the research. *Journal of primary prevention*: 18: pp.71-128.
- Tuckman, B. W. (1994). *Conducting educational research*. 4th ed. New York: Harcourt Brace.

- United Nations office on Drugs and Crime. (2004). *Conducting effective Substance Abuse Prevention. Work Among the youth in South Africa.*
- Visser, M. (2005). *Implementing peer support in Secondary Schools: facing the challenges. Association press, pp.148-755.*
- Visser, M. (2005). *Implementing peer support in Secondary schools: facing the challenges. South African Journal: 2005: pp.148-155.*
- Westende Vant, (1998). *Antisocial Behaviour and its Manifestations in Schools: A Socio- Educational Analysis. Oxford American Dictionary.*
- Wilson, D.A. (1998). *Synaptic correlates of odor habituation in the rat anterior piriform cortex. Journal of Neurophysiology, 80(2): pp.998-1001.*
- Wolkow, (2003). *Preventing drug use among children and Based guide for parents, educators and community leaders. Second edition, which reflects programme and knowledge base in the area of drug abuse prevention. New York: University of New York.*
- World Health Organization. (1992). *A guideline for assessing alcohol and drug prevention programmes. Geneva: World Health Organization.*
- World Health Organization. (2003). *Brief intervention for substance use: A manual for use in primary care a manual for use in primary care. Draft Version 1.1 for Field Testing. Geneva: World Health Organization.*
- Yamada, T., Kendix, M. & Yamanda, T. (1996). *The Impact of Alcohol Consumption and Marijuana Use on High School Graduation. Health Economics, 5: pp.77-92.*

Yamada, T.K. (1996). The impact of alcohol consumption and monjvana use on high school graduation. *Health economics*, 5: pp.77-92.

Yvonne, S.L. (2002). *On the nature of Qualitative Evidence*. California Texas A and M University California.



University of Fort Hare  
*Together in Excellence*

## APPENDICES

### INTERVIEW GUIDE FOR PRINCIPALS

I am Xolani Danel Nondlwana a Masters' candidate at the University of Fort Hare Faculty of Education. As a requirement of the programme I am conducting a study on "An investigation on the implementation of strategies to curb substance abuse amongst learners: A case study of two secondary schools in King William's Town District". I am currently collecting information and your school has been included in the study. I shall be grateful if you could spare some few minutes to participate in the interview. I wish to guarantee you that any information you will provide will be confidential and will not be disclosed to anybody. At no time your identity will be divulged or made available to any body other than myself.

You are kindly requested to answer the questions as honestly as you can as your responses would assist in providing information on how are the strategies that have been put in place implemented to curb substance in secondary schools amongst learners in King William's Town District.

#### Biographic Information of Participants

How are strategies that have been put in place to curb substance abuse amongst learners implemented? For example Code of Conduct, Drug testing or drug screening, random searches, education and prevention.

#### School Code of Conduct

- 1) What is your view on school code of conduct of your secondary school?
- 2) When does your school use school code of conduct?
- 3) What causes the learners to contravene the school code of conduct?
- 4) Please discuss what plans or policies that is in place to manage and maintain school code of conduct?
- 5) How has school code of conduct implemented in your school?
- 6) Who has implemented school code of conduct in secondary schools?
- 7) How much time was used to implement school code of conduct?
- 8) What challenges are encountered when school code of conduct was implemented?
- 9) Who is accountable to school code of conduct?
- 10) What processes are followed in reviewing the school code of conduct?
- 11) Were all stakeholders at the school involved when school code of conduct was implemented?
- 12) What role did each stakeholder play in crafting the school code of conduct?

#### Drug testing or drug screening

- 1) What is drug testing or drug screening in your view?
- 2) How was drug testing or drug screening implemented in your schools?
- 3) How much time was used to implement drug testing or drug screening in the school?
- 4) Which stakeholders were involved when drug screening or drug testing was implemented in your schools?
- 5) What stakeholders learn or find out on the implementation of drug screening or drug testing at your school?
- 6) Where does the implementation of drug testing or drug screening take place?
- 7) What challenges were encountered when drug testing or drug screening was implemented?
- 8) Who carried out drug screening or drug testing in the school?
- 9) Were all stakeholders involved when drug screening or drug testing was implemented?
- 10) How did stakeholders react or responds to the implementation of random research?
- 11) What is used to test drugs on learners?
- 12) What process is followed when drug screening is implemented?

