

**THE EXPERIENCES OF HIGH SCHOOL EDUCATORS IN DEALING
WITH SUBSTANCE ABUSE AT UTHUNGULU DISTRICT SCHOOLS**



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ETHICAL DECLARATION

I declare that this study “The Experiences of High School Educators in Dealing with Substance Abuse at Uthungulu District Schools” which is submitted to the University of Zululand in fulfilment of the academic requirements for the award of Master of Education (M.Ed.) degree is my original work. I also declare that the work has not been presented for the award of any degree at any other university. All the books and materials consulted in this research have been duly acknowledged.

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Nonhlanhla Cynthia Mhlongo

Date

Dr. S. Govender
Supervisor

Date

DEDICATION

This work is dedicated to my late Sister Nosipho Wendy (Dala) and my brother Sikhumbuzo. You will always be remembered by our family.

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TABLE OF CONTENTS

Title Page	i
Ethical Declaration	ii
Dedication	iii
Acknowledgements	iv
Table of Contents	v
List of Appendices	viii
Abstract	ix

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction	1
1.1 Background to the Study	1
1.2 Preliminary Literature Review	2
1.3 Statement of the Problem	4
1.4 Research Questions	4
1.5 Objectives of the Study.....	5
1.6. Intended Contributions to knowledge	5
1.7 Operational Definitions of Terms	5

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	7
2.2 Substance abuse in different areas	7
2.2.1. Substance abuse in the world	7

2.2.2 Scope of substance abuse in Africa	8
2.2.3 Scope of substance abuse in South Africa	10
2.3 Consequences of Substance Abuse	12
2.4 Role of Educators in dealing with Learners who are Involved in Substance Abuse	13
2.5 The effect of Substance Abuse on learners	17
2.5.1. Psycho-Social problems	17
2.5.2. Negative Health Implication	18
2.5.3. Academic performance	19
2.5.4. Safety	21
2.6. The Nature and Extent of Substance Abuse by Learners	23
2.7 The Educators' Perceptions of the causes of Substance Abuse	24
2.8 Conceptual Model	27
2.9. Conclusion	30

CHAPTER THREE

METHODOLOGY

3.1 Introduction	31
3.2 Research Design	31
3.3 Research Method	31
3.4. Research Instrument for the study	32
3.5 Validity and reliability	32
3.6 Sampling and Sampling Technique	33
3.7 Description of Procedures	34
3.8 Data Analysis and Interpretation	35

3.9 Ethical considerations	36
3.10 Conclusion	36

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATIONS

4.1. Introduction	37
4.2 Biographic information.....	37
4.3 Educators’ perception on effects of drug use on learners	40
4.4. Educators as role models	50
4.5 Summary of the major findings	51
4.6 Conclusion	54

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction	55
5.2. Summary	55
5.3 Conclusion	57
5.4 Recommendations	58
5.5 Limitations of the Study	59
 REFERENCES	 60
 APPENDICES	 74

List of Appendices

Appendix I: Ethics Clearance	74
Appendix II: Permission Letter from DoE	76
Appendix III: Turn-it-in Report	77
Appendix IV: Language Editing Certificate	79
Appendix V: Data collection instrument	80

ABSTRACT

The study examined the experiences of high school educators in dealing with substance abuse at uThungulu District schools. Data for the study was gathered through survey. A structured questionnaire was designed and used to obtain information from school educators who served as teachers and principals in selected schools. The descriptive design approach was employed in this study

Purposive sampling technique was employed to select five secondary schools in uThungulu Districts, while simple random sampling technique was used to select 176 educators from the five schools. The quantitative data collected through questionnaire were analysed using descriptive statistics of percentage and frequency counts. The results of the quantitative data were displayed as tables and graphs, followed by discussions of each result.

The overall results revealed that substance abuse affects both mental and psychological wellbeing of learners, which later develops into poor academic performance. The Educators that participated in the study attested to this when they responded affirmatively that excessive use of drug affects physical coordination of learners in classes, mental disconnection, and permanent brain damage.

The study recommends the inclusion of Education for Substance Abuse Avoidance and Treatment as part of the core subjects in South African schools, and such should be offered in local languages. In addition, interactive teaching methods such as brainstorming, open discussions, and role-playing are recommended for all learners, including those who abuse substance and those addicted. Lastly, the study recommends the engagement of the professional Guidance and Counsellors in the South African schools whose primary assignment would be to counsel learners not only on substance abuse but also on career choice and future professional guidance.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

There has been a growing concern from the South African government about the harm associated with substance abuse among people, especially youths (Ramlagan, Peltzer, & Matseke, 2010). School age children, who are raised in a culture where the use of substances is accepted and celebrated, have higher rates of substance use and abuse according to Haskins (2012).

Substance abuse is generally associated with increasing volume of drugs consumed, frequency of use as well as friends and acquaintances one associates with (University of Limpopo, 2012). The substance abuse problem among young people is no different from adult though there may be differences in the magnitude of the challenges it poses to the society. Currently, the use and abuse of drugs and other hazardous substances have transformed from the traditional custom involving adults, to a stage where the youths are also involved. The addiction to smoking and alcohol-related problems constitutes a pattern of widespread substance abuse by students (Aliya et al., 2017). Since most of the students who abuse drugs are in their adolescence age which is characterised primarily by the transition from childhood to adulthood, the changing process and expectations from peers and society at large becomes overwhelming. All these changes and expectations brings with them enormous stress and instability. Educators in schools may well be able to influence drug use behaviour among students since it is the primary role of the school to teach skills, to impart knowledge and to establish sound values base in relation to health and drug use (UN, 2004)

In South Africa, 12% of the youth experiment with alcohol use before 13 years of age (Ghuman, Meyer-Weitz, & Knight, 2012). The increase of alcohol intake among South African students is a major cause of concern as it has been linked to social pathology. The risks associated with social pathology include unsafe sex with an increased risk of human immunodeficiency Virus (HIV) infection, teenage pregnancy, dropping out of school and delinquent or criminal behaviour (Haskins, 2012).

Previously, there have been cases of schools expelling learners due to drug abuse (Department of Social Development, Republic of South Africa, 1999). However, due to the changes in school policy over time, a relational well-being between educators and learners is now recognised as a more caring and protective factor (McLaughlin & Clarke, 2010).

This study aims to explore the experiences of educators in dealing with substance abuse among high school learners in UThungulu District, in the Northern of KwaZulu-Natal. UThungulu district consists of five circuits: Mthonjaneni, Nkandla, Imfolozi, Umlalazi and Umhlathuze Circuits. Substance abuse by students is an enduring public health issue worldwide, including South Africa. The World Health Organisation, in 2012, pointed out that many school children experiment with alcohol before the age of 12 years. This study is relevant at this time when South African government is looking at the strategies to addressing the problem of substance abuse in schools and colleges.

1.2 Preliminary Literature Review

In South Africa, as in other areas of the world, substance abuse and sexual behaviours are common, and sometimes problematic among the youth. Substance abuse tends to co-occur within individuals in a broad time period that could even stretch a lifetime. The study conducted with high school students from Cape Town, South Africa, have demonstrated that lifetime use of alcohol or marijuana is associated with higher odds of lifetime sexual intercourse (de Ravello, Everett Jones, Tulloch, Taylor, & Doshi, 2014).

The increase in the engagement of South African youths in health risk behaviours, particularly risky sexual behaviours, substance abuse, violent and deviant behaviour, and suicidal ideation, is a major concern. The daunting South African HIV/AIDS statistics reflected in the WHO Epidemiological fact sheet on HIV/AIDS. It is estimated that young people aged 15 to 24 years account for 45% of new HIV infections worldwide, with South Africa it about 40% to 60% of young people affected by HIV infection (Govender et al., 2013).

Substance abuse, particularly in developing countries, has dramatically increased. Substance are used and abused widely among African youths. Substance abuse is harmful leading to

decrease academic performance, increased contracting HIV and other sexually transmitted diseases STDs, or psychiatric disorders such as lethargy, hopelessness and depressive symptoms(Birhanu, Bisetegn, & Woldeyohannes, 2014).

The study on substance abuse trends found alcohol to be the second most commonly abused substance, preceded by ‘dagga’ or marijuana, among student patients admitted for rehabilitation in Durban, KwaZulu-Natal. The Youth Risk Behaviour Survey (Ghuman et al., 2012) conducted among secondary school students reported an increase in the prevalence of having use alcohol abuse among female students. This is especially alarming because the Youth Risk Behaviour Surveys (2002 and 2009) reported that for KwaZulu-Natal the prevalence for alcohol use and binge drinking were higher than the national rates.

The South African statistics shows that about 14, 5% of students started consuming alcohol before the age of 13 is a slightly higher figure than the 13, 6% reported in the 2009 Youth Risk Behaviour Survey for learners in KwaZulu-Natal. Learners also perceived parents to be influential in their own attitude to alcohol use. Other parents seemed to be the first to introduce their children to substance abuse. However, high school students seem to practice less substance abuse when they obtained it from their parents than when the source is their peers or others (Ghuman et al., 2012).

Substance abuse among high school learners are important public health problems in the United States (Lormand et al., 2013). Substance abuse amongst the youth has been growing in developing and developed nations, including Turkey. The adolescent substance abuse is associated with other risky outcomes, including violence, sexual promiscuity, motor vehicle accidents, and mortality from overdoses, school failure, depression and sociality, including completed suicide(Pumariiega, Burakgazi, Unlu, Prajapati, & Dalkilic, 2014).The use of drugs other than alcohol by teens is problematic (Falck, Nahhas & Carlson, 2012). Substance abuse by students also remains a serious problem in Spain (Espada, González, Lloret, Guillén-Riquelme, & Orgilés, 2015).

Ferguson and Xie (2012) Pointed out that drinking and substance abuse increase during the adolescence stage by high school learners when vehicles became a primary means of transportation and provided a private place for students to drink and use illicit drugs.

1.3 Statement of the problem

High levels of substance abuse, alcohol use in particular, have partly been blamed for unprotected sex and thus the high HIV/AIDS prevalence rates in South Africa (Govender et al., 2013). Apart from the family, the school context has not only been viewed as important for the development of academic pathways but also provided a protective environment for the social, psychological and physical well-being of learners.

Substance abuse among high school students has become a serious problem affecting South Africa as a country. The use of drugs by school-aged adolescents continues to be a concern. Studies (Dunn, 2014; Ryan, 1997; de Ravello et al., 2014). While there is broad consensus about the need to address the problem of substance abuse in schools, there is limited research about the experiences of educators in dealing with learners who are abusing or addicted to drugs in South African schools. Since substance abuse is a problem which affects all stakeholders in the society including parents, teachers, government officials, health professionals, taxpayers and workers, among others (Falck et al., 2012), the study about how educators handle the situation in the school context is vital. Educators experience a number of challenges when building and maintaining relationships with learners involved in drug use. The South African government national education plan in terms of Action Plan 2014 (DoBE, 2014) identified the quality of teaching as crucial to improving learning. This study, therefore, attempted to contribute to knowledge by highlighting effective strategies through which school based educators can organize special teaching and learning activities high school learners such that they are aware of, and take precaution against the dangers inherent in substance abuse.

1.4 Research Questions

The present study provided the answers to the following research questions:

- 1.3.1. What role do educators play to deal with learners who are involved in substance abuse?
- 1.3.2. What are the effects of substance abuse on academic performance of the learners?
- 1.3.3. What are the perceived causes of substance abuse among learners?

1.5 Objectives/ Purpose of the study

The study aims to examine the experiences of high school educators in dealing with substance abuse at uThungulu District Schools. The specific objectives include:

1.5.1. To determine the role and experiences of educators in dealing with learners who are involved in substance abuse.

1.5.2. To find out the ways substance abuse affect academic performance of learners.

1.5.3. To identify the perceived causes of substance abuse among learners.

1.6 Intended contribution to the body of knowledge

Substance abuse has become a phenomenon worldwide. It is affecting virtually every nation, including South Africa, though the extent and characteristics varies significantly from one nation to another. Various studies have been carried out to address the issue of substance abuse among adolescents and youths (Acolagbe, 2005; Benotsch et al., 2013; Agbonghale & Okaka, 2014; Bachi et al., 2017), however, much has not been done in terms of investigating the experiences of educators in dealing with substance abuse in schools. Therefore, the present study is undertaken to extend the frontier of knowledge about how high school educators deal with substance abuse among learners. The study also attempted to make recommendations for the right kind of intervention strategies that can work with the students in this age of internet and digital revolutions.

Also, the study created rooms for dialogue among education stakeholders on what should be the content and approach of intervention programmes to address substance abuse among high school learners in a way that will be holistic, inclusive and sustainable.

1.7 Operational definitions of terms

Educator: The term ‘educator’ is used in this study as a person who teaches, educates or trains other persons (learners) or provides educational services at an institution. The concept ‘educator’ as used in the study is synonymous with the concept of ‘teacher’.

Substance abuse: Substance abuse, according to this study, refers to harmful, non-medical use of mind altering substance which may lead to personality and behavioural disorder.

High Schools: In this study, high schools are further training and education schools that are defined as a place of instruction and learning for learners who have successfully passed through elementary stage.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented the review of relevant literature based on the objectives of the study. The study explored the role of high school educators in dealing with substance abuse at uThungulu District schools. The chapter presented the review of relevant studies on the concept of substance abuse, consequence of substance abuse, types of substance abuse, role of educators in combating substance abuse and effect of substance abuse on learning behaviour.

