CHAPTER 2

LITERATURE REVIEW REGARDING INTERVENTION STRATEGIES FOR DRUG ABUSE IN SECONDARY SCHOOLS

2.1 INTRODUCTION
In chapter 1 a general orientation and overview of the study was outlined. In this chapter the literature review concerning intervention strategies for drug abuse in secondary schools will be highlighted.

Drug and alcohol abuse is a problem amongst teachers and learners, not only in Soweto Secondary Schools but also in other parts of the world. This practice affects the learners’ behaviour and their school performance. The purpose of this chapter is to present a theoretical argument regarding drug abuse in schools and the intervention strategies as perceived by other writers in South Africa and in other parts of the world.

2.2 AN EXPLANATION OF THE TERM “DRUGS”

According to Kreiner (1996:8), the concept drugs are explained as chemicals that change how a person thinks, feel and act. He states that there are drugs presented by physicians to heal and those that can harm an individual (illegal drugs). They are against the law to sell or use, and are easily accessible in schools. In this study, attention is paid to abuse of illegal drugs.

2.3 THE IMPACT OF DRUG MISUSE IN EDUCATIONAL ORGANIZATIONS

Drug abuse is well known in both public and independent high schools. Chibaya (2002:143) emphasises that it is the action of drugs which affects the mood, perception and behaviour. Marsh et. al. (1978:79) states clearly that learners, having
imbibed great quantities of beer, become visibly drunk. They then commit crimes such as rape, assaults and they also tend to be bully. Bullying as a concept is defined by Roland (2002:173) as a long standing, negative behaviour conducted by a person or a group of people, directed against a person who is unable to defend himself in the actual situation. Drug toxicity impairs the good intellect of learners in the sense that they also become exploited mercilessly and indulge in drug-related crimes. Captain Jacques van Heerden from the South African Police Narcotics Bureau (SANAB) says that many young dealers operate under the false impression that, even if they are caught, the state is not able to impose a sentence on them (Cotton, 1998:37). The truth is that an offender can easily be sent to a juvenile prison or reformatory. The painful fact is that assault, sodomy are common in these reformatories and prisons. “It’s just not a nice place to be”, says van Heerden in Saunders (Cotton, 1998:388).

2.4 DRUG AND ALCOHOL PRACTICES BY EDUCATORS AND LEARNERS

Dagga smoking can be harmful to both educators and children (learners) alike. It is learned from the media that there are educators who fondle learners and engage in various sexual activities with them when under the influence of either alcohol or drugs. Naidoo (2003:5) states that an alcohol and drug abuser educator, age 51, teaching in Durban at Strelitzia Secondary School, fondled and raped a teenage pupil whilst under the influence of drugs (Nazima, 1999:3-4). This shows that drug abusers can be aroused to act in a strange way.

According to information collected, in some schools, the researcher noted that educators and learners drink alcoholic beverages during contact time and are making this a habit and have become addicted. This addiction, according to de Miranda (2004:93), is referred to as a condition that occurs when a person needs to take drugs or alcohol in order to survive day to day hectic situations. This practice, also said to be dependence, can be termed as a “journey to nowhere”. A trend of
committing suicide has emerged, amongst youth whereby due to addiction, an individual becomes suicidal unconsciously, due to overdose or whereby the heart can no longer take the addiction. An example is Lindi Sihlali who was a bosom friend to the late Brenda Fassie (Ramurula, 1992:2). Watson (1986:148) emphasises that numerous deaths are caused by alcohol or drug abuse. Cotton (1998:37), on the other hand stated that it is mostly the human tragedy that is the most pathetic result of drugs. The relentless downwards spiral of life, loss of reality and moral values are eventually greeted only by insanity or death. In schools this could happen when learners are reprimanded, sometimes by a parent, or even when a learner fails her/her studies. This takes place normally after abusing a hallucinogen, a drug that alters the state of consciousness, enhancing and distorting perception and sensations. An example of such a drug is LSD. De Miranda (1987:96) regards LSD as highly dangerous, in the sense that learners who take this drug experience bizarre behaviour, flashback visions normally caused by Psilocybe mushrooms, and hallucinations (Algeo, 1994:4). Many teenagers get AIDS through drug abuse in two ways. Firstly, the HI-virus can be passed on through injecting with a dirty needle. This means putting a drug into a used hypodermic needle and putting the needle into a vein in the body. If a person uses a needle without cleaning it properly, blood containing HIV can be left in the needle and get into the user’s blood. Secondly, by letting drugs make decisions for you. People often forget to take care of themselves or others when they are high. For example, drunk people sometimes do not use birth control like condoms (Hermie, 1994:21-23). Lusigio (1990:80) further affirms that, crimes like car hijacking and assaults are often committed by teenagers who use drugs.

