

**Educators experiences on the prevalence of drugs and intervention
programs within schools in the Phoenix area**

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PREFACE

The research contained in this thesis was completed by the candidate while based in the Discipline of Criminology and Forensic Studies, School of Applied Human Sciences of the College of Humanities, University of KwaZulu-Natal, Howard campus, Durban, South Africa.

The contents of this work have not been submitted in any form to another University and, except where the work of others is acknowledged in the text, the results reported are due to investigations by the candidate.

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Signed: Krinesha George

Date: 15/12/2017

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ABSTRACT

The issue of drugs is extremely sensitive and prevalent regarding children abusing these substances. Drug use is a phenomenon that is across South Africa, polluting our schools and killing our future generations. There are strategies and infrastructure provided by government authorities. However, there is a lack of intervention and prevention carried out by the stakeholders of the South African school learner. Studies focus on statistics and ignore the actual impact of the use of drugs by school learners. The statistics of the minority of learners easily influence or distract the majority of learners; this study reveals the effect of the use of drugs in a school environment and expose the lack of intervention by stakeholders.

The first objective of this study is to establish the prevalence of drugs in two schools in the Phoenix area, which is, situated North of KwaZulu-Natal. These schools will be referred to as School A and School B. The study explores educator's experiences regarding drug related offences and crimes, ascertain educator's views on factors that contribute to drug related crimes in School A and School B, lastly this study ascertains if there are any intervention strategies practiced in School A and School B.

The purpose behind educator's as the participants and key informants of this dissertation, is that educators have the most valuable knowledge about learners in schools, they are aware of changes which occur in learner's behaviour, the background of learners and the status of learners.

The theoretical framework of this study employed sociological theories such as the Anomie Theory, Social control and self-control theory, social learning and subcultural theory and the theory of selective interaction. The determination behind the use of these theories is due to the diverse backgrounds, which school learners originate from in the Phoenix Area.

The researcher employed a qualitative methodology, as this method of research focuses more on the actual issue and allows the researcher to explore and gain insight rather than the significance of statistics. The outcome of this study demonstrated that drugs do exist in School A and School B. The result of the study was shocking, as participants claimed to be aware of parents whom allow learners to sell drugs, consume drugs and work for drug lords. Educator's experiences include incidents of possession of drugs to issues whereby learners sell homemade drugs and alcohol. The factors of drugs use by learner's stem from sociological problems, and are further explained by

the nominated theories. Although the Department of Education has employed methods of intervention, this research has found that the bare minimum has been done to implement these programs and save learners from the vulnerability of drugs in this population. Educators claim that, stakeholders of this community have not done enough. This dissertation has successfully achieved all objectives, by demonstrating that educators do experience issues of drug use in school, educators are aware of drug crimes which learners conduct in school and that there is a lack of implementation by stakeholders of the school learning environment. Educators were also able to identify the lack of social control, poverty and peer-pressure as contributing factors to drug use by school learners.

Keywords: Learner, Educator, Secondary Schools, Interventions, Drugs

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CHAPTER ONE

1. INTRODUCTION

1.1.Introduction

The use and exposure of drugs among teenagers in high schools is immense. The United Nations World Drug Report, published statistics which demonstrate one in every fourteen South Africans are regular drug users, with the youngest drug dealer aged eight years old (United Nations, 2014). Apart from the diminution of a stable education, schoolchildren whom use drugs are three times more likely to become offenders of violent crimes influencing the future of these students (Surty, 2015). The South African Schools Act 84 of 1996 aims to ensure that all schools are drug free zones to the extent that counselling is available to those whom admit having a substance abuse problem (Fairmont High School, 2017) .

According to Department of Basic Education (2013) , the National strategy for the prevention and management of alcohol and drug use amongst learners in schools shows that, although possession of illegal drugs and intoxication of harmful substances are prohibited on school premises 46.9 percent of learners between grade eight and eleven indulged in the consumption of alcohol on school premises, whilst a total of 12.7 percent of learners engaged in the use of cannabis .The reputation and identities of students are a priority regarding the reporting of drugs and alcohol incidences as defamation is a major concern. However, there are many occurrences, which do appear on the front page of the local newspapers. One case, which was highlighted by the Department of Education, was learners at Earlington Secondary School allegedly fell ill after they consumed homemade alcohol on Friday, 20 March 2015 (Vadi, 2015).

Publications by the local media exposes the irrepressible situation which the Department of Education and local communities are faced with along with the need to ascertain factors which contribute to drug related crime and the intervention strategies available to students. Exploring experiences of educators regarding drug related offences is imperative following the continuous reports of drugs in South African schools. According to James (2013), intervention programs are effective in reducing substance misuse. This study aims to establish the prevalence of drugs in

two schools in the Phoenix area by exploring educator's experiences regarding the nature of drug related crimes, contributing factors that can be identified and the effective management of intervention programs regarding drug abuse.

1.2.Rationale of the Research Study

There are many quantitative studies, which focus on drug use by learners in school, and the results of many of these studies are taken lightly due to the minority versus majority result. Although a minority of learners indulge in the use of drugs and the distribution of drugs, the future impact this minority has on other learners is enormous. The implementation of a qualitative study explores educator's personal experiences and interactions with learners whom use drugs and their parents. The purpose is to highlight that drug use is prevalent in schools in the Phoenix area. Educator's experiences on the prevalence of drugs will help us explore the common nature of drug use in schools. The first objective is to establish the prevalence of drugs in school A and in school B. The purpose of this objective is to understand whether drugs are existent in these schools. The second research objective is to explore educator's experiences regarding drug related offenses and crimes. This objective specifically addresses the gap in the research. Studies focus on learner's experiences, which are unreliable, as learners are incredible as primary research instruments. Learners will not completely expose their experiences; however, educators as key informants will not be afraid to share their experiences with learners. The third objective is to ascertain educator's views on the factors, which contribute to drug related crimes in School A and in School B. This objective benefits the study. The purpose behind, this objective is that educators spend a minimum of eight hours a day with a learner. In many cases, parents do not associate with their children for this amount of time. Educators are therefore the key source, as they are able to identify behavioural changes in learners, they are aware of the background of learners as well as the relationships the learner shares with peers. Therefore, educators are able to identify factors, which motivate drugs use among learners in school. The last objective of this study is to ascertain if there are drug interventions in School A and School B. The reason behind this objective is to discover if there is any intervention in place to help learners in school. This objective will also help to assess the effectiveness of an intervention in place in schools. This objective will assist the researcher in making a positive recommendation to the study.

1.3. Significance of the Study

The significance of this study is based on the future of learners. The researcher wishes to engineer social change by creating awareness to educators, learners, parents, the South African Police Service (SAPS), the Department of Education and other stakeholders in this population. If the South African learner is assisted to dispel vulnerabilities to drugs, then this learner will have a greater opportunity to a bright future. It is important to create awareness so that departments, which do invest in improving the lives of school learners, are aware that there is a lack of implementation of the proposed strategies.

If we know that there is an issue, we can find a way to solve it; therefore, the first objective is important. The advantage of establishing the prevalence of drugs in school A and school B, is that we will know how common the use of drugs really is in this population and we are able to explore the extreme cases of drug use, which quantitative studies ignore. The advantage of exploring educator's experiences on drug related crimes and offences, is that we are able to discuss crimes, which occur in school, during school hours among school learners. This will help demonstrate that drugs are prevalent in schools among school learners. There advantage of knowing factors, which contribute to drug use, help, find solutions to these factors. It is also beneficial because we are able to identify learners with similar factors, and predict future drug use. Interventions are in place to prevent learners from being vulnerable to drugs, it is therefore important to ascertain if there are methods of intervention available in schools, so that we can identify whether they are effective enough to assist our learners. This study is significant, because there are strategies proposed by the government and Department of education in schools; however, there is a lack of implementation, which is not highlighted by schools.

1.4. Objectives of the Study

The core objective of this study is to explore the prevalence of drugs within two schools in the Phoenix Area, and gain an in-depth review on educator's experiences regarding drug related offences and crimes as well as contributing factors, which they are exposed to. The study will also address drug intervention strategies, which are practiced in the nominated schools. The purpose of this study is to present an analysis of educator's thoughts and experiences regarding drug use and crimes in school.

According to Reddy (2010), 122 out of every 1000 Grade 1 pupils in the Northern Cape town of De Aar have foetal alcohol syndrome – the highest incidence of the syndrome in one population anywhere in the world. South African's use twice the amount of Dagga, then the average worldwide figure (Viljoen, et al., 2005). There are a widespread of exceptional studies conducted on the drug issues, which South Africa faces, reviewed studies focus on a small sample of learner's perceptions. However, learners are coy about divulging information, whereas educators over the years have studied the background, status and personality of a learner. This has created a gap of in understanding the views of educators and experiences concerning the prevalence of drugs. This dissertation focuses on educator's experiences and opinions regarding the prevalence of drugs and the contribution factors in two high schools in the Phoenix Area of South Africa.

The study therefore has the following objectives:

- Establish the prevalence of drugs in School A and School B.
- Explore the experiences of educators regarding drug related offences and crimes.
- Ascertain the educator's views on factors that contribute to drug related crimes in School A and School B.
- Ascertain if there are drug intervention strategies at School A and School B.

1.5. Key research questions

- Is there drug related crimes occurring at School A and School B?
- What are the experiences of the educators regarding drug related offences and crimes?
- What are the common factors that educators can identify regarding drug related crime?
- Are there prevention strategies to address drug related crimes?

1.6. Methodology

A qualitative approach will be implemented for this study. Qualitative research aims to explain the social world by understanding, describing and exploring people's feelings and experiences in human terms and in rich detail. This study will make use of a qualitative research design as the advantage of this design is the flexible nature and range of techniques, which can be, implemented (Shuttleworth, 2008). Face to face, interviews and desktop research will be used as methods of data collection. The sample used in this research, consists of 20 participants. Ten from school A

and ten from school B respectively. Content analysis will be implemented so that the researcher is able to read and familiarize his or herself with the data, induce themes, code and elaborate on the data collected. The study is located in the Phoenix area. The researcher intentionally focuses on the school environment and the factors, which revolve around a school environment for the objectives of this research. As the school, environment is recognized as the environment which the child spends majority of the day. It is a concern that many children do not experience the bliss of parental guidance or a supportive community. Therefore, a school environment is the core environment where by a child learns and engages.

1.7. Definition of Terminology

The researcher to describe terms used in the following research will use the terminology below

1.7.1. Educator

According to the employment of educations (Act 76 of 1998), an educator is one whom teaches, educates or trains others at any public institution professionally and is appointed in a post on any educator establishment under this act (Department of Basic Education, 2011).

An educator is an individual that is employed to provide education or instruction to learners in a learning environment. For this study, educators will be referred to those whom serve education to learners specifically in a secondary school environment.

1.7.2. Secondary Schools

According to the national minimum uniform norms and standard for school infrastructure a secondary school prototype can be defined as schools offering grades eight to twelve for learners aged between thirteen and eighteen (Department of Education, 2009). A secondary school is the phase of education between primary school and university or college.

1.7.3. Interventions

An intervention is a program, which can benefit or offer a measure of treatment to a specific population before any kind of harm can affect this population (Heather, 2012). An intervention is referred to as an approach to provide early, systematic and intensive assistance to learners whom are at risk for or already underperforming (Fuchs & Fuchs, 2006). This study will refer to an intervention as a treatment or approach to prevent learners from using drugs and alcohol.

1.7.4. Drugs

A drug is a substance which can be inhaled, injected, smoked, consumed or dissolved under the tongue and causes physiological or psychological changes in the body (Drugs.com, 2016). A substance, which expresses a psychoactive effect (Drug Info Clearing House, 2003). Substances such as alcohol, depressants and the stimulants nicotine and caffeine can be referred to as psychoactive drugs, which are chemicals that affect the functioning of the central nervous system. This affect can alter perception, mood and consciousness (Ahmadijouybari, 2014). For this study, the researcher will focus on drugs such as cannabis and marijuana, as school learners in school most commonly use these substances. The use of such substance violates the law and school code of conduct.

1.8. Outline of the dissertation

Chapter One: Highlights the significance of the study and focus of the research examination. This chapter justifies the need for this area of research as it introduces statistics of the South Africa youth in schools, followed by the core objective and research questions of this dissertation.

Chapter Two: This chapter reviews literature based on drug issues raised in South Africa, the focus will revolve around high schools and contributing factors which adolescents are exposed to. This chapter briefly reviews literature on educator's experiences in schools in the Phoenix area and concludes by focusing on the intervention programs exercised by schools.

Chapter Three: Discusses the theoretical nature regarding drug usage in schools in three different perspectives; Biological, psychological and sociological.

Chapter Four: Explains the research outline and methodology of the study. This study implemented a qualitative research design due to the flexible nature of methods, which can be used. Interviews were used as a method of data collection. This section also indicates the data analysis used in the study and ethical considerations considered for the study.

Chapter Five: Reviews the research findings that were collected during the interviews.

Chapter Six: Discussion of the research findings and extension of the theoretical framework to further explain the phenomena of drug use by school learners.

Chapter Seven: Propose issues to investigate for future studies as well as a descriptive conclusion based on educator's experiences regarding the use of drugs in schools. This section also provides recommendations for stakeholders of the Phoenix community.

1.9. Conclusion

The aim of this chapter was to explore the importance of the issue of drugs in South African high schools among students. This chapter also included an overview of this research, which will focus on teacher's perceptions and experiences on drug use in schools and intervention programs executed. This chapter further defined key concepts to understand the terminology, which will be used during the research. The core objectives and key research questions to examine drug use in schools were also presented in this chapter. The conclusion of this chapter consisted of an outline of chapters that are to follow. Chapter two consists of a literature review which provides a motivation behind the nominated study. A literature review provides a background on the study and allows the researcher to find gaps in research previously conducted. The structure of the literature review for this dissertation is guided by the objectives of the research. Chapter three, consists of a theoretical framework. The sample population is very diverse in nature; therefore, the researcher has implemented sociological theories to explain this multi-factorial phenomenon. Chapter four demonstrates the qualitative methodology which the researcher has implemented. An in-depth analysis based on the findings of the research can be found in chapter five. The analysis of the data collected is included in chapter six. This dissertation concludes with chapter seven, a recommendation to stakeholders of this population and summary of the research findings.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

A literature review is a collection of relevant information of what we know about a specific topic, and what we need to find out about a topic. The core motivation for a research study can be seen in the literature review and the objectives addressed in this context. The aim of a literature review is to evaluate, clarify and integrate content of existing literature on the same topic and its evolution over generations. It provides a rich foundation of knowledge and allows the researcher to identify gaps and compliment the work of other researchers (Struwig & Stead, 2001). This chapter will be guided by the objectives of the research study.

2.2. The prevalence of drugs and experiences of educators in South African schools

The recently released United Nations World Drug Report had named South Africa as one of the drug capitals of the world (Youth Against Drug Abuse YADA, 2014). According to the statistics of the South African Police Service (SAPS), 60 percent of crimes nationally were related to substance abuse. In the province of Kwa-Zulu Natal, the Phoenix area holds the second highest record at 11206 for the worst type of crimes reported. The statistics of drug related crimes in Phoenix are at a minimum of 2653, as most of these crimes are not reported to the police officials directly (Crime Statistics South Africa, 2015). In order to charge an offender for this offense method of roadblocks, random home visits or school raids are implemented by police officials (Crime Statistics South Africa, 2015). Phoenix is ranked first in the worst ten precincts in 2016 for the high report of drug related crimes (Reddy, et al., 2010).

According to Shelley Andersen (2017), drug use among South African school learners is widespread and at its worst. Learners as young as twelve years old have begun to experiment with illegal substances. The South African Community Epidemiology Network on Drug Use (2006, p.2), stated that while patients taking treatment are aged between nine and eighty-two, it is shocking to reveal that the proportion of patients aged ten to nineteen increased by twenty-nine percent. Anderson (2017) stated that the issues learners face in schools are extreme and range from

bullying, stress, depression and peer-pressure. Learner's report that they have been issued offered or sold illegal drugs on the school premises.¹

South Africa is listed among the top ten narcotics and alcohol abusers in the world, which is twice that of the world norm (Bayever, 2017). According to Dr Beyeyer (2017), at least 15% of South Africans have a drug addiction and this number is expected to rise. Research conducted by Tshitangano and Tosin (2016,p.10), titled "Substance use amongst secondary school students in a rural setting in South Africa: Prevalence and possible contributing factors", found that majority (67%, n = 6) of the male learners started using substances between the age of 13 to 15 years, whereas the female students mostly began substance use between the age of 16 to 18 years (33%, n = 2).The weekly Phoenix Sun newspaper is bombarded 60% with articles regarding drug related crimes. It is becoming a norm in the community for teenagers to indulge in these substances. According to Reddy (2010, p.8), 12% of South African learners used illegal drugs more than once. This figure is the highest in the Phoenix region. The outcome of activities in school reflect the norms of those communities (Crawage, 2005, p.22). The researcher therefore, finds it important to approach this study from the perspectives of educators in school based in the Phoenix area.

Across the globe, there are different laws and regulations regarding drugs and the possession of drugs. However, it is established according to Cornell Law School (1992), a "crime" refers to any "act or omission in violation of a law prohibiting it, or omitted in violation of a law ordering it". In other words, for a crime to occur, unlawful "conduct" must have been committed. Drug possession is a crime, as the possession of one or more illegal substances, for personal use or sale to other persons, violates the law (Rasmussen & Benson, 1994).

Although every school upholds a code of conduct, which prohibits the use of drugs and alcohol, evidence from local newspapers, foresee that drugs and alcohol is a norm in majority of schools in South Africa. During an anti-drug operation conducted by the Tshwane Community Safety Department and the South African Police Service, seven learners were arrested at the Overkruin Hoerskool¹ in Pretoria for drug possession (Tshivhidzo, 2015). The learners were requested to appear in court. The operation was initiated upon request of the principal of the school, the overall

¹Hoerskool- Afrikaans use for the word High School or Secondary School

search resulted in four pupils testing positive for cannabis, two testing positive for heroin and one learner was arrested for the possession of cannabis [5g] (Vadi, 2015). Investigations were carried out in Hatfield, Sunnyside, Groenkloof, Monument Park, Waterkloof, Villieria, Brooklyn, Mamelodi, Akasia, Garsfontein, and Annlin. Six learners were arrested from the Pro Arte School in Brooklyn for the possession of drugs, mainly cannabis (Tshivhidzo, 2015).

According to Tshivhidzo (2015), these investigations were carried out with the purpose of exposing and promoting justice to individuals whom engage in distribution of drugs. The Tshwane Community Safety Department plans to implement an aggressive education campaign in schools to educate young people against the use of drugs to intensify their efforts to fight drugs. In Kwa-Zulu Natal, the Department of Education addressed issues of drug and alcohol abuse after several reports of learners indulging in these substances during school hours. Several learners fell ill after consuming home-made alcohol, which was carried by a female learner at Earlington Secondary School (Vadi, 2015). A fifteen-year-old female learner was also caught selling drugs in Earlington Secondary school, to other learners on the premises.

“According to a source who did not want to be named, it is alleged that a female learner, carried the “gaveen” or alcohol in two bottles. She allegedly shared the alcohol with her classmates, causing them to fall ill and start throwing up. When the learners were examined and questioned, it was found that they had shared the juice bottle of “gaveen”, taking turns to sip out of the bottles. On Thursday, 19 March 2015, a female learner at Earlington Secondary School was allegedly caught selling drugs to her fellow learners” (Phoenix Sun, 2015).

The Phoenix South African Police Service found that learners use tactics such as rolling drugs in cigarette boxes to avoid being caught in possession of these substances. In Westham Secondary, students admitted to playing the role of dealers for a local drug lord. This was investigated by the Local Drug Action Committee due to the increase of drug issues arising at school, some cases confirmed by the South African Police Service (Vadi, 2015) . The Local Drug Action Committee together with the South African Police Service emphasized that action will be taken against students caught in possession of drugs or in the business of distribution of drugs in on the school premises (Phoenix Sun, 2015).

According to the Soul City Initiative (2011), substance abuse is a global fight, with detrimental effects on our youth apart from the health and social implications. Drugs play an influential role regarding crime statistics in South Africa. Similarly, to alcohol, the effect of drugs can change one's mood, adding a sense of adventure and curiosity to an individual whom, may usually not part take in certain activities (Beyond Blue, 2016). Alcohol has been blamed for the reckless and impulsive behaviour to defend the deeds of individuals such as robbing a liquor store and having unprotected sex. In South Africa, cannabis is known as one of the most popular illegal drugs used and sold by the youth (Soul City Initiative, 2011). One of the most commonly used drugs on the streets of Durban, is called Rohypnol (Rising Sun, 2015). The drug that treats insomnia is most commonly used as a date-rape drug. However, the Lifeline Rape Crisis Centre argues, that late night parties are not the only venues to find this drug.

“In a recent case, here a woman went to her boyfriend's house and he offered her something to drink. She had a glass of water only to wake up the following day on his bed. She had no memory of what had happened and suspected she had been raped. She went to the Centre for tests and found out that they had had sex. It was not consensual, and she cannot remember what really happened and so this is rape,” (Nzama, 2017).

According to Leggett (2002) drugs, can be used in the same violent manner, at the same time adding to the statistics of date rape, robbery, possession of drugs, driving under the influence as well as house break ins to name a few. The retail price of drugs far exceeds their production costs. The illegality of drugs in South Africa, encourage drug lords to find other means of distribution such as schoolchildren. The youth of South Africa part take in crime unconsciously from an early age and find it difficult to find the right path (Leggett, 2002). Journalists from the local Phoenix Sun (2015), witnessed a learner being apprehended for the distribution of drugs, according to the principal, whom did not want to be named the incidence of drug sales are dominating Phoenix Schools.

“Society has failed its children, when you find 13-year-olds trafficking drugs right here in school. We have various measures in place to try to keep it out, but it still manages to make its way into the school premises. We are thereby urging police officials and other authorities to conduct regular raids to help us in the fight against drugs,” the concerned principal added (Phoenix Sun, 2015).

