CHAPTER 4

ANALYSIS OF DATA AND RECORDING OF FINDINGS FROM THE STUDY

4.1 INTRODUCTION

In Chapter 3 the research methodology of this study was discussed and relevant literature, where possible, was incorporated. The recording of raw data was briefly explained, while the questions and respondents appear on the appendices of this dissertation. In this chapter, the data obtained from tapes of interviews, transcripts, field notes and observations will be presented and analyzed, with the emphasis on the meaning as constructed according to the given description of phenomenological research (Maykut and Morehouse, 1994:21).

This chapter provides the researcher with experiences of different principals, educators, learners and parents, including the GDE official dealing with problems that are brought about by the practices of drug abuse within secondary schools.

4.2 DATA ANALYSIS METHODS

The collection and analysis of data are activities that take place simultaneously (Meriam, 1988:11). Analyzing qualitative data, as far as Schwandt (2001:6) is concerned, means to break down a whole into its component parts by categorizing and coding its segments, and to relate their codes or categories to one another. This analysis will hopefully enable the researcher to construct meaning regarding intervention strategies for drug abuse. Bogdan and Biklen (1992:2-4) stress that data collected, analyzed and interpreted is rich in description of people, places and conversations and is not easily handled by statistical procedures in a way of approaching the empirical world, with the assumption that nothing is trivial.
Everything has a clue that might unlock a more comprehensive understanding of what is being studied. No statement will escape scrutiny.

According to Creswell (1994:153), in qualitative analysis, data analysis is conducted simultaneously with data collection, data interpretation and the narrative report. In this research, study transcriptions and field notes of the data gathered will be analyzed. The investigator will therefore minimize data to patterns, categories or themes and then interpret this data. For the purpose of this research the following methods of analysis will be used:

### 4.2.1 Inductive analysis

Inductive analysis is a characteristic of qualitative studies which makes it outcast the hypothetico–deductive method used in the human sciences (Schwandt, 1997:125). A qualitative researcher has to analyze data inductively, beginning with silence, working from the data of a specific case to a more general conclusion. The researcher does not collect data to get into preconceived models, hypothesis or theories. A flexible research design is followed which starts with only vaguely formulated research questions. Concepts, insights and understanding are developed from patterns in data, *(methodological assumption)*. Theory is progressed from the bottom-up and not from the top-down and this is called *grounded theory* with characteristics of constant comparison of data with emerging categories (Creswell, 1994:12).

The data analysis process will take the structure of a funnel, meaning that things would be more open at the beginning (or top) and become more composed and specific at the bottom *(Bogdan and Biklen, 2000:282)*.

Theory has therefore developed after the researcher has spent time with his subjects and has generated data. The researcher is not putting together a puzzle whose picture is already known. The picture is being constructed as the researcher
collects and examines the parts. The researcher uses part of the study to learn what the important questions are. She/he does not assume that enough is known before undertaking the study (Bogdan and Biklen, 1992:31-32). In this research study, the researcher started her analysis when she entered the gates of the schools.

The researcher, at the end of the research, takes the categories or themes back to the informants, discusses and finds out whether the endings are accurate and this is known as “member checks”. By so doing the researcher would establish quality criteria like “trustworthiness” and “authenticity” of the study driving the facts of the finality to the ontological issue of what is real (Creswell, 1994:4 &157).

In some schools, the researcher observed that, when reaching administrative offices, there was free movement of learners. The researcher also observed learners bunking classes, loitering in the toilets and behind the classrooms. This showed that monitoring in the school environment is lax and such a barrier encourages drug traffickers to come in the schools and sell drugs to learners. Learners also get a chance to smoke and drink in and behind the toilets. This is supported by nibbed cigarettes, empty cigarette boxes, snuff containers and different bottles of alcohol which the researcher observed, when taking rounds in the learners’ bathrooms.

### 4.2.2 Categorization

De Vos (2000:272) refers to the process of categorization as grouping of concepts that seem to relate to the same phenomena. How do these categories get named? They easily come from the researcher herself. The name chosen normally is the one that appears most rationally, linked to the data it represents.

- Watching/observing/experiencing
- Asking/interviewing/inquiring with responses modes such as “Yes” or “No” (Cohen and Manion, 1991:317).
These two techniques are so basic and so unassuming that when a qualitative researcher applies one of them, she would be compelled to decorate it with bits of abstract language. The researcher would not admit that she is engaged in “watching” or “asking” studies, since it sounds a bit thin. The researcher therefore elevates watching to the status of “participant observation” and dignifies “asking” with grand titles such as taking an “oral history” or “ethnographic interviewing”. Collected data will now be examined rationally.