2.2 Substance Abuse in Different Areas

2.2.1 Substance abuse in the world

Substance abuse by learners and various negative effect related with this has been part of human existence for a long time. It is not a gainsaying that drugs are very dangerous and the deliberate addicted to it is very harmful to the people. Misuse of substance drugs is a major source of the burden of crime in many parts of the world and it has featured prominently in the terrain of research in the past 30 years (United Nations Organisation, 2014). Substance abuse presents a serious, significant public health problem all over the world. Studies have indicated that substance abuse is expanding rapidly all over the world and destroying individuals, families and communities and, at the same time, undermining national economies (Gopal, Colling, & Marimuthu, 2014). From this insightful knowledge, it can be said that negative impact of substance abuse is not peculiarly to with learners, but also with adults, cannot be under estimated. Also, it could be said that the reasons why learners turn to drug differs.

Ondieki and Mokuia (2012) found that the use of drugs has been in existence for thousands of years. Drug abuse is a problem experienced by both young and old, however, its impact tends to be particularly intense among the high school learners. Substance abuse affects learners

irrespective of race, political and economic standing, gender and sexual orientation, socio educational standing, age or place of residence.

The global increase in the problem of substance abuse both reflected and contributed to international tensions. Some of these tensions were rapid changes in political alignment, reduced family and community cohesiveness, increased unemployment and underemployment, economic and social marginalisation and increased crime. Instrumental use of substance abuse was reported from Africa, Latin America, South-Asia, and Eastern Europe (World Health Organisation, 2001).

Nora and Volkow (2014) argued that substance abuse was a serious public health concern generally all over the world and that over 167315 million people between ages of 15 - 16 use abuse substances. He further reported that the use of banned substances abuse in the United States was slightly increasing (Nora & Volkow 2014). Substance abuse is a challenging public health problem that impacts society on multiple levels. Directly or indirectly in every society there are many people affected by the use of substance abuse and addiction (National Institutes on Drug Abuse, 2015). The National Institutes on Drug Abuse perceive substance abuse as a main health challenge in the world. This implies that drug abuse has been indiscriminate use and abuse all over the world.

The UN Report (2012) revealed that drug abuse has killed about 200,000 people worldwide each year and global treatment for drug abuse would cost \$250 billion per year. The report further estimated that about 230 million people, 5 or% of the world's population, were affected. Contributing to this, Ali (2011) reported that substance abuse has increasingly become a worldwide trend in lifestyle that is prevalent in rich and poor countries alike. A number of addictive substances are illegal in most countries and this has fuelled the illegal drug trafficking and businesses that are often associated with criminal activities (Ali, 2011). This put substance abuse as one of the serious health concerns around the globe. Therefore, there is the need to underscore this phenomenon in order to come up with solutions.

2.2.2 Scope of substance abuse in Africa

Substance abuse among learners is becoming increasing problematic in Africa (Ekpenyong, 2012). Despite, the various organisational campaigns, such as National Agency for Food and

Drug Administration and Control (NAFDAC) and other organisational –based interventions; substance abuse is on rise with over 40% of students abusing various types of drug in many Africa countries. Drug abuse appears to be a well-entrenched behaviour among secondary school students in African countries.

This negative development is a significant concern for Africa countries and immediate attention is seriously needed. The Daily Time (2004) stated that substance abuse has hampered education and management of Secondary schools in Nigeria. Statistics suggested that one in every three secondary students in the country consumes alcohol, 8.3% smoke cigarettes, while almost one in every ten (9.1%) chew ‘miraa’ and about 3% smoke ‘bhang’ and engage in hard drug such as heroin, cocaine, madras and tranquilisers (The Daily Times, 2004).

In 2010, most of the learners in Nigeria were dependant on one form of substance, or the other, for their numerous daily activities. Substance abuse included tobacco, Indian hemp, cocaine, morphine, heroine, alcohol, ephedrine, madras, caffeine, glue, barbiturates and amphetamines (Aina and Onajole, 2010). Okorodudu and Okorodudu (2004) indicated that the problem of substance abuse was that it knew no boundaries or social class. It impeded the development of many Africa countries and it has become a threat to life, health, dignity, and prosperity of all individuals. Olaniran (2018), in his study on inclusive education, suggested an intervention programme that will include all learners, both in formal and non-formal educational settings.

Similarly, Fayombo and Aremu (2000) conducted a study on substance abuse amongst learners in Nigeria. These authors discovered that many learners’ misuse of marijuana had reached an epidemic level in Nigeria society.

Adesina, (1975); Ekpo, (1981) and Orubu (1983), in their studies, dwelled extensively on reasons students used drugs, which included success in examinations, social acceptance and initiation of peers. Olatunde (1979) stated that Nigerian adolescents took drugs such as amphetamines and ‘Pro-plus’ as an aid for success in examinations. Olatunde postulated that those who took drugs as an aid for studies, toward examinations, were those with poor academic records, a history of instability and family/social problems, while others used drugs to increase their self-confidence, heighten pleasure, cope with feelings of depression and inadequacy, and to facilitate communication.

The most extensive research in Ghana on substance abuse among the youth was done by the World Health Organization, WHO, (2003) which indicated that the average age at first use of substances ranged between 14-19 years, with extremes of 6 and 23 years. The findings indicate that substances most commonly used by the youth included alcohol, cigarette, cannabis, cocaine, tranquilisers and use was either at school or at home.

Reports from school surveys in countries across Africa showed that the use and abuse of alcohol and drugs by adolescents usually start with alcohol and cigarettes (Obot, 2004; Odejide, 2006). A study by Peltzer (2009) on substance use among school-going adolescents in six African countries (Kenya, Namibia, Swaziland, Uganda, Zambia, Zimbabwe) indicated that 6.6% of learners surveyed engaged in risky alcohol use (two or more units per day for at least 20 days or more in one month) and 10.5% engaged in illicit drug use (three or more times ever).

Peltzer (2009) further reported that school truancy, loneliness, sleeping problems, sadness, suicidal ideation, suicide plans, mental distress, lack of parental support, peer pressure and poverty were associated with substance use (tobacco, alcohol, illicit drugs), while school attendance, parental supervision, and connectedness were protective factors for substance use.

2.2.3 Scope of substance abuse in South Africa

South Africa has been experiencing high rate of substance abuse by school children since the return of democracy in 1994. Alcohol and drug abuse was highlighted by former President Nelson Mandela while delivering his opening address to Parliament in the year 1994 as a problem among young people that needed significant attention (Ramlagan et al., 2010). Drug trafficking and abuse have escalated in recent years (United Nations 2004).

Studies found that the increase of alcohol intake among South African learners is a major cause of health and social complications as it has been linked to other risk behaviours, such as unsafe sex with an increased risk of Human Immunodeficiency Virus (HIV) infection, teenage pregnancy, dropping out of school and delinquent or criminal behaviour (Meyer-Weitz & Harrison, 2009). South Africa which, arguably, has most entrenched drug economies in the Africa, illicit drug use is subject to continuous monitoring and investigation

in order to reduce the problem of substance abuse in the country (Wbwando, 2012). Since South Africa's transition to democracy in 1994, and subsequent lifting of sanctions, there has been an influx of and a growing burden of harm associated with illicit drug use. In terms of population, the level prevalence for illicit drug use, the prevalence rate of opiate use is estimated at 0,1%, cocaine use at 0,3%, Amphetamine type stimulants (ATS) at 0,2% and opiates, such as heroin, at 0.1% for the population aged 15-49 years (Zuma & Bhana, et al., 2005).

Van der Bijl (2004) argued that substance abuse among learners, not only in urban cities schools in South Africa, but also in rural secondary schools, has consequently imposed a heavy burden on the country's health management. According to a study conducted by United Nations in 2002, it was revealed that there was high positive correlation between the learner in high schools and drug abuse. The study also revealed arrestees tested positive among learners for using substance in connection with housebreaking, army robberies and rape, with 66%, 59% and 49% respectively.

The use of substance abuse by learners in South Africa was a major concern, particularly among learners in high schools. This is due to an increase in access to illegal substance abuse which resulted to unintentional and intentional injuries and other problems (Mukomo & Lombard, 2006). Reddy (2010) reported that learners in South Africa stated experimenting with alcohol before 13 years of age and they then graduated to other categories of substances such as marijuana and cocaine.

According to Theunissen (2004), it was found that amongst secondary school learners in South Africa, 45 % had used drugs and 32 % were drug users. It was estimated that grade eleven learners in Cape Town spent more than twenty two million Rand on narcotics each year.

Asmal (2004) stated that drug abuse among learners was a growing at an alarming rate in South Africa. He cited various incidents of drug abuse to include the situation where learners were found in possessions of drugs or dealing in drugs were rarely reported and have generally been dealt with at school level. Learners were found with sophisticated drugs such as heroin and cocaine which have been growing in South Africa. Drug abuse is often cited as one of the key factors responsible for undertaking risky behaviour (Crozier & Kaplow, 2002).

Substance abuse amongst learners has become a global scourge affecting almost every country, including South Africa, particularly in the province of KwaZulu-Natal (KZN). The most frequently substance abuse amongst learners in the province were cigarettes, cannabis and alcohol (Parry, et al., 2004).

Health System Trust (2005) noted that one out of the three learners admitted to hospitals in the province was being treated for drug-related illness. The rate of drug abuse in KZN is higher than any other provinces in South Africa. It was reported that 32% of all the patients in South Africa are from the province (Health System Thrust, 2015).

In an earlier study, involving 1 318 learners in grade 10 from 28 high schools in southern KwaZulu-Natal, 53% of males and 25% of females reported using alcohol (Taylor, Jinabhai, Naidoo, et al., 2003). However, adolescent alcohol use should be considered within a developmental framework, as experimentation and risk taking may occur during this stage with increased chances of negative short- and long-term consequences (Miller, Naimai, Brewer, & Everett-Jones, 2006; King & Chassin, 2007). Substance abuse among learners in the province has caused detrimental effects on the health and well-being of many learners in the province and it has contributed negatively to effective teaching and learning (Department of Basic Education, 2013).

2.3 Consequences of Substance Abuse

The Department of Health, South Africa, (2013) maintained that drug abuse contributes to a host of other diseases, such as mental and social illnesses, which have negatively affected the individual, families, schools and the whole society at large. In the same vein, Morejele, Parry & Brook (2009) noted substance abuse among learners could lead to depression, injuries in road accidents, crime, violence and sexual risk behaviour which could result in HIV infection, unintended pregnancy and sexually transmitted infections (STIs). Substance abuse among learners included alcoholic drinking and tobacco use which would have a negative impact on learners' academic performance which could lead to poor academic performance, absenteeism and high school drop-out rates (Ramafikeng, 2010). The DoE (2013) reported that substance use among learners in South Africa has led to various health diseases such as heart diseases, cancer, refractory diseases depression and schizophrenia.

The DoE (2013) reported that, due to the high rate of substance abuse among learners, it has the country's ranking in Foetal Alcohol Syndrome (FAS) is one of the highest in the world.

This disease has led to birth defects and developmental disabilities among many learners in South Africa.

The WHO (2006) linked the greater risk of injury and involvement in traffic accident in South Africa to the high rate of substance abuse. In the country, about half of the drivers and pedestrians killed were found to be above the legal limit for alcohol use (Seedat, et al., 2009). It was also reported by Parry, et al. (2004) that a large proportion of trauma patients, especially those below the age of 20, tested positive for substance abuse. Parry et al. (2004) also stated that substance abuse use among learners increased the risks of violence. While many learners under the age of 20 tested positive to HIV due to influence of substances in the year 2004 among the learners that tested positive 45 % tested positive for a least one substance(Parry et al., 2004).

There are 33.3 million people living with HIV in the world today. South Africa has an estimated 5.6 million HIV positive people and continues to be the country with the largest HIV epidemic in the world (Avert, 2015). Parry et al (2006) linked the high rate of HIV infection to the high rate of learners that were involved in substance abuse. Supporting this, the World Drug Report (2011) stated that South Africa had the second highest prevalence substance abuse with 5.8% compared to the 14 other participant countries in the 2003 – 2004 World Mental Health Survey (Herman , Stein, Seedat & William ,2009).

The abuse of drugs amongst users can be detrimental to the health of users and impede the learning process of learners and disturb their academic interest (Kobiowu, 2006). Contributing to this, The University of Wisconsin (2014) noted that abuse of substances in the workplace may impede the employee's ability to perform in a safe and effective manner and may result in injuries to others. Substance abuse when introduced into the body definitely changes body chemistry which may affect the biological and psychological functioning of the body particularly the central nervous system (Escandon and Galves, 2006).

2.4 Role of Educators in dealing with Learners who are Involved in Substance Abuse

Substance abuse is a social problem that has become the order of the days in many countries particularly among secondary school learners (Amosun, Ige, & Ajala, 2010). In South Africa, this social illness is considered a serious concern as it negatively effects the lives and academic performance of learners, as well as having multiple effects on society. Substance abuse is inimical to the survival and effective functioning of civilised societies (Amosun et

al., 2010). A number of untimely deaths and accidents have been ascribed to the activities of learners under the influence of one substance or another (Amosun et al., 2010).

Health and safety is paramount in the educational environment (Boxall, 2009). As a result of this, the University of South Africa (UNISA, 2012) noted that health and safety issues, particularly as related to issues of drug substance, needed to be addressed and prevented in South African high schools. The high schools in South Africa are characterised by poor academic performance and acceptable behaviour. In 2012, substance abuse was a serious problematic issue that was affecting many learners in the country (Mncube & Harber, 2012).

Famuyiwa et al. (2011) examined secondary school students' drug use behaviour, which revealed a very high significant increase in the use of alcohol, organic solvents and use of stimulants. They stressed further that an educator has a great role to play in eradicating this problem.

Ketterer et al. (2014) noted that educators were considered to play a major role in educating and managing the problems related to substance abuse among school learners. The authors emphasized the fact that many educators viewed alcohol or drug substance misuses, particularly among learners, as undesirable elements.