**2.4.1 The effect of drug abuse on individuals**

Indeed educators claim that the behavioural pattern of the victims of alcohol or drug abuse in classes differs and make their job very difficult. In one setting a learner or an abuser educator may become relaxed and euphoric; in another, he or she may
become withdrawn or violent; boisterous, or aggressive as part of “acting out” (Julien, 1992:77). In most cases the additional display behaviour and emotional problems is symbolised by being rude, obstinate, disobedient and destructive. Intoxicated learners may laugh or cry continuously without any reason. Amongst these learners, a small group prefer using substance drugs only, while others prefer a mixture of alcohol and other drugs. All such choices are made due to peer pressure, at times with no religious preference Wilsnack et. al. in (Stimmel, 1987:1). It is rare that one would identify such learners in proper school uniform as they prefer provocative dress, for an example, over sized school shirts and blazers, dirty school shoes and so on. Laws regarding these two acts have been developed to control drug use within educational institutions, and it is in this sense that they have a legitimate social purpose, whereby teachers intervene and attempt to correct. These learners display also a rebellious attitude. Drugs also interfere with and replace the brain’s normal process during adolescent development. Some drugs, such as marijuana, reduce motivation for taking part in sports at school (Nelson, 1992:3).

2.4.2 False names given to drugs

The researcher, as an investigator into this problem, should make the point that educators should become knowledgeable of what these drugs look like. Learners have developed a tendency of carrying fermented beverages containing different concentrations of ethylalcohol, a mixture of strong drugs (de Miranda, 2004:11). Learners are lately in the fashion of filling natural or bottled spring water containers with alcoholic substances, giving the false impression that they are drinking water. There are legal drugs that educators and parents should be aware of, alcoholic beverages which are presently increasingly consumed in different organisations and different names related to drugs and substances which must also be known by educators. Therefore, what can teachers and parents do to prevent it? How can younger learners be deterred from mixing with older adolescents (Wachteer, 1990:21). Popular terms are used and given specific names like: booz, juice, dop,
dagga-grass, zol, skyf, boom, join, poison, majot, hash. All these are also street names given to dagga.

2.4.3 Prescription and illegal drugs

It is significant that the researcher differentiate between prescription drugs and illegal drugs. Connor (1992:82) indicated that alcoholic beverages, as a culturally accepted drug, should not be abused particularly by those in the practices of education. Many prescription drugs are scheduled substances by South African Medicine Control Council, for example tranquillisers and barbiturates, a type of drug that depresses the system (Chibaya, 2002:152), appetite suppressants, narcotic analgesics and illegal (prohibited) drugs (de Miranda, 2004:2). Use, possession of, or trading in these substances, constitutes a criminal offence. They range from dagga (marijuana) mandrax, heroin, and cocaine, amongst others. Learners should be made aware that the possession of drugs can lead a person to prison.

2.4.4 How do drugs come into schools?

Illegal drugs are being sold by learners and some educators in schools (Mvimbi, 1999:13). An example of this is an educator of a high school allowing learners to queue at her house every morning, buying marijuana before going to school. This happens in Orange Farm (Mapheto 2004:3). Our learners have become agents of drugs. They trade for drug lords due to factors such as poverty, and this is how illegal drugs land in educational institutions. This is called drug trafficking by learners. It is also reported that drug dealers are now targeting primary school children as drug distributors (SAPA, 2004:32). Generally, there is a persuasion that drugs, such as marijuana should be legalised (Mvimbi, 1999:9). Who should be involved in guiding children not to do drugs before the situation reaches the stage of ‘Yizo Yizo,’ the controversial television drama about crisis in township schools. This programme was given the go-ahead by the Department of Education’s Culture of
Learning Teaching and Service (COLTS) in collaboration with the South African Broadcast Corporation (SABC) (Mrwebi, 1999:18).