In this research, the researcher will categorize the research questions and responses according to different clusters for example principals, educators, learners and parents in accordance with Bogdan (1998:6-7). The researcher asked educators from five schools the following question, which was answered differently: How do you ensure that your learners are drug free? One educator said:

“By forming awareness groups with parents; we should not over react, bring in Life Orientation in class, contact social workers, show the learner that you care and give support.”

4.2.3 Data verification and validation

Verification and validation both indicate the justification and logical correctness of the findings. This means that the conclusions accurately represent the phenomena to which they refer and ‘certain’ means that the findings are backed up by evidence (Schwandt, 2001:267).

According to Cohen and Manion (1991-318), the other means of validating interview measures is to compare it with another measure that has already been presented to be valid. This type of comparison is known as convergent validity. According to Oetting (1995:255) in his study, he discovered that learners who abuse steroids perform well in sports. In this study, the researcher discovered from the responses of the learners that, when they are drugged they cannot perform
well in sports because they feel helpless after the use of any type of drug. Steroids are neither club drugs nor drugs normally used by school going adolescents for recreational purposes (Nagin in Oetting, 1995:245).

4.2.4 Verification
In order for the research to be successful when dealing with the qualitative data analysis, more thought and effort is needed as qualitative data analysis is not nearly as straight forward as quantitative data (De Vos, 2000:294).

The researcher shall independently be writing reactions, beliefs, attitudes, expectations, and interpretations and decide on their method of synthesizing the data. In order to achieve greater validity, the researcher tries by all means to minimize the amount of bias as much as possible. The interest will be to seek answers that support the preconceived suppositions, misperceptions on the side of the researcher as an interviewer and misunderstanding of what is being asked. Reality is subjective and multiple as seen by participants in a study (Ontological) assumption. This addresses the question: What is the nature of reality?

4.2.5 Validation
The researcher would have to be skilful in order to add validity to the study and make certain that her relations and attitudes towards the participants is being inseparable, interacts with that being researched, that is the epistemological assumption (Creswell, 1994:5).

4.2.6 The process of data analysis
The process from the focus individual interviews were transcribed verbatim from audiotape. Maykut and Morehouse (1994:127), report that the audiotape receives credit for providing both collection and analysis of data. The raw data from the interview responses and observation as well as document and files are selected then labeled accordingly.
4.2.4.7 Analysis procedure from Tesch’s approach

Mathebula (2000:27) quotes Flick explaining that data analysis is one of the classical procedures for analyzing textual material, no matter where it comes from, ranging from media products to interview data. Bell (1993:103) also stated that the most suitable methods of data analysis are cooling, categorizing, and clustering of data. Once, after organizing the data, the researcher made sure that all the field notes were accounted for. The researcher drew three bars and divided them into causes, effect and recommendations.


4.2.7.1 The qualitative procedure of Tesch’s approach

- All transcripts were carefully read to enable the researcher to gain a sense of the overall picture.
- The most exciting transcript was selected to find the underlying meaning of the learner’s experience of abusing drugs. Denzin (1978:6) mentions that the aim of interviewing is to render these words understandably from the point of view of a theory that is grounded in the conducts, languages, definition, as well as feelings of those studied. Supporting this statement, the researcher will picture herself in the learners’ boots and try to understand their situations (Huysamen, 1994:166).
- Hence the researcher will group similar and dissimilar topics together. This will at the end assist the researcher to get the final finding of her researcher study.
- Take this list and go back to his/her data. Abbreviate the topics as codes and write the codes next to the appropriate segments of the text. The researcher will try out this preliminary organizing scheme to see whether new categories and codes can emerge.
• Find the most descriptive wording for her topics and turn them into categories.
• Look for reducing your total list of categories by grouping topics that relate to each other. Perhaps draw lines between your categories to show interrelationships.
• Make a final decision on the abbreviation for each category.
• Assemble the data material belonging to each category in one place and perform a preliminary analysis.

