CHAPTER 5

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION(S)

5.1 INTRODUCTION

In this chapter, the research data will be summarized and implications of the findings will be analyzed and the study as a whole will be evaluated. This will be followed by recommendations and conclusion.

5.2 SUMMARY

Chapter 1 provided a general overview of the investigation conducted in this study. This investigation was conducted by means of an empirical study based on a literature review, observation and interviews, which were designed for the aim of the investigation.

The literature review in Chapter 2 concluded that drug abuse is a barrier for academic progress of teaching and learning in secondary schools. Questions were formulated to ascertain the extent to which the problem of drug abuse has grown out of control.

In support of the problem to this study in his first opening address to Parliament in 1994, the former President Nelson Mandela, also specifically singled out alcohol and drug abuse as a major cause of reduced productivity, political instability, dysfunctional family life, crime, poverty, escalation of chronic diseases such as AIDS and TB, injury and premature death (Van As, 2004:23).

To gather the research data, the following methods were used in the research:

- A literature study,
Individual interviews.

The literature study indicated problems regarding learners abusing drugs. To gain a comprehensive insight into this phenomenon, the research design was qualitative, explorative and contextual.

In Chapter 3 the implementation of research methodology and recording of raw data was discussed. In Chapter 4 analysis of data and recording of findings from the study was accounted for and in Chapter 5 the summary, findings on the responses of participants, recommendations and conclusions were also facilitated in finalizing the report.

The raw data from each of the interviews was transcribed verbatim from audiotape into a written form. In Chapter 4 categories were then identified and analyzed.

5.3 RESEARCH FINDINGS

The researcher went through the responses and made a summary of the findings as per group.

5.3.1 Summary of findings

Two major categories were identified from the data analysis, namely:

- Safety
- Support

These were discussed in Chapter 4 and are summarized below.

5.3.2 Safety

The perception is that there is lack of safety in the secondary schools. The existing fence around the schools is worn-out in the sense that drug trafficking
becomes easy as drug lords use holes in the fence to gain entry into the school, in order to sell drugs to learners.

5.3.3 Support
Learners complain that there is lack of support from parents, some other teachers and the community. SANCA also does not offer enough support and follow-up.

5.4 FINDINGS ON THE RESPONSES AND CRITIQUEING

5.4.1 Findings on the responses of principals

The study revealed that, the respondents had virtually identical problems about the use of drugs in their schools. It was found that schools do not have a policy document on drug abuse. Some principals claim to have a policy document but they couldn’t show it to the researcher as she wanted to have a glimpse of it.

Of course, it is no good bleating about the evils of drugs without being able to implement a workable plan to combat the problem.

Monitoring of the school grounds does take place, but not adequately, as one learner complained that, “yes—monitoring does take place at his school but by few teachers. This shows that very little efforts are made to deal with this problem.

In most schools, checking of food that the vendors are selling to the learners is not done, hence one learner said, “if our teachers are not interested in checking vendors how can we?”
The police are only used for serious cases such as learners carrying guns to kill other learners and rape, otherwise they do not frequently patrol the school yards. Referrals are being made to SANCA, without any follow-up, either by the school or SANCA itself. The researcher was very impressed by the staff of some of the schools she visited. They were so keen to assist in whatever she needed, although one school could not provide the researcher with a policy document, as it was not used, instead a log record system is being used.

In one school learners are used as ‘spies’. They spy on the principal about all those who use illegal substances. The researcher finds this disturbing because if the wrong doers find out that they are being spied at by other learners, violent situations could erupt like fighting against each other.

The schools only concentrate on searching for what the vendors are selling, specifically those who sell within the school premises, and what about those who sell outside the school yard? The researcher assumes a demographical question doesn’t work as they are all selling food stuff to the learners, so every vendor needs to be monitored, whether she sells inside the school yard or outside the school yard.

From what one principal said, other parents do attend parents meetings and others fail to do that. One weary educator said:

“Parents don’t bother to attend school meetings”, which the researcher is sure isn’t the case at white dominated schools. Even when a parent is invited to the school by the principal, because his or her child is having a problem, they don’t pitch up. So if parents don’t care, the culture of learning will take many years to be regained”. 


This shows that our parents refuse to involve themselves in the education of their own children, and the researcher finds it hard to understand this.

5.4.2 Findings from the responses of educators

According to the study, the researcher deducted that respondents have a serious problem with learners who take drugs. Learners taking drugs appear to be uncontrollable and cause trouble in classes. The situation is worsened by corporal punishment by means of a stick or cane. The general impression obtained is that many of the learners who repeatedly involve themselves in drug abuse do underachieve. Sooner or later, they stay away from school, in order to indulge the habit more frequently, and as a result, they become educationally retarded. These learners create a continuous unhealthy conduct. From what educators have reported, the learner’s performance in classes deteriorates and they completely fail to maintain their levels of success.