Apart from children being involved in the illegal sale and distribution of drugs, rivalry among drug gangs also influences crime statistics as violence is used to resolve illegal disputes (Leggett, et al., 2002). Drug users easily become addicted to these substances. Dependency of drugs leads to difficulty in social environments and communication. The presence of drugs, can lead to women becoming pawns of prostitution and fraud and men more directly involved in crime (Drug Info Clearing House, 2003). According to Department of Social Development manager Manju Moodley (2014), drug use among sex workers is a grave issue on the increase, to the extent that teenagers are now involved.

“Poverty levels are high and drug abuse has caused individuals to try any means of income to feed the habit” (Naren, 2014) .

When dealers know, the greed of their regular customers, they can easily take advantage of this, creating a cycle of unwanted crimes statistics and illegal activities. Apart from the direct relationship between drugs and crime, unemployment is a key factor, which can lead to the intake of drugs and is common in many areas of South Africa, as this is one of the country’s biggest downfalls. According to Congress of South Africa Trade Unions, general secretary Zwelinzima Vavi (2011), the increase in poverty and unemployment fuels the need to resort to drugs and alcohol. The high unemployment rate leads to many qualified frustrated graduates, whom have developed an abundance of free time. Their frustrations are cured by the intake of drugs, which impacts on their ability to differentiate between right and wrong. Many people choose to take the effortless way out, and committing crimes such as robbery, treason or manufacturing homemade drugs simply add to the statistics of crime. According to the Central Drug Authorities (2011), presentation to the South African parliament, South Africa’s drug statistics are reported as twice of the world norm. The United Nations World Drug Report (2014) highlights that one in fourteen South African’s are regular drug users of some kind. It is important to always remember that the reported statistics are a minimal representation of the actual crimes committed, as many crimes are unreported and are not included in the statistical reports.

The possession of drugs and substance abuse can lead to social, health and economic costs on an individual level, family level, societal level and largely impact on the economic state of the country (Surtly, 2015).The use of substances such as cannabis can cause depression, violent behaviour which can lead to crime, teenage pregnancy , increase in sexually transmitted diseases and

infections, lack of concentration, decrease in focus of education and isolation from society (Department of Education, 2013). The state of the society breakdowns when an individual chooses the deviant lifestyle. Apart from the loss of the productivity of this individual, the family suffers the loss of a child and peers are at risk of replicating this behaviour. Intervention, prevention and treatment costs associated with drug abuse drastically affect the macro level of South Africa's infrastructure. Although many interventions, prevention and treatment programs are implemented at the stage after arrest, many of these programs lack the guidance and support of an effective program and put individuals at the risk of reoffending (Heather, 2012). The youth of the South African population accounts for 13 million individuals between the age of 15 to 24 years old, however the talent, opportunity and innovation of the individuals in this population will remain unharnessed due to substance abuse (Soul City Initiative, 2015).

A study conducted by Karen Lynn Walton, Avenant and I van Schalkwyk (2016), based on "Educators' experiences of their relationships with adolescents involved in drug use" found that educators' personal well-being is important for them to deal with these challenging interactions. Educators used several skills and strengths to overcome challenges and to foster positive educator-learner relationships (Walton, et al., 2016). The average age for learners to initiate the use of drugs is twelve, therefore an educator needs to be sufficiently prepared to deal with the consequences of the experimental drug use. Experimental use becomes habitual which lead to addiction; this easily comes to the attention of the educator (Walton, et al., 2016). The function of an educator never was limited to the classroom, educators are confidants of learners, they are role models and a support structure which many learners lack at home. According to the South African legislation schools need to be supportive towards learners whom are facing challenges of drugs and alcohol, this implies that educators need to maintain positive relationships with learners always (Walton, et al., 2016). However, when educators must deal with issues of drugs regarding learners it may in turn result in a decrease in job satisfaction and an increase in negative relationships between learners and educators. During the school day, the educator takes on the responsibility of the parent, this is known as the principle of loco parentis, where by an adult does not formally adopt a child but is responsible for the well-being of the child. The educator takes on the role of the parent, and devotes lots of time and energy into the relationship with the learner when a positive relationship is formed; it acts as a protective factor for the learner regarding drug use (Walton, et al., 2016). Learners that engage in drugs are already at risk and demonstrate problematic, disruptive

behaviour in the classroom; learners may also encourage their friends to contribute to their outrageous behaviour. The effect of drugs on a learners schooling career are detrimental. Learners tend to become anti-social, have a lack of interest in the schoolwork, their behaviour is easily seen as unhealthy, as slowly learners refuse to participate in school activities such as sports day. Learners fail to communicate with other learners that have the potential to be a positive influence, or learners whom may act as a protective factor. A study conducted by Van Schalkwyk and Wissing (2010), found that when teenage learners use drugs there is a greater probability that learners will be more vulnerable to harmful substances as they possess lower levels of well-being. Learners tend to be more problematic around their peers, educators and friends. Educators are trained to teach learners academically and therefore fail to provide the help and assistance these learners need, after they are addicted to substances. Educators may argue that this role is reserved for guidance counsellors and psychologists whom are trained professionals (Walton, et al., 2016). An educator is required to be a care taker to more or less 40 learners at a time, therefore educators are easily frustrated by learners that are intoxicated and demonstrate disruptive behaviours in class (James, 2013) . According to Walton, et al., (2016), it is therefore evident that the relationship between the learner and educator is affected when learners engage in drugs and display behaviour that is disrespectful to the educator and his or her duty.

2.3. Risk and Protective Factors which are associated to drug related crimes **The Ecological Systems Theory by Bronfenbrenner**

Source adapted from (Dahlberg, 2007)

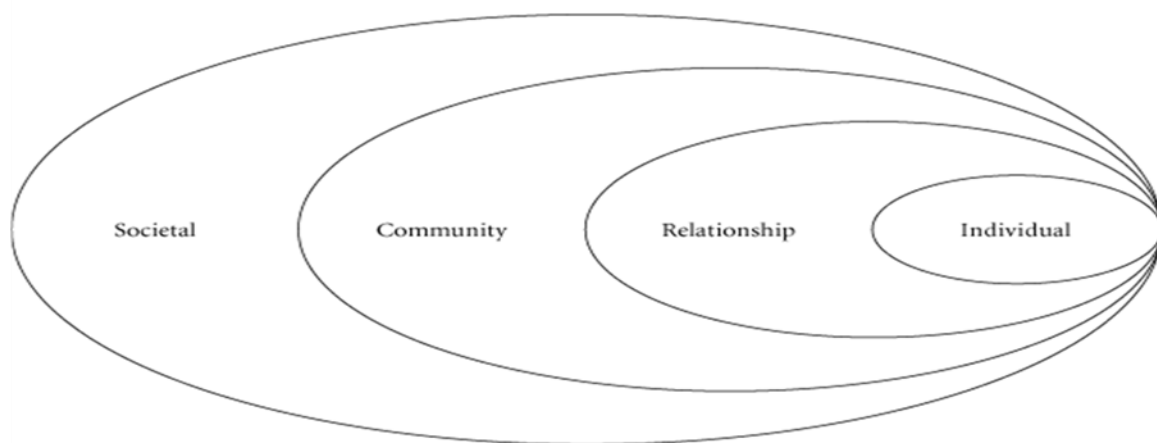


Figure 1: The Ecological model

The determinants of drug use are difficult to identify, as crime is a multi-factorial phenomenon (Singh & Singh, 2006). Identifying the determinants of drug use will assist in creating effective interventions to combat them. The Ecological Systems Theory is highly recommended to identify the risk and protective factors related to substance abuse as it recognizes that an individual forms part of many systems which affect development (Department of Basic Education, 2013). The ecological system theory is beneficial as it contributes to the notions that an individual exists within various settings which consist of family, peers, schools and society. The Ecological System consists of sub-systems, which are identified as the micro-system, meso-system, exo-system and macro-system (Department of Basic Education, 2013). The microsystem can be described as the relationship individual shares with family (Ward, 2007). The meso-system is the relationship individual shares with friends, or people whom frequently contact him or her, the exo-system is described as persons whom influence the individual, however are not directly related to the individual e.g. parent's interaction with teachers (Department of Basic Education, 2013). Societal norms and policies fall under the category of the macro-system (Ward, 2007). Development of a child can be either growth or negative growth, depending on the interactions a child experiences. For example, the relationship a child has with caregivers or parents impacts on the way in which the child interacts with other students (Department of Basic Education, 2013).

2.3.1. Risk and Protective Factors

Research to determine the introduction of drugs to an individual and the distinct phases, which it progresses to, has taken years to uncover. It is established that an individual is surrounded by many factors, which can act as a catalyst to a person's risk of drug use. Risk factors are those, which increase the possibility of drug use, whilst protective factors act as a defence mechanism against drug use (Indiana Prevention Resource Centre, 2007). It is important to note that not every human is the same; therefore, a risk factor for one person may not be the same for another. In addition, exposure to a risk factor, does not result in an individual becoming an addict or drug abuser (James, 2013). As children develop, they are in contact with different forms of risk and protective factors. Research shows that avoidance of risk factors is impossible, however when a risk occurs it can be altered positively using intervention (Indiana Prevention Resource Centre, 2007). For example, if aggressive behaviour at an early developmental stage of a child's life is altered with positive intervention from domains such as family, school and community it will be effective for the child

to develop socially appropriate behaviour and decrease the risk factors which affect this individual (Department of Basic Education, 2013). However, if this aggressive behaviour is ignored from an early age it can act as a catalyst. Negative behaviours increase risks such as academic failure, anti-social behaviour that can later compel one to part take in harmful substances (Ahmadijouybari, 2014) . The greater the exposure to risk factors the more likely one indulges in drugs (Dahlberg, 2007). Preliminary stages of development are fundamental, as a strong parental bond can have a greater impact in reducing risk during early years. An important goal of prevention is to change the balance between risk and protective factors so that protective factors outweigh risk factors (Indiana Prevention Resource Centre, 2007).

2.3.2. Individual Factors

Characteristics such as personality, attitude, physical and mental health contribute to the strength of individual factors to resist the temptation of part taking in substance abuse. A study conducted in Cape Town and Durban found that characteristics such as personality, unconventional and deviant attitudes are important predictive factors of drug use (Brook et al., 2006). Risk factors regarding drug use within an individual domain include delinquency, peer pressure, rejected parental authority, sensational seeking, impulsiveness, aggression, poor sense of well-being, inter alia, gender, genetic predisposition, age and alcohol knowledge (Oosthuizen, 2013). Qualities such as self-confidence, responsibility, interactions, high self-esteem and the relationships one maintains represents individual protective factors against drug use and possible addiction (Department of Basic Education, 2013). Research conducted by the Soul City Initiative (2011), on drugs and substance use found that many teenagers use or possess harmful substances as means to cope with stress, to be popular among the in-crowd in school, spark curiosity and excitement. According to the United Nations office on Drugs and Crime (2004), the reason that students part take in drug use may evolve as the individual progresses from experimentation to addiction.

2.3.3. Family Factors

Children observe behaviour from their parents and imitate this behaviour depending on their ability to differentiate between right and wrong at the time, therefore the family plays a pivotal role in the ecological model. In South Africa there has been research conducted which links parental drinking and cannabis use to youth use of substance abuse (Department of Basic Education, 2013).

According to Reddy (2010), there is sufficient information which indicated that the prevalence of smoking among learners whose parents or guardians whom smoked, was forty-three percent higher than amongst those learners whose parents or guardians did not smoke. Risk factors regarding substance use within a family domain include parental drug use, family conflict, poverty or affluence, family context/structure and cohesion, involvement in protective service at a tender age, and low expectation (Hawkins, Catalano & Miller, 1992). Positive parenting plays a crucial role in a child's life, as it also teaches a child how to behave outside of a family domain, and provides knowledge to replicate for future generations. Protective factors which assist in preventing engagement in substance abuse consists of good relationships between caregiver and child, disapproval for experimenting with drugs and alcohol, parental monitoring and effective communication between caregiver and child (Dahlberg, 2007).

2.3.4. School Factors

Most of a child's life is spent obtaining an education. Due to poverty, many children do not get the opportunity to a fair education (Department of Basic Education, 2013). However, students that do attend school are constantly exposed to risk factors such as deviant peer affiliation, skipping school, availability of alcohol and other drugs in or around school premises, low academic aspirations and poor school performance (Department of Education, 2013). Educators are responsible and try their best to give their attention to every child, but many schools suffer over population of students and a lack of resources regarding qualified educators. According to Morojele (2009), the availability of drugs and other harmful around and in the school premises also contributes to the elevated risk of substance use. Similarly, Reddy (2010), argues that a great concern should be that nine percent of learners have been offered or sold harmful substances in South Africa schools. Protective factors include school policy on substance use, code of conduct and quality of educational experience (Hawkins et al., 1992).

2.3.5. Community Factors

According to King (2003), the attitudes of the community on issues such as drug and alcohol use impacts on the way and frequency, which the youth part take in these substances. The community plays a pivotal role in promoting intervention programs and extra-curricular programs to prevent children from being bombarded by risk factors of drug use (Department of Basic Education, 2013).

The community may also be a risk factor by exposing youth to routine drunkenness. Risk Factors of any community include the most popular crisis in South Africa, unemployment, observation of peers indulging in the use of drugs and alcohol, far too much of free time as well as easy access to drugs and alcohol due to local bars in the community (Dahlberg, 2007). The main concern is the lack of monitoring of children's activities in the community. Monitoring of a child's behaviour and extracurricular activities are important protective factors. The community's defence against drugs can be highlighted by their disapproval of part taking in such behaviour, by setting an example to children (Department of Basic Education, 2013).

2.3.6. Societal Factors

The mind of a child can be easily manipulated into thinking what's trending is the right thing to do. According to Lovata (2003), studies have shown that tobacco advertising and promotion can make adults vulnerable to part take in harmful substances such as drugs and alcohol. In the past school, risk factors stayed in the duration of school hours, however, presently the expansion of social media results in those factors affecting the youth at home via social networking sites. Students observe the lives of other popular learners and wish to indulge in the similar behaviour to gain likes or popularity (Department of Basic Education, 2013). Risk factors within a society include advertising that promotes drug use, moral and social degeneration (Department of Basic Education, 2013). Children find admiration in popular celebrities and fall under the "want to be" spell; soon they easily become influenced to take the wrong path. The influence of media and social networking are major influential factors in a society if used in a positive manner can reflect as protective factors. Other ways in which to protect our future generation from becoming addicted to such substances include taxation, controlling availability and access to substances, increasing minimum legal age of alcohol consumption and effective policy implementation (James, 2013). Studies conducted by the National Institute on Alcohol Abuse and Alcoholism (2005), demonstrated that when the price of alcohol is increased, the consumption of drugs and alcohol decreases. According to Parry (2005), an effective method to reduce alcohol consumption in South Africa is to increase the minimum age of drinking legally, add taxation to all harmful substances such as drugs, alcohol and tobacco and increase the restrictions on alcohol marketing campaigns. As much as we try our best to save the future of the present, generation there will be a constant influx of political decisions. The latest issue being the soon legalization of Marijuana in South

Africa. Many see this as a positive, however the researcher find that the lack of monitoring has already created a major drift between children and their potential education. Legalization of such substance will make it easily accessible to students, as dealers of these substances do not abide by the law (Lovata, 2003, p.22). Unemployment is an issue, which many University graduates face for a minimal of two years; this easily digests the productivity of our educated citizens, resulting in a decrease of productivity and quality in the South African work force. Our nation is polluted by poverty, which can also result in our children becoming future criminals by indulging in illegal substances (Leggett, et al., 2002).

2.4. Drug intervention strategies in South Africa

The review of literature thus far has established that the prevalence of drugs is a crime in schools in the Phoenix Area, by identifying incidents, which have taken place, and published in local newspapers, we further identified factors, which contribute to drug use. This section will focus on interventions based on drug use and the importance of such a practice. The purpose of any campaign is to expose society to issues, which influence the lives of individuals. An intervention can be defined as an effective method used to positively alter the behaviour of individuals by educating them on a specific phenomenon (Montaner, Vidal, Molina & J. Alvarez-Sabí'n, 2002). The qualities of a successful intervention program can effortlessly overthrow the regulations of the government. According to Adler and Pittle (1984), these qualities include providing education to citizens and allowing them to decide whether to part take in risky behaviour, interventions are cheaper, faster and much easier to conduct than regulations. Interventions are strategies implemented to encourage change in a positive direction by making use of billboards, social media, television and community outreach programs (Singhal & Rogers, 2002). The role of such programs goes beyond the behavioural and media effects to better understand the social, community and interpersonal elements of transformations (Winskell & Enger, 2014). The focus of an intervention program demonstrated by the government should consist of general aims which should revolve around crime reduction, decreasing substance abuse, improving the standard of education, decreasing teenage pregnancy, reducing suicide rates, reducing child neglect and abuse as well as reducing domestic violence (Washington State Institute for Public Policy, 2004). Credible evidence shows that an effectively implemented programs can significantly achieve more benefits than costs (Adler & Pittle, 1984). According to research conducted by the Washington State

Institute for Public Policy (2004), the market place for early intervention and prevention programs belong to the youth. Development programs for youth are effective and have proven to prevent the rate of crime in the future; these programs are relatively inexpensive and provide a good return financially. Many intervention programs are expensive, yet have few benefits. To identify an effective program, evaluation is necessarily. When the government seeks to finance interventions, it is important that they look at the key factors, firstly priority should be given to projects where by there is evidence of success, specialized knowledge should be used to identify the success of a project, a strategy should be implemented to determine if the benefits of an intervention exceeds the cost put into to the implementation of a project (Washington State Institute for Public Policy, 2004). When creating an intervention or prevention strategy for crime such as drug use it is important to focus on the cause of crime, rather than the crime committed. Crime can be described in three distinct stages. Primary crime prevention focuses on preventing crime or criminal offenses before they take place, reducing opportunities of crime and strengthen the social structures such as the community and family (Australian Institute of Criminology, 2003). If the social structure around an individual is strong, it will be difficult to fall victim to risk factors of drugs and alcohol. Social crime prevention addresses factors such as poverty, unemployment, low self-esteem (Australian Institute of Criminology, 2003). Secondary crime prevention is a method used on individuals whom have elevated risk of embarking on a criminal career with the potential to change the individual's behaviour. According to the Australian Institute of Criminology (2003), rapid and effective early intervention programs should be implemented in this phase to prevent crime. Tertiary crime prevention consists of the criminal justice system and offending after it has happened, the primary focus is to prevent an offender from reoffending (Pease, 2002).

2.4.1. National Strategy for the Prevention and Management of Alcohol and Drug use amongst learners in schools

The South African Department of Education has enforced the “National Strategy for the Prevention and Management of Alcohol and Drug use amongst learners in schools”, as a method of intervention and prevention to assist in obliterating this grave issue from our society. The main goal of this strategy is to ensure that learners can view school as a safe environment, a place which they receive education. Children must be able to attend school without being forced into part taking in drugs and alcohol. Children should be innocents, and the sale of drug and alcohol in schools

between learners should end. The core objectives of this strategy include assurance that schools are drug and alcohol-free zones, are environments where by education is promoted, instil confidence in our learners so that they can be willing to refuse proposals of drugs and alcohol as well as refuse engagement in drug related crimes (Department of education, 2013). The National Strategy for the Prevention and Management of Alcohol and Drug use amongst learners in school's rests on four pillars. The first being the potential to create an environment which allows for prevention and management of alcohol and drugs, meaning that the occupants of this environment must be willing to change and improve their situation. In a school environment, many learners do not engage in drugs and alcohol usage, they are easily influenced by others; therefore, prevention will be benefit to this situation and an advantage to this pillar. Detecting signs of drug dependence will also improve the chances of prevention, before the situation worsens and a learner becomes addicted. The final pillar refers to treatment, learners whom are identified as those addicted, need to be able to get the right treatment. Learners need access to the correct treatment, which enables them the privilege of confidentiality and trustworthiness (Department of Education, 2013). According to the Department of Education (2013), implementation of the National Strategy for the Prevention and Management of Alcohol and Drug use amongst learners in schools requires the integration of all care and support from Teaching and Learning structures from national, provincial, district and school levels. The National Strategy on Screening, Identification, Assessment and Support (SIAS) is also involved in the process of identifying, assessing and providing programs for all learners requiring additional support to enhance participation and inclusion (Department of Education, 2013). The key role of the Department of Education is to improve existing policies and integrate policies based on alcohol and drug use prevention, apart from this it is also important that a good support system exists whilst implementing such policies. According to Adler and Pittle (1984), for any campaign, or behavioural changing program to be effective, there needs to be a frequent evaluation on the cost and benefits of the program. This should include, how effective it is, or how there has been a decrease in its effectivity. Drugs and drug possession in school, is an issue which affects South African in many different infrastructures, for example it is a deterioration of our education system, money is needed for treatment, for rehabilitation, for counselling and to reinvent a stable community. Therefore, the provincial departments need to take the initiative to ensure that there are human and financial resources available. Correct management and implementation of the Department of education interventions,

needs to be monitored and executed. Educators need to be trained to deal with the issues of drugs and alcohol in schools. Although much has been done, on paper regarding drugs and interventions, the lack of implementation in majority of schools are evident. It is important to note that students are not afraid of the code of ethics in schools, therefore they commit these offenses against this code, the Department of Education maintains that there needs to be an established method to report drug issues and respond to them either with treatment, care or rehabilitation (Department of Education, 2013). The National Strategy for the Prevention and Management of Alcohol and Drug use amongst learners in schools requires the district officials and district support teams to ensure the effective implementation of policies and programs to combat drugs and alcohol in a school environment, life skills training should be part of the life orientation school curriculum, this should also consist of sport, peer education and safety interventions, assist with training the educators, parents and community (National Crime Prevention Strategy, 2012). Non-profit organizations should integrate with schools and keep records of incidents, which occur. These organizations should ensure that there is correct implementation of the existing systems, as well as provide recreational activities, implantation of drug testing in schools, and a strong referral system for learners whom are addicted to drugs (Department of Education, 2013). Educators and Principals of schools should also assist in development and strategy of inventions.