All the ideas of the respondents when analyzed had the same goal and were grouped together. The following are examples of codes used in the analysis of data:

<table>
<thead>
<tr>
<th>Codes</th>
<th>Abbreviation</th>
</tr>
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<tbody>
<tr>
<td>tsp</td>
<td>Tuckshop</td>
</tr>
<tr>
<td>iden</td>
<td>Identify</td>
</tr>
<tr>
<td>beh</td>
<td>behaviour</td>
</tr>
<tr>
<td>dr. ab</td>
<td>drug abuse</td>
</tr>
<tr>
<td>Stng</td>
<td>stealing</td>
</tr>
<tr>
<td>drg traf</td>
<td>drug trafficking</td>
</tr>
<tr>
<td>bnk</td>
<td>bunking</td>
</tr>
</tbody>
</table>

4.3 PRESENTATION AND DISCUSSION OF RESEARCH CATEGORIES

The researcher categorized all the participants’ questions and responses. Questions for principals were placed separately from those of educators, learners, the learner representative council (LRC) and those directed to the Gauteng Department of Education official (GDE). The principals interviewed plus a GDE official were all males, whilst educators, learners and parents were mixed, that is male and female.

4.4.4 RESEARCH FINDINGS
The researcher went through the responses and summed up the findings as per group. The groups included themes, categories and subcategories of the principals’ experiences of drugs abusers within the learning environments, experiences of learners taking drugs, as well as experiences of psychological adversity. These findings have been further integrated with field notes and literature.

4.4.1 Discussion of findings

Theme 1: Learners’ experience a variety of painful feelings in different dimensions relating to their practice of taking drugs

<table>
<thead>
<tr>
<th>Major</th>
<th>Categories and sub categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Experiences of learners taking drugs</td>
<td>Experience of the type of drugs found in the possession of learners</td>
</tr>
<tr>
<td>1.1 dagga</td>
<td>1.2 cigarettes</td>
</tr>
<tr>
<td>1.3 alcohol</td>
<td>1.4 snuff</td>
</tr>
<tr>
<td>2. Experience of psychological distress</td>
<td>Experience of psychological effects on abusers</td>
</tr>
<tr>
<td>2.1 suppression of own identity</td>
<td>2.2 other feelings expressed:</td>
</tr>
<tr>
<td>3. Experience of lack of support system</td>
<td>Experience of difficulties with handling some of drug abuse problems as a result of lack of sufficient support</td>
</tr>
<tr>
<td></td>
<td>• feelings of inadequacy</td>
</tr>
<tr>
<td></td>
<td>• feelings of helplessness</td>
</tr>
<tr>
<td></td>
<td>• feelings of loneliness</td>
</tr>
</tbody>
</table>

Principals also feel that parents do not play their roles at home. A “role” explains the responsibility held by a person in any community, his/her behaviours and attitudes (Fein et. al., 1990:13; Gerdas, 1988:88; Gerber, Nel and Van Dyk, 1998:327). According to the social identity theory, individual people employ social
categories to identify and describe themselves (Niens, Cairns, Finchilescu, Foster and Tredour, 2003:109).

A drug abuser learner’s parent finds herself in that situation. Her role in the home is determined by her status of being a mother to the victim, and is accompanied by a number of expectations associated with it.

The researcher’s findings are that in this study, parents do not come out clearly with what the habits of their children are. They try to hide the negative practices their children are involved in. The researcher have an opinion that, in most cases, this is caused by ambiguous traditional expectations and social stereotypes, linked with the roles that have been passed down from one generation to another without taking into consideration the nature of the periods. Sometimes parents become locked up in corners when they are supposed to explain the behaviour they experience from their children, or when they are supposed to reprimand, as they themselves are slaves of drugs (Lawrence, 1995:75). It is therefore difficult for them to take their children for healing (Facklan and Margery, 1994:120).

Learners wish that their specific needs should be addressed, to assist them to curb the crave for drugging.
4.4.2 Theme 2: Learners express their specific needs which will discourage them from pursuing the habit of drug abuse and encourage them to seek help

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Learners want safety in their schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Strong fence around their school and gates be fully and not semi locked.</td>
</tr>
<tr>
<td></td>
<td>• Professional security guards in the school premises.</td>
</tr>
<tr>
<td></td>
<td>• Visiting during school hours be per appointment except for emergencies.</td>
</tr>
<tr>
<td></td>
<td>• Police be allowed at any time for searching of drugs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 2</th>
<th>Learners want to be assisted in exiting the practice of drug taking and be healed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Integration of support groups</td>
</tr>
<tr>
<td></td>
<td>• Health awareness campaigns</td>
</tr>
<tr>
<td></td>
<td>• Drug education</td>
</tr>
</tbody>
</table>

The last theme detected in the interview data related to their experience about what do they think should be done to eliminate drug trafficking and abuse in schools.