#### Random Searches

- 1) What are random searches in your views?
- 2) How does your school implement random searches?
- 3) Where was random search implemented?
- 4) How much time does the school takes to implement random searches?
- 5) Who implements random searches?
- 6) What challenges were encountered when random search was implemented?
- 7) What processes are followed in reviewing random search?
- 8) Were all stakeholders involved when random search was implemented?
- 9) How did stakeholders react or responds to the implementation of random search?
- 10) Who carried out random research?
- 11) Where do you think random research should be conducted?
- 12) How random research is conducted?
- 13) When do you think random search should take place?

#### Educating learners about substance abuse

- 1) What is your view about the state of learner's in terms of substance abuse in your school?
- 2) Who provides information to the learners about substance abuse?
- 3) What do you want to achieve when educating learners on substance abuse?
- 4) How do you help those learners who are experiencing substance misuse or abuse?

- 5) Were all stakeholders involved when education was taking place amongst learners in your school?
- 6) How did stakeholders react or responds when learners were educated about substance abuse?
- 7) Where education of learners about substance abuse did takes place?
- 8) Who was responsible for educating learners about substance abuse?
- 9) What challenges were encountered when learners were educated about substance abuse?
- 10) What processes are followed in reviewing education of learners on substance abuse?
- 11) How many days ,weeks or months did this process takes place?

**Prevention of substance abuse**

- 1) What are your views on prevention measures of substance abuse in your school?
- 2) Who is responsible for prevention measures in your school?
- 3) What processes are followed when reviewing prevention measures which are implemented in your school?
- 4) Were all stakeholders involved when prevention measures were taken in your school?
- 5) How did stakeholders react or responds when prevention measures were implemented?
- 6) What challenges were encountered when prevention measures were taken?
- 7) How many days, weeks or months did this process takes place?
- 8) Where did it take place?

**What monitoring and support mechanisms have been put in place by the Department of Education to ensure proper implementation of the strategies?**

- 1) Please discuss the mechanisms that have been put in place by the Department of Education to ensure proper implementation of the strategies in your school?
- 2) What other stakeholders besides those in school that are involved in monitoring the implementation of strategies in your school? Please explain the role each stakeholder play.
- 3) Please explain the challenges that the school encounter in monitoring the implementation of strategies?
- 4) How did stakeholders react or responds to the monitoring of implementation for strategies in your school?
- 5) What processes are followed in reviewing the monitoring of strategies in your school?
- 6) How many days, weeks or months did monitoring takes place?

5) Please discuss the support mechanisms that have been put in place by the Department of Education to ensure proper implementation of strategies in your school?

6) What other stakeholders besides those in school that are involved in supporting the implementation of strategies in your school? Please explain the role each stakeholder play?

7) Please explain the challenges that the school encounter in supporting the implementation of strategies?

8) How did the stakeholders react or responds to the support of implementation for strategies in your school?

9) What processes are followed in reviewing the support of strategies in your school?

10) How many days, weeks or months did support takes place?

**What training have schools received to ensure proper implementation of the strategies?**

1) How often does the Department of Education train or build capacity of your educators and other stakeholders in the implementing of strategies in your school?

2) Who train them, when were they trained, how many educators and other stakeholders were trained?

3) To what extent does the training assist educators and other stakeholders to implement the strategies in your school?

4) Please explain what challenges are encountered by the school with regard to training of all stakeholders in your school?

5) What processes are followed in reviewing the training of all stakeholders?

6) How did the stakeholders react or responds to the training by the Department of Education?

## INTERVIEW GUIDE FOR POST LEVEL 1 EDUCATOR

I am Xolani Daniel Nondlwana a Masters candidate at the University Of Fort Hare Faculty Of Education. As a requirement of the programme I am conducting a study on "An investigation on strategies that have been implemented to curb substance abuse amongst learners in secondary school in King William's Town District". I am currently collecting information and your school has been included in the study. I shall be grateful if you could spare some few minutes to participate in the interview. I wish to guarantee you that any information you will provide will be confidential and will not be disclosed to anybody. At no time your identity will be divulged or made available to any body other than myself.

You are kindly requested to answer the questions as honestly as you can as your responses would assist in providing information on how the strategies implemented to curb substance abuse amongst learners in secondary schools.

