

Exploring Alcohol Abuse amongst Grade 10 Adolescent Learners in a Secondary School in Gauteng Province

Mabatho Sedibe

<https://orcid.org/0000-0002-1731-1900>

University of Johannesburg

mabathos@uj.ac.za

Jeany Dube

<https://orcid.org/0000-0002-2006-1199>

University of Johannesburg

Jeany.Dube@gauteng.gov.za

Abstract

In this qualitative study, cases of alcohol abuse amongst Grade 10 adolescent learners in a secondary school in Gauteng Province will be explored and described. The study is grounded on the view that in the context of South African high school learners, alcohol abuse is an intensive pattern of alcohol intake that is often accompanied by recurring problems, such as a serious decrease in school performance, high school dropouts and anti-social behaviour. Its main thrust is that alcohol abuse is becoming an increasing problem in South Africa. Research shows that almost every South African youth would have experimented with drugs, especially beer, dagga and cigarettes, during adolescence. The major cause of concern is that large numbers of these adolescent learners eventually become addicted, posing a threat to their own education, health and safety, while creating difficulties for their families and the society at large. This study sought to explore alcohol abuse among adolescent learners in a secondary school, with the aim of developing possible strategies to address the problem.

Keywords: adolescent; alcohol; alcohol abuse; alcohol dependence; learners

Introduction and Background of the Study

Alcohol abuse amongst Grade 10 adolescent learners in a secondary school in Gauteng Province will be explored and described. The study is grounded on the view that in the context of South African high school learners, alcohol intake is a pattern that is often accompanied by recurring problems, such as a serious decrease in school performance, high school dropout and anti-social behaviour. Its main thrust is that it is becoming an increasing problem in South Africa. A number of studies carried out in the country, for example by Chireshe (2010), Mda (2007) and Mpofu (2003), show that almost every South African youngster at one time or other experiments with drugs, especially beer, dagga and cigarettes. The major cause of concern is that large numbers of these adolescent learners eventually become addicted, posing a threat to their own education, health and safety, while creating difficulties for their families and the society at large. This study sought to explore alcohol abuse among adolescent learners in a secondary school, with the aim of developing possible strategies to address the problem.

Theoretical Framework

The study adopts Bronfenbrenner's (1979) bio-ecological systemic perspective as the lens for viewing the problem of alcohol abuse in schools. The bio-ecological theory assumes that children's developmental processes are influenced by a whole range of intrinsic and extrinsic factors within the environments in which they exist (Donald, Lazarus, and Lolwana 2007). In Bronfenbrenner's bio-ecological theory, human beings develop habits, practices and tendencies through intrinsic and extrinsic factors. The intrinsic and extrinsic factors describe internal and external factors influencing children's overall behaviour respectively (Engelbrecht and Green 2007). The intrinsic systems basically encompass the child's physical, emotional, cognitive, social and spiritual factors (Bronfenbrenner 1979). A learner's extrinsic systems cover his family, peer groups, school, community and society.

In terms of Bronfenbrenner's (1979) bio-ecological theory, an individual's extrinsic systems should be conceptualised in terms of the five environmental systems: micro, meso, exo, macro and chronosystems. The theory asserts that these are the environmental systems in which an individual develops. Donald et al. (2007) cite Bronfenbrenner by stating that "micro" means very small, "meso" means in the middle, and the term "exo" refers to something outside of an individual. Bronfenbrenner (1979) defines a "macro" system as large-scale institutions such as the wider society in which the developing individual's life is embedded. The concept of a "chronosystem" refers to times that affect development (Donald et al. 2007). For Ben (an example in B's books) therefore, his microsystems include his family, church, school and peer groups. The proximal interactions occurring in Ben's family and school, have an influence on his development. The meso system is a set of micro systems that interact with each other (Makoelle 2014). Essentially, this means that whatever occurs in his family, peer group

or church, influences how he develops emotionally, socially and cognitively. Seen in this light, a secondary school learner who indulges in alcohol abuse may have adopted these habits from family or a peer group. His meso system might be the school community, while his macro system is the wider society in which he is a member (Donald et al. 2007). His exo system would include those systems in which he might not be directly involved, but which have an influence on his development or lifestyle, such as his mother's workplace (Donald et al. 2007). The alcohol abuser's interactions with his school, peer group and the community system in which he is developing are dynamic or ever-changing, as time also brings changes during his development (Bronfenbrenner 1979).

These changes also have an impact on his emotional, physical, social, moral and cognitive development, as the subsequent discussion will show. The above implies that the alcoholic tendencies typical of some adolescent learners in secondary schools may thus be attributed to their intrinsic factors, such as having alcoholic parents or growing up in an environment or a society of alcohol abuse.

Alcohol abuse is not a phenomenon that can be attributed to a single cause or even a small number of causes. In today's life, our way of conceptualising the world often cheats us into thinking that the whole is assembled from the parts and depends on them to work effectively. If a part is broken, it must be repaired and replaced. Similarly, this way of thinking appears to have been applied to prevention strategies in secondary schools, more specifically in order to create designed strategies to fix the alcohol abuse by adolescent learners in secondary schools. It is for this reason that more holistic strategies are needed, especially for the Grade 10 adolescent learners who abuse alcohol and the challenges facing the school-based support team.