Learners answered question 8, “What do you think can be done to improve the control of drugs within the school?” They all suggested the involvement of police, to come to the school uninvited, to search for any drugs in their possession, behind the toilets inside the toilets and everywhere in the school yard.

With Question 4, “How do you often experience the problem?” the finding was that the experience of drug taking is normally experienced on a daily basis in some
schools. This shows the extent to which the problem has now reached, that it needs urgent attention.

4.4.3 The description and interpretation of data

Table: The conceptual framework for data analysis

<table>
<thead>
<tr>
<th>CAUSES</th>
<th>EFFECTS</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peer pressure</td>
<td>1. Identification</td>
<td>1. Abstaining from bad friends</td>
</tr>
<tr>
<td>2. Experimenting</td>
<td>2. Addiction</td>
<td>2. involvement in developing projects and programme for healthy and respectable life style</td>
</tr>
<tr>
<td>4. Loosing a parent through death</td>
<td>4. Loneliness and discomfort</td>
<td></td>
</tr>
<tr>
<td>5. Failure at schools</td>
<td>5. Low self-esteem</td>
<td>3. Counseling by a guidance teacher or school psychologist</td>
</tr>
</tbody>
</table>

4.4.4 Causes

4.4.4.1 Peer pressure

Most learners gave the reason for drugging as being that of friends, because if it can be neglected, it might end up in dangerous situations like the one portrayed by the popular controversial TV drama “Yizo Yizo”, which depicted township schools as havens for gangsters, druglords and weapon-wielding learners (Mvimbi, 1998:17).

Adolescent substance abusers are not called the ‘crisis generation’ for nothing (Lanni, 1990:674). School-going adolescent substance abuse is by no means, a static phenomenon, but an escalating issue with serious consequences for educators and parents alike. The researcher agrees with Oetting and Beauvais (1990:22), who maintain that when learners use drugs, it is almost always a direct reflection of their peer society, for peers assist to shape attitude about drugs.
Responses were categorized according to principals, educators, learners, parents and the Gauteng Department of Education official.

4.5 RECORDING OF FINDINGS FROM THIS STUDY

4.5.1 Findings on the Responses of Principals

Responses to the findings on the first question
The data revealed that the majority of principals indeed have a drug problem in their schools. One principal said he experienced this problem on “more than one occasion”. This shows that the problem has gone to the extremes.

The study found that cigarettes and dagga are the commonest drugs used, followed by alcohol. In one school female learners sniff snuff.

Responses on the second question
The data revealed that the majority of principals do have drug problems in their schools. One principal indicated that, as proof of what he is saying, empty containers of alcohol, cigarettes snuff and the others are normally found in the learners’ toilets.

Responses to the third question
Some principals keep drugs found on learners in the school’s safe as evidence. Other principals just destroy them but keep a record book where they log the names of defaulters including those of the drug abusers.

Responses to the fourth question
The finding is that the schools try to involve parents, although some do not respond when they are summoned by the school, they don’t attend the parents meetings as well, as though the learners’ problem is left to be tackled by the school alone, but some parents do communicate with the school. The school, together with parents, in most cases, do come to agreement when it is suggested that the child be referred to SANCA.
Responses to the fifth question
The researcher cannot comment on this question since all the principals experience a drug abuse problem within their schools. There’s no school which does not have a crisis in this problem.

Responses to the sixth question
The study revealed that most principals do not have a policy on drugs. There’s only one school who claimed to have one but they could not show it to the researcher, as the reason being that the educator which is responsible of safe keeping of the document was not available. The other school uses a log record system instead of a drug policy. They gave the researcher a copy to keep.

Responses to the seventh question
The study revealed that, although a policy on drugs does exist in one of the schools, it is not being implemented.

Responses to the eighth question
The study revealed that the problem is revealed almost everyday, even during school events like sports, spring day and during school trips.

Responses to the ninth question
The study revealed that the majority of the principals involve police to some extent, specifically if the problem becomes more serious. The community is not left out, since these drugs come from outside the school environment. It is the duty of the community to report learners who abuse drugs to the school.