### Biographic Information of Participants

How are strategies that have been put in place to curb substance abuse amongst learners implemented? For example Code of Conduct, Drug screening or Drug testing, Random Search, Education and prevention of substance abuse.

- 1) What is your view on school code of conduct of your secondary school?
- 2) When does your school use school code of conduct?
- 3) What causes the learners to contravene the school code of conduct?
- 4) Please discuss what plans or policies that is in place to manage and maintain school code of conduct?
- 5) How has school code of conduct implemented in your school?
- 6) Who has implemented school code of conduct in secondary schools?
- 7) How much time was used to implement school code of conduct?
- 8) What challenges are encountered when school code of conduct was implemented?
- 9) Who is accountable to school code of conduct?
- 10) What processes are followed in reviewing the school code of conduct?
- 11) Were all stakeholders at the school involved when school code of conduct was implemented?
- 12) What role did each stakeholder play in crafting the school code of conduct?

### Drug testing or drug screening

- 1) What is drug testing or drug screening in your view?

- 2) How was drug testing or drug screening implemented in your schools?
- 3) How much time was used to implement drug testing or drug screening in the school?
- 4) Which stakeholders were involved when drug screening or drug testing was implemented in your schools?
- 5) What stakeholders learn or find out on the implementation of drug screening or drug testing at your school?
- 6) Where does the implementation of drug testing or drug screening take place?
- 7) What challenges were encountered when drug testing or drug screening was implemented?
- 8) Who carried out drug screening or drug testing in the school?
- 9) Were all stakeholders involved when drug screening or drug testing was implemented?
- 10) How did stakeholders react or responds to the implementation of random research?
- 11) What is used to test drugs on learners?
- 12) What process is followed when drug screening is implemented?

#### Random Searches

- 1) What are random searches in your views?
- 2) How does your school implement random searches?
- 3) Where was random search implemented?
- 4) How much time does the school takes to implement random searches?
- 5) Who implements random searches?
- 6) What challenges were encountered when random search was implemented?
- 7) What processes are followed in reviewing random search?
- 8) Were all stakeholders involved when random search was implemented?
- 9) How did stakeholders react or responds to the implementation of random search?
- 10) Who carried out random research?
- 11) Where do you think random research should be conducted?
- 12) How random research is conducted?
- 13) When do you think random search should take place?

#### Educating learners about substance abuse

- 12) What is your view about the state of learner's in terms of substance abuse in your school?
- 13) Who provides information to the learners about substance abuse?
- 14) What do you want to achieve when educating learners on substance abuse?
- 15) How do you help those learners who are experiencing substance misuse or abuse?
- 16) Were all stakeholders involved when education was taking place amongst learners in your school?

- 17) How did stakeholders react or responds when learners were educated about substance abuse?
- 18) Where education of learners about substance abuse did takes place?
- 19) Who was responsible for educating learners about substance abuse?
- 20) What challenges were encountered when learners were educated about substance abuse?
- 21) What processes are followed in reviewing education of learners on substance abuse?
- 22) How many days ,weeks or months did this process takes place?

**Prevention of substance abuse**

- 9) What are your views on prevention measures of substance abuse in your school?
- 10) Who is responsible for prevention measures in your school?
- 11) What processes are followed when reviewing prevention measures which are implemented in your school?
- 12) Were all stakeholders involved when prevention measures were taken in your school?
- 13) How did stakeholders react or responds when prevention measures were implemented?
- 14) What challenges were encountered when prevention measures were taken?
- 15) How many days, weeks or months did this process takes place?
- 16) Where did it take place?

**What monitoring and support mechanisms have been put in place by the Department of Education to ensure proper implementation of the strategies?**

- 1) Please discuss the mechanisms that have been put in place by the Department of Education to ensure proper implementation of the strategies in your school?
- 2) What other stakeholders besides those in school that are involved in monitoring the implementation of strategies in your school? Please explain the role each stakeholder play.
- 3) Please explain the challenges that the school encounter in monitoring the implementation of strategies?
- 4) How did stakeholders react or responds to the monitoring of implementation for strategies in your school?
- 5) What processes are followed in reviewing the monitoring of strategies in your school?
- 6) How many days, weeks or months did monitoring takes place?

5) Please discuss the support mechanisms that have been put in place by the Department of Education to ensure proper implementation of strategies in your school?

6) What other stakeholders besides those in school that are involved in supporting the implementation of strategies in your school? Please explain the role each stakeholder play?