2.4.2. Drug Interventions executed in the Phoenix Area

The following organisations are based in the Phoenix area. The aim of these organisations is to offer help to the people of the Phoenix area, whom have experienced drug problems or to prevent the use of drugs when dealing with social and personal problems. These organisations have their own methods of reaching the community and promote socialisation and job upliftment among the Phoenix population.

2.4.2.1. Relapse Prevention

Relapse prevention is a non-government organization located in Durban, Phoenix, which consists of voluntary members whom have experienced the detriments of substance abuse, addiction and potential relapse (Relapse Prevention, 2015). The advantage of the Relapse Prevention group is that they can give advice, which is something that the individual and family of the user, can relate to. According to the Relapse Prevention organization (2015), the main aim is to create a life free

of torments of abuse, and eliminate vulnerability to drugs for the individual, this is implemented online. The Relapse Prevention organization, maintains that South Africa is polluted with an abundance of drug crimes, which continue to increase. This organization holds a strong belief that,

“Government facilities are overrun and are notoriously ineffective in preventing ongoing relapses, private drug rehab facilities are financially inaccessible to most of addition patients, and there is very little data to support the effectiveness of the anonymous groups across the spectrum of addiction”. (Relapse Prevention, 2015).

Although rehabilitation is a potential cure, there are no restricting factors, which prevent individuals from walking back in to a life of drugs. Recovery maybe shortly effective; however, there is no monitoring of individuals after an intervention, which allows them the opportunity to reoffend. There are many societal and financial restrictions when it comes to intervention, acknowledging this fact, the Relapse Prevention team created an online course, to promote the joys of freedom away from drugs and crime. The advantage of the Relapse Prevention organization is that the advice offered to users of the online facilities does the recovery community (Relapse Prevention, 2015) base professional recovery solutions on expert advice and strategies There is no religious obligations, financial benefit or commercial advantage regarding the reputation of Relapse Prevention.

2.4.2.2. Grievous Bodily Harm (GBH) Security and Training Solutions

Grievous Bodily Harm Security and Training Solutions is a security company, which was established, in 1995, situated in Phoenix. The aim of the company was to provide professional guarding services to the public, as years passed, GBH changed the focus of their brand to eliminate crime and protect their local community (GBH Security and Training Solutions, 2014). Unlike other security, companies in Phoenix GBH could recognize that crime is a phenomenon, which continued to increase regardless of the measures in place to prevent crime. Their protection services, were sufficient, but the crime reported around the Phoenix area, were very petty issues whereby majority of offenders were teenagers who committed crime to feed their drug habits or simply to provide a meal for their families. This realization was a turning point for the company, Ashley Deodutt, owner of GBH Security, invested in changing the lives of individuals around the area, by opening a training facility. The training centre allows individuals to obtain a qualification

so that any security company with efficient knowledge and experience (GBH Security and Training Solutions, 2014) can employ them. Although one of the requirements are a Matric qualification, this initiative was implemented with the hope of providing jobs for individuals, and reducing crime. GBH Security gives hope to individuals whom have difficulty finding a job; their human resource department has employed over 400 staff members in under a year. Although there is no guarantee that crime will be demolished, one thing that can be promised is that these employees are not going to be part take in any criminal activity. GBH Security is a company passionate about preventing crime and drug use amongst teenagers in society (GBH Security and Training Solutions, 2014). Apart from the initiative of a training school, GBH has linked with the South Africa Police Service, to help fight crime and drugs in the Phoenix Area. The company also host extraordinary events to inform children in local schools to be careful of the crime and drug infestation in the community. The main outlook to prevent the use of drugs and deviating behaviour is to create employment and eliminate opportunity to deviate from societal norms (GBH Security and Training Solutions, 2014).

2.4.2.3. Anti-Drug Alliance

The Anti-Drug Alliance is a non-profit organization in South Africa, which is committed to educating South African's about the dangers of being immune to harmful substances such as drugs and alcohol to the extent that it becomes an addiction (Anti-Drug Alliance, 2010). To eliminate stereotypes that revolve around those suffering from addiction in society, the Anti-Drug alliance speaks out about issues of addiction. For example, one whom is addicted is always going to be addicted. One of the most interesting characteristics of the Anti-Drug Alliance is that unlike majority of organizations, their principles rest on treatment, testing, advocacy, research and most importantly education (Anti-Drug Alliance, 2010). South Africa requires a formidable force such as the Anti-Drug Alliance, as their motto is;

“That addiction is a treatable condition, and not a disease. That someone is clear instead of clean. By asking how long someone has been clean, it implies they were dirty to begin with. Most addicts look just like you and me, and bath daily. Clear implies just that – an addict can become clear from drugs, and someone who has never been addicted is clear. We are all about changing the perception and stigmatization of addiction. The public deserves to know the truth about drugs and addiction in South Africa, no matter what.

The South African media have dubbed our founder and Chief Executive Officer, Quintin van Kerken as one of the foremost experts on drugs and addiction in South Africa, and we have been in hundreds of newspaper articles, radio interviews and television interviews, both locally and internationally.” (Anti-Drug Alliance, 2010).

Anti-Drug Alliance believes that rehabilitation allows a user the opportunity to run away from his or her responsibilities, rather than face the facts and come to terms with the status of their addiction. Escaping the immune environment for a brief period, simply allows a user a break, after which the user returns to the same environment he left, where no change has taken place, allowing him to easily fall prey to the weakness of drugs and alcohol. The labels which society places on a drug user such as “sugar boy”, or “addict” can also be very demotivating for an individual to want to change his or her lifestyle. Treatment offered by Anti-Drug Alliance takes place in a very discreet manner, whereby society would not even know that one is in rehabilitation, thus boosting one’s confidence. The training, which takes place, teaches the user to be able to cope with temptation to such substances in their personal environment, accept responsibilities and find resolutions to their problems (Anti-Drug Alliance, 2010). The approach used is exceptional because it treats all clients as humans rather than “community stand outs”. Schools, companies and personal clients seek assistance to help eliminate substance abuse. The Anti-Drug alliance specifically focuses on schools to educate children across the province of South Africa.

2.4.2.3. Anti-Drug Forum of South Africa

The anti-drug forum of South Africa is an organization, which is originally based in Chatsworth. The aim of this organization is to assist communities, which are bombarded with intoxication of drugs and alcohol across South Africa. Majority of their focus is aimed at addressing the drug “sugars”. The mission of the Anti-Drug Forum of South Africa, extends from creating awareness to sustainability in the community this includes awareness, prevention and rehabilitation. According to the Anti-Drug Forum of South Africa (2005), eighty percent of crime in the Chatsworth area relates to substance abuse, therefore their purpose is to decrease substance abuse. The functions of the organization assist the community tremendously by visiting primary schools and secondary schools, religious organizations, publishing articles in the local newspapers and Facebook pages, as well as handing out information on drugs and alcohol at local shopping centres (Anti-Drug Forum of South Africa, 2005). The organization assists schools in the Phoenix area

with the rehabilitation of learners and support to families as well. Their goal is to allow the child to reintegrate successively into the school environment without being vulnerable to these substances (The Phoenix Sun, 2015). Furthermore, the Anti-Drug Forum of South Africa has implemented early intervention programs aimed at targeting learners whom have been caught experimenting with dagga. There are also SMART club initiatives active in schools, which provides support to learners in schools, this has also been a remarkable success and continues to flourish (The Phoenix Sun, 2015). According to the Anti-Drug Forum of South Africa (2005), the organization has also successfully implemented an early intervention program, conducted by the facilitators and social workers, as well as aftercare programs and community outreach initiatives. The success of these programs is evident. The Anti- Drug Forum of South Africa and principals from local schools believe that parents need to engage with their kids to create a safe and loving environment for the children (The Phoenix Sun, 2015).

2.5. Conclusion

This structure of this chapter followed the direction of the objectives of the research. The first objective was to establish the extent of the prevalence of drugs in School A and School B. The researcher, reviewed studies and statistics gathered from the South African Police Service and the United Nations World Drug Report, to confirm that the use of drugs is an immense issue, which schools in South Africa face. The second research objective was to explore educator's experiences regarding drug related crimes and offences, to address this objective, from a literature point of view, the researcher reviewed articles, which were published in the local newspapers such as the Phoenix Sun, and explored the experiences of educators in schools. These experiences included, educators catching learners selling homemade alcohol and distributing drugs in schools in the Phoenix Area. The third objective was to ascertain educator's views on factors, which contribute to drug related offenses and crimes in School A, and School B. The researcher implemented the Ecological systems theory by Bronfenbrenner to explore the multi-factorial causes for learners resorting to drugs and alcohol. The final objective of this dissertation was to ascertain if there are drug intervention strategies in School A and School B. The researcher began to achieve this objective by defining drugs and interventions and exploring the costs and benefits of these programs. The research area is based in school environment therefore, it was imperative to review the National strategy for the prevention and management of alcohol and drug use amongst learners

in schools by the Department of Education. The researcher concluded this chapter by reviewing intervention programs, which assist with the challenges of drugs in the Phoenix area. The next chapter will discuss the theoretical nature of drug use in schools.

CHAPTER THREE

3. THEORETICAL FRAMEWORK

3.1. Introduction

A theory is defined as an explanation for a general category of phenomena, set of events or conditions (Abend, 2008). The aim of this chapter is to explain why school learners use drugs using a theoretical framework. For an individual to part take in drug use, there must be a motive and there must be an availability of the substance (Goode, 2007). These factors are dependent on each other for drug use to take place. For example, if there is no availability of drugs, the motive to engage in drugs is not fulfilled. If there is no motive, the availability is disregarded. Research on the use of drugs have been conducted for millenniums', however the question remains, why do people indulge in these substances? There is no single answer. The use of drugs is a multi-factorial phenomenon (Singh & Singh, 2006). Therefore, the researcher has implemented an eclectic perspective to approach the aim of this chapter. South Africa is a country of diverse nature, and a broad historic background, there are many events, which have led to the current state of affairs. Issues such as poverty, broken homes and low self-esteem, have become societal norms, therefore it is fitting to look at the drug phenomenon from a wide perspective and a range of theories.

One of the most popular theories used by Greek philosophers to explain the reason of “wrong doings”, is known as demonology, meaning devil or evil spirits (Oleson, 2006). People believed that they committed crimes because they were compelled to do so by the evil spell of the demon or evil spirits. However, a materialistic explanation is favoured by social scientists, which falls under the social, psychological or biological worlds (Goode, 2007). There are plenty theories which aim to explain drug use, however most of theories recognized by social scientists are narrow minded, as they focus on a limited number of factors which may contribute to drugs use, a specific drug or the solely phenomenon of abuse. Many researchers admit that no single theory can explain drug use on its own. Theories complement each other, and researchers compliment the theories of peer researcher to support this argument. Due to the diverse nature of South Africa, the researcher has implemented a perspective, which looks at an array of theories, which can equally adapt to the phenomenon that we face of drugs in the learning environment.

This chapter will address the three broad explanations of drug use theoretically, which is biological, psychological and sociological theories. Each theory consists of its own perspective; biological and psychological are individualistic, whilst sociological theories concentrate on group differences and structural differences.

3.2. Biological Theories of Crime

Biological theories state that individuals are influenced to experiment or abuse drugs due to the physical mechanisms that are within them (Teesson & Teesson, 2002). These physical mechanisms are either present at birth or caused by a mixture of environmental factors and inborn factors. The theories which best describe this phenomenon is genetic theory and the theory of metabolic balance. Although these theories are well recognized in the school of criminology, accusing an individual of a crime, because their ancestors were convicted of crimes, is a form of discrimination in South Africa and around other parts of the world.

The genetic makeup of individuals predicts their fate regarding drugs and alcohol. A combination of genes assists the biological mechanisms relevant to substance abuse (Bevilacqua & Goldman, 2009). This includes being able to become intoxicated when using drugs, passing out or not being able to consume low dosages rather than high dosages or having the capacity to metabolize chemical substances in the body. This phenomenon is different for every person, just as our DNA is something unique to us. Most of the studies which have attempted to demonstrate this theory, focused on alcohol consumption. According to Goode (2007), studies have shown that adopted children have alcohol rates closer to that of their natural parents, then to those of their adoptive parents. However, according to researchers Marc Schukit, Jack Mendelson and Barbara Lex, 40 percent of the children of alcoholics exhibit a significantly lower sensitivity to alcohol. Many researchers share disbelief in the relation between genetics and alcohol consumption, however genetic with a combination with other factors could increase the possibility of high rate of alcohol consumption (Bevilacqua & Goldman, 2009).

The researcher agrees that the tolerance of drugs and alcohol maybe genetically predicted, this is relative in today's generation. It could be argued that children learn to part take in these activities by observation, therefore they become immune to the idea of drugs and alcohol. However, the observation by Goode (2007) demonstrates that, "*studies have shown that adopted children have*

alcohol rates closer to that of their natural parents, then to those of their adoptive parents” which contradicts the theory of observation and settles that genetics impact on the way in which a drug user can deal with the consumption of drugs and alcohol.

Metabolic Imbalance is a theory developed by physicians Vincent Dole and Marie Nyswander (Goode, 2007). The crux of this theory is that individuals, which are narcotic addicts suffer from what can be compared to a metabolic disease, these individuals, begin to crave narcotics, the way in which diabetic patients crave insulin for the body to function normally (Virmani, et al., 2007). Drug use becomes immune to the body and imperative for the body to function, this is a main reason that most users result in a relapse.

3.3. Psychological Theories of Crime

Psychological theories emphasize the attributes of positive and negative reinforcement, the personality of the drug user, drug abuser and the personality of the drug abstainer (Newton, et al., 2009). Reinforcement is simple, people do things because they were previously rewarded for doing so, therefore continue to, in the same respect drug users continue to part take in these activities, because they were also rewarded. For example, drug users previously took drugs and experienced a reward in the form of emotions or by being popular among the in-crowd, therefore he or she is psychologically encouraged to repeat the use of drugs so that he or she can be rewarded again. Personality factors contribute to causing drug use and abuse. Different theorists, have evoked a distinct perspective regarding this phenomenon, however one key principle that binds these psychodynamic theories together is that they suggest that individuals have characteristics, which drives them to engage in drugs and alcohol (Newton, et al., 2009).

Positive reinforcement is when a specific behaviour becomes repetitive by the individual due to the initial pleasure this behaviour rewarded the individual with (Baron & Galizio, 2005). For example, getting intoxicated is a pleasurable experience; therefore, drug users continue to use drugs, so they can continuously be rewarded with this pleasurable feeling. Users experience jubilation and therefore continue to use substances. The researcher believes that positive reinforcement takes place emotionally and physically. Learners in school’s partaking in drugs and alcohol, emotionally feel alive, apart from their emotive experience they are also rewarded by

being promoted to the cool and popular gangs in school. Therefore, they continue to indulge in these substances, and soon it becomes a habit.

Negative reinforcement is when an individual commits an act to relieve feelings of pain, and is then rewarded by forgetting the pain that exists within them (Newton, et al., 2009). The individual is motivated to repeat this act to continue to relieve pain. The process of rehabilitation can be considered negative reinforcement, as it shares similar phases. When an addicted drug user, becomes dependent on a specific drug, when discontinuing this drug, the individual undergoes painful withdrawal symptoms, therefore takes a small dose to eliminate that feeling of pain from withdrawal, the individual will then gain a sense of relief from the termination of pain (Baron & Galizio, 2005).

The theory of psychological pathology or inadequacy argues that individuals whom are attracted to drugs lacks emotional stability (Baron & Galizio, 2005). Drugs is a tool used by individuals to escape the reality of life. However, although drugs are only a temporary fix to the actual problems, and as a result blindly creates issues such as addiction. Not all individuals with issues will be attracted to drugs or the life of addiction, however the greater the inadequate personality, the higher the risk of drug use. This theory is relative to most cases that are reported to police stations, individuals whom lack emotional stability are more frequently caught for committing crimes and criminal offenses. Problem behaviour process as highlighted by Goode (2007) consists of elements of unconventionality and the willingness to take risks. A child that is problem prone is more likely to use a wide range of drugs as compared to the child that does not deviate from societal norms. The characteristics of drug users tend to be more independent, rebellious, open to adventure, risk taking, tolerate of deviance, and differences, accepting of cultural norms, peer orientated and unconventional (Jessor, 1979). Users lack the reign of religion, parental dominance, achievements and associations. Yet again this theory states that the more unconventional and risk taking an individual, the greater the chances of him or her using drugs as compared to the conventional group of the population (Jessor, 1979). Problem prone behaviour is very common in South Africa, because majority of the population ratio come from single parent homes. Therefore, there is a lack of parental control, attention and involvement, which can influence the growth of the child. In contrast to this, there are homes where by both parents are working to make ends meet, which due to the rate of inflation has also become a priority, these children also lack parental control and

involvement and therefore are more likely to be part taking in deviant activities to gain attention elsewhere.

3.4. Sociological Theories of Crime

The researcher briefly discussed biological and psychological theories with the intent to focus on sociological theories. The sociological theories focus on structural factors rather than individualistic factors of the user. According to Lindesmith (1938), a crucial factor to examine is not the personality or characteristics of the individual but rather the structure of the group that the individual engages with, the situations that the individual is faced with and the social structure of the individual's environment. The researcher intentionally focused on sociological theories, because it is the community structure of the Phoenix area, which is being investigated during the duration of the research, the attitudes, backgrounds, and structure which learners from the Phoenix Areas project.

3.4.1. Anomie Theory

Robert M Merton developed the Anomie Theory of deviant behaviour in the 1930's. It is a theory, which relates a lot to the perceived "American Dream", which is often appetizing yet only possible for a small portion of society to attain (Goode, 2007). This statement by Goode is a phenomenon, which exists today. Social media influencers, whom are simply advertising or promoting brands, bombard children. However, these children idealize the lifestyles and habits of these social media influencers, and will do anything to attain the luxury lifestyles of those whom they idealize. This includes, stealing, bullying other children, following the habits of the "popular on media" such as smoking, doing drugs and consuming alcohol. Eventually it results in crime. Most of the time, children simply do things for the sake of the camera, so they can eventually upload their deeds on social media and be praised by their peers for their actions. Psychotics, autists, outcasts, drunkards, alcoholics fall under the large group of individuals whom have given up on materialistic goals after attempting both legal and illegal methods to achieve the desired success (Orru, 1983). Although the Anomie theory could relate to society, it was highly criticized. However, in the 1980's scholars, reviewed the theory from a new perspective. Although Anomie theory lacked suffice evidence to relate to drug abuse, it was effective in explaining the need to deviate into drug dealing. Since majority of the population fail at legal means to success, they are easily attracted to

illegal means, such as drug dealing. In South Africa, particularly the Phoenix area, on every turn there are businesses that are owned by foreigners, which can also make it very difficult for local businesses to be successful. Therefore, many of the locals must resort to drugs and alcohol distribution in the form of drug dens² and taverns³ to make a living. With the high unemployment rate, students with degrees also find it difficult to obtain decent jobs, relevant to the status of their degree; therefore, students are also forced into the trend of drug dealing and distribution. The researcher admits not every unemployed graduate becomes a drug dealer, but for many the frustration of being rejected from employment eventually lands them in this situation of dealing drugs to earn an income. It has become a generation whereby, thieves are rich and graduates with degrees are unemployed and poor. Those, whom fail at legal means, resort to illegal means to success. In South Africa, particularly the Phoenix area there is poverty, which falls under family factors. Learners observe the way their parents live from pay check to pay check to achieve their needs and provide the bare minimum for their families. Therefore, in line with the Anomie theory, these learners search for methods that can ensure that they earn a successive income in a short space of time. One of the ways in which learners find this income is by the sale of drugs and alcohol and distribution of drugs and alcohol in school. The parents of these learners are aware of this method of income, and encourage this behaviour, as it is beneficial to the family.

When there are factors of parental drug use or family conflict, learners in school may try to find a method to escape the abuse they experience at home. According to the Anomie Theory, learners find methods to make a quick income to escape the situation they face at home, with the money they earn they feel powerful and stronger. Another method, which learners may implement, is bullying or abusing other learners in school, so that they feel superior and are comforted by the power of being feared, famous and popular. In this, short space of time the learner forgets his or her own personal issues.

The use of drugs and alcohol, among peers at school also gives learners a boost of confidence and self-esteem. They are considered “cool” and “famous”, by their peers and therefore continue to go to extremes to ensure that they have tried the latest trends and the latest substances. Popularity in school and on social media has become a trend; learners tend to bully others, initiate arguments just to improve their social standing on social media. This is relevant to the Anomie theory, when

learners are unsuccessfully in excelling in academics they find other methods to gain popularity such as deviating from societal norms.

3.4.2. Social Control and Self-Control Theory

The Social Control Theory and Self Control Theory, extend to explain why people do not deviate from social norms. The social control theory maintains that members of society refrain from committing criminal acts and engaging in harmful substances because of the existing positive bonds an individual may share with family, beliefs, activities and social establishments. (Hirschi & Gottfredson, 1990). The theory of social control is relevant in society. Particularly the Phoenix area, what needs to be noted is that, the socialization between members of society has changed drastically. Previously neighbours, friends and family would communicate face-to face, rather than social media or social communication. Children spend more time on their phones, rather than traditional methods of socialization such as playing soccer with a soccer club every weekend. Therefore, it is difficult for a child to build positive relationships with those either than the parents, the situation of both parents working, or single parenting did exist in previous generations, but in those times children had other role models in society to speak to about issues they are facing. This is what society fails to acknowledge. Positive socialization encourages conformity, if these bonds are degraded individuals feel free to deviate from societies standards therefore engage in drugs and other criminal activities (Baker, 2011). However, this does not mean that individuals whom share positive association with peers, religious organizations or work environments will never deviate or do something illegal. Positive associations are means of control, having these relations mean that we are less likely to engage in criminal activity (Hirschi & Gottfredson, 1990).

When a child is affected by factors such as a lack of attention from parents, or educators this child will lack the conscience decision to not consume substances such as drugs and alcohol. In the Phoenix area, schoolchildren lack positive relationships and societal bonds and therefore lack relationships, which can act as protective factors and decrease the possibility of drugs use or deviating from society. In previous generations the community was much more interactive, they were soccer clubs, cricket activities, netball, in the present generation due to social media, communities lack communication and interaction. People of the community fail to make the time and effort to host these sports and games, which can act as protective factors with learners and prevent the use of drugs.