Responses to the tenth question
The study revealed that during break, educators take rounds and check on what the vendors are selling, but it becomes difficult if vendors are outside the school yard.

4.4.4.1 One principal said that:
- The society must be addressed, in regard to danger of selling drugs to learners
• The schools are normally situated in corrupt places whereby the respect of our learners is not considered and this worsens situation.
• Poverty stricken families should also be taken into consideration because poor learners take advantage of elders to sell drugs for them in order to earn extra money for their living.

4.5.2 Findings on the responses of educators

Findings from the responses to the first question
The study revealed that addicts of drugs become noticeable through their changing behaviour. They lack concentration, they bunk classes, always have a nasty smell of either alcohol or dagga.

Findings from the responses to the second question
The study revealed that educators remain calm and not harsh when dealing with substance abusers. They invite the parent to the school and advise that the learner be referred to available support groups for assistance and treatment like SANCA

Findings to the responses on the third question
The study revealed that educators experience the problem of drugs mostly with boys.

Findings from the responses to the fourth question
The study revealed that once it is proved that indeed the learner takes drugs, the principal is the first person to be informed. Lastly, the parents are informed if they are not aware.

Findings from the responses to the fifth question
The study revealed that although meetings with parents are arranged sometimes parents do not avail themselves.
Findings from the responses to the sixth question
The study revealed that the schools work with the police to control drug trafficking and use of drugs within the school, but this practice is seldom.

Findings from the responses to the seventh question
The study revealed that discussions with learners about drugs do exist. This is either done through Life Orientation period in classes. One educator reported that

“As a Guidance teacher, I am responsible to be guiding these learners on the danger of drug use and invite professionals to come and address the learners, but alas! Guidance in our school is no longer recognized as being relevant, learners no longer benefit from it”.

One educator suggested the following:

- There must be cooperation between home and school, since the practice of drug abuse is from the society, where peers are in great numbers.
- SANCA must also come and address learners in schools. It must not be SANCA on paper. It must take rounds in schools and become practical.
- Guidance must have a standing structure as a department within the school, with its own Head Of Departments (H.O.D’s), subject heads, and give the needed additional support to learners, regarding the abuse of drugs.
- Our schools curriculum must take subjects such as Guidance seriously as it is done in white dominated schools.

4.5.3 Findings from the responses of learners (LRC members)

Findings from the response to the first question
The study revealed that learners of all the schools the researcher had interviewed stay in the vicinity of Soweto. Indicating that learners who experience drug and alcohol problems in secondary schools are staying in Soweto.

*Findings from the responses to the second question*

The study revealed that learners buy their food either from tuckshops, vendors outside and inside the school premises. In some schools learners are not allowed to go outside the school yard until after school, whilst others have free movement.

*Findings on the responses to the third question*

The study revealed that LRC members help their educators by roaming around during lunch breaks and mingle with their classmates checking on any misbehaviour or lethal drugs.

*Findings on the responses to fourth question*

The study revealed that drug taking is an everyday activity. The situation becomes worse during school trips, matches, sports, cultural days and during other school events.

*Findings from the responses to the fifth question*

The study revealed that there are learners who are seriously addicted, a day cannot just pass without them having a puff. This exercise is encouraged by learners who sell cigarettes and other drugs (pushers) on a daily basis, within the school trying to make ends meet.

*Findings from the responses on the sixth question*

The study revealed that in other schools the SGB members at times talk to the vendors, telling them never to sell food with harmful drugs to learners but in other schools there’s no control whatsoever, as one learner cited that the control of
learners by only two teachers is not enough because the yard of the school is too big for two educators and four SRC members.

*Findings based on the seventh question*

The study revealed that learners themselves bring drugs to school. They buy them from the townships before coming to school in the morning or take them over the school fence from drug dealers to sell them to other learners.

*Findings based on the ninth question*

The study revealed that learners do drugs because of peer pressure, experimenting, boredom, the death of a parent, failure at school and some family members encouraged them as they exercise the practice of drugging in the learner’s presence.

*Findings from the learner who is highly addicted to drugs*

Findings from the study reveal that indeed learners destroy their brains with drugs. They cannot progress with their studies because when high, the learner said:

“...after having taken the “capsule” you become sleepy. The pill kills your brain, you do things that you cannot remember the following day”

How can then learners concentrate in classes with such dreadful feelings? The research study also reveals that some learners wish to exit the habit. One of the addict learners said:
“Ma’am”, I don’t want these drugs anymore, I do not know what can help me to forget about them. I am sick and tired of drugs. People who sell dagga and alcohol to us in the locations must be arrested or send to places like Kruger National Park to be eaten by wild animals.”