7) Please explain the challenges that the school encounter in supporting the implementation of strategies?

8) How did the stakeholders react or responds to the support of implementation for strategies in your school?

9) What processes are followed in reviewing the support of strategies in your school?

10) How many days, weeks or months did support takes place?

**What training have schools received to ensure proper implementation of the strategies?**

1) How often does the Department of Education train or build capacity of your educators and other stakeholders in the implementing of strategies in your school?

2) Who train them, when were they trained, how many educators and other stakeholders were trained?

3) To what extent does the training assist educators and other stakeholders to implement the strategies in your school?

4) Please explain what challenges are encountered by the school with regard to training of all stakeholders in your school?

5) What processes are followed in reviewing the training of all stakeholders?

6) How did the stakeholders react or responds to the training by the Department of Education?

## INTERVIEW GUIDE FOR LEARNERS

I am Xolani Daniel Nondlwana a Masters candidate at the University Of Fort Hare Faculty Of Education. As a requirement of the programme I am conducting a study on "An investigation on strategies that have been implemented to curb substance abuse amongst learners in secondary school in King William's Town District". I am currently collecting information and your school has been included in the study .I shall be grateful if you could spare some few minutes to participate in the interview. I wish to guarantee you that any information you will provide will be confidential and will not be disclosed to anybody. At no time your identity will be divulged or made available to any body other than myself.

You are kindly requested to answer the questions as honestly as you can as your responses would assist in providing information on how the strategies implemented to curb substance abuse amongst learners in secondary schools.

### Biographic Information of Participants

**How are strategies that have been put in place to curb substance abuse amongst learners implemented? For example Code of Conduct, Drug screening or Drug testing, Random Search, Education and prevention of substance abuse.**

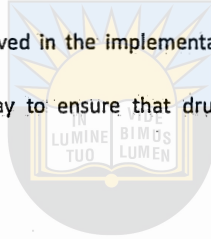
### School Code of Conduct

- 1) How long have you been members of the RCL or been learners at the school?
- 2) Does the school have the school code of conduct?
- 3) Who developed the school code of conduct?
- 4) How was the process of developing it?
- 5) What role did you play in crafting it?
- 6) In your opinion what is the state of school code of conduct?
- 7) What are the causes of not to adhere to school code of conduct?
- 8) What plans/policies that are put in place by the school to implement school code of conduct?
- 9) Who participated in the formulation of these policies/plans?
- 10) What role did you play in the formulation of the plans/policies for implementing school code of conduct?
- 11) What processes were followed when these plans were crafted?
- 12) Please explain how often does the school review the plans/policies to implement the school code of conduct? Who reviews the policies/plans?
- 13) Please explain whether learners were involved when the plans/policies are reviewed? What role did they play?

14) What do you feel are the challenges encountered in the formulating the plans/policies for the implementation of school code of conduct?

**Drug screening or drug testing**

- 1) Please give your views on drug screening or drug testing implementation?
- 2) How was drug screening or drug testing implemented?
- 3) What role did learners play in the implementation of drug screening or drug testing?
- 4) Please explain the challenges faced by school to implement drug screening or drug testing?
- 5) Were all stakeholders involved in the implementation of drug screening or drug testing? What was their role?
- 6) What role did learners play to ensure that drug screening or drug testing is implemented?



**Random Searches**

- 1) 1) Please give your views about the implementation of random searches?
- 2) 2) How was random searches implemented at the school?
- 1) 3) What role did learners play in the implementation of random searches?
- 2) 4) Please explain the challenges faced by school to implement random searches?
- 3) 5) Were all stakeholders involved in the implementation of random searches?
- 4) 6) What role did learners play to ensure that random searches is implemented?
- 5)

**Education on substance abuse**

- 1) Please give your views regarding education on substance abuse?
- 2) How are learners involved in education on substance abuse?
- 3) How is education of substance abuse implemented at the school?
- 4) Please explain the challenges faced by school to implement substance abuse education?
- 5) Were all stakeholders involved in the implementation of substance abuse education?
- 6) What role did learners play to ensure that education on substance abuse is implemented

**Prevention of substance abuse**

- 1) Please give your views regarding the prevention of substance abuse?
- 2) How are learners involved on the prevention of substance abuse?

- 3) How is prevention of substance abuse is implemented at your school?
- 4) What role did learners play to ensure that prevention of substance abuse is implemented?
- 5) Were all stakeholders involved in the implementation of prevention of substance abuse?
- 6) Please explain the challenges faced by the school to implement the prevention of substance abuse?