One parent said: “The abolition of corporal punishment made situations worse. These kids do as they please since they are aware that nothing will be done on them”.

The educational law stresses that learners who misbehave should be given light punishment such as picking up of papers in the school yard. One educator puts it straight that such punishments are mere frustrations. He said:

“Corporal punishment was a very effective means of punishing wrongdoers. It really doesn’t make naughty pupils work in the garden. They don’t seem to understand that they are being punished. They simply think it is fun to be outside. They love it because they are free to roam around and take drugs”.

5.4.3 Findings from the responses of parents
The study revealed that, parents are quite aware of the drugs children take, for example alcohol, cigarettes and dagga. One of the parents agreed that her daughter is using snuff because cures her headache. The unfortunate part of it is that the parent had never read the warning which appears written on the lids of the snuff containers that it could cause cancer. When her attention was drawn to this, however, she did not take it seriously, but regarded it as a joke. She stated that almost all the aged in the townships used it. She went on saying that snuff is also providing relief for other conditions such as stress, high and low blood pressure as well as toothache.

5.4.4 Findings on the responses of learners

The study revealed that some learners are aware that drugs are dangerous and harmful to the life of an individual can kill a person. Others feel it is necessary to quit the habit whilst others feel it is difficult to do so. The attitude of the learners towards drugs indicated that there is a need for programmes that create awareness of the danger of drugs. They consume alcohol and cigars more than dagga. There is a new fashion of sniffing nail polish and polish remover, the danger of which is associated with liver complications.

5.4.5 Findings on the responses of the GDE official

The study revealed that the GDE, as it has a responsibility in addressing the problem of drug abuse and AIDS, is trying to come up with some assistance in the form of making the learners aware of the problem. The researcher was shown some learner’s guides on drugs and AIDS. There is an interconnection and working together with SANCA, but what the researcher has realized is that there is a lack of follow-up which of course she view as important. Most of the cases involve
alcohol, smoking cigarettes, dagga and mandrax. There was no mention of social workers, psychologists, health care and the other structures which could be included in attending to the problem.

5.5 LIMITATIONS

After completion of the empirical research some shortcomings such as the following were identified:

- LRC members could not be found. In some schools instead addicted learners were interviewed.
- The principals of some schools did not want to open up about adults (educators and non-teaching staff), who drink during contact time.
- Some schools did not want to cooperate, hence not all those earmarked participated.

5.6 STRENGTHS AND WEAKNESSES OF THIS RESEARCH

5.6.1 Strengths

This study is significant due to the fact that because:

- It has to do with seeking ways of intervening in the practice of drugs in secondary schools by our learners.

5.6.2 Weaknesses
In this study, relevant information about drug and alcohol abuse by adults within the school was not disclosed as the investigation of the problem only ended with the learners.

Based on the results, the researcher developed guidelines to be used for promoting effective intervention strategies for drug abuse in secondary schools.

### 5.7 RECOMMENDATIONS

From this study the following recommendations are made, in trying to justify the conjunction with the problems found in drug abuse. Recommendations from the study will be made with particular reference to principals, educators, parents, learners and the GDE officials(e).

This study has succeeded in achieving its aims as stipulated in Chapter 1 and, at the same time, answered the research questions posed in appendix A.

Recommendations, therefore, are based on the findings of this study, which would lead to positive interventions. It must be remembered that the task of intervention is to bring the abuser to treatment. Recommendations would be:

- Educators and parents need to be educated about the current drug scene in adolescent peer clustering patterns. They should be able to identify symptoms of possible drug and alcohol use, and be aware of the extent of the teenage drug and alcohol problem.

  While it is not a responsibility of the school to render medical assistance to drug abusing school-going adolescents, it is strongly recommended that the organization display a concerted role in presenting information and drug education (Cotton, 1998:13).
Winston Churchill once quipped that ‘knowledge is a treasure but practice is the key to it’.

While the school offers effective knowledge to educators, parents and peer counsellors, ‘practice’ could be employed through parents, educators and teenage peer support groups. This may be done by presenting evening data and discussion sessions and by commanding a drug education strategy, involving a harm reduction approach instead of enforcing a preventative approach.

Various cases should be documented and be shared by different schools so that once such problems erupt, it should be easier to detect.