The theory of self-control can be explained as; drugs and crime are easily adapted to one whom lacks self-control. The contributing factor to this theory is the lack of parental socialization (Buker, 2011). In South Africa, parenting has become something, which people tend to misinterpret. Previously there were sports days, parent and child activities, which encouraged positive socialization, presently children, are “friends” on Facebook and Instagram with their parents, this redefines the role of a parent. Parental socialization has decreased, parents form the misrepresentation of roles due to social media, parents also assume they are being good parents by spoiling their kids; this has become a popular trend. Apart from the role of technology, parenting has suffered due to poverty, broken homes and single parent homes. Previously society was very united, whereby neighbours or friends were able to assist in taking care of their peer’s children. However, times have changes, crime is unpredictable, so parents leave their kids unsupervised to fend for themselves, rather than to allow a stranger to take care of them for the period of his or her work. Whilst social control, can only be affected in the moment of an individual’s life, self-control is a phenomenon, which reflects the past of an individual and their upbringing. It is important to note why these theories relate, if an individual lacks self-control, it is impossible for him or her to get to a point where social control is relevant (Goode, 2007). According to the social control theory, an individual’s relation or investment with society such as relation with home, work, children, education, and business will result in their conformity. People whom, lack self-control will be unable to achieve such relations and investments. Self-control starts with parents or guardians; it is a foundation, which builds a child therefore lack of parenting, can decrease one’s ability of self-control. If a child is not confident to socialize, this child will not attempt to build relationships with peer groups, work, education, community organizations therefore this child will also lack social control, as there is no form of restraint in his or her life. This theory emphasizes that there is a relationship between drug use and self-control variables. The lower the self-control the greater the possibility of drug use, the higher the self-control the lower the chances of drug use (Goode, 2007).

According to Gottfredson and Hirschi (1990), their theory of social control demolishes all theories that attempt to explain drug use except for the social disorganization theory and the routine activities theory. The Social disorganization theory states that members of society neglect the wrong doings of individuals or fail to correctly monitor the actions of members in a community; the crimes therefore escalate (Hirschi & Gottfredson, 1990). Communities refrain from assisting

parents in parenting their child, apart from the 'typical' don't tell me how to raise my child, community members also fear the law, and issues they may be accused of such as sexual harassment or abuse. Similarly, to this is negligent parenting. When parents fail to monitor and correct the mistakes of a child, the child maintains a low self-esteem level. The reason children smoke, deal drugs, or use drugs is due to the established low self-esteem (Goode, 2007). Social disorganization and low self-esteem are therefore the same phenomenon.

Individual factors such as delinquency, peer-pressure, lack of parental authority affects the growth of a child, this child becomes an addict because of the low self-esteem. In the Phoenix area, parent's lack the potential to identify that their child requires assistance to change behaviour or stop being pressured or bullied, when parents fail to assist a child, the child continues to grow with a low self-esteem. The child consumes drugs and alcohol to suppress these feeling. Low self-esteem results in low self-control, eventually the child will be unable to control his or her life as well as unable to gain long term social control.

3.5. Conclusion

This chapter reviewed theories that relate to drug use. The use of drugs is becoming a societal norm; therefore, it is impossible to rely on one perspective to dissect the characteristics and functional role of a drug user. This chapter highlighted sociological theories, because the focus of this study was on the location of the study, which is the Phoenix area. The Anomie theory focuses more on learners whom distribute drugs in school and explains that learners want to be successful and famous, therefore distribute drugs in school. The social control and self-control, highlights the lack of involvement from stakeholders in a learner's life. The lack of extra-curriculum activities from schools and religious groups, the lack of parental communication and support decreases the protective factors in a child's life and therefore increases the opportunity for a learner to use drugs. Society plays a huge role in determining the outcome of a child's actions. Children should be reprimanded when they are wrong, rather than rewarded. Parenting is also imperative to determine the child's place in society. Most importantly, self-control and confidence will prevent a child from becoming a user or falling vulnerable to peer-groups, which encourage use of drugs and alcohol.

CHAPTER FOUR

4. METHODOLOGY

4.1. Introduction

This chapter will demonstrate the use of qualitative methodology, which the researcher has implemented to effectively conduct the nominated study. According to Neuman (2003), research methodology plays an imperative role in the decisions made regarding the research processes exercised; it is a tool that transforms social research into scientific knowledge. The methodology of any research promotes both the validity and reliability of the result and methods used to acquire data (Crow & Semmens, 2008). This chapter includes the research paradigm, research design, techniques and instruments of data collection, sampling procedures and method of analysis.

4.2. Research Paradigm

Research is based on paradigms that are systems of inter-related ontological, epistemological and methodological assumptions (Neuman, 2003). Ontology refers to the natural aspects of the world and what we can investigate and interpret from it. Epistemology accounts for the way in which we gain knowledge about the world. Methodology can be defined as the methods used by researchers to carry out research. According to Rugani (2012), commonly known research paradigms include qualitative and quantitative. Qualitative research aims to explain the social world by understanding, describing and exploring people's feelings and experiences in human terms and in rich detail. According to Shuttleworth (2008), qualitative research helps generate ideas and areas of interest, which can be tested using a hypothesis. The hypothesis is thereafter mathematically analysed and tested for validity and reliability using standard statistical research methods. Qualitative methods therefore consist of methods such as interviews and focus groups, so that the researcher can gain in-depth information, which is transferable to the population. Ancient Greek philosophers observed the world around them using qualitative methods to explain what they observed (Shuttleworth, 2008). This dissertation will successively implement a qualitative method of research. A study conducted by Rugani (2012), based on drugs in schools, highlighted that students fail to explain their experiences therefore a qualitative design will fail as a method; however, the aim of this research is to understand the experiences of educators, therefore a

qualitative study will be most beneficial. The researcher believes that educators are the key instrument in this dissertation, as they are key informants. Educators have the knowledge and potential to share information that learners maybe reluctant to share with the researcher. Educators have gained the trust of learners and are aware of the first-hand experiences of learners, the background and relationship that theses learners have at home with their parents, the peer groups which learners engaged in and knowledge of the extracurricular activities which a learner may engage in. Apart from sharing the most detailed information about learners, educators can distinguish the difference in the generation of learners whom have undergone the similar system of education. Educators are also able to comment on the societal changes in the community over the years.

4.3. Research Design

A qualitative research design is imperative to guide the research in a progressive way. A research design acts as the blue print of the research and the methods, which will assist in conducting the study (Rugani, 2012). A research design consists of the method of collecting data, the area of the study, the population of the study, sampling methods, which will be used, methods of analysis, which will be implemented, verification of trustworthiness and ethical considerations, which the researcher will respect. One of the advantageous characteristics of a qualitative research design is the flexibility and the range of techniques, which can be implemented in a study (Shuttleworth, 2008). Although there is no standard, design set or systematic method, individual case studies, interviews, survey designs and case studies are required to be carefully constructed and designed.

Therefore, we can further deduce that a research design allows the researcher to establish whether the study will be individual, or group based. It includes the methods of data collection and techniques used to gather participants. The core intent of the research design is to guide the researcher to make ethical decisions in a methodological way to maximize the validity of the research (Shuttleworth, 2008). The research design for this study is a descriptive research design, and the methods and techniques used to collect data will be implementing qualitative methods. According to Shuttlesworth (2008), a descriptive research design is a scientific method that involves observing and describing the behaviour of a subject without influencing it in any way, it is particularly a useful design to implement where it is impossible to test or measure large samples. The advantage of a descriptive research design is that there is no change to the natural environment

of the participant, so normal behaviour is not altered. True experiments may be able to present statistical data, but often normal behaviour of participants is disrupted (Neumen, 2003). Shuttleworth (2008), states that qualitative research designs provide a great deal of well-informed information which plays a role in informing which hypothesis are worth testing. The researcher finds that the qualitative method is beneficial for this study, because qualitative methods focus on the intensity of the problem rather than statistical data. Qualitative design allows the researcher to explore the phenomenon and gain information of actual experiences which educators under go, rather than a number representing the existence of drugs in schools.

4.4. Area of Study

The intention of research is to gather and relate data on various aspects of a geographical region and its inhabitants, as natural resources, history, language, institutions, or cultural economic characteristics, a field investigation into human ecology (Dictionary.com, 2017). This can be referred to as area of study.

For practical reasons, the study is limited to high schools in the Indian township of Phoenix, located North West of Durban Central, Kwa-Zulu Natal. Please find map of the Phoenix area on Appendix Five. The nominated area recorded 2653 drug related crimes and retained the highest record of drug related crime in Kwa-Zulu Natal to date, with a consistent increase in figures (Crime Statistics South Africa, 2015). Crimes such as drug related violence and offenses are not directly reported to the police, therefore the recorded statistics are at its minimal. It is the shocking statistics of the Phoenix area, which instigated a need to focus on drug related offences in high schools in the area. The study area has been recognized as an area, which is majority, populated by the race group of Indians. A historic background suggests that Indians are more prone to drugs and alcohol. This implies the high statistics are a cultural norm, which has historically expanded. The conditions of indentured labourers were horrid and restrictive. Indians specifically were very unsatisfied, they grumbled about issues of low wage, long working hours, abuse, and lack of social and medical attention (Singh & Singh, 2006). The circumstances of their living conditions had potential for deviant behaviour. Similarly, to present times, according to Singh and Singh (2006), Indian domestic servants expressed their frustration in the form of alcoholism, excessive use of dagga, petty theft, arson, physical and indecent assaults, rape and poisoning. There was no specific reason for the crimes that were committed but the common factors were issues of revolt. Majority of the

crimes committed revolved around issues of drug use, however there were other crimes, which were more seriously dealt with such as murder. Although times have changes democratically, and there is now equality and freedom in our country, the area of study does consist of a background of drug use, which has continued to affect the population to the extent that learners in schools have begun to follow this tradition and culture of drug use. The Phoenix area is known for the local drug dens such as Barnyard.

4.5. Population

A population can be defined as the set of individuals that the researcher wishes to include in the study. According to Gravetter and Forzano (2009), the population depicts the interests of the researcher; they are generally people whom have the chance to participate in the selected study. The population is the total number of people in an organization, event, society or other sampling units, which the research problem is, concerned (Khomba, 2011). When conducting a research study, it is imperative to define the research population as this highlights the characteristics of the sample for example, male or age or race group. The population of this study consists of twenty educators from Phoenix schools whom are currently teaching in the specified schools. Ten educators from School A and ten educators from School B will be interviewed. Implying that the total population consists of twenty educators. The focus of the research is specifically targeted to these schools in Phoenix so that the results can be generalized to the district of Phoenix as the population of this dissertation is Phoenix.

4.6. Sampling

In qualitative research, the sampling process is very important because the result of the sample is required to be generalizable to the population. According to Gravetter & Forzano (2009), a sample is a set of individuals from the population, which is intended to represent the population in the research study. Therefore, the researcher needed to be very attentive and accurate to avoid sampling error. The sample should also be large, to reduce sampling error. For this dissertation the researcher used a sample of twenty participates, as ten to twenty participants for a short interview is suffice. The researcher interviewed ten participants from school A and ten participants from school B. The researcher implemented the technique of purposive sampling, whereby the researcher looked for subjects whom relate to the purpose of the research. According to Crossman

(2017), purposive sampling is a non-probability method based on the characteristics of the population and the objective of the study. Purposive sampling requires the researcher to have excellent ethical skills as well as a great deal of attention to detail. There are many types of purposive sampling. Maximum variation/heterogeneous purposive sample is sampling whereby there is a diverse range of cases and participant characteristics relevant to the topic of the study, it is when the researcher wishes to look for participants who come from diverse backgrounds and whom have a different opinion on the topic (Crossman, 2017). A homogeneous purposive sample is when the participants of the sample share the similar characteristics, for example, all participants of the study will be of the same race group or same gender. According to Crossman (2017), typical case sampling is a type of purposive sampling which is useful when the researcher wishes to study a trend as it related to what are referred to as “typical” or “average” members of the effected population. For example, this type of sampling is beneficial if the researcher wants to study the way that a tax increase affects the average citizen, the sample that the researcher investigates will be average members of a society. Confirming and disconfirming cases are when participates are either confirming or falsifying an existing issue. Lastly, theoretical sampling whereby participants are selected based on the theoretical background of the researcher.

For the research to be authentic, the researcher implemented purposive sampling. This method is a non-probability sampling method, which is beneficial as participants of the study were selected based on their availability to participate. In order, to have attained a diverse range of views it is important that participants come from divergent backgrounds and have diverse characteristics. Therefore, the researcher implemented a maximum variation / heterogeneous type of purposive sampling. The researcher had intentionally selected educators whom have experience working with learners in the Phoenix area and whom are aware of the deviation towards drugs and alcohol by learners in these areas. The sample in a qualitative study may be considered minimal, however the purpose of this type of study is to engage in a rich understanding and obtain a thick description and exploration of data, therefore a small sample is recommended.

4.7. Data Collection Methods

For the researcher to collect primary data, data collection methods need to be implemented. The type of research design, predicts the nature of method used. Hence, a qualitative research design will use a qualitative method of data collection. For the research requirements, the researcher

conducted interviews with educators and collected data on the issue of the prevalence of drugs. The advantage of a qualitative issue is that it can be probed in a manner, which will allow the researcher to get a great deal of information from the respondent. According to Kvale & Brinkmann (2015), a qualitative interview is an effective tool that attempts to understand the world from the view of the respondent, their first-hand experiences and opinions. An interview is a conversation, which consists of structure, and purpose, which goes beyond the exchange of views in daily conversation and becomes a careful questioning and listening approach with the purpose of obtaining knowledge that has been previously tested (Kvale & Brinkmann, 2015). The researcher chose the technique of interviews, as it is complementary and allows the researcher to collect a comprehensive database of information based on drug abuse by learners. Educators are the key informants of this research, as educators work with students for a minimum of seven hours, five days a week.

4.7.1. Primary Data Collection: Interviews

An interview is a popular method used in everyday life, where by one person asks a question about a topic or specific issue and the other responds. Interviews can be conducted in different sectors of society, for example, interviews are conducted differently between journalist and politicians on television as compared to a private space interview between a potential employee and employer. The context of the interview affects the way that the interview will be conducted and understood (Rubin & Rubin, 2012). Qualitative researchers implement a technique of semi-structured or unstructured interviews, as this type of interviews are flexible and allow the researcher to probe the interview. The core objective of an interview is to obtain information from a potentially enormous number of subjects. According Mason (2002), despite traditional belief all qualitative semi- structured interviews consist of core features. The first being the interactional exchange in face to face contexts, the narrative approach, whereby the researcher possesses a set of themes and issues they wish to cover in a flexible manner, thirdly the use of knowledge which requires the researcher to ensure that relevant issues and contexts are included in the probing of the interview. Qualitative interviews have many advantages; it is a very open-ended technique that allows the respondent to share their first-hand experiences, examples of these experiences and their private opinions on the outcome. The nature of face-to-face interviews is very direct; it is easy to observe the actions and behaviour of the respondent (Rubin & Rubin, 2012). It is easy to identify the true

response of a person, as compared to an indirect method such as telephonic interview or survey, which is limited to responses such as yes or no. It is imperative to get a deep understanding, so interviews are effective. Face to face interviews allow for the researcher to observe the expressions of the respondent and extend questions, the researcher can further probe the responses of the respondent, which is difficult to when conducting telephonic interviews, surveys or questionnaires. Probing is important because it can introduce new themes which the literature and researcher failed to recognize (Rubin & Rubin, 2012). Perspective Assessment can also be an advantage, for example when discussing the role of an educator it is very easy to provide a systematic functional role as an educator. However, by the perspective assessment from an educator personally we can envision the emotions of the educator and the situations, which an educator faces daily. This profession requires an individual with the capacity to make decisions on the spot and be emotional intelligent enough to face the reactions or outcome. Quantitative interviews are shy away from the traditional line of questioning (Rubin & Rubin, 2012). There are techniques used by the researcher, which allows gaining an expansive response. The traditional method of research is more constructed and receives a conserved response. For example, “do you know about drugs prevalence in schools?” as compared to qualitative, which allows for an expansive response, “Tell me about experiences you’ve come across regarding drug prevalence”. Qualitative studies are known to be a very honest assessment. Many interviews or survey’s respondents, output is usually what they assume is the “correct” response. Qualitative interviews make it very difficult for the respondent to know what response the researcher is looking for, it is very free in nature and allows more trust and honesty between the researcher and respondent.

The researcher has chosen the method of qualitative interviews for this research study. The respondents will be educators at schools as they spend majority of their time in the classroom with learners have the potential to provide an abundance of information regarding the prevalence of drugs in the Phoenix area. The use of interviews will promote an introduction of themes, which may have not been focused on in other studies. Interviews will also be beneficial to the study, as it gives participants the comfort to express their experiences without any limitation.

4.7.2. Data Collection for key informants

The researcher implemented a method of interviews to collect data from key informants whom are educators for this specific research. The process of gathering information from key informants will

help to give clarity on the behaviour and nature of children whom are exposed to drugs on the school premises. Educators can identify common behaviour patterns among learners whom are constantly engaging in harmful substances. The researcher was assisted by the gatekeeper to recruit key informants. The key informants will thereafter sign a consent form, so that there are no unethical issues faced in the future. The researcher made use of an interview, which will be compiled before the date of the interview. The researcher used skills of probing to extract extensive information. Responses were recorded using two devices; responses will also be recorded by taking notes. The pre-planned questions assisted the researcher with keeping the interview on track.

4.8. Data Analysis

The process of qualitative data analysis is to interpret the data collected so that a rich understanding can be exposed. The researcher plays a significant role in this process. The researcher is required to become part of the environment and observant of the surrounding (Kvale & Brinkmann, 2015). It is important that the researcher understands and continuously revisits the information collected. For the information to be effective and useful, the researcher needs to be emotionally intelligent, and able to put aside his or her opinions, emotions and perceptions of any motion. There is no distinction between the phases of data collection and data analysis because this process in qualitative research is referred to a circular, rather than linear (Kvale & Brinkmann, 2015). The circular method of analysis allows the researcher to revisit the divergent phases of research, for example if the first set of interviews are complete, and analysis is in progress the researcher may identify common themes, the researcher can thereafter revisit the data collection phase to be assured that there is a common theme supported by the participant. During the analysis phase, data is continuously rearranged and grouped to find common themes between responses. The aim of data collection in qualitative research is to obtain a thick description of sensible and relevant information so it is important to include information, which is relevant.

4.8.1. Content Analysis

Content Analysis is process which requires the researcher to be very patient and careful. In qualitative research, this is the point of the research where by the researcher exposes common themes within transcription of participant's responses. The analysis of content takes place in steps,

but as mentioned before this takes place in a circular manner, so the researcher can revisit the data at any point.

4.8.1.1. Familiarize and immerse yourself in the data

For the researcher to understand the information and be able to divide it, the researcher is required first required to read and re-read all the raw unanalysed data.

4.8.1.2. Induce themes

During this phase, the researcher is required to derive patterns from within the collected data, apart from similarities it is important to also identify contradicting information. This will assist in inducing themes as compared to focusing on pre-determined themes in positivistic research. In many cases the researcher has a set of themes which he or she predicts, however new themes are recovered after analysing information. When deciding what themes to include the researcher should implement the “rule of thumb”, two to three are too few, but ten to fifteen are far too many. The researcher should revisit the research questions which determine the most relevant themes.

4.8.1.3. Coding the data

It is important that coding of data begins whilst developing themes; this is also a method of identifying themes. It involves marking of data that falls under a theme for example, a couple lines or phrase. When reading a text, the researcher classifies some themes for example “girl experiences of drugs”, anytime and explanation or phrase supports the theme the researcher will code the data or mark it as ‘good’. Technically, you go through all the information you obtained and identify units of analysis or coding units from which you set up a system of classification, according to which you label the text. The researcher is required to continue this process until the information is completed. The coding scheme can be referred to as a prism, which the data can be viewed in such a way that it is reduced to manageable proportions. The researcher is warned that the data must not fit the coding scheme; it is the coding scheme that is required to fit the data. Hence, do not alter the information to fit the ideal code; instead create a new code to fit the data. It is preferable to recruit an independent researcher to review the evaluate the coding system and ensure that it has been arranged and labelled efficiently. This is also a method that tests the reliability of your research rather than an inter-rate reliability.

4.8.1.4. Elaboration

The process of elaboration is viewing the information clustered and coded from a unique perspective, so that the researcher can highlight aspects that were not seen with priority in previous phases. This is important because the researcher can view similarities and differences in detail. During this phase of analysis, the coding and grouping of themes may be altered, it is important to be very careful when rearranging or recoding information to avoid missing pieces.

4.8.1.5. Interpretation and Checking

During this phase, a written description of the phenomenon in question needs to be developed. The researcher used the themes developed as sub-headings and discussed them in detail. Themes that were predicted, but did not come up should also be discussed, so this will be a comparison between the secondary research gathered and the primary research conducted by the researcher. Subsequently, the researcher will check the interpretation to ensure that the data is a logical argument rather than a simple summary of identified themes. It is the most important phases of analysis as; the researcher needs to check that the research questions are answered. When concluding your interpretation is it also good to mention the specificity and transferability. For example, the researcher will be very specific and clear about the sample, the time, and context they are from, and with other samples from different contexts differ in the result.

4.9. Validity and Reliability

According to Barnes (2000), the issue of reliability is continuously debated; however, in a qualitative environment it is more important that the researcher can provide conformability and transferability of results. This is important because it shows us that the researcher has broken barriers and fully understood the distinct aspects of the social environment that is being researched. According to Creswell and Miller (2000), although qualitative studies are unable to statistically prove validity, this concept is important so that the researcher can find responses, which are accurate to the research study. Qualitative studies require the researcher to play an instrumental role in maintaining a trustworthy, authentic and credible study. For this role to be fulfilled the researcher needs to be unbiased, focused and able to build rapport not just with participants but also with other members in the social environment of the study.