Kimberly et al., (2010) noted that teachers needed to be educated on various ways to handle and counsel a learner who was involved in drug activities particularly those who were drug addicts. Educators could influence drug users' behaviour and it was the primary role of the educators to impart knowledge and to establish sound values to learners in relation to the problem of drug abuse among learners (Ryan & Patrick, 2001). The United Nations (2014) listed various ways in which educators could prevent learners from being addicted to drugs, which included encouraging learners to reflect on what they had learned and how they could apply it later in life. Also, lectures could be organised and advice given to the learners on the dangers involved in drug abuse.

The role of school educators in eradicating substance abuse cannot be over emphasised. UNESCO (2004) noted that parents should work in partnership with educators in eradicating substance abuse amongst learners. Substance abuse is a social ill issue affecting school children not only in developing countries but all over the world (Simatwa et al. 2014). The various stages of substance abuse among high school learners in South Africa showed

learners to start with alcohol and tobacco and they then graduated to hard drugs such as cocaine, heroin and marijuana (Sarana and Edward, 2008).

To reveal the need for educators in eradicating substance abuse among learners, Sarana and Edward (2008) conducted a study among learners in America and the results indicated that one fourth of the learners were taking marijuana, which is the most common illicit drug. They further reported that the use of drugs amongst learners in American had increased from 6% in 1996 to 11% in 2000. The study suggested adequate counselling and proper monitoring of learners by the educators as valuable points that can lead to the reduction of substance abuse among the learners.

Educators, parents and peers have extensive impact on learners and their choices on substance abuse. King, Mil, and Meriane (2013) revealed that as youth got older, peers became most influential regarding substance use. Teacher was a major factor in preventing drug abuse amongst learners. Bosworth, Ford, & Hernandaz (2011) advocated for good government policies and regulations that would encourage teachers to perform the task. Educators should work with parents and communities' at large to address the issues of learners' substance abuse that were being identified. Learners' substance abuse was assumed as a means of befriending peers who were also abusing substances and to be socially accepted.

Within the school environment, learners who had educators and other school staff who discussed the harms of youth substance abuse and that set and enforced substance abuse rules were less likely to have ever abused OTC drugs within their lifetime (King, Vidourek, & Meriainos, 2013). Educators and school factors, including policies and regulations and a high level of school connectedness, were vital for creating a safe school atmosphere that fostered enhanced academic performance and drug-free climates (Bosworth, Ford, & Hernandaz, 2011; LaRusso, Romer, & Selmen, 2007). OTC drug abuse is similar to that of other substances such as alcohol, tobacco and marijuana. Schools should work with parents and communities to address the issue of youth substance abuse.

Educators need to identify learners with various negative signs and symptoms of illicit drug. Educators are seriously challenges to make the fact about negative effect of substance abuse meaningful to learners .In order to educate them concerning the dangers involved in the substance abuse. Faggiano, Vigna-Taglianti, Zambon and Lemma (2005) note that there is

need to have adequate curricula designed for that will promote effective teaching and learning .This will make learning interesting, more iterative and developmentally appropriate.

Thus, the impact of positive peer and social norms should be comprehensively addressed in substance abuse prevention programmes. Khatte (2005) stated that educators played a very significant role in learners' life's because learners spend more time in schools compared with the number of hours they spent with their parents. Due to this close relationship, educator needed to discover any unusual behaviour learners' exhibit. In addition, educators should be able to know the various symptoms' and sign of negative behaviour of substance abuse that parents may not be aware of or observe. Khatte (2005) identified such symptoms to include a decline in academic performance, absent minded, inattentiveness to basic health hygiene and unruly behaviour, frequent absenteeism from schools and an inability to focus on their studies.

The South African Department of Education (2015) stated that educators, which include principal and guidance councillors, were well educated and they had undergone training on every aspect of learners' misbehaviour which includes substance abuse. As result, they should know how to cope with and advise learners who are addicted to substances. Bolognini (2002) argued that educator should provide an enabling environment because learners stay with them for many hours and as a result they should be supportive role models and care givers to learners.

Learners need to feel free, and secure to so they could discuss their challenges and problem to educators and educators should be able to explain and advise the learners on the dangerous effects of substance abuse in their academic performances and other aspects of their life (Searll, 1995).

It has been observed that educators played a very important role in the life of the learners (Searl, 1995). However, for a school to combat substance abuse among learners, guidance counsellors had a great role to play in the social, academic and personality development of learners (Sang, & Korir 2014). He argued further that success of educators in reducing the rate of substance abuse depends on the types and quality of education the schools provided, so that the learner would be of good behaviour and contribute to the development of the country.

The WHO (2008) noted that the major research on drug abuse among learners was commonly research undertaken by researchers in the developed countries, with only limited research from developing countries. The Burnet Institute (2010) stated that serious intervention was needed to eradicate problems of drug substance. They recommended that educators had a great role to play in eradicating this social problem. Research in the field of social scientists have been examining various ways in which educators could be a vital instrument in eradicating the problem of substance among learners, particularly in understanding adolescent risk behaviour (Respress, 2012). Misuse of substance drugs is a major source of global burden of crime in many African countries and it has featured prominently on the terrain of research in the past 30 years in the World Drug Report (2014).

Ryan and Patrick (2001) noted that teacher needed to be educated on various ways to handle and counsel a learner who was involved in drug activities, and particularly those who were drug addicts.

Educators may influence a drug user's behaviour and it is the primary role of the educators to impart knowledge and to establish sound values in learners in relation to the problem of drug abuse amongst learners. The United Nations (2004) listed various ways in which educators could prevent learners from being addicted to drugs, which could include encouraging learners to reflect on what they have learnt and educating them on the dangers of substance abuse.

The role of school educators in eradicating substance abuse could be over emphasised. United Nation Organisation (UNO) (2004) noted that parents should work in partnership with educators in eradicating substance abuse amongst learners.

2.5 The effect of Substance Abuse on learners

2.5.1. Psycho-Social problems

Alan (2003) gave various reasons why learners could be addicted to substances, which he grouped into sociological and psychological problems. He later described the categories to be: curiosity, boredom and anxious for physical pleasures. The use of substances by learners affected them in a negative way, including socially, cognitively or physically (Kuria, 1996).

Substance abuse by learners in South African high schools has become an overwhelming problem, particularly to parents, educators, schools, government and the society. Smith

(2015). Substance abuse amongst learners could cause psycho-social problems in society (Agbonghale & Okoka 2014). Musto (2008) noted that substance abuse by high school learners can be reflected through the use of mood- or behavioural failure to fulfil social and academic obligation in their studies.

Udoh and Ajalah (2006) noted that substance amongst learners could result in damage to their central nervous systems which may affect their brains, and they may not be able to understand what they are being taught. On the hand, Turner (2008) asserted that drugs were chemical substances that could have negative effects on the body chemistry, which could cause brain damage, fatigue and sleeping, with all these contributing to the academic backwardness of the student.

Schwartz (2008) noted that substance abuse could affect the healthy development of learners because substance abuse could cause a negative impact on cognitive functions causing poor concentration in classes and memory lost and failure to pay attention during classes. Not only that, he clearly stated that substance abuse can increase heart rate, weakens the heath muscle and cause changes in blood pressure.

2.5.2. Negative Health Implication

Contributing to this, Acolagbe (2005) opined that substance abuse ‘kills the future of the learners’. Orija (2008) noted that learners were addicted to substance were damaging themselves because the effect of the drug was basically causing deterioration in their health condition which could lead to mental illness, deformation of brain and sudden death. Acolagbe (2005) noted that learners who depended on substance abuse were very irritable, moody, absent minded, had an uncaring attitude and they always declined in their academic performance. He went further to say they were always asking for money, had an increased appetite and they always had pains in their body which would prevent from concentrating in their studies.

Ogunsakin (2007) observed that drug such as India hemp caused mental disorder and causes damage to brain and male organs. The Centre for Chronic Disease (2014) pointed to the fact that learners who smoked cigarettes regularly will reduce their life span by 21.5%. The increase in the risk of lung cancer was between 8-15 times higher in cigarette smokers than in non-smokers.

Pluddemann, Parry and Bhana (2008) noted that the rate of drug abuse in South Africa had increased since 1990. They noted that one fifth and one quarter of the patients in specialised treatment centres in the country are under age and most of them are high schools learners. Pluddemann et al. (2005) stated that cannabis was the most sought after drug amongst learners in South Africa and the majority of learners in Mpumalanga and Limpopo were addicted to alcohol. Madras was common amongst the learners at Eastern Cape, learners in KwaZulu-Natal were addicted to heroin, and the majority of the learners in the Western Cape were addicted to primary drug (Morojele et al. 2009).

5.2.3. Academic performance

Agbonagbe and Okaka (2014) discussed the various effect of substance abuse on academic performance of study. Amphetamines took away the desire of students to read, eat and focus. Ephedrine made learners feel powerful and restless, nervous, talkative and unnecessarily excited. Indian hemp caused mental disorders, while cocaine damaged the heart and caused heart attacks in human beings. Several studies reported that learners who drank alcohol decreased the number of year in schooling (GIL-Lacruz & Molina, 2007; Renna, 2007) other studies, using adopted estimation techniques, showed that the effect of learners drinking alcohol resulted in learners dropping out from school (Chatterji, 2006). This implies that substance abuse had adverse effects on the academic performance of learners because it changed their brain perceptions of difficulty and problems.

Dee and Evans (2003) concluded that alcohol use by teenagers has negative impact on their education. Similarly, Koch and Ribar (2001) demonstrated that the actual effects of youthful drinking on students' success were likely to be small. Finally, a recent paper by McCaffrey et al. (2008) showed that marijuana abuse did not have any significant influence on high school dropout rates.

Studies revealed that a larger number of learners that use drugs, directly or indirectly, may have had poor educational attainment because drug and alcohol consumption may have had some detrimental effects on learners' academic performance because of the negative effect of drug on their cognitive ability (Gould 2010). He further wrote that substances taken by students may shift their attention from school work. In contrast to this, Renna (2006) stated that heavy alcohol consumption had a negative effect on learners and it could affect them from graduating from schools. From the extant literature, substance abuse among high school learners was a global problem that had led many learners into downward spirals of

hopelessness, that, in many cases, stopped them from finishing their studies and they may end their lives in fatal accidents

Many scholars conducted studies to find out whether there was any relationship between substance abuse and learners' academic performances. The findings revealed that substance abuse may have had some detrimental effects on learners cognitive abilities, for instance it may have decreased their ability to focus on their studies or to concentrate and may change their attentions from schooling to hooliganism (Deas et al., 2000). Contributing to this, Desimone (2005) conducted a study where the findings revealed that heavy drinking among secondary learners could lead to poor school performance. In line with this result, Williams et al. (2003) reported that heavy drinking has a serious negative impact on schooling achievement due to the reduction of time spent on learners' studying.

Koch and Ribar (2001), however, revealed that the effects of learner drinking on their academic performance were likely to small. Wolaver (2002) and Williams, Powell & Wolaever (2005) in conducted different studies to investigate the effects of learners on GPA grade. The results revealed negative association between substance taking and academic performance that learners claimed to be taken substance abuse were not doing well academically.

Brown, Tapert, Granholm, & Delis (2000) discovered that substance abuse by learners could have a negative impact on college admission and also job quality and it could affect the completion of schooling and academic performance of learners. According to a study conducted by Obot, Ibegam, & Ojiji, and Wai (2001), in Kwara State, Nigeria on learners and substance abuse, the finding revealed that 38.7% of the learners are drop out of school because of drug related cases.

Nwankwa et al. (2013) observed that drug abuse by learners could lead to a sharp decline in their academic performance, increased cases of truancy and expulsion from schools.

Rees (2014) reported that substance abuse has been described as a major problem facing high school learners, particularly for those in junior secondary schools, which prevented them from further their education. He later categorises the effects of substance abuse on learner academic performance into the following: increased frequency of use, truancy amongst students, lateness to school, and loss of concentration in class, loss of control over frequency,

duration and amount of use. Kobiowu (2006) conducted a study on substance abuse among students at Ile-Ife, Nigeria. The findings revealed that students who engage in drug abuse performed poorly in their academics.

Several studies have revealed that the high rate of substance abuse among learners had many negative repercussions on learners' academic performance which caused dangerous risks such as fighting, rape, destruction of school property (Rees, 2014). According to the research conducted by National Advisory Council, cited by Guerrero (2015), it was reported that 25% of learners in USA reported to have academic challenges due to substance abuse. The challenges included the following: getting low marks, doing poorly in exams, missing class and failing. According to a national survey of 33 379 college students from 53 colleges in the United States, 21.8% of learners admitted that they performed poorly on their assessment due to substance abuse, while 30.7% claimed they used to miss classes due to drug abuse (NAC, cited by Guerrero, 2015).

In addition, Morojele et al. (2011) observed that learners' low academic aspirations and poor performance at schools have been attributed to learners' use of substances and abuse (Morojele et al., 2001). Flisher, Parry and Evans (2003) wrote that substance abuse amongst learners could cause absenteeism and make learners have to repeat a year at school or even withdraw from school.

North Dakota State University (2008) conducted a national survey of on learners in high school which consist over nearly 94 000 learners from 197 high school students in USA. The finding revealed that third year students with an A average consumed a little more than 4 drinks per week, B students had 6 drinks per week, C students averaged almost 8 drinks per week and students with Ds or E consumed almost 10 drinks per week.

2.5.4. Safety

Parry et al. (2004) noted that in 2004, out of 3.8% of death that occurred due to drug related cases among learners, 6.3% of those who were killed were boys while 1.1% was girls. He attributed their death to substance abuse. Contributing to this, Rehm et al. (2009) conducted a study on substance related deaths among learners. The result revealed that among males, 27.3% and 11.4% were attributed to unintentional and intentional injuries respectively, while among females the figures were 24.8% and 9.0% respectively.

Schneider et al. (2007) reported that in the year 2000, an estimated of 33 699 deaths were attributed to drug abuse, particularly alcohol, which represented 7.1%. The large proportions of the drug abuse death were related to injury and the majority of those who lost their lives fell between the ages of 15-29.