Based on the above, there should be more to the strategy than maximising protective factors and minimising risk factors. Humans, especially adolescent learners, live and interact with at least several systems. It, therefore, seems important to recognise that similar behaviours, such as alcohol abuse, are probably supported or enabled in some manner in each of the systems; a prevention strategy of the behaviour would require the involvement of each of the enabling systems. As most habits begin to creep across systemic borders, so does the habit of alcohol abuse. When taking alcohol, it crosses between the school, the family, the peer, the community, as well as societal or media system. The habit appears to be one part of the person's routine activities, "part of the person," and the person then becomes labelled as an "addict" (Guinan 2005).

Statement of the Problem

According to Basson (2012), adolescents who abuse alcohol show certain behavioural patterns such as dropping out of school, bunking classes, repeating grades (or resulting in lower grades), being absent from school, a low level of concentration, weak internal locus of control, and they also tend to have police records. The adolescent then begins to skip classes and often experiences conflict with school authorities (school code of

conduct). Huske and Engels (2005, 119) state that such an adolescent eventually quits schooling.

Internationally, studies have been conducted by amongst others, Huske and Engels (2005) on the role of alcohol-specific socialisation in adolescents. Nationally, for example in South Africa, Brady and Sonne (2004) studied the role of alcohol abuse among Grade 11–12 learners. However, not much has been done on exploring alcohol abuse, specifically as it applies to Grade 10 adolescent learners in Gauteng secondary schools. The focus by many researchers has been on other grades, such as grade 8, 9, 11 and 12 learners. Academics have generally attributed many cases of irresponsible behaviour by adolescents in schools directly or indirectly to alcohol abuse (UNESCO 2002).

Lewinsohn (2007) defines alcohol as any product other than food or water that affects the way people feel, think, see, and behave. It is a substance that, due to its chemical nature, affects physical, mental and emotional functioning. It can enter the body in many ways such as chewing, inhaling, smoking, drinking, rubbing on the skin or injection.

This has led to schools mobilising intervention strategies to prevent cases of alcohol abuse, which often leads to other social problems such as unprotected sex, HIV/AIDS, teenage pregnancies and other disruptive social behaviours among teenagers (Mda 2007). Alcohol abuse and its attendant behavioural problems are currently surfacing in many secondary schools in Gauteng (Mda 2007). Researches conducted by Jackson (2005) and Basson (2012) have shown that alcohol is the most commonly used substance by unscrupulous secondary school adolescent learners. Jackson further contends that alcohol abuse plays a major role in disrupting their social and economic lives in later life. Research conducted in Gauteng schools by Basson (2012) for example, indicates that about 79.4 % of learners consumed alcohol, while 44.8% of these figures have at some point in their school life engaged in “binge drinking.”

Binge drinking in this study implies when people drink five or more bottles of beers in a short space of time, or drinking with the intention to get drunk or feel the effects of alcohol. A study by Jordan (2013) found that the alcohol use rate amounts to 39.1% among high school adolescents. Other drugs used in these settings include cannabis, inhalants, heroin and cocaine.

Information emanating from schools shows that many of the adolescent learners who indulge in alcohol abuse have little or no hope of academic success. Some of these adolescents are below 30% achievers and they are thus more likely to consume alcohol excessively on the misconception that this helps them to cope with their fears and frustrations in academic life (Chireshe 2010; Mda 2007).

Adolescence is viewed as a complex and difficult life stage of child development, with rapid biological, physical and psychological changes from puberty, which often come

with various forms of behavioural challenges. Alcohol abuse is one of the major challenges that often lead high school boys and girls into anti-social activities such as binge drinking or going on alcohol drinking sprees, even during school days or during school hours. Adolescents who drink alcohol are likely to experience consequences related to their alcohol use (Wechsler et al. 2002).

Huske and Engels (2005) note that, at first, adolescent learners approach alcohol with curiosity and fascination as well as fear and anxiety, but the practice easily develops into a habit and ultimately, addiction. Alcohol abuse amongst school-going learners is detrimental to academic and social success (Mda 2007; Reddy 2012). Jackson (2005) asserts that alcohol abuse has an influence not only on school performance, but also on the social fabric, which it leaves in tatters.

Drinking could affect learning through a variety of mechanisms. Recent neurological research suggests that underage drinking can impair learning directly by causing alterations in the structure and function of the developing brain, with consequences reaching far beyond adolescence. Negative effects of alcohol use can emerge in areas such as planning and executive functioning, memory, spatial operations and attention.

It is against this background that this study seeks to explore the abuse of alcohol by Grade 10 adolescent learners in one secondary school in the Gauteng Province of South Africa. Based on the aforementioned goal, the study seeks answers to the following research question:

- How can alcohol abuse amongst Grade 10 adolescent learners in a secondary school be explored?