Parents should be highly involved in such situations whereby follow ups should be made in trying to find out why other learners are not involved in drugs though there is peer pressure, boredom and the like. The community should also assist the police by becoming highly involved in fighting the problem with vendors of drugs.

Each affected child be treated in a unique way since their reason of taking drugs is not the same.

While all drug education strategies strive for prevention, it would appear that few programmes equip adolescents with effective life skills or knowledge. Even if the researcher argues in favour of a ‘do not do drugs’ and a ‘prevention is better than cure’ approach, adolescents are expected to be assisted in making informed choices for themselves.
It is also recommended that educational drug abuse prevention strategies at hand should contain realistic goal achievement in terms of providing knowledge to help adolescents who would be interested in rehabilitation or, who are experimenting with drugs. Adding to this, Resistance Skill Training would also assist, if provided, by teaching children or learners how to resist pressure from peers. Here learners will learn not only to say ‘no’ to drugs but also will learn how to be assertive and resolve inter-personal conflict.

No one is above the law. It is illegal for anyone to take, deal or be in possession of banned substances. School heads who take drugs off offending pupils can shield or conceal the information about pupils who take drugs — find themselves in serious trouble if the incident is not reported. Therefore, the researcher further recommends that heads report drug dealing and possession to the police for investigation. Regular monitoring of police should also be considered as important in all the secondary schools. Strong school fences should be erected and existing holes be mended to enable drug pushers to enter the schools.

More educational psychologists should be provided and work hand-in-glove with social workers and work together with the social workers to enhance investigations as well as observations to the affected learner. SANCA should deploy more therapists who would see to it that there’s follow-up as far as aftercare is concerned. The involvement of Support and Therapy Groups are also a recommendation. This, would, according to the researcher ease up a worry from one concerned dissatisfaction participant who suggested that; “SANCA must try to improve its activities and stop being there by paper”. In a need of such assistance, a subsidiary telephone directory on drugs is provided in the Appendix ‘D’.

- The Gauteng Department of Education should become more responsible, by
the creation of “The Drug Education Team (TDET)”, which would succeed through the usage of drug education programmes using a “Team Approach Model”.

- Clearly defined school policies regarding drug users, whether reported to the police or not, should go a long way to combat the drug problem. Whilst trying to intervene, the researcher further affirms the following process and rules to intervention to be adhered to: recommended the following process and rules to intervention to be adhered to (Wilcocks, 1992:34).

5.8 INTERVENTION PROCESS

Because intervention is such a difficult process, laden with emotions, fears, guilt and resentment, the people who are going to do the confrontation—intervention must consult a professional in the field of substance dependence, seek guidance and attempt a practice run before actually confronting—approaching the drug-dependent person.

5.7.1 Rules 5.8.1 Rules for conducting the intervention

The basic assumption is that the abuser can accept reality if it is presented to him in a receivable form. Suggestions in conducting interventions are:

- The people who are going to confront—counselling the abuser must be people that have or should have influence over the abuser. People that mean something to him and are important to him, like his peers, educators, social workers, parents, health workers, psychologists and so on. One person alone doing
the confrontation does not have as much success, although it can work. One needs the weight and support of others to break through to reality.

- The facts that are given to the drug dependent, should be specific and descriptive of events which have taken place or conditions.

- The tone of the confrontation intervention should not be judgmental or accusatory, but should show the legitimacy of the concern, for example, ‘I or we love you and am or we really worried about what is happening to you. I or we want to tell you some of the things that are causing me or us concern.’

- The main presentation of the facts must be done in a concerned way, therefore it is important that schools implement a policy to deal with the drug and alcohol problem. This should be clearly stated and implemented against defaulters, regardless of the stature of the scholar who breaks the rules. Double standards and favouritism will lead to disrespect for the policy, school and discipline. The school policy should be forgiving but firm about the use of drugs. Schools should state that drug problems require concern, and should respond to a situation with intervention and treatment. Learners discovered to be experiencing alcohol and drug problems ought to be dealt with in a constructive and therapeutic way. Moreover, the school should reserve the right to intervene and make recommendations whenever the learner’s behavior indicates that a drug problem exists.

Any learner, who brings drugs to school with the intention of supplying other learners, should be expelled. Dealing in drugs outside the school premises should also result in expulsion, through the motivation of the school’s stakeholders.
The findings are further clustered as follows:

5.8.1.1 The learners’ behaviour

In Chapter 2 it was mentioned that when learners have become drunk, their behavior becomes affected. This is true, as according to one learner interviewed, who said he becomes violent, aggressive and uncontrollable when drunk. The educators supported this statement as they complained that situations of drunkenness are worse after lunch breaks. Sometimes a learner is found drunk in the morning, specifically on Mondays. How can teaching and learning take place in such conditions? In these instances, the researcher would put the blame also on our communities. They are responsible for destroying the learners in the sense that they sell these drugs to them. The researcher was also told that most of the drug-sellers are elderly people, parents for that matter.