Mpofu, Flisher, Bility, Onya and Lombard (2005) revealed that alcohol, tobacco and cannabis were commonly used by learners in South Africa and they clearly stated that they were major causes of violence and crime, injury and other social problems which included sexual risk behaviour. Flisher, Townsend, & King (2007) revealed that drug abuse among learners in South Africa has increased the rate of dropping out of high school.

2.6. The Nature and Extend of Substance Abuse by Learners

2.6.1. The nature of Substance Abuse

Substance abuse amongst learners is a global phenomenon, not only in South Africa but the entire world. Gillis (1996:107) noted that it was very difficult to know the actual extent and nature of substance abuse amongst learners. Studies revealed that most learners started taking alcohol or other substance before gaining admission to schools. Grillis (1996) observed that about 25% of male learners and 10% female learners abused alcohol at least once a week.

2.6.2. The extent of Substance Abuse

The University of Massachusetts conducted a study in 1998 on the smoking habits of 681 high school learners in the United State of America, between the age of 12 and 13. The finding revealed that many of them were seriously addicted to cigarette (Maithya, 2009). Various symptoms that indicated addictions were identified which include requesting for more nicotine, withdrawal symptoms and loss of control over tobacco intake. The study established that 63% of learners had one or more symptoms of nicotine addictions, while some learners admitted they could smoke up to five cigarettes a day without showing any sign of substance addiction.

Contributing to this, The Forum on Child and Family Statistics (2000:1) indicated that 7% of male learners in grade 8 claimed that they smoked every day and 16% of in grade ten, 26% of male learners in grade twelve admitted that they smoked every day. For female learners, the

rate that they smoked every day was 8, 16, and 22% in grade 8, 10 and 12 respectively. Schneider et al. (2007) estimated that 33 699 deaths were attributed to substance abuse amongst South Africans in the year 2000. He further wrote that the majority of alcohol-related deaths were due to injury, particularly amongst the age groups of 15-29.

Using data from 2000, Schneider et al. (2007) estimated that 33 699 deaths were attributable to alcohol among South Africans (7.1% of all deaths). Mpofu, Flisher Bility, Onya and Lombard (2005) noted that alcohol, tobacco and cannabis were the psychotropic substances that were commonly used by learners in South Africa.

Morojele and Brook (2006) conducted a study in a community in South Africa and the result revealed that learners who take substances were more violent in character. Substance abuse was associated with various forms of unintentional injuries such as interpersonal violence, which included child abuse, traffic drowning, burns and falls, as well as intentional injuries such as child abuse and neglect and sexual violence.

According to the National Survey on Drug and Use and Health (2008), it was revealed that 8.3% of the American learners were currently users of illegal substance. Moreover, almost one half of the US population (46 percent) of 12 years age and older had used an illegal drug at least once at some point in their lives. This is evidenced that the country continues to be deeply affected by substance abuse. The most commonly abused drugs were found to be marijuana, cocaine, heroin, inhalants, alcohol and tobacco.

The projected economic cost of illicit drug use to US society in 2002 was estimated at \$160.7 billion. In Brazil, it was revealed that almost 36 million (22%) of the country population, which was put at 170 million people, 70% of learners who dropped out of schools before completing basic grade 8 of their education were affected by substance abuse. Not only that, substance abuse was also associated with high mortality rates such as homicides, fatal injuries or firearms which related to death (Maithya, 2009).

According to a survey carried out at the City Emergency Hospital Miguel Couto in 1996, it was discovered that 435 (16%) of all 2 737 cases reported were related to drugs, alcohol claimed 88%, cocaine was 3%, marijuana was 2% and other drugs were 4.1%. Examining the rate of overdose among people revealed that out of 32 overdoses that occurred, 6.4% of the

patients were learners who fell between the age of 15-19 years, closely followed by 19.2% of young adults between 20 and 24 years of age (Eisenstein, 2005).

According to the World Drug Report (2001), there were about 141 million substance abusers all over the world, which included 8 million heroin addicts, 30 million amphetamine users and 13 million cocaine users. The report indicated that United State and Canada had 360 000 heroin abusers in 1991, and 6 million in 2000. In the UK, Ireland, Demark and Italy, 2% of learners used cocaine, in the Bahamas 6.4% of their learners used drugs, in Kenya 4.5%, while 8.3% learners in UK claimed to be using drug and 9% in Ireland admitted to be engaging in drug use.

In Nigeria, the use of drugs was very common among the learners living in urban areas. The rate of substance use among the learners in the country could be summarised in the following: 22% of the learners were cigarette smokers, while 5% are adult males engaged in smoking. Cocaine and heroin were the common drugs used by learners (Obot 2005).

2.7 The Educators' Perceptions of the causes of Substance Abuse

Maithya (2009) attributed the reasons for drug abuse to individual belief, family influence, social factors and environmental influence. In contrast, Rice (1981) argued that in the school environment an uncaring attitude amongst parents was a factor.

Shoemaker (1984) argued that substance abuse was caused by environmental factors, combined with biological, social and psychological factors. He further said that environmental factors were caused by family influence, peer group influence, academic performance and the influence of social class in society. The United Nations (1992), cited by Maithya (2009), observed that amongst learners who were taking drugs, they were being influence by their friends who they tended to copy in other to emulate and belong to their group. According to a research conducted by Maithya (2009) in Kenya, majority of learners who were taking drugs were being influenced by their friends who were also taking drugs.

Adeniyi (2002) classified various substances that were commonly used by learners to include: antibiotics, stimulants, sedatives, narcotics and analgesics.

Musto (2008) observed that substance abuse amongst learners brought about changes in the mood or behaviour of learners. Simon-Morton and Farhat (2010) conducted a study on substance abuse amongst learners and the finding revealed that there was a significant relationship between peer group influence and drug using behaviour of learners and that peer influence had a significant influence on learners who were taking drugs. In a related study by Alimi and Olayiwola (2015) in Nigeria, the finding revealed peer group influence as one of the major causes of drug abuse among learners, particularly the influence of friends in the same neighbourhood, and friends in schools.

Contributing to this, Kiiru (2004) agreed that peer influence was a major factor that contributed too many students engaging in substance abuse. Obot (2005) conducted a study in order to find out the prevalence of drug abuse amongst learners in the rural area and urban area. The finding revealed that urban learners were more into the drugs compared to rural learners and the major substance that they took was cocaine and heroin use among learners was very high This may be due to the types of exposure that urban children were exposed to because learners in the urban were exposed to peer group influence .The rural learners partook more cannabis and alcohol.

Another factor that influences children's use of drugs, according to Muthigani (1995), was home factors. Muthigani (1995) further indicated that a child's first social influence was his or her immediate family and that the child gained his first standards of behaviour from his or her parents. Shoemaker (1984) traced learners that were taking alcohol and marijuana to the uncaring attitude of some parents. He expanded on this that there is need for good parents and learner's interaction. Kobiowu (2006) noted that the nature of parent-learner relationship and the general situations in the home were determinant factors on the types of friendships the learners would keep. On a similar note, Ndom (1995) carried out a study in Nigeria drug use among learners in Nigeria. He discovered that a male learner who is from an unstable family has a very high chance of substance abuse.

Asumi (1996) discovered that many learners in Nigeria secondary schools, who were engaging in cannabis, are mostly learners who were being deprived of parental affection and love from home. According to a survey report from NACADA in the Republic of Kenya, in 2004, it revealed that learners who were between the age of 10-24, their parents were

involved in the use and selling of drugs and that there was a tendency for their children to be involved in the use of drugs.

Bezuidenhout (2004) asserted that there were various factors that caused young people to abuse drugs, and even become addicted. Among them were poor family interaction and poor home environment. He further wrote that those learners with substance abusing parents experienced a higher rate of parents or family challenges than learners with parents who do not abuse substances. Schaefer (1996) opined that learners with poor home support tended to seek support and love from elsewhere and many of them would find love and affection from drug addicted people.

Musto (2005) noted that family was a powerful factor that influenced the attitudes, values and behaviour of learners. Musto expands that parents and family members have an influence on learners' behaviour. Contributing to this, Gitahi and Mwangi (2007) wrote that learners learnt from watching and emulating what adult are doing and saying and they grew with it either positively or negatively. Antony (1985) observed that good family relationships and environment were powerful forces that could assist learners to be of good behaviour. He expanded on this that strong family relationships were a source of support for the young members of the family. Lack of household stability, poor income and unemployment could increase stress in the family and made learners vulnerable to alcohol and drug (Antony, 1985).

The school environment played a very big role in learner behaviour. Kenkel (1980) argued that schools' activities were a focal point for learner behaviour. Shoemaker (1984) observed that learners' performance could promote them to take drugs, particularly those with very poor academic records. Contributing to this, Kereicho (1996) noted that poor academic results in class could lead to misuse of drugs such as marijuana, which was falsely believed to improve understanding and provide insight. Some learners believed that using this drug would increase their memory.

Uba (1990) noted that learners could engage in drug abuse if they failed a grade at school. As a result of this, he suggested that school needed to provide for full development of learners which include the teaching of morals and seeing to their intellectual development and learner welfare should be their priority. In another development, Hawkins (1990) noted that school

should provide an enabling climate that would promote effective teaching for learners and there should be clear school policies on drug abuse. The failure not to have a good school policy on drug could increase the learners' chances to be take drugs.

The influence of mass media and friends on drug abuse among learners cannot be over emphasised .Obit (2005) reported that young learners in urban areas were more exposed to various dangerous advertisements which could motivate the learner to show interest in substance abuse. He reported that radio, television and billboards had a serious influence on drug abuse among learners. Ngilu (2006) noted that learners liked to copy what they saw in the television or heard on the radio.

Kiiru (2004) noted that affluence was another cause of substance abuse amongst learners. Learners from well to do families may want to take drug because they can afford them, while those from poor families abuse substances take to alcohol and cheaper drugs. He reported that frustrations, such as failure to pay school fees, could lead to a learner to be engaged in drug abuse.

2.8 Conceptual Model

In research, the conceptual model is important because it provides a framework for analysis, facilitates the efficient development of the field, and is needed to solve the real world problems. Therefore, this chapter presents background information on the model that constitutes the framework for this study. The need to separate the model chapter from literature review is based on the argument of Creswell (2000) that in academic research, the conceptual model need to be separated from the literature review chapter. Kerlinger (1979) explained that a conceptual bridges the independent and dependent variables in academic research. As a result, it would be easy to explain how and why independent variable predicted or explained the independent variable and to provide more information about the objectives of the study.

However, the conceptual model was employed in this study to examine the problem areas as discussed in Chapter One of the study. The organisation of this chapter is based on Creswell (1994) and Olasina's (2014) guidelines on the manner in which the conceptual model should be presented in a research work. The authors claimed that the conceptual model chapter

needed to show the relationship between the theoretical framework and literature review. In consequence, this chapter will be divided into sections that will reflect this assertion.

There is no universally acceptable definition for the concept model. This view was supported Brink et al. (2013); there are various definitions for terms. Ocholla and Le Roux (2011) observed that before a working definition could be given to conceptual model there is a need to define the concept model. Based on this, Ocholla and Le Roux (2011) defined model as a way to explain a phenomenon and how it interacted with others in terms of space, time in order to broaden the understanding and application of model. A model also summarises and organises current understanding of a particular phenomenon, and may be systematically tested by a research. It presents a systematic explanation and relationships among phenomena. (Polit & Beck, 2008). Having examined the meaning of model, it is necessary to describe the meaning of conceptual model work. It is in line with this, Olorunisola (2008) described conceptual model as a necessary tool that assist researcher to develop and create awareness about the study under investigations.

The importance of conceptual model in substance abuse research cannot be over emphasised (Kelley & Berridge, 2002). There are various theories that are relevant for substance abuse studies such as development model, psychological theories, learning theories, progression theory, 12 economic theories, symbolic interaction theory, social control theory, bonding theory and availability theory (Cicchetti, 2007; Crain, 2004). In contrast, Rodes and Jason (1988) developed a theory called Modified Social Stress Model (MSSM) for understanding drug use and abuse in scholarly research. The conceptual was later modified by the World Health Organisation by the Department of Programme on Substance Abuse (WHO/PSA) particularly to identify the effects of substance abuse among learners, the reasons why people engage in drug and the influence of environmental, social and cultural variables in drug abuse phenomenon.

The research employed the use of Modified Social Stress Model for the study. Based on the assertion of Maithaya (2009) that in selecting a conceptual model for substance abuse research, the following factors must be put into the considerations: the model must identify the factors that increase the risk of developing the problems and it must provide possible solution to reduce the impact of these factors. In addition, the model has also be validated by

World Health Organisation. Based on these justifications the research will employ the use of this conceptual model.

According to this model, it has been clearly stated that a learner who has a difficulty, challenges and risk factors in her or his life may likely to begin and intensify the use of drugs which could lead to drug abuse. The model identifies the risk factors to include stress which can be caused the school environment, home and adolescent developmental changes and normalisation of substance use which could be seen in terms of legality and law enforcement; availability and cost of drugs; advertising, sponsorship and promotion through media, as well as the cultural value attached to various drugs (Maithaya,2009). The model proposes that an increased risk use stems from distress the normalisation of drug the effect of drugs and risk of drug abuse due to decreased social attachments, coping strategies, and resources for their development (Kalpana & Kavya, 2012).

The model revealed that the more protective factors were present, the less likely the person was to become involved with drug. However, the protective factors were identified as attachments with people such as family members, peers and institutions, such as religion and schools. In addition, physical activities such as skills and other performance capabilities could help people to succeed in life and reduce incidents of drug abuse (Ekepenyong, 2012). Ekepyong stressed further that incidents of drug abuse could be reduced through the availability of resources, particularly social amenities in learner environments. Maithya (2009) identified that good environment, stable emotional condition and provision of social amenities could reduce the rate of substance abuse in learners,

According to this model, it was easier to understand the drug problems if risk and protective factors were considered at the same time. Probability of drug abuse was determined by these factors and this framework is useful as a way of planning interventions to prevent or treat problems related to drug.