2.4.5 Drug Offences

The use, possession, or selling of particular drugs like dagga, LSD, mandrax, cocaine and others is prohibited by the Abuse of Dependence-producing substances and Rehabilitation Centres Act of 1971. This Act is sometimes called the “Dagga Act” because most of the prosecutions concern dagga offences. People who sell (‘deal in’) drugs receive much heavier sentences than those who use or possess them (Mason, 1989:35). Young girls from all areas, according to van Heerden in Cotton (1998:37-39), end up prostituting themselves against Nigerian drug lords for the destructive product. The researcher believes that in cases like this, state prosecution is important. A child with a criminal record is not an attractive prospect for a parent, but seeing them on a mortuary slab is even worse.

2.5 SHOULD DRUGS BE LEGALISED?

The researcher’s interest is in trying to find out from educators and parents whether drugs should be legalised. Leavitt (1982:206) expands on this question whether drugs should be legalised? “Do people have the right to keep dangerous animals in their homes as pets?” Presently, we frequently learn from the media about educators and learners who carry guns to school and shoot colleagues or school mates, whilst under the influence of harmful drugs. Should these drugs be legalised, serious crimes would escalate. The researcher does not agree with Ray and Ksir (1996:35). They argue that although historically it was believed that the intake of drugs would produce violent criminality, addicts engage in crimes mainly to obtain money and to buy more drugs. It is true, however, that the abuse of these drugs leads to more criminal behaviour in learners. Some go to the extent of committing murder whilst in a “high” state. The prominent laws in South Africa covering drugs are the Drugs and
Drugs Trafficking, Act, no. 90 of 1997 (Mbuya, 2000:26). Learners and educators who are addicts should be made aware of such acts. ‘The Adopt-a-cop’ programme within schools has provided for a police officer to patrol the school surroundings. Penalties for possession of, or trafficking in any of these substances, are not prescribed but vary according to the nature of the substance and the individual’s circumstances of the offender, like age, and whether it is the first offence or not. The Adopt-a-cop programme is run from Johannesburg central police station to educate pupils on the consequences of criminal behaviour (Mvimbi, 1999:19).

Ray & Ksir (1996:69) clearly explain the penalties for selling drugs. The researcher when collecting data seeks information from both the parent and the victim as this would provide her with true data. The family should play its role, as mental, emotional health problems of children and adolescents, in most cases, result from failure at home (Cooper and Lenther, 1992:216). Drug taking changes the behaviour of learners extensively.

2.5.1 The addicted learners are picked up differently in schools according to their dissimilar conduct

The affected learners in different schools have been identified with emotional disorders of depression, phobia and anxiety states, while others are depicted with jealousy, full of anger and hate (Bendelow et al. 2003:156).

Therefore all the types of behaviour patterns and conduct caused by the intake of drug and alcohol would be attended to extensively as they disturb the smooth sailing of education within various educational institutions and deprive the culprits of a positive way to pursue with their studies profitably.

2.5.2 The practice of drugs affects the learner’s performance and the relationship with their parents
Parents of learners who take drugs complain that their children are always out in streets with friends. Their schoolwork suffers as they have less time for studying. When reprimanded by their parents they adopt the defensive attitude of ‘blamer’, incorporated into the wall of self-deception, which unknowingly causes them to now project onto others most of their feelings of failure, hurt, fear and anger. Learners may always blame the teachers for failing them or claim to be hated by their parents. For example, the excuse could be, ‘If my parents cared for me, I would not drink so much’ and such blaming statements and defensive mechanisms are also described by Wilcocks (1992:27), for example alcoholics uses defence mechanism with much frequency, protecting themselves from the paranoia and guilt.

In classes, learners who are actively drinking alcohol and taking substances, lack concentration and when asked questions pertaining to the lesson, they distort the subject matter which is being taught, and give out irrelevant responses. They lose the ability to think properly. This is also supported by Wilson (1997:79). The fear is that addicted learners or educators can suffer from psychosis, a severe mental disorder, as Wilson (1997:281) explains it. It is important for educators and parents to know how these drugs affect the addicts as many suffer from mood disorders, especially when under the influence. The researcher states that the drug user, in most instances, becomes the dominant person in the family, and the parents feel they have to fall in with the drug user’s expressed need, desires and sensitivities (Lockley, 1996:208).