5.8.1.2 The home

The literature review creates problem statement and questions. The question is, is why do learners indulge themselves in drugs? From the data collected in the literature, the answer was experimentation.

Yes, one of the learners cited that: “I started drinking after I’ve see my brothers and uncles drinking. So I wanted to taste what pleasure they get in drinking, until I turned become to be what I am today”. This shows that the family sometimes becomes responsible for acts of addicted learners. They—Members of the family drink and smoke in the presence of learners. Children are copy cats conformists,
who like to experiment at all times. So, parents should make their homes drug-free zones, and discourage children from drinking or smoking. They should practice what they preach, to allow the youth to maintain the respect they deserve as their elders.

5.8.1.3 Peers

The literature study revealed that peer group has a strong influence on alcohol and drug use. This information is related to the data collected in the interviews, where most of the learners interviewed mentioned that their dependency on drugs started from peer pressure and a desire to be included in the ‘herd’. The participants stressed that peer opinion ‘about a person counts a lot’. One participant said that ‘it felt as if I was finally being accepted for who I really am ... no criticism ... this was life’. All these patterns correlate with the research literature, which I somehow criticize. Learners should be taught to make their own choices and fight temptation, since as adolescents they suffer for identity. In far countries like US (United States) learners are introduced to different types of entertainments—recreational activities like sports, drama and singing and so forth. South Africa has already started, for instance, unfamiliar sports such as rugby being introduced to learners from primary school level to secondary school level as well as indoor games, chess is one of them. New sporting activities like rugby, indoor games chess would keep learners occupied and they would stay away from drugs. Trends like these would prevent learners from joining wrong groups with unacceptable activities.

5.8.1.4 Marijuana

It is found from chapter two that marijuana is the common drug used by learners around the world because it is the cheapest. A learner who was interviewed
mentioned that he decided to quit mandrax for dagga because he affords its price. According to what the researcher has collected dagga prices range from two rand upwards. But when questioning the learners about cigarette prices, they said they were also cheap but did does not contain a strong “kick” like dagga. It was interesting to note that the learners regarded smoking as any unnecessarily costly pastime. All learners, however, indicated that they knew other youths who used dagga on a regular basis. Although the majority of the youths who were mentioned as regular dagga users were said to have dropped out of school, some learners were adamant that they knew where dagga could be purchased. The learner mentioned that dagga is commonly known as ‘matekwane’ or ‘stew’ (delicious food). The learners described suppliers of dagga as merciless ‘animals’ who could kill whoever reported them to the police.

5.8.1.5

-Snuff

Few learners indicated that they used snuff either for experimenting or on an occasional and even regular basis. The learner who had used snuff said she used it for various reasons like as a fashion, for healing headaches and stress, especially during exam times. She said snuff is also used for other variety of conditions like healing of wounds. It was indicated that the danger that is caused by snuff, which is broadcasted everyday, -is merely a myth because the grannies took it long ago and they were not reported as having cancer. Inter alia, I, the researcher disagreed with her on this point. The researcher told her that the snuff which was used by the elderly people in the ancient times is different from the one that is being used presently as it contains a lot of unhealthy chemicals which causes the inflammation of the sinuses, leading to cancer. She still failed to believe my story. That is where I, the researcher realized that such attitude of learners towards snuff indicated that there is a need for programmes that formulate awareness of snuff in our schools.
Therefore, together with the Support Groups the researcher suggested the initiation of programmes that will have a therapeutic effect on drag users.

5.8.1.6 Alcohol

A number of learners indicated that they experiment with one or more types of alcoholic drinks on one or more occasions. This is evident as a researcher collected empty bottles of different brands from the learner’s toilets and under the trees. This study confirmed that alcohol is the most easily accessible substance and that the age of users whether on an experimental, occasional or regular basis – is becoming younger. The danger or early use often leads to later misuse and abuse. The youth in South Africa find themselves in a social environment in which there is a fair degree of:

- Social support for alcohol
- Exposure to alcohol use
- Limited discrimination against alcohol use, and
- Personal needs for attraction to alcohol intake.

Nevertheless, the researcher indicated to learners that it is not safe to indulge in alcohol because many cases of HIV/AIDS, resulted from the intake of alcohol whereby a person become careless in sexual activities, forgetting to use precautions like condoms due to drunkenness.