2.9. Conclusion

In this chapter, relevant literature on substance abuse among learners has been reviewed and synthesized. Substance abuse has a serious significant public health problem in the entire continent. Substance abuse is a problematic experienced by both young and old; however its impact tends to be particularly intense among high schools learners. Substance abuse is a challenging public health problem that impacts society on multiple levels. South Africa has been described as the largest market for substance abuse in the entire Africa. Many educators viewed alcohol or drug substance misuses, particularly among learners, undesirable elements. This is because of the fact that substance abuse directly or indirectly leads to poor educational attainment or academic performance because of its negative effects on learners' cognitive ability.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The research instruments, sampling and data analysis techniques, and the proposed method of data analysis were discussed. The chapter was divided into various sections. The chapter also described the research methodology and presents the research design.

3.2 Research Design

The descriptive design approach was employed in this study. Descriptive research is used to acquire information relating to the existing status of phenomena to describe "what exists" with reference to conditions in a situation (Durodolu, 2017; Olaniran 2017). Other studies which investigated substance abuse among learners also employed the use of descriptive design. Onifade, Somoye and Adamson (2011) employed descriptive design to investigate drug abuse among learners in Nigeria, while Bermejo (2014) and Mhlongo (2009) conducted similar descriptive design studies in South Africa.

3.3 Research Method

Research method usually describes the procedures to be followed when conducting a research study (Mugenda, 1999). Different methods can be employed to carry out research studies which include survey, observation, experimental, and historical, among others. The descriptive survey research design was used to carry out this study. The design was adopted because it enabled the researcher to describe clearly the population under study without subjecting the variables to any control or manipulation. Besides, descriptive survey research design has many advantages: it helps the researcher to collect data from many people (sample) without much complications, it enables the study participants to complete the questionnaires without any difficulty. It also affords the respondents the opportunity to study the questions very well before completing the instrument.

3.4. Research Instrument for the study

The researcher developed a questionnaire on the basis of the following objectives of the study; to find out the ways substance abuse affect academic performance of learners; to identify the perceived causes of substance abuse among learners; and to determine the role of educators in dealing with learners who are involved in substance abuse. The questionnaire items were formulated from the research questions and objectives of the study as well as the literature reviewed. The questionnaire comprised close-ended questions. The questionnaire was divided into three (2) sections. Section A revealed the participants' biographical details such as gender, age, nationality, academic qualifications and teaching experience. Section B contained structured items aimed at determining the role of high school educators in dealing with substance abuse. The respondents were asked to tick or cross the statements that were applicable to them. In a similar study by Geramian, Gharaat, Taheri and Heldari (2014), a questionnaire was used as the measuring instrument for the educators' experiences in dealing with substance abuse in high schools.

3.5 Validity and reliability

Brink et al. (2013) described validity as the degree to which a research measures what it intends to measure. Kazi and Khalid (2012) identified the three types of validity to include content validity, criterion-related validity and construct validity. The authors explained further to say that it is necessary for a research questionnaire to undergo validation procedure in order to measure what it is designed to measure. Reliability, on the other hand, is the amount of the degree to which a research instrument shows consistent results after repeated trials (Wakari, 2012)

Based on these assertions, the questionnaire for the study was vetted by the supervisor, colleagues and research experts in educational psychology and research to ascertain its construct and content validity. Frankford et al. (1996) and Ani (2013) had earlier observed that a professional's view point on the research instrument is very important in measuring validity in social science research. Moreover, in order to ascertain the reliability of the instrument, a pilot study was carried out purposely to refine the research instruments by minimising the inconsistencies and inaccuracies. The target sample size for the pilot study was 10% of the sample population. Corrections were effected on the research instrument after

the pilot study, thereby ensuring the validity and reliability of the research instrument before carrying out the study.

However, the justification for validating the questionnaire was based on the submission of Anthoine et al. (2014) that validating research questionnaire in research is to prevent biased and unrealistic research results. This implies that validity assists a researcher to draw a very sound conclusion from his research data.

3.6 Sampling and Sampling Technique

The sampling frame for the study was the nominal roll which contained the names of various educators used for the study. The researcher sought and obtained permission from the principals of the five schools selected for the study. The school's nominal staff list was used as a sample frame to guide the study. Hence, the population and sample size used for the study was based on the staff nominal lists of the surveyed secondary schools.

Purposive sampling was used to select the five schools used in the study. Purposive sampling which is also known as selective sampling is a form of non-probability sampling (Brink and Wood, 1998; Burns and Grove, 2011). Owolabi (2016) states various advantages of purposive sampling in educational research to include the ability to allow a study with the opportunity to make generalisation from the research that has been conducted. In line with this, the study used purposive sampling to select five schools that were used for the study. Furthermore, purposive sampling permitted the researcher to select the sample based on the knowledge of the phenomena under investigation. The justification for using purposive sampling was based on the assertion of Neuman (2014) that purposive sampling permits the researcher to have easy access to the target population. Wakari (2012) notes that purposive sampling is more relevant in educational study because it involves the deliberate selection of a particular unit of the population.

The five secondary schools were selected for several reasons; they have similarities and differences in terms of the quality of educators, subjects offered, and location in the same Municipality. However, simple random sampling technique was used to select 176 educators from the five schools which indicated that 20 educators were randomly selected from each of the secondary schools. Simple random sampling is the method of survey research that gives

each person in the sampling frame an equal chance of being included in the study (Aina & Ajeferuke, 2002).

Similar studies (Popoola, 2006; Olatokun, 2007; Suresh, 2011; Nwargwu et al. 2009, Ani, 2013) employed the use of simple random sampling technique. The essence of this is to give every participant in the five secondary schools an equal chance to be included in the sample. According to Brink et al. (2014), simple random sampling, in educational research, is important because it reduces the potential of human bias in the selection of respondents that need to be included in the sample. In other words, simple random sampling provides an opportunity for the equal representation of the population under investigation.

Brink et al. (2013) described various ways in which simple random can be used in social science research: These include the use of a table of random sampling numbers, placing the numbers or names in a bowl, known as the “fishbowl technique” or using a computer-generated selection of random numbers. However, for this research, the ‘fishbowl technique’ was used to select the respondents. A slip of paper with ‘yes’ and ‘no’ was placed in a bowl that was passed to the educators. Any educator that picked ‘yes’ was given the questionnaire, while those who picked ‘no’ were not given the questionnaire. This was done until the necessary numbers were secured from the sampling frame.

3.7 Description of Procedures

3.7.1 Administration of instrument

The researcher obtained permission to conduct research from the Department of Basic Education and Training (see appendix II). This involved drafting of letters to the Department to introduce the research study and to explain clearly the purpose of the study. Furthermore, the researcher wrote letters to the school principals explaining the purpose of the study. The questionnaires were distributed to the schools on the agreed date by the researcher. The researcher introduced herself to the school principals and gave them letters requesting permission to conduct the study during the school visit hour. The respondents, after giving consent, were informed to respond by making a cross in each box next to every statement based on their choice. This was done to show their degree of agreement or disagreement with each statement. The questionnaires were distributed by the researcher to educators and after

completion; the researcher retrieved them and observed their comments. The names of the schools used in the pilot study were noted so they were used in the final study.

3.8 Data Analysis and Interpretation

This study employed the use of descriptive statistics to analyse the data collected through questionnaire. Brink et al (2012) notes that descriptive statistics approach employs measures such as frequency distributions, measures of central tendency, dispersion, dispersion or variability and measures of relationship.

For this study, quantitative data collected through questionnaire were analysed using descriptive statistics of percentage and frequency counts. The results of the quantitative data analyses were displayed as tables and graphs, followed by discussions of each result.

3.9 Ethical considerations

The researcher is aware of ethical considerations in research and publications and endeavoured to cite those applicable to the present study.

Compliance with law and standards to adhere to ethical principle: The researcher planned and conducted the research in a manner consistent with the law, internationally and nationally. Acceptable standards governing research with human participants were observed. Institutional written approval to comply with this ethical code: the researcher sought approval from the University of Zululand Ethics Committee who awarded the ethical clearance certificate before the study commenced. Research responsibilities to adhere to this ethical principle: The researcher entered into an agreement with the participants (educators) that clarified the nature of the research and responsibilities of each party. Each participant signed the agreement form.

Informed consent which explained clearly the purpose of the research, expected duration of the research, participants' participation and procedures was giving to each of the study participants. The researcher informed participants that they had the right to decline to participate and withdraw participation at any time and the consequences of withdrawal there.

Reporting research results: In order to adhere to this ethical principle, the researcher analysed data accurately and corrected the errors as discovered, as it is unethical to fabricate data or falsify results.

Plagiarism: To comply with this ethical code, the researcher has read the university's policy and procedures on research ethics and its policy and procedures on managing and preventing acts on plagiarism. Therefore, the ensure that the work of others were properly cited when conducting this research study

3.9.1 Anonymity and confidentiality

When talking about anonymity and confidentiality in a research study, one is referring to the collection of data with an instrument that does not collect personal data of individual respondent like name, e-mail address, and phone number, among others (Olaniran, 2018). To ensure anonymity and confidentiality of research information means no individual reading or using the research project or product can connect the responses or findings with participants' identities.

In this study, the researcher made effort to treat the responses of the participants confidential. This was done in accordance with the policy and procedures highlighted in the approved ethical clearance obtained from the Research Ethics Committee of the University of Zululand as well as the Department of Education. Moreover, all educators that participated in this study were duly informed about the objective of the study. They were also sensitized that their involvement in the survey was voluntary, while also assured them that confidentiality of their personal information would be protected during and after the survey.

3.10 Conclusion

This chapter focused on the research procedures used to determine the role of high school educators in dealing with substance abuse. The methodology used brought about reliable information and adequate results which provided an opportunity for educators to know in which ways they can provide solutions to the problem of substance abuse amongst the learners. Based on this, data presentation, data analysis and interpretation will be discussed in the next chapter.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATIONS

4.1 INTRODUCTION

The chapter presents the findings from this research study. The respondents to the questionnaires were educators within the uThungulu District of KwaZulu Natal.

Data presented was collected from field work involving 176 participants responding to questionnaires. The demographic information of the respondents was first of all presented before the data on the perception of educators on learner substance abuse and the effect of substance abuse.

4.2 Biographic information.

This section presents the biographical data of the participants. It gives information on gender, age, educational qualification, teaching experience and rank. The participants were asked to disclose their biographical data with the aim of determining whether the demographic characteristics of educators impacted on their perception of learners' substance abuse.

4.2.1 Gender distribution

Table 4.1 Respondents' gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	73	41.5	41.5	41.5
Female	97	55.1	55.1	96.6
Others	6	3.4	3.4	100.0
Total	176	100.0	100.0	

In the sampled population 73 (41.5%) respondents are males and 97 (55.1%) are females. This data indicates that there are more female participants in the sample distribution than male participants.

4.2.2 Age distribution

Table 4.2 Respondents' age

	Frequency	Percent	Valid Percent	Cumulative Percent
20-29	24	13.6	13.6	13.6
30-39	68	38.6	38.6	52.3
40-49	55	31.3	31.3	83.5
Valid 50-59	23	13.1	13.1	96.6
60 and over	2	1.1	1.1	97.7
99.00	4	2.3	2.3	100.0
Total	176	100.0	100.0	

Educators' ages are an important indicator for assessing their experience in handling learners and drug related issues. From table 4.2, most educators 68 are of the ages between 30-39 years old (38.6%). Closely followed are those between the ages of 40-49 years (31.3%). Those within the 20 – 29 age range make up about 13.6% while the age range of 50-59 years represents 13.1%. Very few educators 2 (1.1%) interviewed were 60 years and above. This age distribution shows substantial proportion of the participants interviewed were young (20-39 years old).

4.2.3 Academic qualification of respondents

Table 4.3 Highest Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	16	9.1	9.1	9.1
Degree	34	19.3	19.3	28.4
Prof degree	71	40.3	40.3	68.8
B.ED honours	26	14.8	14.8	83.5
Honours	8	4.5	4.5	88.1
Valid M.ED	4	2.3	2.3	90.3
D.ED	9	5.1	5.1	95.5
PHD	1	.6	.6	96.0
9.00	4	2.3	2.3	98.3
99.00	3	1.7	1.7	100.0
Total	176	100.0	100.0	

It is evident that the most of educators are professionally qualified. Most of the participants (60%) are in possession of Bachelor degree while about 19% of the participants hold honours degrees, PhD degrees or Diploma. The implication of this is that majority of the participants held the minimum qualification (Bachelor of Education Degree) to teach in high school.

4.2.4 Teaching experience

Table 4.3 shows that the highest percentage, 42 (24%) of the respondents have between 5 to 10 years of teaching experience, followed by 37 respondents with 11 to 15 years (21%). 29 respondents had between 16 and 20 years of teaching experience were 29 (17%), 28 respondents had 0 to 5 years of experience (16%). The table further revealed that 20 respondents have 21 to 25 years experience, 10 respondents have 26 and 30 years (6%) and 9 have 31 and above years (5%). Most respondents are well experienced, thus those who are 10 years and above (60%). This result indicates that there are more experienced educators and they may therefore be knowledgeable about substance abuse among learners. This result is corroborated by the findings of recent studies (Pas, & Bradshaw, 2014; Derevensky et al, 2014; Goddard et al, 2015; Kalam et al, 2016) which revealed that educators' qualifications and years of teaching experience influenced their perception and treatment of learners that engages in substance abuse. Figure 4.1 shows the respondents teaching experience.