2.5.3 Mood disorders and concentration

What are mood disorders? Depressions, social anxiety disorder, obsessive-compulsive disorder (OCD), bipolar, are all considered as mood disorders. These conditions are relevant because they are typically related to substance abusers and their mental health. Gomberg (1989:79-83) maintains the same view. The researcher further
argues that in places of education, learners who do not take drugs and alcohol experience various problems within the learning process as the addicts keep on disturbing them by giggling and seeking petty gossip, while lessons are in progress, specifically after short breaks and lunch time. Such behaviour disturbs the process of Culture of Learning and Teaching (COLT). In terms of their critical skills related to memory and learning, one study found that the marijuana learners were significantly impaired, even after they had not used a drug after 24 hours (de Miranda, 1987:90). The heavy marijuana users in the study had more trouble in shifting their attention and in registering, organizing and using information. Study participants who have used, for example, marijuana not more than three days in previous days, differ from someone who smokes marijuana once daily, and may function at a reasonable intellectual level all of the time. Parents want to know exactly what these drugs are, as they differ, so as to be able to identify them at home, even in their children’s bedrooms.

2.6 DIFFERENT TYPE OF DRUGS

2.6.1 What is marijuana?

Marijuana, as Wilson (1997:70-71) explain it, is the most commonly used illicit drug in the United States of America. Even in our country South Africa, it has long being prohibited by the law though some members of the society like the Rastafarians insist that it should be legalised, as de Miranda (1987:101) reported. He further describes this drug as a dry, green/brown mix of flowers, stems, seeds and leaves of the hemp plant can, which usually is smoked as a cigarette (joint, nail), or in a pipe (bog). From the discussions with participants, the researcher discovered that school girls, smoking this drug, specify that it decreases their weight, hence their bodies are always trimmed.

2.6.2 What is crack?
Crack is cocaine in smokable form. It got its name because when it is smoked, it crackles. Crack is the street name given to cocaine. Smoking allows extremely high doses to reach the brain very quickly and brings an intense and immediate high behaviour disorders (de Miranda, 2004:113).

2.6.3 What is heroin?

According to Donnell (1997:83), heroin is explained as an illegal drug. It is the most abused. It is usually injected, sniffed or smoked. In more experienced and advanced learners it is absorbed up to four times a day, frequently like the marijuana.

2.6.4 Cocaine

Cocaine is a powerfully addictive stimulant that directly affects the brain. Cocaine, like marijuana, is not a new drug. In fact, it is one of the oldest. It is generally sold on the street as a fine, white crystalline powder known as “C”, “snow”, “flake”, or “blow”. Street dealers and “pushers” generally dilute it with talcum powder, sugar, or other drugs and stimulants (Lockley, 1995:195-96). It is not easy to identify it, either by the educator or parent unless if one saw it before. Other drugs can also be similarly described. Within the family, in most cases, mothers are the closest figures in the network of relationships, and may be over-involved as Lockley (1995:198) reasons it. Teenagers like joining gangs for the sake of identification.

2.7 A DELIQUENT LEARNER WITH GANGS

Ferdinand & Barlow (1992:94) stress that gangs also are a proving ground, wherein juvenile offenders who began as drug and alcohol users from educational institutions, learn their craft, and mature into serious career criminals (Perstoson and Draiker, 1981:140-148 in Ferninad and Barlow, 1992:86). These types of learners, as he further explains, associate with older, more sophisticated gang members. They then
become skilled at routine crimes, and learn a wide variety of far from routine crimes. They learn how to turn criminality into a reliable source of wealth, a skill they make good use of as future adult career criminals (Donnel, 1997:100).

With the popular use of the drugs among learners, some exploit the opportunity presented by drug and alcohol abuse (Ferdinand and Barlow, 1992:94).

2.7.1 Learning to use drugs

By interacting with members of certain groups, learners learn definitions of behaviour as good or bad. An adolescent drug user is positively reinforced by exposure to drug using role models, approval of drug use by peers and the perceived positive or pleasurable effects of the drug itself. Donnel (1997:466) also supports this statement as he claims drug taking has become an integral part of youth culture. There is a new trend the youth are now learning. They do drugs by means of “Nail Polish” as it makes a person feel woozy. They also sniff acetone nail polish remover and hairspray – this can make people sick and damage their livers (Sherry, 1994:21-23). This fashionable habit would also affect the youth in our society.