5.9 FURTHER RESEARCH

It is further recommended that, more in-depth qualitative and quantitative research needs to be conducted in the area of adolescent peer influence and clustering with
special emphasis on the use of club drugs (steroids). This is important because numerous reports in the media emphasize the fact that it is certainly a growing concern. This issue should not be ignored but attended to, and researched.

5.109 CONCLUSION

The results of this study indicate that:

- The use of substances occurs to some extent in most schools irrespective of the setting. A joint effort of all social institutions is required to reduce substance abuse amongst children. Schools, churches, clubs and families can serve as agents of a community-wide effort to achieve changes in behavior that people at risk or to prevent such conduct to from being learned and performed.
- The study revealed that a substantial number of the learners had used substances, particularly alcohol, on an experimental basis, a practice which, if not monitored may get out of hand.
- Educators, parents and the community at large should try to be supportive – help and provide moral support to the drug user through the tough times ahead. Involvement by other sources like SANCA, AL – Anon, Rotary Clubs, a minister or educators is important and beneficial for preventative measures against drug problems in their institutions.

South Africa is in a drug crisis, and unless something is done, one third of the next South African generation will be lost to drugs. It is a shocking statement that is barely believable. But those in the know say the statistics are real. (Cotton, 1998:36)

So, while teachers have major problems to contend with, learners and their parents apparently are unconcerned about the gravity of the situation. What is
really needed is communication and co-operation between teachers, parents, learners and the community in fighting the monster that is brought about by drug practices.

Not long ago Coronation High School in Coronationville was targeted by gangsters who went berserk in the school building where they intimidated the staff and raped some of the pupils. Hlengiwe High School in Soweto was closed because of some violent members of the community and uncontrollable learners. These examples indicate the extent of the drug problem in our schools. One participant cited that: ‘The way things are now due to drug taking by our children anything can happen within a matter of minutes in a classroom’. Intervention at a tender age is necessary.

Adolescent substance abusers are not called the crisis generation for nothing (Lanni, 1990:674). School-going substance abuse is by no means a static phenomenon but an escalating issue with serious results for principals, educators and parents alike.

The most effective preventative educational challenge or risk reduction strategy still remains the domain of the school as an organization to present some solution to address the issue in practice.

If substance abuse is not adequately addressed at school-going adolescent level, the ‘crisis generation’ of today could well become the ‘new disadvantaged generation’ of the future. It is the wish of this researcher that this study will make an additional contribution to the effectiveness of dealing with drug abuse problem in secondary schools.

According to what the researcher has collected from the phenomenological interviews and observations—principals, principals, educators, learners, parents and
the GDE itself emphasized that it is true that the situation is becoming extreme as our learners become intoxicated due to the intake of different type of drugs like cigarettes, dagga, snuff and alcohol. The researcher has evidence from what she collected from the girls and boys toilets. This is displayed in the photos taken in the appendix ‘E’. In one of the schools she visited, the principal also showed her the sample of drugs the school had collected from the learner’s possessions.
REFERENCES


Croom Helm Ltd.

Cryer, P., 1996: The research student's guide to success. Buckingham,

Czajat and Blair 1996.


Dyer 1995


England: Open University Press.
Facklan, W. and Margery, B. 1994: Healing Drugs. United Kingdom:
Fein, M.L. 1990: Role change. A resocialization perspective. New York:
First. A journal on issues affecting children and their careers, 56 (8):23. focus group data.
Guba, E. Q. and Lincoln, Y.S. 1981. Effective evaluation. San Francisco:
Journal of Occupational Therapy
Kruger, 1994
Le Compte,
London: Blackwell.
Marcella et al.
Martella, E.N., Nelson, R., and Martella, R.C. 1999: USA. Library of
Mashall, C. and Rossman, G.B. 1994: Designing Qualitative Research:
Maykut, P and Morehouse, R. 1994: Beginning Qualitative Research:
A
Maykut, P.S. Morehouse, R. 1994: Beginning Qualitative Research:
A
Meriam, S.B. 1998: Qualitative research and case study application in
Mouton, J. and Marcus, H.C. 1990. Basic concepts in the methodology of
Marthias Press.


Searl 1999.


their clients. Buckingham: Open University Press.


United Kingdom: Sage Publications.

University: Library of Congress.

Van AL, W. 2004. Pattern of violence following drinking patterns, Children

Van Dalen, 1979.

Wilson, H. T. 1995: Drugs, Society, and Behaviour. California: Brown and
Wilson, P. 1995: The invisible fathers. Christian Science Monitor,
World Publishing.
York: McMillan Publishing Co. INC.