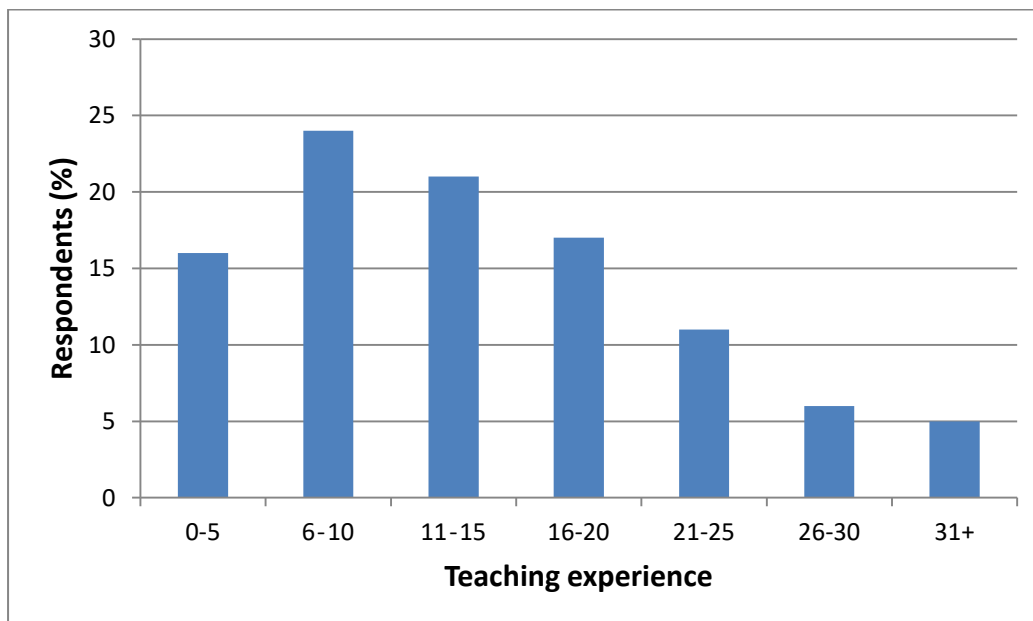


Figure 4.1 Teaching experience

4.2.5 Respondents current post

There were 120 educators who participated in the study (70%), 28 Heads of Departments (HODs) (16%), 9 Principals (5%) and 8 Deputy Principals (4%). The substitute educators (3%) and 4 support staff (2) were the smallest of categories.

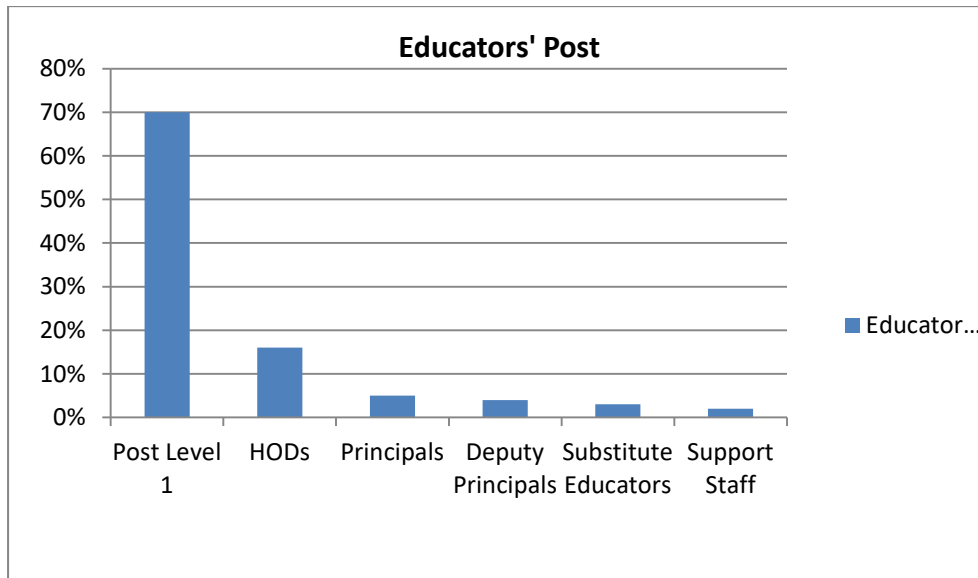


Figure 4.2 Respondents current post

4.3 Educators' perception on effects of drug use on learners

This section consists of responses from participants on effects of substance abuse on learners. Substance abuse usually has an adverse effect on one or more parts/organs of the body (Ibrahim, 2016). Substance abuse can cause physical, mental, psychological, or social damage to the person involved or to other people affected by the substance abusers' behaviours. Sott (2002) referred to substance abuse as the non-medical use of a drug which obstruct with the healthy and productive life of the abusers. Educators are in a good position to observe and monitor the conduct of their learners regarding substance use and abuse, though they may not know the extent at which the learners have internalize certain criminal actions that pose a threat to their academic performance. Respondents for this study answered questions on the 20-Likert type scale constructed with 4 – point Likert type of strongly disagree (1) point to strongly agree (4) points.

4.3.1 Substance use and increase in sexual activities

Table 4.17 substance use increases sexual activity

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	70	39.8	39.8	39.8
A	63	35.8	35.8	75.6
N	22	12.5	12.5	88.1
Valid D	12	6.8	6.8	94.9
SD	7	4.0	4.0	98.9
99.00	2	1.1	1.1	100.0
Total	176	100.0	100.0	

Most of the respondents (76%) in the research sample agreed that drug usage increases sexual activities among learners. Similarly, Nwagu (2015), in a study conducted which examined the alcohol and drug usage and adolescents' sexual behaviour in Nigerian schools, found that substance abuse influence not only the health and physical wellbeing of school age adolescents, but also interferes with their emotions and subsequently their behaviours. Moreover, Amonini and Donovan (2006) described school age adolescents as experimenters. They always aspire to experiment with different kinds of substances and human behaviours, including drug use and sex. Therefore, having the knowledge of adolescent substance use and the associated risks can be extremely valuable to educators, especially when planning a drug or health awareness campaign in schools. Few participants (11%) disagreed with the proposition while about 13% of the participants were undecided. It is generally agreed that drug usage increases sexual activities among learners.

4.3.1.2 Substance use and teenage pregnancy

Table 4.18 Drug usage and teenage pregnancy

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	68	38.6	38.6	38.6
A	68	38.6	38.6	77.3
N	22	12.5	12.5	89.8
Valid D	14	8.0	8.0	97.7
SD	2	1.1	1.1	98.9
99.00	2	1.1	1.1	100.0
Total	176	100.0	100.0	

From table 4.18, the result shows that the majority of the respondents (77%) were in agreement that drug use among learners results in teenage pregnancy. This result is in agreement with the findings of some of the similar studies conducted on adolescent substance use and abuse (Draucker & Mazurczyk, 2013; Olugbenga-Bello et al. 2014; Madigan et al, 2014; Salas-Wright, 2015; Animasahun, Sholeye & Oduwole, 2016; Clayton et al. 2016; Harner, 2016) which revealed a significant relationship between substance abuse, sexual promiscuity, and teenage pregnancy among school adolescents. However, 9% of the participants disagreed with this statement. Again few participants (13%) neither agreed nor disagreed.

4.3.1.3 Substance use and sexual related diseases

Table 4.19 Substance use and sexual related diseases

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	51	29.0	29.0	29.0
A	78	44.3	44.3	73.3
N	31	17.6	17.6	90.9
D	12	6.8	6.8	97.7
SD	1	.6	.6	98.3
44.00	1	.6	.6	98.9
99.00	2	1.1	1.1	100.0
Total	176	100.0	100.0	

The majority of the respondents (73%) in the research sample agreed that drug use among learners contributes to sexually related diseases such as gonorrhoeal, syphilis and HIV among others. Similar studies (Cook, & Clark, 2005; Benotsch et al., 2013; Dir, Coskunpinar, & Cyders, 2014; Epstein et al., 2014; Ballard et al., 2015; Ritchwood et al., 2015; Zuma et al., 2016) have also confirmed that significant relationship exists between adolescent drug abuse and the spread of sexual related diseases. Eighteen percent (18%) of the participants did not respond to this statement, however, about 7% of the participants disagreed that drug use results in acquiring sexual transmitted diseases.

4.3.2 Drug use and academic issues

4.3.2.1 Drug use causes learners to doze in class

Table 4.20 Drug use causes learners to doze in class

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	50	28.4	28.6	28.6
A	87	49.4	49.7	78.3
N	26	14.8	14.9	93.1
Valid D	5	2.8	2.9	96.0
SD	3	1.7	1.7	97.7
99.00	4	2.3	2.3	100.0
Total	175	99.4	100.0	
Missing System	1	.6		
Total	176	100.0		

Majority of the participants (78%) in the research sample indicated that use of drugs cause learners to sleep in class and do not participate in ongoing lessons. Schwartz (2001) also noted that getting intoxicated can have a negative impact on cognitive functions of adolescence, and this result in young adults falling asleep during class. Moreover, Bachi (2017) stated that excessive use of drugs may cause damage to vital organs such as the heart, liver and brain. It may also result in the inability of learners to learn and remember information; and psychological problems including depression and psychosis (Baumeister, Ciufolini, & Mondelli, 2016). Very few of the participants (5%) disagreed with this assertion. However, 15% of the respondents did remain neutral to the statement. The result shows that educators believe that drugs causes learners to doze off in class.

4.3.3 Drug use and violence

4.3.3.1 Drug use and violent learners

Table 4.21 Drug use and violent attacks

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	49	27.8	27.8	27.8
A	78	44.3	44.3	72.2
N	34	19.3	19.3	91.5
Valid D	8	4.5	4.5	96.0
SD	3	1.7	1.7	97.7
99.00	4	2.3	2.3	100.0
Total	176	100.0	100.0	

The table 4.12 indicates the responses from educators on whether drug use makes learners develop violent behaviour; the majority of the educators (72%) agreed. Those who disagreed form about (6%) and quite a large number of respondents (19%) were neutral on this particular statement. Based on the analysis, Educators believed that learners who use drugs exhibit violent behaviour. The results revealed that the participants of the study were aware that drug abuse among learners is a significant reason for the increase in violence in South African schools, and this constitutes barriers to the goals and objectives of educational programmes in schools. When talking about school violence, Peyton et al. (2017) describes it as student-on-student fighting, verbal abuse, sexual violence, rape and sexual harassment, and other forms of bullying which educators must try to attend to in order to have a peaceful and harmonious educational setting.

Table 4.22 Drug use and Learners' physical coordination

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	75	42.6	42.9	42.9
A	70	39.8	40.0	82.9
N	22	12.5	12.6	95.4
D	4	2.3	2.3	97.7
SD	1	.6	.6	98.3
No response	3	1.7	1.7	100.0
Total	175	99.4	100.0	
Missing System	1	.6		
Total	176	100.0		

From Table 4.22, it is evident that the majority of participants (83%) agreed to the statement that learners who use certain drugs such as marijuana can experience problems with physical coordination, memory loss and other mental functions. In contrast, those who disagreed form about 3% and 13% were neutral. These results corroborate the findings of Schwartz (2001) who identified substance abuse as one of the major factors causing low performance and memory loss of learners, especially those in high schools where peer pressure is forcing many young adults to engage in drug-related activities.

Drug use cause permanent brain damage

Table 4.23 drug use cause permanent brain damage

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	74	42.0	42.0	42.0
A	60	34.1	34.1	76.1
N	36	20.5	20.5	96.6
Valid D	2	1.1	1.1	97.7
SD	1	.6	.6	98.3
99.00	3	1.7	1.7	100.0
Total	176	100.0	100.0	

Table 4.23 shows the overwhelming majority (76%) of respondents agreed that the use of inhalants can cause permanent brain damage. Very few respondents (2%) were in disagreement with the statement, while over 20% of the respondents were not sure if drug use causes permanent brain damage. The above result revealed that the majority of educators are aware of the dangers of using inhalants. This also confirms the findings of Irons (2016) which noted that young adults, with prevalent use of drugs, are more likely to develop brain damage and other health complications.

Drug use and cognitive impairment

Table 4.24 drug use and mental disconnection

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	65	36.9	36.9	36.9
A	63	35.8	35.8	72.7
N	37	21.0	21.0	93.8
Valid D	7	4.0	4.0	97.7
SD	4	2.3	2.3	100.0
Total	176	100.0	100.0	

The respondents were asked to answer the question whether the drug use causes learners to feel, see and hear things that are not real. From the table 4.24, about 73% of the respondents agreed to the statement while 8% disagreed with the statement. However, 21% of the respondents were undecided. The analysis revealed that the majority of the participants were in agreement with the statement.

Drug use and stroke and heart related diseases

Table 4.25 Drug use and stroke and heart attack

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	63	35.8	35.8	35.8
A	70	39.8	39.8	75.6
N	35	19.9	19.9	95.5
Valid D	1	.6	.6	96.0
SD	3	1.7	1.7	97.7
99.00	4	2.3	2.3	100.0
Total	176	100.0	100.0	

The majority (76%) of the participants in the research sample agreed that user of the drugs especially cocaine suffer from stroke and heart related diseases. Very few participants (2%) disagreed with the statement while about 20% of the participants did not indicate their perception on this issue. However, from the analysis, most educators who participated in the survey have knowledge of the drug use and its effects on the users. Similarly, a study conducted recently on tobacco prevention and control in relation to a cardiovascular health promotion and disease prevention by Carroll et al. (2016) posited that constant substance abuse can result in serious cardiovascular disease (CVD) which is the leading cause of death worldwide.