4.10. Limitations of Study

This dissertation focused on educators' experiences on the prevalence of drugs and alcohol in schools. The study was limited to educators, although gaining data from learners is a complex study, personal experience of learners is beneficial to attack the root of the issue. This study was also limited to the Phoenix Area; the population of Phoenix Schools include black and Indian learners only. So, the results of this study are also limited, to be race specific. The challenges faced with this study, is that it was very difficult to meet with gatekeepers as principals of schools have extremely hectic schedules. The researcher also faced a challenge to conduct interviews, as participants have a hectic day as well. Schools were either preparing for examinations or in the midst of examinations due to the short terms which the interviews were proposed to be scheduled.

4.11. Ethical considerations

The purpose behind research ethics is to ensure that research conducted does not cause harm to the socialization in an environment or insensitivity to a participant, who may feel hurt or degraded to share their experiences on a certain topic or procedures undertaken for the research to be successful. The researcher was guided by the following procedures.

Before conducting any type of field research, the researcher was required to request permission from the Department of Education to conduct interviews in schools within the Pinetown Education District. Permission was granted provided that no school or person is forced to participate in the study, access to the schools the researcher wished to visit must be negotiated between the researcher and principals of the selected schools, the interviews and research that was required should not at any point in time disrupt the learning or teaching programs at schools, confidentiality of all participants had to be maintained. Thereafter, the researcher was required to approach the selected schools with a proposal of the study and requested permission to conduct research on the school premises. The principals of the school acted as gatekeepers and decided whether to grant permission. Accompanied by a permission letter, was also a formal note that gatekeepers will offer assistance to recruit participants for the research according to the availability of educators who wished to participate. When the researcher successively acquired these letters, it was advisable to apply to the University of Kwa-Zulu Natal Humanities and Social Sciences Research Ethics committee, only after FULL APPROVAL was granted for the application could the researcher

begin to conduct research. The researcher had successfully applied for ethical permission and received full approval from the University of Kwa-Zulu Natal Humanities and Social Sciences research ethics committee (Protocol Reference Number HSS/1223/017M). Any alterations made to the study had to be acknowledged and approved by the University of Kwa-Zulu Natal Humanities and Social Sciences Research Ethics committee.

Before commencing with the research study, the researcher had to formulate a consent form, which was attached to the application for the ethics committee. This consent form was given to every participant before an interview could be conducted. The consent form acknowledged that the identity of the participant will be confidential, the participant may leave the research if he or she wishes to do so, it highlighted that there will be no remuneration given to participants for participating and also provided participants details of the University of Kwa-Zulu Natal Psychology department if any participant felt that they were required to be debriefed or counselled after the interview had been conducted, this letter articulated that all participants will receive a final copy of the research, all research notes and recording will be confidential and safely held in the University of Kwa-Zulu Natal storage facility for a period of five years, after a period of five years all evidence will be destroyed.

4.12. Conclusion

The purpose of this chapter was fulfilled as it covered the methodology, which the researcher followed for a successful dissertation. To get the optimum results of the study it is important to remember that qualitative research is circular in nature, so as the researcher you can always go back and review sectors of your research. For example, to keep focus during the data analysis, it is preferable to keep reviewing the research aims and objectives so that you are always on point and showing a sense of validity. This chapter was well structured, as the foundation began with the research paradigm, followed by the research design. A description of the area of study, population and sampling was provided. The way in which the researcher implemented and followed analyses data collected was also reviewed critically. Primary and Secondary research was viewed with their advantages and disadvantages, as well as the methods that this research implemented. The following chapter implement the procedures discussed in Chapter 4, and a narration, analysis and discussion of the results collected will follow.

CHAPTER FIVE

5. RESEARCH FINDINGS

5.1 Introduction

Chapter Four focused on the methodology and research design for this study. This chapter will focus on the data which the researcher has collected, and an in depth qualitative analysis and interpretation of the data will progress in the next chapter. The data collected focused on educator's experiences on the prevalence of drugs and interventions in schools. A qualitative method was employed to gather data for the research study. Twenty educators participated in the research by completing face-to-face interviews with the researcher. The findings will be demonstrated with relevance to literature and theoretical framework, which guided the aim of the research.

Majority of the participants in the study have more than 30 years of teaching experience in a high school environment. Majority of participants have witnessed the prevalence of drugs in schools. Many state that learners are not in the "experimental phase" with these substances, and that it has become a norm in the schooling environment for learners to part take in the use of drugs and alcohol. Many of these teachers believe that due to the increase in social networking and technological advancements, discipline with learners have been more difficult to cope with over the last decade. Many participants believe that parents do not define their relationships with their children; therefore, children have lost the fear of discipline. For example, due to social media parents are now "Facebook friends", rather than parents whom instil discipline. Participants share the opinion that social media interactions and social media content is the reason why most parents condone deviant behaviour from their children. Another opinion commonly highlighted by participants, is that many parents were very young when raising their children; therefore, they do not have the skills of parenting at hand. Educators also believe that there is a lack of assistance from the Department of Education and external organizations in the recent years. A common topic raised is that new educators are not efficiently groomed to deal with the practical issues that they are faced with in the school environment. One of the most highlighted points by participants is that the system of guidance counselling or mentors for school children should be brought into practise.

Crimes and offenses are reported in schools by a minority of learners, due to the fear of being a victim of bullying in the future. However, there are a large pool of incidences whereby, participants have caught learners with illegal substances and weapons on the school premise.

There are cases, which have been mentioned by participants about children participating in harmful substances in school. Many children do consume substances, with the knowledge of their parents. Therefore, there is very little an educator can do to assist in discipline a child, whilst other parents are in denial when it comes to dealing with the issue of their children drinking, smoking or doing drugs in school. Majority of parents are in shock, upon hearing that their child has deviated from societal norms. Participants reported that it is shocking that some parents allow their children to part take in the selling of drugs, cigarettes and alcohol on the school premise, in many cases it is means of survival for these families. The case of peer-pressure has been unreported; participants state that children do not report issues of peer-pressure, because other learners threaten them.

Drug crimes and offences are not commonly reported to educators; however, participants report that the distribution of drugs, under age usage of drugs and alcohol consumption is a phenomenon, which does exist among learners in school. Learners are caught and reprimanded for these issues. Participants have expressed that there has been an increase across all grade regarding drug crimes and offences over the past five to seven years.

Conflicts in schools are a daily phenomenon. Common issues are in school relationships, bullying and petty theft among learners such as stealing of stationary. However, participants have highlighted that it is extremely difficult to catch a learner under the influence of a substance, but after conflict has taken place, such as an argument or fight among learners, educators then find that the learner who has initiated a fight or argument was under intoxication.

As mentioned before, discipline has changed over the past decade. Teachers find it extremely challenging to deal with the calibre of learners in schools today, as compared to a decade ago. Apart from the behaviour of learners, the more surprising factor is the reactions of parents. There is a diverse category of parents involved. Firstly, the parents whom are in denial of their children partaking in drugs and alcohol. These parents, accuse teachers of victimization, and believe that their child can never deviate from society. The second group of parents are usually very shocked and cannot come to terms with the disappointment that they experience upon hearing about their child's actions. These parents try hard to put food on the table, educate and support their kids.

Dreadfully the last group of parents are aware that their children smoke, drink or take drugs and they condone this behaviour. Parents find it socially acceptable to allow their kids to engage in these substances. Apart from this group, there are the parents that reward this behaviour, parents provide children with these substances and instruct their children to sell it or trade it for goods.

Elders around the school community play a huge role in contributing towards the issues of drugs and alcohol. Children are sold these substances by elders whom are aware that schoolchildren are under age to be in possession of these substances. The actions of elders are encouraging the use of drugs and alcohol. Apart from selling or handing these substances to children, elders in the community also engage in drugs and alcohol amongst the company of teenagers, therefore teenagers assume that it is a norm to engage in these substances. Community organizations have also lost interest and lost the passion to assist schools in grooming the children in society. Participants reported that neighbours and community leaders prefer to not get involved in the personal issues that their peers experience.

Among the schools, which participated in the research study, participants highlighted three common factors, which push children to the extent of taking drugs and alcohol. These factors include single parent homes, poverty and wealthy homes where by there is a lack of attention given to learners. In the Phoenix area, poverty does exist, there is a lack of employment as well. There are many families, which have both parents working therefore; there is no one to monitor the child's behaviour. The abundance of freedom that the child has, results in the child joining the wrong crowd and soon part taking in drugs and alcohol. In single parent homes, mum's or dad's work two jobs and therefore there is very little time to supervise the child's after school activities and relationships, therefore the child deviates from societal norms. In wealthy homes, it is also a lack of parental attention that is mentioned by participants, however in these homes children usually get what they want and can do what they want, as their parents "support" these actions even if it includes indulging in drugs and alcohol during school hours against the school code of conduct.

According to participants from School A and School B, there were previously a lot of drug prevention and intervention groups, which used to visit the school premise to give children talks on the impact, effects and long-term fatalities of these harmful substances. However, over the years these intervention programs have disappeared and no longer visit schools. Participants also shared the opinion that even if there were these informative groups, there is no time to facilitate these

programs as the teaching syllabus goes beyond the required hours. Participants mentioned that during the Life Orientation lessons, there is a specific section of the syllabus reserved to speak on drugs and alcohol; learners also have the freedom to discuss any issues they are faced with to the Life Orientation educator.

Participants reported that it is most definitely a great recommendation to begin intervention programs at primary schools, as this is the foundation of a child's life. It is also good for a child to have knowledge on drugs, its causes and reality before high school. Participants also reported majority of the issues they deal with are from grade eight learners, therefore it is important to create awareness at primary schools.

Many participants believe that dealing with issues of drugs and alcohol, or any social problem in a school environment is something, which an educator masters through experience. Therefore, new educators are not well prepared for these issues. Whilst other participants agree, that new educators are inexperienced, they highlight that the value system of the new educators lacks passion. New educators are simply focused on completing a syllabus rather than ensuring all learners are attending classes and are emotionally stable to observe and take in information.

School A, stated that there are searches which can be done, however it is important to uphold the rights of the child, therefore these are avoided, and can only be conducted with parents' permission. There has been searches held in schools, conducted by the South African Police Service, where by weapons, drugs such as marijuana were found in learner's possession. School B, conducts random searches with the help of the South African Police Service, the rights and privacy of the child is protected, as parents are given a consent form at the registration date to monitor the activities of the child, and conduct searches so that the learning environment for the child is a healthy and stable environment.

There is no conditioning done to either of the schools learning environment once a pupil arrives from rehabilitation or counselling to ensure that learners do not fall prey to drugs and alcohol. However, educators are instructed to monitor the activities of the specific pupil for a period.

As much as educators try, there is very little time, which is allocated to the school academic day. Educators have overcrowded classrooms and find it challenging to specifically counsel each learner. One of the popular suggestions made, is that the system of guidance counselling should

return to schools so that learners have a relationship with someone that they can trust and express their feelings. Participants also mentioned that the school governing body should be more hand's on when it comes to dealing with issues of drugs and alcohol as these issues continue to grow and reflects the society around the school. Participants also mentioned that community leaders need to take charge and protect the children from the reality of the society around them. This includes temples, mosques, and churches. The participants also highlighted the South African Police Service need to conduct a society clean up to shut down drug dens around the school area, so that learners do not have stores to buy these substances. Participants expressed that both parents and new educators need to be given the necessary help and support from their peers so that they can face the issues that they are dealt with. The department of education also should create informative groups to address learners on drugs and alcohol, along with organizations, which specialize in this field. Many extracts from the interviews are included in the following sections.

Key:

R stands for Researcher

P stands for Participant

P1 stands for Participant 1	P2stands for Participant 2	P3 stands for Participant 3
P4 stands for Participant 4	P5 stands for Participant 5	P6 stands for Participant 6
P7 stands for Participant 7	P8 stands for Participant 8	P9 stands for Participant 9
P10 stands for Participant 10	P11 stands for Participant 11	P12 stands for Participant 12
P13 stands for Participant 13	P14 stands for Participant 14	P15 stands for Participant 15
P16 stands for Participant 16	P17 stands for Participant 17	P18 stands for Participant 18
P19 stands for Participant 19	P20 stands for Participant 20	

School A and School B demonstrates the school at which the participant is teaching. Both schools are in the same community and dominantly populated by learners of Indian and black race groups.

5.2 Interview Responses

5.2.1 How long have you been an educator?

The sampling method of the study was purposive and convenience sampling, educators whom were available on their convenience and own free will participated in the study, principals acted as gatekeepers and assisted the researcher in recruiting the sample, to maintain a high ethical standard for the study. Although the biological characteristics share no impact on the aim of the study, it is imperative to demonstrate these characteristics, as they may identify gaps or motivation for further research. The sample consisted of 20 participants from two different school. There were ten educators selected from school A and ten educators selected from school B. Characteristics which will be demonstrated in the table below consist of the participant's gender and the number of years they have been teaching as well as the school which they are teaching in.

	Participant	Years of Experience	Gender	School
1	P1	10 Years	Male	School A
2	P2	33 Years	Female	School A
3	P3	1 Years	Female	School A
4	P4	31 Years	Male	School A
5	P5	31 Years	Female	School A
6	P6	8 Months	Female	School A
7	P7	37 Years	Male	School A
8	P8	35 Years	Female	School A
9	P9	33 Years	Male	School A
10	P10	12 Years	Female	School A
11	P11	31 Years	Male	School B
12	P12	31 Years	Male	School B
13	P13	33 Years	Female	School B
14	P14	33 Years	Female	School B

15	P15	36 Years	Female	School B
16	P16	11 Months	Female	School B
17	P17	37 Years	Male	School B
18	P18	37 Years	Male	School B
19	P19	11 Years	Male	School B
20	P20	34 Years	Female	School B

Table One: Showing Participant Record

According to the data collected, fourteen participants have more than 30 years of experience in a teaching environment. This is beneficial for the study as these participants have a great deal experience dealing with their peers, learners and parents. Their opinion is valued as they have watched the system of education transform as well as the growth and change in the behaviour of learners over the past three decades. Six participants have experience of teaching between 8 months and 12 years. The opinion of these participants shares the same importance, as their view revolves around their personal beliefs and then knowledge and background gained from University compared to the experiences they face daily at schools.

5.2.2 Are crimes often reported by schoolchildren during school hours?

All participants that participated in the study believe that in the recent year’s crimes reported in schools have increased. Most participants expressed their disappointment that female learners have become more aggressive and violent as compared to male learners. Bullying is one of the most highlighted crimes mentioned by participants. Participants refer to bullying as a crime because it violates the school code of conduct. According to P11, learners in School B demonstrate many attempts to violence, stealing and name-calling. P12 stated that the recent years have seen more bullying and fights as compared to ten years ago. Issues of bullying tend to be highlighted among female learners mainly from grade 10 to 11. Petty theft and smoking are also a common issue among males and females across all grades stated P14, this was second by P15.

5.2.2.1. Bullying and Fights

Participant 1 stated that these issues are seldom reported. However, when learner reports cases of bullying it is reported directly to the office. Participant 2 stated that the diminution of learner's discipline and respect for the school code of conduct has resulted to an increase in incidents such as bullying and fighting in schools. Participant 3 stated that the incidents of verbal and physical fights occur mostly among female learners in grades 9, 10 and 11. Participant 6, states that responsible learners report issues, fights are usually planned and set for a specific period or after school. For example, if learners are aware that the strict educators will not be at school, or that the teacher they are due with is late or absent, learners plan these fights during this time or after school. P8, states that there is an ongoing occurrence of bullying, with male learners it is more intense, however with female learners the incidence, which occur, tend to be unforgiving and female learners show no remorse.

5.2.2.2. Theft and Extortion of money

Participant 4 specified that issues among learners which can be referred to as crime includes petty theft, extortion of money, stealing of stationery and textbooks. Participant 7, reports that whether the crimes are reported depends on the nature of the crime. There is a school code of conduct if cases do occur. Management staff will call in parents, and the issue is dealt with in a discreet manner. When theft does occur, items such as calculators, pencil cases, stationery are stolen. To highlight more serious cases, items such as cell phones have been stolen, according to the school code of conduct are banned, so educators cannot be held responsible for solving these issues. The most serious case, was when a learner had stolen a laptop from an educator, this still has not been recovered. Participant 18 from School B, highlighted that extortion is a popular issue which educators face in their school.

5.2.2.3. White Lies

Participant 5 reported that learners hide items of other learners and lie about it. It is frustrating as it becomes a case for the educator to solve, and this takes up learning time as well. Majority of these types of incidences can be commonly found among male learners, across grades 8 to 12.

5.2.2.4. Smoking, Alcohol and drugs

P9, stated that smoking on the school premise is a crime as it defies the schools code of conduct, along with this so is the consumption of alcohol and absconding which is an on-going occurrence among both male and female learners between 14 and 17 years old. Participant 16 stated that there are reports of drugs on schools as well.

5.2.3 Have children been caught in possession or engaging in drugs or other substances during school hours?

5.2.3.1. Intoxicated or in possession

Participant1, states that learners have been caught intoxicated on the school premise. These are usually grade 8 learners, and majority female learners. Intoxication is an issue, which occurs on special event days, such as sports or fun runs. We are not aware of what learners consume, parents are usually asked to do a blood test once a child is identified. P2, states that learners are caught under the influence of alcohol and in the possession of dagga and drugs. This is a combination of male and female learners between 13 to 15 years old. Alcohol abuse in school is popular, there was an incident whereby a pupil was intoxicated during an exam in the exam room, P3 states that when use of drugs is identified parents are called to school, in extreme cases the South African Police Service is also summoned to address the issue. According to P4, when a learner is caught in the possession it is important that the South African Police Service be called to attend to the issue. As the possession of drugs of any sort is a crime, teachers are professionals whom are in the classroom to add value and teach learners, the South African Police Service need to handle the case of crime. The issue of drugs is a rife phenomenon and it negatively influences the learning environment. The focus of other learners is lost and it becomes a challenge to calm down a classroom and focus on work. Participant 5 stated that learners in school have been caught intoxicated, many of these occasions were learners smoking weed, popping pills or consuming alcohol, P5, confirmed that it is a combination of male and female learners across grade eight to twelve who have been reprimanded for being intoxicated. Participant 6, reported that there is an ongoing trend, where by matric learners show up intoxicated for the final exams.

Children arriving at school intoxicated is most certainly an issue of concern. This issue is not limited to School A specifically, but crosses on to provincial, national and international levels. There is a tuck shop 20 meters away from School A, which supplies learners with cigarettes and other substances, on numerous occasions P7, has highlighted the importance of this shop being banned for illegal supply of these substances to learners, however the store is open for more than 10 years now, and continues to supply learners with these substances. As the member in charge of safety and security in School A, P7 continues to fight issues of drugs and alcohol. Drugs and alcohol have become a trend in School A, learners engaged in these substances on a regular basis, especially when it is someone's birthday. Participant 7, also emphasized that the community exploits learners as runners for their drug associations. Learners buy and consume drugs from other learners. In a recent investigation conducted in School A, a learner whom was suspected of dealing drugs in school for three to four years was finally reprimanded. Sadly, he was caught intoxicated during his matric examination. As much as drugs is an issue, the bigger problem is the amount of teaching and learning time, which the process of rectifying a learner's mistake takes up. These behaviour patterns are not restricted to male learners only; it appears that female learners also contribute to misdemeanour statistics. According to P9, the drug and alcohol trend is more exposed on Fridays, learners are under the impression that they are free to start celebrating the weekend on the school premises with their peers. 100% of participants from School A, emphasize that learners have been caught in the possession of drugs or engaging in drugs and other substances (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10). In School B, the issue of intoxication does exist, learners freely part take in drugs and alcohol during school hours. It is very difficult to specifically identify a learner, unless the learner behaves outrageously, however, there are incidents that the South African Police Service catches learners through methods of searches and investigations. Parents are asked for permission to conduct random searches at the beginning of the year. According to P14, these searches have exposed both male and female learners for the possession of drugs and alcohol. In School B, 90% of participants' emphasis that both males and females across all grades have been caught in the possession and engaging in drugs, and alcohol (P11, P12, P14, P15, P16, P17, P18, P19, P 20).

5.2.4 Do students report issues of peer pressure regarding drugs or other substances at school?

5.2.4.1. Students are afraid

Majority of participants from School A stated that learners do not report issues of peer-pressure regarding drugs and other substances (P1, P3, P4, P5, P6, P8, P9, P10). Learners are afraid of reporting issues of peer- pressure since those whom persuade them to indulge in these substances are their friends. According to participants from School B, learners do not report issues of peer pressure, most likely because they are afraid and threatened by other learners. When there are issues of peer pressure, it is reported to the Life Orientation educators, as learners find it more comforting to address it with this educator. (P11, P12, P13, P14, P15, P16, P17, P19, P20).

5.2.4.2. Experimental phase of growth

According to participant P8, many of these cases are unreported. Learners resort to substance abuse because they are vulnerable and crave attention and acceptance from their peers. Their values and morals are demolished at the end of the term or during a peer's birthday celebration. Learners take drugs, alcohol and smoke to feel grown. This is an experimental phase. The cases of planned house parties are common among female learners of all grades, learners collect money, use an available venue, where by there is no guardian present, there after purchase alcohol at local taverns and the party goes on. In most cases, neighbours of the party house, there alert School A after parents are called in to address the matter. Often parents are shocked at this behaviour. According to participant P15, from School B, learners rarely report peer-pressure because they are in the habit of disregarding rules and regulations as well as parents. Learners have become more interested in their peers and the latest fashion than the foundation of their education.

5.2.4.3. Peer interactions

Participants also stated that as learners communicate with other learners it is important to note those one socializes with, reflect whom he or she is. Peer interactions play a huge role when it comes to drugs and alcohol. According to participants, peer group interaction is evident in School A, because the members of a specific group are reprimanded for the similar issues. There is an element of peer pressure because learners choose their friends, and are attracted to those whom

share the similar interests as they do (P2, P3, P7, P 8). According to participant P18, peer pressure does exist, learners rarely report it. However, this is a trend, which is popular among smaller grades. For example, grade 8 male learners are forced to indulge in these substances by elder pupils on the school premises.