2.7.2 Weakening of social controls

The researcher, in some sense, feels that the learners who are active in drug and alcohol abuse appear to be delinquents as the majority of them stay out of classes for naughty and negative acts, as supported by Regoli and Hewitt (1997:391). They define delinquency as the result of an absence of weakening of the social control mechanism that ensures conformity. Since youth are attached to conventional institutions, others (parents, peers or educators), are strongly committed to conventional institutions, are involved in conventional activities and firmly believe in conventional norms. These learners unlikely violate schools and society’s laws and use drugs. Conversely, if any of these elements of the social and educational bond
are weakened, the juvenile learner becomes more likely to deviate and drug use becomes more probable.

2.7.3 Socialization into drug use by the subculture

Another theory on learner drug use is that youth begin to participate in drug use and continue to do so as the result of their involvement in social groups in which drug use is encouraged, right from the streets into the school.

2.7.4 How drug subcultures differ

For many adolescents, membership in one drug subculture might carry with it involvement in other drug subcultures, for example, alcohol-using, marijuana using, cocaine-using, heroin using or perhaps multiple drug using subcultures. The difficulty in concentrating on school matters weakens as educators becomes increasingly socialized into the values and norms of the group and drug and alcohol use is likely to ensue. Within these groups, members learn the proper technique for smoking marijuana, crack or cocaine so that it produces the desired effects. Second, one must learn to perceive the effects and make a connection; third, one must define the effects of these drugs smoking as pleasurable (Regoli and Hewitt, 1997:392). When the school traces the origin of drug and alcohol practices in a learner, at times, one finds the home as being the motivator.

2.8 FAMILY CONFLICT

Delinquency frequently takes place because of dysfunctional dynamics within the home, and most often, in homes characterized by poverty, disruption and conflict. It should be no surprise that the same conditions may produce drug use among learners (Regoli and Hewitt, 1997:393).
2.8.1 Parental contribution to the drug use

According to specific studies the researcher found that adolescent drug use is associated with strict or inconsistent parental discipline. Motivating this statement, Anthony Jurich, in Regoli and Hewitt (1997:393) and his colleagues related that learners, who use drugs on a daily basis, were more likely to have parents with laissez-faire or authoritarian patterns of discipline instead of democratic ones, or had parents who are inconsistent in their disciplinary patterns. The investigator claims that conflict in child-rearing philosophy and inconsistent or restrictive discipline are associated with both marijuana and alcohol use among learners.

Further indicators include:

- Emotional distance, perceived lack of love.
- Learners who perceived lower levels of parental love or negative parental attitudes expressed towards them.
- Broken homes, divorce, separation and abandonment by the father have also been linked with drug use amongst learners (Laurence, 1995:60).

2.8.2 Peers and parents

The researcher noted that imitation and continuation of drug-using behaviour often appears to be influenced by a child’s association with others who use drugs. Most of the anecdotal evidence points to the conclusion that drug-using peers figure prominently in the biography of juveniles who use drugs or alcohol regularly. Ferdinand (1992:105) also affirms this by suggesting that peer group influence on alcohol and drug use is more important than parental influence. This probably surprises no one, since we can all remember that much of our own childhood was spent in the company of friends with whom we took risks, tried new adventures and on occasion did ‘bad’ things, because of certain reasons (Davies, 1991:88).
2.9 DRUGS AND THE LAW

Just by the behaviour of drug users, it seems as if both young and old have not been made aware of the Anti-drug Abuse Act of 1988, which contains various federal provisions recommended for adoption by state and local governments like, school yard laws which were modelled after the federal school law. These laws afford special protection for learners by creating drug-free zones around areas frequented by minors. They establish stiff minimum and mandatory sentences for anyone caught distributing drugs or possessing drugs for learners to distribute (Regoli and Hewitt, 1997:396-397).

2.10 CONCLUSION

In view of the foregoing discussion, it is clear that indeed drug and alcohol abuse is a problem amongst teenagers in Secondary Schools. The impact of this activity affects the learners’ performance, concentration, behaviour, health and their relationships with their families, friends, educators and the entire society in which they live. This negative practice calls for serious concern and strong control through the involvement and assistance of psychologists, social workers, legal structures and other relevant bodies. Drug abusers need to be made aware of the “Anti-drug Abuse Act of 1998”.

Chapter 3 will present the implementation of the research design, research paradigm and methodology, as well as the recording of raw data.