Drug use and danger to liver and lungs

Table 4. 26 Drug use danger to liver, lungs

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	70	39.8	39.8	39.8
A	77	43.8	43.8	83.5
Valid N	25	14.2	14.2	97.7
SD	1	.6	.6	98.3
99.00	3	1.7	1.7	100.0
Total	176	100.0	100.0	

Table 4.26 revealed that most educators (84%) who responded to the questionnaire agreed that drug use is dangerous and affect learners internal organs such as liver and lungs. Apart from the respondents (14%) who were undecided, very few respondents (1%) disagreed with

the statement. The result strongly suggests that learners who use drugs are likely to suffer from related diseases associated with organs such as lungs and livers. The findings of the study by Bellatorre et al. (2016) and DeMaso et al. (2017) also confirmed that adolescents who constantly consume alcohol and tobacco are likely to develop chronic health complications like lung and liver damaged, and difficulties in falling or staying asleep.

4.3.11 Drug use and vomiting

Table 4.27 drug use and vomiting and muscle cramps

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	50	28.4	28.4	28.4
A	71	40.3	40.3	68.8
N	48	27.3	27.3	96.0
Valid D	2	1.1	1.1	97.2
SA	1	.6	.6	97.7
99.00	4	2.3	2.3	100.0
Total	176	100.0	100.0	

A large number of participants (69%) in the research sample agreed that learners who use drugs do vomit and experience muscle cramps. Again very small percentage (2%) of the respondents disagreed while quite a number (27%) were neither in agreement nor disagreed with the statement. This suggests that quite a number of participants are not aware of the dangers of vomiting and muscle cramps as effects associated with drug use. However, the larger participants are very much aware of vomiting and muscle cramps as effects of drug use. Dixon (2014) identified numerous actions that educators could take to help their learners overcome the problem of substance abuse or addiction. One of them is to echo the negative effects of this act to them like constant vomiting, muscle cramps and memory loss, among others.

4.3.12 Drug use and criminalities

Table 4.28 Drug use and engagement in criminal activities

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	83	47.2	47.4	47.4
A	68	38.6	38.9	86.3
N	15	8.5	8.6	94.9
Valid D	4	2.3	2.3	97.1
SD	1	.6	.6	97.7
99.00	4	2.3	2.3	100.0
Total	175	99.4	100.0	
Missing System	1	.6		
Total	176	100.0		

From the table, the majority of the participants (86%) agreed that learners who use drugs have some engagement in criminal activities. However, few participants (3%) disagreed, while a marginally larger percentage (9%) were neutral in their responses. The responses revealed that the vast majority of educators were in agreement and believed that there exist criminal activities amongst their learners. A recent study on the possession of weapon and school violence among adolescents by Ilie et al. (2017) also linked criminal and criminalities among the school age adolescents with adverse use of hard drugs.

Drug use rebellious behaviour

Table 4.29 Drug use and display of rebellious behaviour

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	80	45.5	45.5	45.5
A	81	46.0	46.0	91.5
Valid N	10	5.7	5.7	97.2
D	4	2.3	2.3	99.4
SD	1	.6	.6	100.0
Total	176	100.0	100.0	

More than ninety percent (92%) of the participants in the research sample agreed that drug usage causes learners to display rebellious behaviours in the school. Respondents who disagreed with the assertion form (3%) of the sample. About five percent (5%) of participants remain undecided. The high percentage of respondents that agreed with this assertion indicates that drug use among learners leads to display of rebellious behaviour. An adolescent

can become rebellious when shunning unnecessarily or disengaging from actions dictated by his/her teacher or parents (Stavropoulos, 2017). When this happens, educators find it difficult to control the class, especially when such an act is being done randomly by two to three learners or more.

Drug use and poor academic performance

Table 4.30 drug use and poor performance

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	85	48.3	48.3	48.3
A	66	37.5	37.5	85.8
N	17	9.7	9.7	95.5
D	6	3.4	3.4	98.9
SD	2	1.1	1.1	100.0
Total	176	100.0	100.0	

The majority of the participants (86%) in the research study agreed that drug use is a possible reason for learners' poor performance in their schools. However, about five percent (5%) of the respondents disagreed that drug abuse was the cause of poor academic performance at their schools. About nine percent (9%) of the participants remain undecided in their responses. The result revealed that drugs are a possible reason for low performance of some learners as the majority of participants indicated. This further confirms the results of a study conducted by Pal and Chaurasia (2017) found a significant relationship between substance abuse among school age adolescents and their poor academic performance

Table 4.32 Drug use and school dropout

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	68	38.6	38.6	38.6
A	62	35.2	35.2	73.9
N	25	14.2	14.2	88.1
D	11	6.3	6.3	94.3
SD	8	4.5	4.5	98.9
99.00	2	1.1	1.1	100.0
Total	176	100.0	100.0	

It was revealed that more than seventy percent (74%) of the respondents in the sample research agreed that drug usage causes learners to drop out of school. 14% of the respondents

were not certain about learner drop out and drug use while 11% disagreed with the assertion. Other studies (Gonzalez et al., 2016; Buckner et al., 2016; Manu, Maluleke, & Douglas 2017) also established that constant alcohol and drug consumption by adolescents contributes to the high dropout rate in schools today.

4.4.1 Educators as role models

Table 4.35 Educators setting example for learners not to take drugs

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	131	74.4	74.4	74.4
A	35	19.9	19.9	94.3
N	6	3.4	3.4	97.7
D	2	1.1	1.1	98.9
SD	2	1.1	1.1	100.0
Total	176	100.0	100.0	

The majority of the respondents (94%) that participated in the research indicated that educators should act as role models to learners not to use drug. Very few respondents (2%) tended to disagree with the assertion that educators must set good example for learners. The result revealed that educators setting examples to learners could curb drug usage among learners. This is because learners see their educators as role models. Similarly, Ibrahim (2016) advocated for educational activities to be carried out constantly by educators with the aim of sensitizing the learners on the dangers of hard drugs, its use and abuse. This definitely will go a long way in shaping the learners' knowledge and attitudes positively against this menace.

Table 5.36: Educators and learner counselling on dangers of drug use

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	106	60.2	60.2	60.2
A	61	34.7	34.7	94.9
N	6	3.4	3.4	98.3
D	2	1.1	1.1	99.4
SA	1	.6	.6	100.0
Total	176	100.0	100.0	

More than ninety percent (95%) of the participants indicated that counselling and constant education on the dangers of drug abuse would reduce the intake of drugs among learners. The result revealed that educators have a role to play in counselling learners. Only two percent (2%) of the participants disagreed while 3% were uncertain. When talking about counselling, however, Mercer (2017) states clearly that the main goal of counselling should be to help the concerned learner achieve and maintain abstinence from addictive drugs and behaviours so that the learner can recover from the injury or trauma the addiction has caused to his/her personal or academic life.

4.5 Summary of the major findings

The chapter has covered the analyses of the quantitative data collected through the questionnaire, which was administered to the study participants consisting of Educators, Head of departments, Deputy Principals and Principals in the selected schools. The analysis of data from the field work revealed that educators are quite aware of the dangers inherent in substance abuse in learners as captured in the tables and figures. Specific findings that emanated from the field data are highlighted as follows:

4.5.1 Perceived causes of substance abuse among learners

There are several factors leading to the rising rate of substance abuse among learners as identified by educators who served as respondents for this study. Some of the factors identified include:

(a) Substance use by parents: Majority of educators that participated in the study were of the opinion that learners whose parents abuses drugs are likely to do same since the first agents of socialisation for a child is the parents and other family members at home. Similarly, studies have shown a significant relationship between parental substance abuse and a child's intention to abuse drugs (Snyder & Smith, 2015; Neger & Prinz, 2015; Raitasalo & Holmila, 2017; Cook et al., 2017). Parental substance abuse disturbs a child's normal development, which exposes children concerned to higher emotional, health and physical problems.

(b) Peer pressure: Peer pressure is another factor identified by the study participants that is causing the rate of substance abuse among learners to rise. It was perceived by the educators that most of the school age adolescents take drugs because they want to belong to certain groups within the school. While it is commonly believed that peer pressure does have a

significant impact on learners' decision to use drug, it is also believed that belonging to a group that advocate for preventive education and supports recovery of victims can help the individual learner escape drug abuse (Alcohol rehab, 2017).

(c) Perceived energy booster: Most of the educators sampled in this study believe that some learners take drugs because of the perception that some drugs enhance mental alertness and help to concentrate more during teaching and examinations. This was seen as one of the most dangerous myths which is usually a result of peer pressure, leading many learners to indulge in the destructive attitude of substance abuse in schools. This is further confirmed by the findings of a study conducted by the National Institute on Drug Abuse (2012) which revealed that adolescents are more likely to engage in risky behaviours if they know that their friends are doing the same.

4.5.2 Effects of Substance abuse on learners' academic performance

Substance abuse has adverse effects not only on the physical but also the mental and emotional well being of learners who engages in the destructive habit. According to the educators who participated in this study, the effects of substance abuse on the academic performance of learners manifest majorly in the forms of mental disconnection, memory loss, and drowsiness in the classroom when learning is going on. These are further discussed below:

(a) Mental disconnection: Majority of educators sampled in this study are of the opinion that excessive use of drugs affects the mental cognition of young people, especially those who consume alcoholic drinks, tobacco and marijuana, among others. This corroborates the report of the US National Bureau of Economic Research (2017) which found that the majority of young people who have been diagnosed with a mental health disorder at some point in their lives have abused alcohol, cigarettes or cocaine.

(b) Memory loss: Memory loss is another main symptom of drug abuse that leads to poor academic performance of learners, as identified by the study participants. Memory loss could be described as an unusual forgetfulness or inability of a person to store and remember information. When a young person, especially a school age adolescent or youth, is suffering from memory loss, he or she will not be able to remember what they were taught in the previous classes. It is more dangerous during examinations because they may completely

forget what they have studied or read while preparing for the examination, and this, according to many educators that participated in this study, occurs majorly to the learners who are chronic abusers of substance (National Institute on Drug Abuse, 2012).

(c) Drowsiness: This is another major negative effect of substance abuse that the study participants identified as why learners record poor performance in their studies. Though it may happen occasionally that a learner displays tiredness or fatigue in a class while a lesson is going on, but it becomes abnormal when this happen to such learner constantly. Schwartz (2001) also noted that getting intoxicated can have a negative impact on the cognitive functions of adolescence, and this makes young adults to fall asleep during classes.

4.5.3 The roles educators play in dealing with learners involved in substance abuse

There is no doubt that educators play prominent roles in dealing with substance abuse among school age adolescents. Moreira, Vovio and Micheli (2015) views educators as best agents and actors in championing the cause for the development of prevention of substance abuse and health promotion. Meaningful engagement of students in vocational skill acquisition and other forms of life skills programmes should form a part of strategies employed by educators to rescue young people from the dangers of idleness (Aroge & Olaniran, 2012). Similarly, educators that participated in the study identified specific roles they are playing in dealing with learners involved in substance abuse. These include:

(a) Education and awareness programme: Effective preventive education plays a major role in preventing learners from drug abuse (UNESCO, 1994). Majority of the participants believed that constant education about the dangers of excessive use of substance will reduce the intake of drugs among learners. Moreover, it is important to stress that for any education or awareness campaign to be effective, it must be well researched and structured. A well structured drug awareness programme should include the reasons for drug use as well as the negative impact of substance abuse on the students, youths and the society at large (Sambo, 2008). In addition, school must provide essential facilities that can aid such awareness programmes, which includes audio-visual aids, as having essential facilities and enabling environment has been found to be a catalyst for improved teaching and learning in schools (Olaniran, 2018).

(b) Counselling: Almost all educators sampled identified and emphasised the importance of guidance and counselling in rescuing learners from substance abuse and restoring those who

are addicted. However, for a campaign against substance abuse and addiction to be effective in schools, it must be targeted towards behavioural and attitudinal change of learners since drug use is behaviour based (Ibrahim, 2016). This must go beyond knowledge or understanding of drugs or substances. It also has to do with attitudes towards drug practices. Furthermore, such a campaign will be more effective if it involves different professionals like pharmacists, psychologists and social workers. It must also consider the feelings, and interest of the targeted learners.

(c) Positive Role-Modelling: Apart from the impact of education and counselling services earlier highlighted as effective measures in dealing with learners that are involved in substance abuse, majority of the respondents also emphasised on the need for educator to serve as good examples and role models to learners by not abusing substance themselves. According to Kilpatrick (2015), when those who are seen as learners' role models, like educators and school administrators, become victims of substance abuse, the academic future of their learners as well as the reputation of their school may suffer. Educators are usually held to high expectations as caregivers and role models by students, parents and communities and they should not involve themselves in any negative act or attitude that may have a multiplier effects on both their learners and societies.

4.6 Conclusion

The chapter has highlighted the results of the data collected from Educators on substance abuse among students in uThungulu District of KwaZulu Natal Province, South Africa. Analysis of the data revealed a strong relationship between substance abuse and learners' poor academic performance, crime and violence, poor state of health, and cognitive impairment, among others. Furthermore, the results from the field data also revealed that Educators in the District are making different efforts in campaigning against the abnormal use of drugs among their learners. Their efforts include awareness creation on the negative effects of substance abuse, counselling services, and positive role-modelling.

The next chapter presents a summary of the findings, and the conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this chapter is to summarize the findings of the study in relation with the research questions and objectives, draw conclusions and propose necessary recommendations that can help the government, educators, researchers and other key stakeholders in education and health sectors respond to the problem of substance abuse among adolescents and youths in the South African Schools.

The specific objectives that guide the study include:

- To find out the ways substance abuse affect academic performance of learners;
- To identify the perceived causes of substance and its abuse among learners; and
- To determine the role of educators in dealing with learners who are involved in substance abuse

Data for the study was collected through questionnaire. One hundred and seventy six (176) participants, consisting of Educators, Head of departments, Deputy Principals and Principals participated in the study. Quantitative data collected through questionnaire was analysed using the descriptive statistics of percentage and frequency counts and was presented in tables and figures, with comprehensive discussion of each of the tables.