5.2.5 Are there drug crimes or offences reported by students during school hours?

5.2.5.1. Rumours of the sale of drugs in school

In School A, according to P1, there are rumours of drug sale and distribution. As educator whom is not part of the management team, P1, is not completely sure of the sale, however has heard stories that it does exist. The sale of drugs and alcohol is confirmed as more than just rumours, P2 stated that she has physically caught learners and reprimanded them in according to the school code of conduct. This is also a phenomenon, which is practiced by both girls and boys. It is a collective issue, and the habit of only a hand full of learners (P1, P2, P 4). P6, stated that were occasions that learners were caught gambling for drugs and alcohol on the school premises. Participant 8 stated that it is common for the grade 8 learners to purchase drugs and alcohol from the senior learners. Learners can also identify merchants, which is something to fear. As this word was never in the school environment before. Senior learners also extort money from junior learners to purchase drugs, alcohol and cigarettes. (P8, P9). According to P10, this issue is more common among male learners, majority grade 8 and 9 learners. According to P18, from School B, there is no success with this issue. Even if educators can smell a learner with alcohol or drugs, the learner will deny it. The educator can only act if the learner is caught with the actual drugs in his hand.

5.2.5.2. Reasons behind the sale of drugs in school

Participant 1 stated that the reason that learners indulge in these substances is that social media blind sight them. They yearn to be popular, and this is the result. Apart from being “cool”, they sell these substances so that they can satisfy their needs and wants. Participant 15, from School B reported that local drug lords to sell drugs in school use learners, this is a common phenomenon among male learners aged between 14 to 18 years old. Learners want to experience the life of the “American Dream”, and they will go to any extent to achieve this.

5.2.5.3. Unreported Cases

According to P7, from School A, the issues of extortion of money, the sale and distribution of drugs and alcohol do exist. However, learners whom are aware of this tend to mind their own business and fail to report it. In most cases, learners do not want to get involved, as this is a process, which does obstruct a lot of learning time. (P3, P5, P7). According to P13, from School B, learners will not divulge information even if educators suspected their peers, because they do not want to get involved. Learners will usually report to prefects, and prefects will report it to the office if there is any issue (P13, P14, P17, P 20).

5.2.5.4. Reported Cases

School B, has many methods in place to attempt to catch learner whom partakes in illegal activities. For example, random searches which is conducted with the permission of parents and accompanied with the support of the South African Police Service. This search method was successful in catching learners with Marijuana on many occasions. This is more common among male learners (P11, P12, P16, P 19).

5.2.6 How often are there conflicts in school due to drugs and alcohol?

5.2.6.1. Popular Culture

There are rare incidents of conflict in school. Majority of issues in school revolve around popular culture, learners wanting to be famous within the school environment. Apart from popularity, other incidents, which consistently arise, are issues of teenage relationships and dating in schools. In past generations, dating was very discreet because learners feared educators exposing their relationships to their parents, however currently; learners do not fear their parents finding out about their relationships. Parents are aware of this trend, and to some extent support it as well stated P1, from School A. Grade Eight learners are in the habit of experimenting, by engaging in relationships with the opposite sex of high grades, therefore lots of conflict may arise regarding dating. However, there is not much conflict, which can be mentioned regarding drugs and alcohol added P2, of School A. Peer-pressure also becomes one of the issues we deal with regarding conflict,

there are incidents where learners were forced to engage in alcohol or drugs, when a learner retaliates, conflicts arise stated P6. Conflict is bound. Learners come to school “high” or intoxicated, if someone accidentally walks in to this “high” learner, there will be an argument or fight because under intoxication this learner is outraged stated P7. According to P10, there is often abuse and violence, which takes place in School because learners whom are under the influence tend to act out of order, this is more common among male learners between grade ten to twelve. This is also reported by P12, from School B, when educators look in to disruptive behaviour, they find that learners are intoxicated. Issues, which begin in school, tend to be finished out of school. This is among both girls and boys. If fights begin in school, they are postponed to the end of the day when there is no teachers or supervision present. According to P8, conflict is difficult to prove, unless however, a learner owes a Merchant (whom is another learner) money, the pressure to pay, leads to violence. This has become a popular culture in the school environment. School B, shares the similar opinion. P11 from School B stated that learners would always have conflict because of their diverse nature; however, the conflict rate has increased over the years and mainly revolves around petty issues such as relationships in schools. P13, P14 and P16, reported that there is hardly conflict regarding drugs and alcohol in schools, but there are issues of bullying among females, which is now a popular trend, social media adds fuel to this fire. Girls are now more competitive due to the standard they must keep up with on social media. According to P15, there is rarely conflict because there is a good relationship that is maintained between the buyer and the seller. Students accept the situation and are afraid to share information. Therefore, it is unlikely that there will be conflict revolving around drugs or other substances in schools. If there is an issue of conflict, then learners tend to blame each other, and protect each other, this results in a loss of learning time as well added P17 and P19.

5.2.6.2. Parental support

P3, stated that parents are different, and come from diverse backgrounds, however majority of the time that learners are caught parents are aware that the child is partaking in these activities. Therefore, there is rarely conflict, because parents support the values of the child. According to P4, most of the fights and conflicts, which take place, are due to relationships, parents support these relationships. However, what parents fail to comprehend is that learners need to establish the environments that they are in. For example, if parents allow relationships, these relationships

should only be active out of school, not in the school environment where by conflicts arise and lesson time is lost. In recent incident grade, eight learners were caught engaging in drugs and alcohol. The parents of these learners were called in to address the issue, and these parents were in denial. They refused to believe educators, and demand more proof. In cases like these educators now become the “bad” ones and must now investigate to find proof stated P6.

5.2.6.3. Generation differences

Participant 5 and P 9, stated that there is conflict in the school environment, like there is conflict in the work environment. There are several reasons for fights to occur in school. However, whatever the reason, it is imperative to note the growth of conflict over the years. The discipline of learners has deteriorated, and they will find any reason to obstruct the learning process. According to P20, issues of conflict exist as a plague in the school environment. It is across all genders and all grades.

5.2.7 Are parents aware of the use of drugs in school?

5.2.7.1. Role of the parent

Parents are aware of the use of drugs and alcohol in school. In many cases according to P1, from School A parents arrive at the defence of their child, when a child has been reprimanded for the use of drugs or alcohol in school. There is most definitely a lack of parental roles at home, learners have no support at home they come from single parent homes, and there is a lack of monitoring of the behaviour and discipline. Participant P2 also emphasized that there is a lack of parent involvement in the life of the child; parents tend to spoil their kids and condone deviant behaviour to improve their relationship with their child. Although finding out a child in under the influence shocks parents, it is outrageous when a parent walks in claiming he or she is aware that their child drinks, smokes or takes drugs, just that they are shocked he did it in school stated P5. Parents assume their kids are innocent, and pass blame on educators and school. According to P6, parents condone the use of drugs and alcohol among adolescents. During class, discussion learners confess that their parents encourage their use of drugs and alcohol; this is common with the new generation of parents. According to P8 and P17, parents are aware of the child using drugs and alcohol in

school. It is easy to identify these learners as they experience major weight loss, lack of interest for academics.

5.2.7.2. Parents in shock

There are parents whom least expect deviant behaviour from their child. These parents are in shock upon hearing that their child has been caught under the influence of a harmful substance (P3, P12, P15, P 20). According to P11, parents are spoken to; they are unable to cope with the issues they face. Children tend to relapse, due to the area that they live in; there are drug dens in the area, as well as peer-pressure (P16).

5.2.7.3. Parents are in denial

According to P4, P13, P14, P17, P19 parents are in denial. They refuse to believe educators if there is no scientific evidence or photos. These parents make it seem as if educators are trying to intentionally accuse their child of being intoxicated. Educators and management of the school therefore suggest that learners be taken to conduct a blood test, and there after return to school. According to P7, only after the blood test is clear or clean, then can the learner be sent back to school. External organizations are also advised to parents so that they get the help and assistance that they need. Parents that are in denial often misinterpret their role as a parent, and tend to be too friendly with their children therefore there is no form of discipline. Parents create the motion that this is an experimental phase and the pupil will grow out of it. We must note that parents are also being tricked by learners stated P 8, parents tend to not believe educators, because learners have learnt methods to ensure that the blood test comes back clean. In a recent incident, a learner confessed to an educator that he consumed fresh milk before his blood test to ensure that the result comes back clean. Parents whom are in denial are not capable to deal with the issues that they face. They do not have the emotional support that they need. In the Phoenix area, many homes are single parent homes or broken homes, so there is a constant lack of direction stated P9.

5.2.8 Is the use of drugs and alcohol promoted by elders in the community?

5.2.8.1. Elders are suppliers

According to P1, from School A, this phenomenon begins when elders give teenagers the drugs and other substances free, eventually it becomes a habit for the teenager, there after he or she must purchase it from the supplier. Participant P2 stated that children are under age to purchase alcohol, so that must mean that adults are purchasing these substances on their behalf. P4 stated that this is a definite issue, learners are used as drug peddlers, this issue extends to outside of school, as is as old as the area Phoenix. P5 stated that a learner was caught selling drugs in school, and he was suspected of doing so for three years, parents encourage this behaviour because they have lost control of the child. P6, states that girls are also easily influenced and contribute to the exchange of drugs and cigarettes. P7, P9 and P13 stated that it is not restricted to elders, but anyone whom is out of the school environment, which influences learners. It is due to the prevalent issues present in the community that makes the challenge even worse. According to P8, this is more dominant than we think, there was an incident where by a grandfather of a learner, supplied dagga straws to his grandson to sell in school. There are also shops around the school, which sells substances to learners despite the age restriction (P10, P18). According to P11 from School B, elders make a living off selling drugs to learners. Participant P14, states that it is easily available, learners speak about houses that they know which supply these substances. This statement was also highlighted by P15, which stated that taverns and drug dens are run from learner's homes as well. Therefore, it has become such an open topic for discussion among learners. According to participate P16 and P19, children are in the company of their community which openly take drugs, smoke marijuana and indulge in alcohol, therefore learners think that this is a societal norm and continue to part take in these substances without the fear of being exposed to superiors. Apart from the community, parents themselves resort to drugs and alcohol, therefore, learners are not immune to these habits stated P17. In School B, there was an incident whereby the learner was reprimanded for selling drugs, later it was discovered that the father was a drug dealer eventually the learner decided to leave school and follow in his father's footsteps(P20). Apart from the selling of drugs and alcohol and the short-term effects, the impact of this is enormous. Learners believe that selling drugs and

alcohol, will act as a catalyst to achieve their dream houses or cars. That is the downfall of our community. People selling drugs are richer than people with an education.

5.2.9 What are the common factors, which can be identified among learners whom engage in drugs, alcohol and other harmful substances?

5.2.9.1. Peers, popularity and Social Media

P1 from School A stated that learners in this community come from homes, which are very violent or abusive, so they part take in these activities to “escape”, from their reality. Learners want to be popular, and they are rewarded for the deviance they conduct by their peers therefore continue to conduct this behaviour.

5.2.9.2. Socio-economic issues

Participant 2, stated that parents are aware of the activities of their children, and encourage their children to sell these substances to other learners to create income for the parents (P15). It is poverty and the living conditions of parents that encourage the use of drugs and alcohol (P16, P17, P 20). Children themselves want to earn an income, to satisfy their needs and wants therefore become acquaintances with drug dealers (P4). It is the condition of the society that pushes them to create drug dens in a civil community; therefore, it is also the socio-economic condition of the society that is a contributing factor to drugs and alcohol (P12).

5.2.9.3. Experimentation and Peer-pressure

Participant 3 stated that learners are at the age of experimentation therefore they easily fall prey to their peers and indulge in these substances. Learners find it difficult to cope with the issues they face at home and wish to experiment with these substances so that they can find a method to get rid of the pain and suffering that they feel (P13, P14).

5.2.9.4. Broken homes, Single parent families

After investigations, P4 has stated that in many cases learners are left alone, and have a lot of time to experiment. There is a lack of a stable support structure at home, so learners are free to join their peers, and continue to do as they please. Broken homes, divorced families, single parents share the

similar characteristics. Such as lack of care, lack of support, lack of attention (P8, P9, P10, P14, P16, P18, P19, P20). Parents are unaware of the child's activities, these learners fall prey to drug dealers, as they are in search for a role model stated P5, P6. Apart from less fortunate homes, there are homes that are rich, learners have everything, but they also share the same characteristics lack of care, lack of support, lack of attention, these learners have so much allowance, that they are able to purchase drugs and alcohol for their peers (P7). According to P11, from School B dysfunctional families are most common. There is a lack of parental authority in these homes. Parents themselves are drug peddlers and drug pushers.

5.2.10 Are there any intervention on the school premises that assists learners or educates learners on the impact and dangers of drugs and alcohol at an early age?

5.2.10.1. Educators are not trained to counsel

According to participant P1, there is no intervention program that is offered on the school premises. There are Non-government organisations that address the issues in forms of entertainment education, but this also has reduced over the years, there is not enough time and these programs take up class time. Participant 5 stated that these programs are held once every three years. Schools work with other organizations to rehabilitate learners that are caught intoxicated or with substances. It is important to note that majority of learners do not part take in drugs and alcohol; it is a minority. Educators are not well equipped to deal with these issues. There are of course, policies in place; however, the procedure of following up is very difficult. For example, cell phones are banned in the school environment, yet almost every learner carries one, for an educator to confiscate the device it is a long procedure, educators resort to warnings rather than confiscation to save class time. Accountability of the device also becomes a red flag.

According to P4, there is circulars, which are sent out to learners about safety, and security. The Department has a zero tolerance for drugs and alcohol. We cannot portion blame; it is the responsibility of an educator to guide the learner. All parties related can do a lot. Administrators and management should be more visible and able to create a learning environment so that educators can focus on teaching. Participant 5 stated that the substantial number of learners make it difficult to communicate these issues, teachers don't have the time to educate learners on these issues. Life Orientation educators are more likely to conduct these talks (P10).

Participant 8, states that the department of education and Non-government organisations are in denial. According to P11, from School B there are social speakers which address learners on social issues. Life orientation lessons, are compulsory and address these issue (P11, P12, P13, P16, P20) however P11, agrees that the school is limited now, and should be doing a lot more then they currently are, regarding the prevalence of drugs and alcohol on the school premises. The Teenagers against Drug Abuse group used to hold programs to educate learners on drugs and alcohol, however this has also reduced, as there is not enough time to cater for these programs. Participant 14, states that there were many programs that previously addressed learners in school, however over the last five years there has been no assistance from external groups. Cases are reported to the police, parents are advised to carry out blood tests for learners, counselling is recommended. However, regarding intervention there is presently none. Participant 15 stated that the reality is that educators are not social workers, as much as it is the job for the educator to motivate and assist learners overcome their challenges, there is only so much an educator can do. Participant 17 stated that social workers are specifically called to deal with casework. However, the downfall is that after school, learners go back to the same community that has instilled these habits into them. Participant 19 stated that learners do role-plays during the school assembly regarding the impact and prevalence of drugs and alcohol in school. However, these are ineffective, as learners lose interest or do not attend assembly.

5.2.10.2. Referrals and Punishments

Participant 2 stated that there is no intervention process in the school environment. However, learners are referred to external social workers. Parents are also advised to take learners that are continuously reprimanded to rehabilitation centres. After a child has returned to school, there is no conditioning done to the school environment, learners are asked to keep a registered, and educators must sign for each class the learner attends. This is method used to track the daily activity of the learner by School A. Parents are advised to monitor the child's behaviour and routines, but that's as far as it goes. Participant P3, stated that School A, calls Child Welfare to deal with such issues, as Child Welfare personnel are more know ledged and skilled to assist learners and their families. The South African Police Service is also called to assist in the more serious cases of drugs and alcohol. According to P7, School A requires more external help. Schools A, calls in the South

African Police Service to assist and address learners, but more needs to be done by the teachers, learners, community, social services and the Department of education.

5.2.11 Is it beneficial to start interventions at primary school?

Participant P2, stated that primary school interventions and parental education from a youthful age will be beneficial to learners. There are learners in school, which distribute “space muffins”. The effect of this treat is dangerous. Learners need to know the difference between right and wrong, before they entered school. According to participant P3, early intervention should begin at home with parents. The responsibilities of parents have been shifted to educators, interventions on drugs and alcohol should start at home. Participant 5 stated that interventions should start at primary school, so learners are also aware of peer pressure and its affect. P7, states that the element of drugs is present at primary school, and that high school exposes learners to peers. Therefore, interventions need to begin at primary schools.

Life skills and life orientation is currently in place; the department of education should play a bigger role in this regard. These life lessons should start at primary school and continued through the schooling curriculum stated P4. According to P5, these are lessons that need to be reinforced lifelong (P6). According to P9, grade eight and nine learners are already hooked on substances before they enter school, so it is obvious that these substances have already begun in primary school. Intervention needs to start at home, learners need to learn manners and respect at home.

The responses from School B, are like School A. P11, stated that its best to begin interventions at primary schools, grade eight learners are aware of places that they can buy drugs and alcohol, therefore we can tell they learn these things in primary school. The issues begin at primary school, and worsen as the child grows. Educators believe if, learners know the harmful effects at primary school, they will reconsider part taking in these activities at high school (P12, P13, P14, P15, P16, P17, P18, P19, P20). P20, states that it is easier to educate a child when he or she is younger and there are no external factors conflicting the thoughts of the learner. If fear, is instilled in them at a youthful age it will have a long-term impact.

5.2.12 Are parents and new educators well equipped to face the issues of teenage drugs and alcohol usage?

According to P11, if educators and parents could manage to deal with the issues of drugs and alcohol, we would not have such high statistics of these issues. Participant 13, stated that parents have become irresponsible and lack the support they need. There are mass parenting programs, for single parents and so on, however these facilities are available, and parents do not make use of them.

According to educator P2, the nuclear family system lacks parental support and guidance; children are left to fend for themselves, and make decisions by themselves. Parents lack control. Learners have been caught hosting house parties in the absence of their parents. In previous generations, neighbours or members of the society would report these cases. Society is afraid presently, to be involved and therefore turns a blind eye at these incidents.

Participant 3 stated that educators are trained; however, there are many roles of an educator. An educator is a guardian, and therefore should deal with the issues that they face by their own strength. There is a support system for educators. According to P4, as an educator experience teaches you. Educators need to want to learn and trying to learn. Participant 6 stated that new educators are unprepared to deal with the reality in schools. Part-time practical does not do justice. New educators need to shadow teachers and face the reality before stepping in to the role of an educator. Practical for the duration of three weeks once a year is ineffective, and has been seen by new educators, as they fail to deal with issues that they are faced with. Participant 7 stated that new educators are not well trained, they need more exposure. According to P9, new educators simply go thru a course and examination, which are ineffective. Currently there is a huge challenge regarding social and discipline issues, new educators need to be smart and active, so that they can catch learners. P8, stated that this is difficult to quantify. Educators, who are experienced over a period, obviously tend to identify destructive behaviour more easily. New educators need to be more patient to investigate issues. There needs to be more support given to educators and parents consistently. Educators need to find the reasons behind destructive or deviant behaviour of learners, and solve those reasons rather than focusing on reforming the behaviour of learners. P12, stated that educators learn, theoretical knowledge and this is not relevant to reality in schools. Educators need exposure to learn to deal with the prevalence of drugs and alcohol. P14, emphasizes

that new educators don't share the same values of older educators. New educators do not want to get involved in the drama of a child. Whilst older, educators have values and morals, which makes the learner their priority, they can easily identify if a child is troubled or intoxicated. P15, states that the community does very little to assist with the growth of the child. P16, states that people wish to play the blame game, but the truth is it is a completely new ball game. The issues that the educator faces are completely out of the box. Educators need to act immediately. It is a learning experience, during university students are given a scenario and asked to formulate a solution. There is so much more emotion involved, so dealing with these issues is a learning experience, and it is unfair to expect new educators to know what to do, when even parents of these children are confused (P17, P18, P19). According to P20, the value system of new educators is frowned upon. New educators, treat teaching as a job. This lacks passion. If new educators shared the passion of older educators, they would relate their role to moulding and shaping children into responsible individuals.

5.2.13 Are there any control methods or searches that are conducted on the school premises?

There is a restriction in School A, regarding searches. As this does violate the rights of a child. There were occasions that the South African Police Service was called to conduct a search, and this was successful. Learners were caught with marijuana and weapons stated educator P2. According to P4, it is important that monitoring takes place, historic data of learner is also reviewed and considered when making decisions of learners. P5, stated that permission of parents is required for a legal search to take place, this process is time consuming and therefore, rarely occurs.

According to P7, parents tend to be very weak. The capacity of control has deteriorated. Children have begun to overpower their parents, abuse their parents. Parents become helpless and lack control. In the present generation, children are independent, they have access to the house, parents are not observant of the behaviour of their kids. That is how children can host parties, and consume drugs and alcohol. Participant 8 stated that learners use days such as the school sports as opportunities to indulge in these substances. Therefore, School A, cancelled sports day for the year 2017. Surprisingly, there was no outcry from learners or class representatives. There is random drug testing that is conducted with the assistance of the education and health sector. P9, stated that there are signs that are posted in classrooms, learners are addressed by life orientation educators and there are random searches conducted by the South African Police Service.

In School B, there are occasional searches, which are conducted with the help of educators and the South African Police Service. These searches can be randomly done, as School B, requests parents to grant permission for this upon registration (P12, P13, P16, P17, P18, P19, P 20). Participant P 14, stated that during these searches they have also caught learners with drugs, alcohol, cigarettes, cell phones and weapons. P15, due to time constraints these are held once a month, as it does become difficult to conduct.

5.2.14 Is there any method of conditioning done to the school environment to ensure that a child does not become vulnerable to drugs and alcohol or relapse?

P2 stated that apart from the cost of altering the environment for a minority of students is high. There is no method of conditioning. However, there is a register, which tracks the activity of the learner. P7 stated that schools, management and principals could conduct searches; however, this process is not easy. Parents need to be informed, and the South African Police Service need to assist. When learners return after rehabilitation, they are monitored and asked to formulate a letter of commitment. There is a small percentage of learners that go back on their word. We must understand that the process is difficult, because this behaviour has escalated into a lifestyle and has become habitual for the teenager. According to P9, learners become more visible and are regularly monitored, but control and conditioning is impossible due to the size of the campus as well. According to P11, from School B, the school lacks the capacity to assist learners who relapse. However, when a learner is caught we advise methods of counselling, and pay special attention to the learner. Participant P12, states that the school is one of many environments for the learner and that the community needs to be altered to protect the child. P13, states that with the massive syllabus, personal matters are difficult to cater. Therefore, learners must motivate and discipline themselves. P14, states that during school lunch breaks there are teachers whom monitor learners. P16, emphasizes that there are very little educators can do, but we are on high alert if we know that a learner is prone to conduct deviant behaviour. According to participant P20, educators try their best to ensure that learners do not carry substances to school.