4.5.4 Findings from the Parents

Findings from the responses to the first question
The study reveals that parents only meet with the educators whenever there are issues to be discussed.

Findings from the responses to second question
The study revealed that one of the problems that make the parents and the school meet, regarding teaching and learning is the abuse of alcohol and dagga during learning periods, which hamper the smooth running of education.

Findings from the responses to the third question
The study revealed that, parents, as educators experience drugs problem with children even if they are not their own. In this study a parent is being disturbed by a neighbour’s son who is a victim of drugs, and makes their life difficult with his unacceptable behaviour displayed—when displayed when he is intoxicated especially during the weekends.

4.5.4 Findings from the fourth question
The study revealed that parents of addicted children meet timeously and discuss their problems, and assist one another with positive suggestions that would make them cope with such difficult situations. They might even involve police if the problems become unbearable.
One woman had been in this situation with her child for a number of years said the following, regarding support:

“all that I learned in my role and which assisted me to cope in living with a child who is controlled by drugs was from other women ... but truly speaking not all of them were naturalistic in terms of other things ... but believe in me, their advice aided me to find myself.”

In support of the above mentioned statement, Collins (1988:194-95) says that voluntary mentoring, with real bond between mentors and protégés, as well as freedom for people to spend time discussing genuine aspects is helpful and beneficial.

Findings from the responses of the fifth question
The study revealed that parents can arrange the meeting with the teacher who is affected by drugs and discuss and seek ways of forcing him to combat the drug problem to be able to teach their children effectively.

Findings from the responses to the sixth question
Findings from the study revealed that parents are more interested in programmes dealing with drugs because they will open their minds concerning signs that they should look for, in explaining a victim of drugs before the situation becomes complicated.

Findings from the responses to the seventh question
Findings from the study revealed that parents feel it is important to join the programme regardless of whether they experience a drug problem with their children or not, since programme of this kind will prepare them for the future.
Findings from the responses to the eight question

The study reveals that parents approve of the idea that whenever there is an event at school, or an educational tour they should always be there in order to give support and assist in controlling the children. This is what one parent said about this:

“... as parents we always shift our responsibilities to the teachers, which is completely not correct, why can’t we involve ourselves in the education of our children, work together with the teachers?”

The participants clearly expressed an intense need for parental involvement, this fact is supported by Searll (199:62) when she says “a parent is always there as a pillar to his offspring”.

4.5.5 Findings from the GDE official dealing with drug abuse

Findings from the responses to the first question

The study revealed that problems of drug abuse do exist in secondary schools especially practiced by boys on a daily basis. The school based Support Team (SBST) refers them to the GDE.

Findings from the responses to the second question

The study reveals that affected learners are normally referred to SANCA which would refer serious cases to the nearest rehabilitation centre

Findings from the responses to the third question
The study revealed that schools work together with the department of education in correcting drug problems affecting learners, work together.

*Findings from the responses to the fourth question*

The study revealed that the department of education also offers some advice to parents on how to monitor their children at home. Parents are told not to rely only on teachers; they must also play a role.

*Findings from the responses of the fifth question*

The study revealed that SANCA is recognized by the GDE, as it also make some referrals. The School Governing Body as well as the School Based Team for planning of workshops regarding the use of drugs by learners.

*Findings from the responses to the sixth question*

The Department suggests that LO (Life Orientation) periods be effectively used in teaching children the danger of using drugs.

*Findings from the responses to the seventh question*

The GDE provide for learning and teaching guides for drug abuse.

*Findings from the responses of the eighth question*

The study revealed that some parents appear ignorant. Most of them cannot guide their children as they themselves are slaves to drugs. The GDE emphasize that parents should therefore show an interest in their children as well.

**6.4.6 CONCLUSION**

In this chapter, the facts indicate the challenges experienced by parents, educators and the community. Role and behaviour expectations from addicted learners, family members and the society contribute towards suppression of the learners’
own identities as they try to conform to the demands of their peers, to feelings of inadequacy, helplessness and loneliness in their lives. The need for support was identified as crucial for coping.

The next chapter will deal with the summary, findings, recommendations and conclusion(s).