5.2. Summary

This section summarises the findings of the study according to the objectives and corresponding research questions that guided the conduct of the study.

5.2.1 Objective One

To find out the ways substance abuse affect academic performance of learners

The corresponding research question was:

What are the effects of substance abuse on the academic performance of the learners?

Substance abuse affects both mental and psychological well being of learner, which later develops into poor academic performance. The Educators that participated in the study attested to this when they responded affirmatively that excessive use of drug affects physical coordination of learners in classes, mental disconnection, and permanent brain damage. This was further confirmed by the findings of a study conducted by Schwartz (2001) that highlighted substance abuse as one major issue causing memory loss which results to poor academic performance among the school age adolescents and youths.

5.2.2 Objective Two

To identify the perceived causes of substance and its abuse among learners

The corresponding research question was:

What are the perceived causes of substance abuse among learners?

Substance abuse among high school students is a major concern to teachers, parents, school management board, and other stakeholders in educational sector in South Africa. Findings from the survey revealed that peer pressure and high tendency to experiment influences school age adolescents to engage in alcohol consumption, tobacco and other substances that adversely affects their health and academic performances. Similarly, according to Amonini and Donovan (2006), the quest to experiment and to belong often influences the attitude and behaviour of young people, especially those in high schools to indulge in the practices like drugs, pre-marital sex, and clubbing, among others.

5.2.3 Objective Three

To determine the role of educators in dealing with learners who are involved in substance abuse

What role do educators play in dealing with learners who are involved in substance abuse?

Educators' roles are not just to teach in the classroom alone, they are also expected to guide, mentor and counsel their learners towards the path of fulfilling their potentials, both in school and out-of-school (Olaniran, 2017). Majority of the respondents were of the views that educators play an important role in responding to the learners that are involved in substance abuse. In a situation where learner abuses substances like alcohol, tobacco and related drugs, teachers stand a better chance of talking them out of the abnormalities, especially by incorporating vital information that will sensitize learners about the dangers of substance abuse into their classroom teaching. Educators that participated in this study emphasized on the need for teachers to be good example to learners by not engaging in drugs themselves since learners look up to them as role models. Other participants were of the opinion that adequate counselling services can help the learners who are drug addicts to recover from their addictions. This corroborates the findings of the United Nations Office on Drugs and Crime (2004) that emphasised the importance of counselling in restoring and rescuing young people who are into excessive alcohol and hard drugs consumptions. Similarly, Moreira, Vóvio, and Micheli (2015) considered educators and schools as privileged avenues for the development of prevention and health education against drug abuse for young school age adolescents.

5.3 Conclusion

Fundamentally, this research study has found that substance abuse among young people needs to be identified and addressed as soon as possible by educators and other stakeholders in schools to realize the overall goals and objectives of education. Moreover, teachers have a prominent role to play in making this possible. Results from the study have shown that substance abuse ranges from excessive alcohol and drug use to addiction and can be addressed in schools through counselling, orientation and periodic sensitization programmes targeted at educating not only the drug abusers but all learners about human health, hygiene and the general well being.

The statement remains true that educators in schools do not have absolute power to stop learners from smoking, using hard drugs, drinking alcohol, or engaging in pre-marital sex. But they do have power and influence to improve learners' knowledge, attitude and skills and to persuade learners' acquisition of sound values that will make them become good citizens of their respective societies.

The study concludes that schools and educators alone cannot respond to the problems of substance abuse among young people. Therefore, parents, clubs and societies, and other

community stakeholders should educate and monitor young people towards developing right attitude about their health and well being, and not underestimate the significance of young people as agents of social change and development if they are rightly guided.

5.4 Recommendations

Based on the reasoned argument on the substance abuse amongst learners in South African schools in the present study. The following recommendations are made:

- Education for substance abuse avoidance and treatment should be included as part of the core subjects in South African schools, and such should be offered in local languages, in addition to English Language. Such education must not only be limited to the four walls of classrooms but also be available on social media platforms as studies (Keengwe, & Bhargava, 2014; Nour et al. 2017; Olaniran, Duma & Nzima 2017) have confirmed social media as veritable platforms for reaching the 21st century's school age adolescents. This will ensure that every learner is equipped or empowered with requisite knowledge and skills to identify and deal with such temptation to engage in abnormal use of substances related to tobacco, alcohol and other forms of hard drugs, both in school and out-of-school. In addition, the creation of a safe and healthy school environment is vital which will pave way for the provision of proper health and hygiene counseling services and support as well as the incorporation of the family and community in the planning and delivery of programmes.
- Conducive classroom settings and school environment will encourage openness among learners, especially in sharing their stories on what led them to substance abuse with colleagues and educators. Interactive teaching methods such as brainstorming, open discussions, decision-making, and role-playing will arouse the active participation of all learners, including those who abuse substance and those addicted. This is further aided by conducting activities that leads to interactions in smaller groups, which promotes peer to peer communication and maximum participation.

- While all educators sampled in this study agreed that teachers must present themselves as positive role models to learners, adequate training and professional development programmes is appropriate for all educators with a view to equipping them with up-to-date knowledge and skills needed to respond to learners who abuses drugs and those who are suffering from addiction. Without adequate training, teachers may as well find themselves as helpless as the learners who engage in excessive drug use.
- Lastly, there is need to recruit the services of professional Guidance and Counselors in the South African schools whose primary assignment would be to counsel learners not only on substance abuse but also on career choice and future professional guidance. The reality is that classroom teachers are already saddled with lots of teaching responsibilities which makes it difficult for them to engage in extra counseling and orientation programmes for learners.

5.5 Limitations of the Study

This study sampled the opinion of Educators, Head of Departments, Deputy Principals and Principals in selected high schools located in the uThungulu District, KwaZulu Natal (KZN) Province of South Africa. It is very important to note that in the KwaZulu Natal Province of South Africa, there are thousands of high schools. Without doubt, each of the schools has its own peculiarities and context which may shape the views of Educators about substance abuse among learners differently. In this study, it became impossible for the researcher to include all schools located in the KZN province. Though limited number of educators and schools were involved, the researcher was able to identify the causes, challenges and effects of substance abuse on learners' academic performance, as well as the role of educators in responding these challenges. Since the entire schools in KZN province cannot be accommodated in this study, the limitation of the study, therefore, is that only educators from the selected schools in the uThungulu District were involved. Therefore, the findings emanated from this study cannot be generalized to be the reality in the entire schools in the KZN Province of South Africa.

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APPENDIX 1

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6887
Fax: 035 902 6222
Email: ManqeleS@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2015/218					
Project Title	The experiences of high school education in dealing with substance abuse at uThungulu District Municipality					
Principal Researcher/ Investigator	NC Mhlongo					
Supervisor and Co- supervisor	Prof PT Sibaya					
Department	Educational Psychology and Special Education					
Nature of Project	Honours/4 th Year		Master's	x	Doctoral	Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions:

- (1) The Principal Researcher must report to the UZREC in the prescribed format, where applicable, annually and at the end of the project, in respect of ethical compliance.
- (2) Documents marked "To be submitted" (see page 2) must be presented for ethical clearance before any data collection can commence.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

Classification:

Data collection	Animals	Human Health	Children	Vulnerable pp.	Other
X					
Low Risk		Medium Risk		High Risk	
		X			

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian			X
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

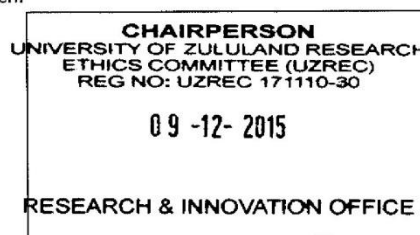
The UZREC retains the right to

- Withdraw or amend this Certificate if
 - Any unethical principles or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in this Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.



Professor Nokuthula Kunene
 Chairperson: University Research Ethics Committee
 09 December 2015



APPENDIX II: PERMISSION FROM THE DoE



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref.:2/4/8/535

Ms NC Mhlongo
PO Box 7114
EMPANGENI RAIL
3910

Dear Ms Mhlongo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“THE ROLE OF HIGH SCHOOL EDUCATORS IN DEALING WITH SUBSTANCE ABUSE AT UTHUNGULU DISTRICT SCHOOLS”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 25 September 2015 to 31 October 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UThungulu District

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date:

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 **beyond the call of duty**
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

APPENDIX III
TURN IT IN REPORT

The Experiences of High School Educators in Dealing with Substance Abuse at uThungulu District Schools

ORIGINALITY REPORT			
12%	11%	4%	8%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	uir.unisa.ac.za Internet Source		3%
2	www.ajol.info Internet Source		1%
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5	docplayer.net Internet Source		1%
6	Submitted to University of Venda Student Paper		1%
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11	Govender, Kaymarlin, Sara Naomi Naicker, Anna Meyer-Weitz, Joanne Fanner, Avanya Naidoo, and Wendy Leigh Penfold. "Associations Between Perceptions of School Connectedness and Adolescent Health Risk Behaviors in South African High School Learners", Journal of School Health, 2013. Publication	1%
12	www.biomedcentral.com Internet Source	1%

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AYOTEX ENGLISH LANGUAGE CLINIC



Ayoola O. Moses

Date: 06/02/2018

NCE., B.A.Ed., M.A. D.Phil. (English Studies)

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Office line:0350926277

Editing Certificate Ms Nonhlanhla Mhlongo (STUDENT NO. 20033416)

This is to certify that I edited Ms Nonhlanhla Mhlongo's Masters Dissertation with reference to language editing. The editing includes spelling and punctuation, accuracy of grammar and usage, Syntactic and semantic cohesion, clarity of expressions, appropriate use of reference style, typing format and layout. The title of his thesis is **'The experiences of high school educators in dealing with substance abuse at uThungulu District Schools'**.

Yours Sincerely,

Ayoola MO
Editor

APPENDIX V
Questionnaire for Educator

**The experience of high school educators in dealing with substance abuse at
UThungulu District, KZN South Africa**



Faculty of Education
Department of Physiology and Special Education
University of Zululand

Dear Respondents,

I am a Masters's degree student of the above named Faculty. The purpose of this research is to investigate the experience of high school educators in dealing with substance abuse at UThungulu District, KZN South Africa. I kindly ask for your time to complete the questionnaire based on your professional knowledge and experience as an educator and return at your earliest convenience. Your frank feedback will be taken as an important contribution to this research. I assure you that the information provided will be kept confidential and used solely for the purpose of this study.

Thanking you in advance for your time.

Yours sincerely,

Mhlongo Nonhlanhla C

SECTION A: Bio-graphical data

1. Gender: Male () Female ()
2. Age: 20-29 ()
30-39 ()
40-49 ()
50-59 ()
60 and above ()
3. Teaching experience 1-5 years ()
5- 10 years ()
11-15 years ()
16-20 years ()
21-25 years ()
26 years and above ()

4. Please indicate your highest Qualification

Diploma		D.Ed.	
Degree, e.g.BA,B.SC, etc		PHD	
Professional degree,e.g. B.Ed		Other(specify)	
B.Ed. Honours			
Honours, e.g. BA (Hons)			
M.ED			

5. Indicate your current post

Principal		Librarian	
Deputy principal		Other support staff	
HOD'S			
Teachers			
Substitute educator			

SECTION B

Perception of Educators on substance abuse

6. Indicate your degree of agreement by making X in the box.

SA	Strongly agree
A	Agree
N	Neutral
D	Disagree
SD	Strongly disagree

	SA	A	N	D	SD
7. Educators need to show good examples to learners on why they should not take drug					
8. Educators need to counsel the learners on the danger of drug abuse					
9. Educators needs to report to the police those learners that are involved in drug activities					
10. Educators need to teach learners about dangerous effect of drug abuse					
11. Educators need to work with parents to eradicate drug abuse in school					
12. Educators need to work with the school authority on strategies to eradicate drug					
13. Educators need to engage relevant organisationsthat will fight against drug abuse in schools.					

14. Learners who engage in substance abuse display rebellious behaviour in school					
15. Learners whoengage in substance abuse are not performing well in their academic activities					
16. Learners who abuse drugs always drop out from schools					
17. The incidents of crime and violence in schools can be traced to learners that engage in substance abuse					
18. Learners that abuse drugs are not concentrating in class					
19. Substance abuse lead tomany health related challenges					
20. Excessive substance abuse can cause damage to one's health					

21. Excessive alcohol use can damage the central nervous system					
22. Learners takes drugs because their friends are taking it					
23. Learners copy the behaviour of parents in drug abuse					
24. Learners take drugs because they want to belongcertain groups					
25. Learners take drugs because the society allows it					
26. Learners take drug because it makes them to study well					
27. Learners takes drugs because they want to pass their examinations					
28. Learners take drugs because they see it as a way to socialise					
29. Learners take drugs because they want to be famous in school					
30. Learners take drugs because they want to have energy					
31. Learnerstake drugs because they want to be healthy					

The effects of substance abuse

	SA	A	N	D	SD
32. The use of alcohol by learners increase sexual activities among learners					
33. The use of alcohol and other drugs by learners increase teenage pregnancy					
34. Sexual related diseases such as STIs and HIV is common among learners under substance abuse					
35. Learners who use smoke dagga are always dozing					
36. Learners who use amphetamines become very violent and attacks everyone unintentionally					
37. Learners who use marijuana can affect their physical coordination, memory and mental functions					
38. Learners who use inhalants they could lead to permanent brain damage or sudden death					
39. Learners who use hallucinogens feel, see, and hear things that are not real and enter mental state of disconnection					
40. The use of cocaine may lead to fatal strokes or heart attacks for the learners					
41. Learners who are abusing cracks are at risk of suffering heart attacks, damage of liver, kidney and lung damage					
42. The excessive use of herein lead to vomiting and muscle cramps					
43. The use of madrax leads learners in engaging in criminal activity					