5.2.15 What suggestions do you have to assist fight the plague of drugs and alcohol?

According to P3, there is room for improvement. More can be done to assist learners. There should be tools available to help parents deal with these issues. There should be rules in place by School

A, and a method of reinforcement, boundaries set and consequences. These habits are learned behaviour, so we need to discourage them that is the challenge. According to P5, there should be more campaigns more talks using entertainment education and power point presentations in the media room. Learners should be addressed by those home have recovered from a drug problem, as this will motivate learners and highlight the negative effects of drugs on one's life. There should be visits from nurses and doctors to educate learners on the impact drugs has on the human body. According to P6, there should be a counsellor on school property that deals with discipline of learners. Parents feel helpless, and external counselling is helpless when the learner reintegrates to the same environment after rehabilitation. An internal counsellor will benefit the child and the parent. This will also give educators more time to teach.

P7 stated that School A, requires strong leadership. Management needs to ensure that learners are always in class. There needs to be regular flyers and announcements on the dangers and consequences of drugs and abuse. Parents need to attend workshops and monitor the behaviour of their children. The Department of education has all the resources. The department of education needs to employ external organizations to give talks to children that they learn from.

P8, stated that senior management needs to be proactive and deal with these issues. Learners need positive role models. Learners need to learn social skills and understand the concept of good clean fun. Activities such as volleyball or soccer are methods to keep learners off the street. Fun events such as environmental clean ups will be positive for learners and has worked in the past as well. This will increase the self-esteem of learners and build a barrier from negativity. These processes can be well implemented with the assistance of the department of education. According to P9, the community needs to be more aware of learners; parents need to instil more discipline into their kids. Shops and bottle stores around the area of School A need to be policed, to ensure that there is no sale of drugs and alcohol to underage school children.

According to P10, there needs to be harsher punishment to children that are caught with drugs and alcohol, because learners have lost the fear in them. According to P11, from School B there needs to be broad summits with the South African Police Service and psychology and medical students. These meetings should address short and long-term goals, objectives; consist of periods and deadlines to oversee a change in our learners and society. Previous generations, had more discipline, respect and stable structures. It is important that we do our best to ensure that learners

have stable structures at home and at school. Participant P12, emphasized the importance of a guidance counsellor being permanently based on the school premises. This will assist Life Orientation educators, so they do not have to play dual roles. Teachers are overburdened and lack the specialized skills the social workers and counsellors have. Partnerships need to be maintained with South African Police Service, now this relationship has been deteriorating. P13, stated that there needs to be a policy in place so that learners can be tested for drugs and other substances randomly. Due to poverty, there is a lack of control; organizations such as social services can assist in this respect.

Participant P14, stated that there needs to be more awareness, which can be used realistically by learners. People that are trained need to show children statistics, people who have suffered a great loss from being addicted to these substances need to address these learners. P18, stated that guidance counsellors can assist by giving learners first-hand knowledge on drugs and alcohol. Parents need to spend more time with their children, so that they have more social control over their children (P19). According to P15, drugs is a societal norm, the best is to encourage the school governing body to act, as they make up members of the society. P17, emphasized that religious leaders around the community should also step in and assist in preventing drug use among teenagers.

According to P20, legislation prevents teacher from using their own methods to prevent the use of drugs and alcohol. If a learner, is caught and arrested, it is a double standard as this goes against criminal charge. The government should implement programs so that parents become more accountable. The South African Police Service should charge parents if learners are caught using drugs and alcohol. Tests that are used in roadblocks should be done to learners on a regular basis, so that parents are more aware of the activities of their children. The removal of the guidance counsellor was a horrible decision. Apart from advice on drugs and alcohol, learners need someone to advise them on their course selections or learning structures. Although Life Orientation educators do part of this, there is no effectiveness or justice done.

5.3 Conclusion of analysis

This chapter reviewed the data collected by the researcher from 20 participants. There are common views that are shared across all participants. The interview questions that were proposed addressed

the research objectives; the responses from educators highlighted the similar theme of a lack in parenting. The diverse backgrounds in this community share this characteristic. Learners in this community lack social control and therefore deviate from societal norms. Other interesting responses included the lack of engagement from external organizations over the past five years. Participants claimed that there has been no assistance from the Department of education or school governing body to assist with the complex issue of drugs in school. This chapter conducted with participants providing their opinion to save our learners from drugs. The following chapter will discuss the findings of the research.

CHAPTER SIX

6. DISCUSSION OF FINDINGS

6.1 Introduction

Chapter five focused on the data collected by reviewing the responses from the participants and creating sub themes for every question. Chapter Six, will review the key objectives of the research, there after the themes developed in Chapter five, and related them to both the theory and literature gathered for this dissertation. The reliability and validity of the research dissertation, is enhanced when the findings contribute to literature and implement a theoretical framework. Therefore, this section is an integration of previous chapters.

6.2. Establish the prevalence of drugs in School A and School B

The first objective of the study was to establish the prevalence of drugs in School A and School B. According to responses to interview question 3 and interview question 5, drugs have been dominating the school environment in both School A and School B. Therefore, this research objective has been achieved. The researcher has established that drugs in School A and School B are prevalent.

6.2.1.1. Interview Question Three: Have learners been caught in the possession or engaging in drugs or other substances during school hours?

Responses from School A, show that all participants have caught learners in the possession or engaging in drugs and alcohol. Responses from School B, projected the similar answer, ninety percent of participants have caught learners in the possession or engaging in drugs and alcohol. The research overlooks the 10% as the experience from this percentile of respondents have less than a year experience teaching in this specific school. The responses from the data, suggest that this practice is common among both male and female learners across all grades. Learners in high school are aged between 13 and 18 years old. The most common activity reported by participants is that it is peer related, as it is commonly birthdays, fun days such as school sports or popularly Fridays that learners indulge in these substances as a form of celebration.

6.2.1.2. Interview Question Five: Are there drug crimes or offences reported by learners during school hours?

According to the responses from School A and School B, the sale of drugs is difficult to detect, as learners cover up for each other or learners are reluctant to get involved in the issues of others. As much as it is hard to detect, there have been cases that have been investigated for years in School A. Finally, participants were able to catch a learner dealing drugs after three years of intense investigation in School A. According to responses from School B, learners have even confessed to being dealers for drugs lords around the school area.

6.2.2. Literature on the prevalence of drugs on the School Premises

The legislation of South Africa states that, the possession or sale of drugs is illegal. It has been established in Chapter two, that possession of drugs is a crime and is dealt with as a criminal offense. Literature can prove that drug use is common and dominate in the Phoenix area by the high statistics provided by the South African Police Service. Drug related crimes in the Phoenix area is at a minimum of 2653 in the Phoenix Area (Crime Statistics South Africa, 2015). The Department of Education also, addressed issues of Drugs in the Phoenix Area. According to Vadi (2015), the South African Police Service, for the sale of drugs and alcohol, reprimanded learners in the Phoenix Area, learners were also caught for the possession of drugs and alcohol. The literature also highlights that this behaviour is peer motivated. Learners, further, confessed to being dealers for local drug lords.

6.2.3. Theoretical Understanding of the prevalence of drugs in School A and School B

6.2.3.1 Social control and self-control Theory

The factors identified by participant's state that peers and elders in the community motivate the use of drugs. The issue in the Phoenix area is that there is a lack of parental control across the board. Learners freely associate with elders whom are suppliers of drugs. In the Phoenix area, learners are continuously bombarded by elders in the community, which expose them to drugs and alcohol because they know that they are vulnerable and desperate. According to the theory of social control, elders easily influence these learners in a negative way. They follow the order of elders because they are building negative influential bonds rather than positive bonds. The socialization

within the group will ensure that the individual is able to adapt to the attitudes, characteristics and behaviours in the group. In a school environment, learners tend to gain trust and admiration for one another, they share the similar interests and come from the similar backgrounds therefore share the similar struggles. The stress of poverty, abusive households and lack of parental control leads to learners participating in drugs and alcohol. Learners are trying to escape the reality and reward themselves by part taking in these substances. Drugs and alcohol is a mechanism used by individuals with low self-esteem to escape the realities, which haunt them. According to Goode (2007), the lack of self-control increases unconventionality and the willingness to take risks. Drug users tend to be more adventurous, independent and rebellious as compared to those whom do not use drugs. The lack of self-control, is popular in South Africa, as many children come from single parent homes, therefore are unsupervised or have both parents working and therefore have enough time to explore and experiment with these substances and communicate with suppliers in the community. Learners are not well groomed on how to treat situations of peer-pressure and drug use.

6.2.3.2 Anomie Theory

One of the incidences of drug prevalence, identified by participants is the sale of drugs on the school premises by learners to learners. This phenomenon can be further explained by the Anomie theory. Learners in high school are at an age, which they can observe their surroundings. They can see that drug dealers in the community have the latest cars, the most innovative technology and are famous and praised among people in the society. Learners watch television, they view social media and they can relate to the theory of the American Dream. The Anomie theory states that individuals will violate the law to achieve their idealized dreams. In a community with so much of negativity and poverty, attaining a decent income at such a youthful age will be difficult to achieve. The idealized dream is only available to a small portion of the population. Therefore, learners look at illegal means, which worked for the peers in their community. Learners choose to sell drugs and violate the law to satisfy their needs and wants.

6.3. Explore the experiences of educators regarding drug related offences and crimes.

The second research objective of this study was to explore educator's experiences regarding drug related offenses and crimes. The literature has already established that possession of drugs is a crime. Apart from the South Africa law, the Code of conduct in School A and in School B forbids learners from part taking in any activity revolving drugs and alcohol during school hours or on school property. All questions presented in the face-to-face interviews were based on the individual opinions and experiences of the participate. However, the interview questions, which specifically addressed this objective, are as follows;

3. Have children been caught in the possession or engaging in drugs or other substances during school hours?
4. Do students report issues of peer- pressure regarding drugs and substances at school?
5. Are drug crimes or offences reported by students during school hours?
6. How often are there conflicts in school due to substances such as drugs and alcohol?
7. Are parents aware of the use of drugs in school?
8. Is the use of drugs and alcohol promoted by elders in the community?
9. Are new educators or parents equipped to deal with the issues of drugs and alcohol that experienced educators face?

Participant's experiences surrounding the use of drugs and alcohol in schools have been beneficial to the researcher. As the variety of questions addressed several aspects of experience. For example, the prevalence of drugs, the distribution of drugs in school, conflicts which may arise due to these substances, encounters with parents due to catching a learner intoxicated, the community input regarding drugs and alcohol and the control which new educators or parents have regarding these substances.

6.3.1.1. Interview Question Three: Have children been caught in the possession or engaging in drugs or other substances during school hours?

Question three, was answered in the first objective. In order, to achieve objective 2, we must complete all questions that are relevant. As mentioned, 90% of educators have caught learners in the possession or engaging in drugs and alcohol. These learners are both male and female, aged between 13 and 18 years old. Educators have experienced a change in the calibre of learners. Surprisingly, female learners have become more open to indulging in these substances. Learners tend to engage in these substances on special occasions. However, there are extreme cases, which were experienced in School A, whereby a learner fainted in the exam room, because he was intoxicated. This is a common trend in School A, where by learners show up intoxicated for their final exams. That shows a lack of respect and discipline for their own education.

6.3.1.2. Interview Question Four: Do students report issues of peer-pressure regarding drugs and substances at school?

Eighty percent of participants from School A reported that learners are afraid of their peers and therefore are reluctant to report issues of peer-pressure. School B stated that, learners rarely report peer-pressure, however when they do it is done confidentiality with the Life Orientation educator. Participants from School A and School B, state that the element of peer pressure does exist, learners are interested or attracted to a group of friends because they share the same interests. School B, states that peer-pressure is present, however never reported. There are cases after investigation; educators find that senior learners force grade 8 learners to part take in drugs and alcohol.

6.3.1.3. Interview Question Five: Are drug crimes or offences reported by students during school hours?

Initially it was a rumour, however majority of participants confirmed that they have gathered evidence of the sale of drugs and alcohol on the premises of School A. In one incident a learner was suspected of selling drugs and distributing drugs for over three years in School A, after much dedication educators were able to catch the learner with evidence. Another incident in School A, is of the trade of goods for drugs and money, where by parents are even aware of this business. Grandparents also supply learners with substances to sell to learners on the school premises.

According to School A, there is a minority of learners whom are constantly reprimanded, but this minority affects the process and function of the majority, and therefore needs attention. Participants from School B, stated that learners confessed to being drug peddlers for local dealers. Learners also confessed that they deal drugs because it is easy money and they can get what they want when they want rather than working. Learners tend to be numb about these issues, as they do not want to get involved. Educators, oversee learning, so therefore in extreme cases which does occur, the South African Police Service are called in to address the matter.

6.3.1.4. Interview Question Six: How often are there conflicts in school due to substances such as drugs and alcohol?

Conflicts are a trend in schools. However, there is very little conflict around issues of drugs and alcohol, because learners try their best to avoid being caught by educators. In the most common cases, conflict arises if an individual bump into or aggravates a learner that is intoxicated. This learner becomes outraged and over reacts. Alternatively, if a learner owes a merchant money (another learner), then conflict will arise, violence becomes a method of extorting the money from the learner. Participants stated that conflicts arise, mainly when a learner is intoxicated, because this learner tends to act out of order.

6.3.1.5. Interview Question Seven: Are parents aware of the use of drugs in school?

There are three types of parents. The first type is those that encourage this behaviour. In many cases identified in both School A and School B, when a parent is called into school after their child has been reprimanded, we find that the parent is aware that the child consumes drugs and alcohol. These learners lack the support and discipline that they need from their parents for them to remain in control of their lives, or to prevent them from deviating from societal norms.

The experience of shock can be used to explain the reaction of 60% of parents. These parents are single parents, and work more than one job to provide for their families. These parents try their best, but are still unable to provide the support and involvement in a child's life. The community of Phoenix does have a lot of poverty. Apart from poverty, there are many children in the community, which are unsupervised because their parents are always at work.

The third group of parents are in denial. These parents refuse to believe educators if there is no scientific evidence or photos against their child. Educators are forced to take on the role of investigators claimed participant P8. Participant P9, also stated that learners confessed that they have methods to ensure that their blood tests show clean. Parents come to the defence of the learners, and make it seem as if educators have a personal vendetta against learners stated P8.

6.3.1.6. Interview Question Eight: Is the use of drugs and alcohol promoted by elders in the community?

Seventy percent of Participants from School A and School B agree that elders in the community encourage the use of drugs and alcohol whilst thirty percent of participants believe that it is not limited to elders it is anyone that is out of the school environment that encourages this behaviour including parents. These responses are based on the experiences of educators. Participants stated that elders are purchasing alcohol and drugs for learners. Suppliers also start by giving learners substances free, and after a period, they start charging learners. There are cases of learners confessing that they are peddlers for local drug lords. There was an incident where by a grandparent was supplying drugs to a pupil so that he can sell and distribute these drugs in school. There are stores around the school, which sell substances regardless of the age restriction. Elders in the community supply learner from local taverns and drug dens. Apart from encouraging the buying and selling of these substances, learners observe their parents and elders in the community part take in these substances and learn to use them. This promotes experimentation among learners.

6.3.1.7. Interview Question Twelve: Are new educators or parents equipped to deal with the issues of drugs and alcohol that experienced educators face?

Participant P 11, stated that if parents were able to deal with the issues of drugs and alcohol, then we would not have such high statistics regarding these issues. According to participant P4, educators need to want to learn and gain experience. An educator has many roles and is not limited to teaching in a classroom. Educators are not sufficiently trained, because they lack the practical experience, which they can only gain over time. There are support mechanisms to help assist educators with many issues they may face. However, an educator needs to learn to act in the moment for a reaction to be effective to a child. Participant P20, states that new educators lack

values of passion to teach children. They believe that their jobs are solely in the classroom, and forget that there is more to teaching than receiving a salary.

Participant P2, stated that the nuclear family system has resulted in a lack of parental support and guidance, children are conflicted and left to fend for themselves. Learners can indulge in these substances; throw house parties etc. because of the lack of parental supervision. P13, stated that parents have become far too friendly with their children to keep up with societal expectations. For example, parents want to be “online friends” with their children. This can erase the balance of discipline and respect in a relationship between parent and child. There are social groups and organizations to support parents, but no one makes use of these facilities stated P13.

6.3.2. Literature on experiences of educators regarding drug related offences and crimes.

According to the literature, South Africa was listed as one of the drug capitals of the world (Youth against Drug Abuse, 2014). The Phoenix area is listed ranked first in the worst ten precincts for drug related crimes in South Africa. According Reddy (2010), twelve percent of South African learners used illegal drugs more than once. According to the school code of conduct provincially, drugs are forbidden. Apart from it being forbidden on the school premise, it is illegal to sell drugs, alcohol or cigarettes to individuals under the age of 18. According to articles published by the Phoenix Sun, schools in Phoenix have experience the extreme of the drug epidemic. Educators have experienced learners selling and distributing dagga for drugs lords, learners making homemade alcohol and selling it to their peers, learners trading sexual favours for drugs and alcohol (Phoenix Sun, 2015). These learners are as young as thirteen years old; it is not limited to male learners particularly. Female learners are more dependent on these substances.

6.3.1. Theoretical understanding experiences of educators regarding drug related offences and crimes.

By observing the behaviour of participants and the way which they describe the community, the researcher is attracted to understanding that many of the issues that schools are faced with reflect the community and the norms of this community. Therefore, the focus is on sociological theories, the structural factors of the community rather than individualistic characteristics of a child.

6.3.1.1. Anomie Theory

Robert Merton's theory of Anomie best describes the behaviour of teenagers in the Phoenix community. Although many of them are not aware of the "American dream", social media bombard them, and trends which they need to have to stay "popular". Apart from trends needed to be popular, children have the need to be popular on social media, liked by the public and by their peers. They want to be famous among their crowd, therefore they will do anything including bullying others, smoking marijuana, consuming drugs and alcohol so that they are popular among their classmates. They come across as cool, in the school environment.

Factors identified by participants include learners trading and selling good for drugs in school, learners peddling drugs for local drug dealers. According to participants responses, learners also observe the process of the American Dream. Learners are exposed to elders committing crimes, such as illegally selling drugs and alcohol. Learners are then motivated to join these groups of people, as they find it an easier method to attain their goals and wealth. The researcher finds that the Anomie Theory relates to the behaviour of teens regarding the need to react the stuff they see on social media. When learners fail at being popular solely on their own, they resort to methods, which can gain popularity, such as being part of drug groups, smoking and the illegal drug sale. The Anomie theory is not limited to learners in this population, but extended to elders in this community. When elders in the community fail to achieve their goals using legal methods they resort to illegal methods such as the sale of drugs and sale of alcohol to individuals under eighteen. Illegal methods are used to achieve their wealth, and in the process, learners are exploited. Elders use learners to sell drugs and alcohol. According to the responses of the participant's parents, grandparents and elders in the community encourage the sale of drugs and alcohol among learners. Elders in the community make an income from the destruction of a child's future, to achieve their goals.

6.3.1.2. Social control and self-control theory

The social control theory is a theory which recognizes that potential drug users are not randomly recruited by any specific group, but are socially attracted to a specific group because of the values or interests of the group, reflects the nature and interests of the individual (Kastenmuller, et al, 2010). This means that instead of the individual having to follow positive group norms, negative

social control groups influence this individual. Social control adopts the understanding that if their religious groups bind learners, parents, teachers and peers to act according to societal norms, individuals will be less likely to indulge in drug use.

Factors identified by participants include peer-pressure, peer- group celebrations, lack of parental support, lack of parental involvement and a lack of community integration. If peers are interested in taking drugs or smoking, and the individual shares the same interest, peers and individuals will be attracted to each other. The abuse of parents makes it easier for the individual to deviate from societal norms and join the peer group. In the Phoenix area, it is very easy for learners to deviate from societal norms and join peer groups, because of the absence of parental supervision and interaction. Learners in this area, lack social bonds with the potential to influence them positively.

6.4. Ascertain the educator's views on factors that contribute to drug related crimes in School A and School B.

The third and one of the most important objectives of this research, was to ascertain the National Strategy for Drug prevention by the Department of Education has identified educator's views on factors that contribute to drug related crimes in School A and School B. Factors that contribute to the plight of drugs and alcohol usage by teenagers. However, the responses from participants in School A and School B are much more specific to the Phoenix area. The researcher believes that the specific responses from participants in the Area help to bring statistics to life. The interview question, which was directly aimed to attain this objective, is interview question nine.

6.4.1. Interview Question Nine: What factors can you identify or maybe common, which pushes learners to drugs and alcohol?

According to the responses from learners, come from backgrounds where they experience abuse, or violence, so the resort to drugs and alcohol to escape their reality at home. It also becomes very easy for learners to be attached to their peers, because their peers are experiencing the same issues at home. Learners want to be popular or cool at school, so they part take in drugs and alcohol. They are rewarded by popularity. A lot of it is due to social media, learners want to be popular online, therefore act the way they do in schools, stated participant P1. Experimentation and peer-pressure is very common in school environments. Teenagers, are at the age of curiosity and many parents, believe that drugs and alcohol is an experimental phase, which learners will pass.

Many parents are aware that their children distribute drugs and alcohol in schools. Parents instruct their children to do so. This illegal process becomes an income for the family. It is the poverty in the area that has led to this extreme. Learners on the other hand, want to experience the phenomenon of the “American Dream”, and will do anything possible to make quick money, that includes working for drug lords, and distributing drugs in school.