**What monitoring and support mechanisms have been put in place by the Department of Education to ensure proper implementation of strategies?**

- 1) Please give your views regarding mechanisms that have been put in place by the Department of Education to monitor the implementation of strategies?
- 2) How are learners involved in monitoring of the implementation of strategies?
- 3) Please give your views regarding mechanisms that have been put in place by the Department of Education to support the implementation of strategies?
- 4) How are learners involved in supporting the implementation of strategies?

**What training have schools received to ensure proper implementation of strategies?**

- 1) Please give your views regarding training the school have received to ensure proper implementation of strategies?
- 2) How are learners involved regarding training?
- 3) Please explain the challenges faced by the school with regard to training?
- 4) Were all stakeholders involved in training? What was the role of each stakeholder?
- 5) How many learners were trained? When were they trained? For how long?

**Faculty of Education  
School of Further and Continuing  
Education**  
Stewart Hall, Alice

Phone: Alice: 040602412  
| Email: nmayiya@ufh.ac.za |



10 April 2013

Principal

Dear Sir,

**Re: Permission to Collect Data: Mr. X. D. Nondlwana (Student Number 200903299)**

This is to confirm that Mr. Nondlwana is pursuing MEd degree at the University of Fort Hare. His research title is "The implementation of policies to curb substance abuse amongst learners: A case study of two secondary schools in King William's Town District". He is supposed to collect data from schools during the months of April and May 2013. Kindly grant him permission. I would also be grateful if you could kindly provide him with documents that may assist with information regarding the area of his study.

I would like to assure you that any information that will be collected will remain confidential and no name of a person will be disclosed. The student will ensure that he does not disrupt ongoing school activities during the period he will be collecting data.

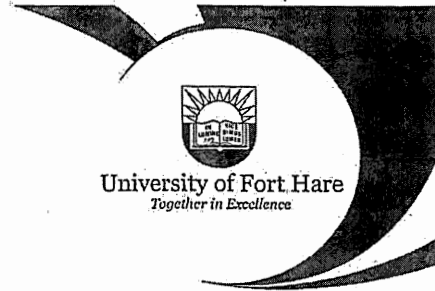
Sincerely

C. Thomas

Head, School of Further and Continuing Education  
Faculty of Education

**Faculty of Education  
School of Further and Continuing  
Education**  
Stewart Hall, Alice

Phone: Alice: 040602412  
| Email: [mnayiya@ufh.ac.za](mailto:mnayiya@ufh.ac.za) |



10 April 2013

**District Director,  
King William's Town District**

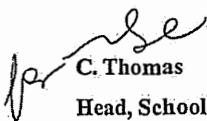
Dear Sir,

**Re: Permission to Collect Data: Mr. X. D. Nondlwana (Student Number 200903299)**

This is to confirm that Mr. Nondlwana is pursuing MEd degree at the University of Fort Hare. His research title is "The implementation of policies to curb substance abuse amongst learners: A case study of two secondary schools in King William's Town District". He is supposed to collect data from schools during the months of April and May 2013. Kindly grant him permission. I would also be grateful if you could kindly provide him with documents that may assist with information regarding the area of his study.

I would like to assure you that any information that will be collected will remain confidential and no name of a person will be disclosed. The student will ensure that he does not disrupt ongoing school activities during the period he will be collecting data.

Sincerely



**C. Thomas**

**Head, School of Further and Continuing Education  
Faculty of Education**

Appendix B: Consent Letter

133 Mdundu Street

NU 6 Motherwell

TO: THE RESPONDENT

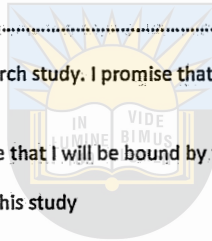
Port Elizabeth

6211

.....  
.....  
.....

**CONSENT FORM FOR RESPONDENT**

I.....fully agree that I will be  
the respondent of Mr Nondlwana's research study. I promise that I will provide him with the  
necessary information which  
Will be of help this study. I am fully aware that I will be bound by the ethics of this research,  
exercising confidentiality as required by this study



University of Fort Hare  
*Together in Excellence*

Signed at.....on  
This.....day  
Of.....  
.....2014

Signature of respondent.....Date  
.....

Signature of Researcher.....Date  
.....