Participants found after profound investigations that many learners come from homes, where there is a lack of a stable support structure. Learners are left alone at home, without supervision or any form of monitoring. Parents do not engage or interact with their children. Majority of participants stated that there is no support, attention or care given to learners. They come from broken homes and poverty. Learners lack positive role models; they find admiration in local drug dealers or the popular in school. In many cases, parents are accused of dealing drugs, and that goes to say that there are no positive role models to motivate these learners in the community.

6.4.2. Literature on factors that contribute to drug related crimes in School A and School B.

There are many studies conducted which identify factors that contribute to drug use by learners in school. Risk factors regarding drug use within an individual domain include delinquency, peer pressure, rejected parental authority, sensational seeking, impulsiveness, aggression, poor sense of well-being, inter alia, gender, genetic predisposition, age and alcohol knowledge (James, 2013). Research conducted by the Soul City Initiative (2011), on drugs and substance use found that many teenagers use or possess harmful substances as means to cope with stress, to be popular among the in-crowd in school, spark curiosity and excitement. According to the United Nations office on Drugs and Crime (2004), the reason that students part take in drug use may evolve as the individual progresses from experimentation to addiction.

In South Africa there has been research conducted which links parental drinking and cannabis use to youth use of substance abuse (Department of Education, 2013). According to Reddy (2010), there is sufficient information which indicated that the prevalence of smoking among learners whose parents or guardians whom smoked, was forty three percent higher than amongst those learners whose parents or guardians did not smoke. Risk factors regarding substance use within a family domain include parental drug use, family conflict, poverty or affluence, family

context/structure and cohesion, involvement in protective service at a tender age, and low expectation (Hawkins, Catalano & Miller, 1992).

Students that do attend school are constantly exposed to risk factors such as deviant peer affiliation, skipping school, availability of alcohol and other drugs in or around school premises, low academic aspirations and poor school performance (Department of Education, 2013). Educators are responsible and try their best to give their attention to every child, but many schools suffer over population of students and a lack of resources regarding qualified educators. According to Morojele (2009), the availability of drugs and other harmful around and in the school premises also contributes to the substantial risk of substance use. Reddy (2010), argues that a great concern should be that nine percent of learners have been offered or sold harmful substances in South Africa schools.

Research conducted by the Department of Education, found that learners seek a role model, therefore they are easily influenced. In a society, community leaders supposed to support learners, however moral degeneration has led to drug use. The high unemployment rate in South Africa also contributes to the plight of drugs and alcohol, learners watch their frustrated elders smoke and consume drugs to forget their problems (Department of Education, 2013).

6.4.3. Theoretical understanding on factors that contribute to drug related crimes in School A and School B.

6.4.3.1. Social control and Self-control Theory

The social control theory and self-control theory is relevant to explaining the factors behind why learners resort to drugs and alcohol, because these theories explain why majority of learners do not deviate from societal norms. The pillars of the social control theory states that learners do not deviate from societal norms because of the positive bonds they have developed with their families, beliefs, community leaders and social establishments. It is evident that learners from the Phoenix area lack these positive bonds and therefore are easily vulnerable to deviate from societal norms.

The theory of self – control restricts an individual from deviating from societal norms. Self-control starts with parents and guardians. A lack of parental support will result in a lack of self-control. The relation between self- control and social control is simplistic. For one to be able to attain social

control, he must maintain the relations one shares in the home, school maintain self-control, hence, social control, or religious groups for one to attain these relations he must have self-control. Factors identified by participants include the lack of positive role models in this community, lack of parental support, supervision and interaction. They come from homes where poverty, abuse and violence are norms. In the Phoenix area, there is a lack of sufficient parenting and positive support from the community; it is therefore difficult for learners to achieve self-control. Learners tend to easily follow the values of their peers, whom they admire. Even for learners whom can maintain self-control, the society lacks positive relationship for learners to maintain social control. Educators lack the values and passion to educate learners, religious and community groups have abandon learners and society, there is no positive roles to motivate and build learners. Therefore, learners are blind sided by negativity such as drug users.

In school's learners become part of a subcultural group. It is emphasized in the theory that a specific behaviour may be accepted by a group and therefore repeated by the individual or discouraged by the group and therefore not repeated. Factors identified by participants include experimental drug use by teenagers, peer-pressure and popularity in schools. If a learner is part of a subcultural group and this group wishes to experiment with substances, the individual will join the members of the group, as this individual sees him or herself as part of the group.

6.5. Ascertain if there are drug intervention strategies at School A and School B.

The final objective of this dissertation was to ascertain if there are drug intervention strategies in School A and School B. An intervention is implemented in order assist those that are at risk. The function of an intervention is to alter behaviour, and prevent future actions of negativity in the future. Interview question ten, directly shelters this objective.

6.5.1. Interview Question Ten: Are there any interventions on the school premises that assists learners or educates learners on the impact and dangers of drugs and alcohol at such an early age?

According to participants in both School A and School B, there are no interventions presently active. There used to be organizations, which would address learners through methods of entertainment education, however these programs have been decreasing over the years. According

to participant P5, these programs are held once every three years, and take up far too much of time, which could be spent in the classroom.

When learners are caught with drugs and alcohol or engaging in these substances, learners are referred to relevant external counsellors. Educators are not equipped to deal with these issues, as they are not social workers. The only method of intervention practiced on both schools, is the role of the Life Orientation teacher. Learners are confident to find comfort in speaking to the life orientation educators. This subject is also required to cover issues such as teenage pregnancy, drug and alcohol use, violence and abuse in the syllabus. One of the major concerns of participants is that the learner goes back to the same community that these unpleasant habits developed from, so there is a lot of doubt around, interventions and the effectivity.

6.5.2. Literature on interventions on the school premises that assists learners or educates learners on the impact and dangers of drugs and alcohol at such an early age.

The South African Department of Education has enforced the “National Strategy for the Prevention and Management of Alcohol and Drug use amongst learners in schools”, as a method of intervention and prevention to assist in obliterating this grave issue from our society. The main goal of this strategy is to ensure that learners can view school as a safe environment, a place which they receive education. Children must be able to attend school without being forced into part taking in drugs and alcohol. Children should be innocents, and the sale of drug and alcohol in schools between learners should end. This program was implemented with objectives to ensure that education is provided in schools, alcohol and drugs are non-existent in schools, learners are empowered with self-control so that they can refuse substances such as drugs and alcohol (Department of education, 2013). According to the Department of education (2013), four pillars that will create a drug free environment across all schools in South Africa highlight this strategy. The first pillar, the potential to create an environment for social change to be engineered, occupants of the environment must be willing to deviate from drugs and alcohol. The second pillar, of prevention. The third pillar, the potential to detect learners whom are dependent on substances such as drugs and alcohol before they become addicted. Finally, the pillar of treatment. Learners that are identified as addicts need the correct treatment, which entails confidentiality to overcome this challenge.

6.5.3. Theoretical understanding on interventions on the school premises that assists learners or educates learners on the impact and dangers of drugs and alcohol at such an early age.

The aim of an intervention is to alter behaviour; the theory of social control and self-control emphasise the power of positive relationships and socialisation in a child's life. The theory of social control and self-control demonstrates that individuals with positive social bonds are less likely to deviate from societal norms.

6.5.3.1. Social control and self-control

Interventions form part of positive bonds, which can prevent learners from deviating from societal norms. By increasing social control and self-control, learners will be less likely to part take in drugs and alcohol. In order, to change behaviour of learners, the community needs to engage more with learners so that, there are more social bonds, and learners are strong enough to resist the temptation of their peers. Self- control is a process of learning the difference between right and wrong, parents need to encourage self-control by becoming protective factors for their children. Parents need to groom their children to refuse peer-pressure. Participants of the study highlight the lack of parental support and engagement. Self-control starts at home, if parents show more initiative toward their children, these children will be less likely to engage in drugs.

6.3 Conclusion

The aim of this chapter was to discuss the research findings. The objectives of this research have been satisfied. All objectives proposed by the researcher were fulfilled and shared both literal and theoretic relevance to the findings. The research was based on a qualitative study; therefore, it was beneficial, as the findings represented a very detailed description of participant's opinions. The benefit of the participants in this research study is that ninety percent of participants have more than thirty years of teaching experience. This is a benefit because these participants have been able to see a difference in the standard of discipline in learners. When a quantitative analysis is conducted, the issue of drugs and alcohol tends to disappear in statistics, because the focus is on most learners that do not part take in substances, rather than the learners that do. It is important to note that, not every learner is caught, or is added to statistics, therefore a qualitative understanding

highlights the issues of drugs which quantitative fails to fulfil. The next chapter will conclude the dissertation and provide limitations and recommendations to the study.

CHAPTER SEVEN

7. CONCLUSION AND RECOMMENDATIONS

The aim of this research was to explore the experiences of educators on the prevalence of drugs within schools in the Phoenix Area. This study successfully achieved its aim and objectives. The first research objective was to establish the extent of the prevalence of drugs in School A and School B. Participants of the interviews have established that the use, possession and sale of drugs in the school environment is common. Although there is a school code of conduct and South African legislation against these actions, learners show no fear and continue to engage in them. According to participants of the study, and stakeholders of the community, it has been evident for more than ten years that the use of drugs in the school environment and the community has been increasing. It is shocking that the community has not united to fight against this plague, as the patterns of reports have demonstrated a definite increase, and predicts a dull future for learners to come.

The second research objective was to explore the experiences of educators regarding drug related offenses and crimes. In chapter two, the researcher establishes that the possession of drugs is a crime. According to the research finding, educators are exposed to the extreme cases of drug use. Learners are distributing drugs as entrepreneurs, learners are caught possessing drugs and manufacturing drugs. The researcher also reviewed issues of peer – pressure concerning drugs and alcohol, and the outcome is similar, senior learners force junior learners to part take in these substances. Learners lack self-control and social control, and therefore easily fall prey. This research objective looked at educator's experiences when dealing with parents and external community members. The shocking result was that; many parents encourage this behaviour as well as the trade or sale of drugs by their children. Educators also mentioned that they involve the South African Police Service to intervene in cases, which they are unable to. However, it is shocking that the drug dens around the school, shops and bars that supply learners with drugs and alcohol continue to run freely. An educator in School A stated on numerous occasions he has tried to shut down a store illegally selling substances to learners, however nothing has been to completely shut down this business that thrives on the failure of our learners. Educators may take on other roles, but when it comes to issues like shutting down suppliers of learners, there needs to be assistance

from the Department of Education as well as the South African Police Service. Stakeholders in the community need to unite and help improve the situation of our society.

The third research objective was to ascertain educators' views on the factors that contribute to drug related crimes in School A and School B. The researcher implemented the sociological model in chapter two to assist identify common risk and protective factors when dealing with drugs and alcohol among school learners. However, participants highlight factors such as attention seekers with low self-esteem, lack of parental support, broken homes, poverty, single parent homes, lack of parental involvement and the most popular is the peers they engage with. In the Phoenix community poverty, is a huge factor, which affects almost every second household. It is understandable that parents lack time to engage with their children. However, the community is also reluctant to assist parents. There is no implementation of extra curriculum activities to keep learners away from drugs and alcohol. There is a lack of positive influence in the lives of these learners. Parents can also make an initiative to be more involved in the lives of their children and take more responsibility for the actions of their children. Both schools stated that there was a support group, but it consisted of low attendance, and was therefore shut down. Parents need to unite and fight for the lives of their children. They need to influence their children more than these substances do.

The final research objective was to ascertain if there are drug intervention strategies at School A and School B. Although the Department of Education has formulated the "National Strategy for the prevention and management of alcohol and drug use amongst learners in schools", there has been absolutely no movement. All participants have emphasized that there is no form of intervention or prevention at the school premises, neither has any activist group visited the learners at school in almost four years. Responses from participant's state that the only form of intervention or prevention is done during Life Orientation class lessons. When a learner is reprimanded for drugs or alcohol, parents are advised to visit a psychologist. That is the limit of intervention or prevention.

The first recommendation is the implementation of a guidance counsellor. Educators believe that the previous system of having a guidance counsellor present on the school will help learners face their issues of peer -pressure and addiction regarding drugs and alcohol. A guidance counsellor is a trained professional, therefore learning time will be maximized on the school premise. A

guidance counsellor is also not limited to speak out about issues of drugs, but can also address issues of sex and abuse.

It is recommended by the researcher for the management of schools to engage with their stakeholders and their parents so implementation of strategies can be demonstrated. Educators also stated that there is a gap for stakeholders to interact with. The Department of Education, the governing body of the school, the external community members and South African Police Service can also help to assist learners and help create effective methods to ensure that social control is instilled, and learners find it difficult to deviate from societal norms.

New educators also have been mentioned during the project, participants of the research are concerned that new educators and even parents are not fully equipped to deal with issues of drugs and alcohol as it is shocking to them. It is recommended that there needs to be a body, which encourages parents and educators in a positive manner, and tutors them in ways to deal with issues of drugs and alcohol. Participants also expressed that interventions should start at primary school, so learners are well equipped to deal with issues of peer-pressure and drugs and alcohol at high school.

Social media influencers and past students should be called in to volunteer. At the end of the day, we are dealing with children, and these children are in search of mentorship and role models. There needs to be extra curriculum activities which learners are interested in engaging in, so social control and self-esteem of learner is built and maintained always.

The researcher gained a thick description on the experiences of educators, and successfully fulfilled all objectives. It is important to note the reasons behind educators as the participants of this study, is that they have the key of experience when dealing with these learners. Although statistics project numerical data, the researcher believes that statistics of drugs and alcohol tend to make the issue seem much smaller than it is. The focus when data is projected quantitatively is on the majority. The number of learners engaging in drugs and alcohol according to participants is the minority however; this small group of learners can disrupt an entire school day of work as well as influence other learners to engage in these habits.

The area of study, is continuously bombarded by newspaper articles, crime statistics as well as being victims of drugs crimes themselves, however this population has failed to execute an

effective strategy for drug prevention or intervention. Although the issue of drugs and alcohol is rife provincially, nationally and internationally there is very limited research conducted on educator's perspectives of the prevalence. The researcher has provided qualitative data from 20 research participants during face-to-face interviews.

The issue of drugs and alcohol being prevalent in schools is not taken seriously. Millions are invested by the Department of Education to create a strategy, which is meant to be effective. However, implementation is non-existent in this population. Educators in school, try their best to maintain their roles, however over the years the role of the educator has expanded. Social media may have interrupted the lives of parents, and caused them to be more accepting to the life of "cool", which includes drugs and alcohol. However, this has long-term negative effects on the child. There is a lack of parental care, which needs to be dealt with, to correct the wrongs of this population. The local South African Police Service should also take charge and assist schools in the area, by setting examples on those dealers or individuals, which supply drugs and alcohol to learners under age. We have all been through the experimental "teens", we understand that when it comes to this stage in a child's life, anything will be possible. For example, if a learner wants to consume alcohol, he will find a way to get that alcohol. As a community we need to shut down actions such as this, we need to ensure our learners stay in school. The purpose behind this research was to be "Make the invisible, visible" in the hope that social change can be engineered. As a community we need to create awareness, we need to show school learners that we are aware of what they are doing, and we will put a stop to it. We need to urge the Department of Education to execute their effective strategy, so treatment can also be accessible to learners in need.

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APPENDIX ONE: INFORMED

CONSCENT DOCUMENT

School of Applied Human Sciences

University of Kwa-Zulu Natal

Howard College Campus

Dear Participant

INFORMED CONSENT LETTER

My name is MS K George. I am a Masters candidate studying at the University of Kwa-Zulu Natal, Howard College campus, South Africa. I am currently conducting a research study titled: “*Educators experiences on the prevalence of drugs in the Phoenix Area*”. Your school was purposively selected to be one of the schools to participate in the study and you have also randomly selected to be one of the participants to participate in the study.

To gather information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about an hour and may be spilt depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for the purposes of this research only.
- Data will be stored in a secure storage facility and destroyed after 5 years.
- You have a choice to participate, not participate or to stop participating in this research study. You will not be penalized for taking such an action.
- The research aims at knowing the educator’s experiences on the prevalence of drugs in schools, in the Phoenix Area.
- Your involvement is purely for academic purposes and there are no financial benefits involved.
- If you are willing to be interviewed, and allow for your voice to be audio recorded please fill in the details below.

I _____, am willing to participate in the above research study, provided the above conditions. I also grant permission for the interviewer (MS K George) to audio record the responses provided to her.

Signature

Date

MS K George can be contacted on 064 5249 658 or krinesha@gmail.com
Supervisor Prof S Singh can be contacted on 031 206 7895 or Singhs@ukzn.ac.za
UKZN Ethics Department P. Mohun on 031 260 4557 or mohunp@ukzn.ac.za

APPENDIX TWO: DECLARATION

I, Krinesha George declare that this dissertation, which I hereby submit for the degree Master of Social Sciences (Criminology) at the University of KwaZulu-Natal, is my own work and has not previously submitted by me for a degree at any other university.

APPENDIX THREE: LETTER OF PERMISSION FROM THE DEPARTMENT OF EDUCATION



education
Department:
Education
PROVINCE OF KWAZULU NATAL

COASTAL CLUSTER – PINETOWN EDUCATION DISTRICT

Box 2; Mt. Edgecombe; 4300 – 1 Spire Street; Stonebridge; 4068 – Tel: 031 502 6325; Fax: 031 502 6324; Email: vresubr@gmail.com

Enquiries: Dr L.P SWARTZ

Reference: RESEARCH

Date: 21/08/17

Ms. K George

Dear Ms. George



REQUEST TO CONDUCT RESEARCH INTERVIEWS IN SCHOOLS

1. The KwaZulu-Natal Department of Education has received your request to conduct research in schools, which are within the Pinetown Education District.
2. Approval is hereby granted for you to conduct your research subject to the following conditions:
 - 2.1.1 No school or person may be forced to participate in the study
 - 2.1.2 Access to the schools you wish to utilise is to be negotiated with the principal and yourself
 - 2.1.3 The normal learning and teaching programme of the school must not be disrupted
 - 2.1.4 The confidentiality of the participants is to be respected
3. The department takes this opportunity to wish you everything of the best in your endeavours and hopes to get a copy of your findings once the investigation is completed.

L.P SWARTZ
CIRCUIT MANAGER



APPENDIX FOUR: APPROVAL BY THE HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE



29 August 2017

Miss Krinesha George 213506627
School of Applied Human Sciences
Howard College Campus

Dear Miss George

Protocol reference number: HSS/1223/017M

Project title: Educators experiences on the prevalence of drugs within schools in the Phoenix area

Full Approval – Expedited Application

In response to your application received 27 July 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

APPENDIX FIVE: MAP OF THE PHOENIX AREA

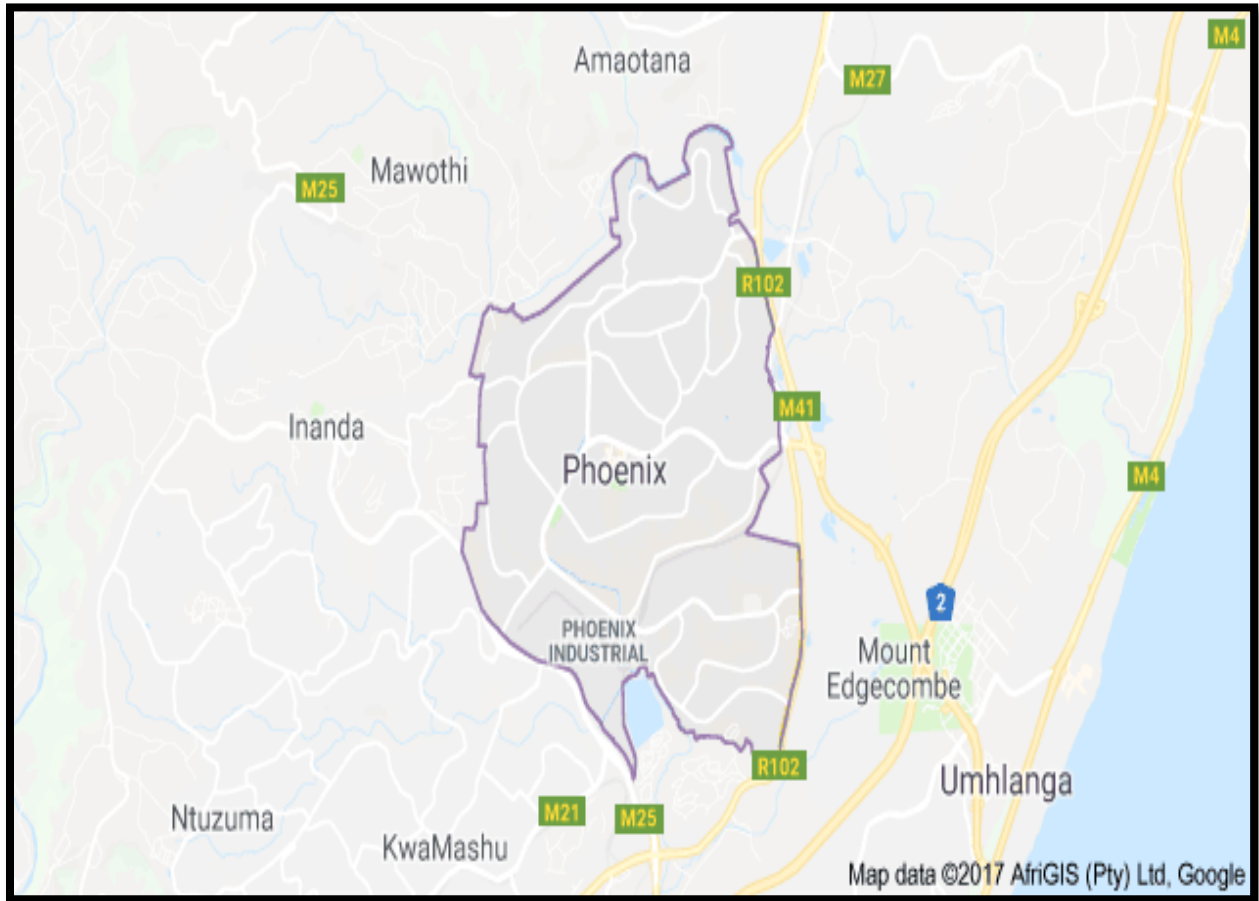


Image showing the Phoenix Area of Kwa-Zulu Natal