Sub questions:

- How does alcohol abuse manifest itself in the learners' behaviour in a secondary school in Gauteng?
- What are the main causes of alcohol abuse among adolescent learners in this secondary school?
- What strategies can the school-based support team (SBST) use to address alcohol abuse in schools?

Aims of the Study

- The aim of this study is to explore and describe alcohol abuse amongst Grade 10 adolescent learners.
- The study also aims to formulate strategies that could help alleviate the problem of alcohol abuse amongst Grade 10 adolescent learners.

Research Design

The study adopts a qualitative, exploratory case study design, viewed by Myburgh, Poggenpoel, and Van Rensburg (2004) as capable of being an unravelling of the lived experiences of the participants. According to Clark and Creswell (2008), this is basically a qualitative interpretive design because it comprises an in-depth inquiry process based on a chosen school to examine the problem of alcohol abuse as it unfolds in a classroom setting. The aims are for the researchers to gain a deeper understanding of the problems posed by alcohol abuse among learners.

The study uses the case study method owing to the advantages that are associated with this method in bringing about informed results. Case studies are strong, particularly where statistical methods and formal models are weak (Bennett and George 2005). The case study serves an important purpose in this study, since it is based on qualitative methods of analysis (Merriam 1998). Case studies have a comparative advantage as a method of research because they provide alternative ways as well as a comprehensive approach in producing good results to the research question.

Population and Sample of Study

Schaefer et al. (2006, 8) argue that a population is a collection of elements about which we wish to make an inference. Population, sample, case and observation are important ontological elements of statistics. A population is a set of subjects (such as individuals, groups, institutions, countries, etc.). It exists if and only if its subjects can be distinguished from other subjects that do not belong to the very population. The target population for this study is Grade 10 adolescent learners, a class teacher and a school-based support team coordinator (SBSTC), who keep the records of vulnerable learners for referrals. The class teacher has been selected because he/she is the one who controls the class register for absenteeism and records the academic performance of the adolescents selected for the study.

Grade 10 adolescent learners were selected because at least most of them have been in school for some time and are likely to be more familiar with the alcohol abuse in the school. In addition, they are believed to be mature enough to understand the challenges of alcohol abuse in schools.

A purposive sampling technique was utilised to identify participants. Nieuwenhuis (2012) views such a sample as a product of a specific reason. In this study, the reason for selecting Grade 10 adolescent learners depended largely upon their poor academic performance in school and the fact that they are Grade 10 adolescent learners, which is the target population for the study. Other determinants of this sample would include the following: Grade 10 adolescent learners who are repeaters and between 18 to 19 years; who have a police record of disciplinary action once meted out to them; have a problem of class absenteeism; and poor academic performance in the school. The school chosen as the site for the study will be called Ratanda (pseudonym) for ethical reasons.

Data Collection Method

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions and evaluate outcomes (Sapsford and Jupp 2006).

Data collection was conducted through semi-structured interviews. A semi-structured interview refers to a context in which the interviewer has a series of questions that are in the general form of an interview guide (Bryman 2012). The semi-structured interview is suitable for this study because this study is more open and in a non-formal environment. In this case, “the adolescent learners will get an opportunity to explain their experiences with alcohol abuse openly.”

It is thus envisaged that the flexibility of these data collection methods would go a long way in assisting the researcher in understanding the Grade 10 adolescent learners’ lived experiences of alcohol abuse (Stake 2000). Questions such as: “What do you think are the causes of alcohol abuse?”; and “Have you consumed alcohol in the past three months?” were posed to the participants. It was envisaged that the interview collection process would take place after school in order not to disrupt the school routine or interfere with the smooth running of the school’s formal learning activities. See examples of the responses of all 10 learners as participants below, on the question: “What do you think are the causes of alcohol abuse?”

- **Participant #1:** this learner believes that the causes of his alcohol abuse are stressful situations at home. This, as a result, causes him to engage in alcohol abuse. Furthermore, this learner feels that this has affected his marks due to a lack of preparation for tests and exams.
- **Participant #2:** this learner believes that the causes of his alcohol abuse are home politics and the unemployment of his parents. This, as a result, caused the learner to start engaging in alcohol abuse. Additionally, this learner strongly believes that this, indeed, affected his marks. With that said, this learner has started bunking classes to go and engage in alcohol abuse.
- **Participant #3:** this learner believes that the causes of his alcohol abuse are because he is an orphan and staying with granny; stress-drinking and smoking as he uses alcohol just for fun. Seemingly, this learner has started bunking classes to engage in alcohol abuse.
- **Participant #4:** this learner believes that the causes of his alcohol abuse are the availability of alcohol within his environment; also, the whole family drinks and fights a lot; him being in an extended family without a parent.
- **Participant #5:** this learner believes that the causes of his alcohol abuse are stress-drinking because his father does not take care of him and does not support him, and that he stays with his stepfather who wants him to go and stay with his mother’s family.

- **Participant #6:** this learner believes that the causes of his alcohol abuse are because his mother passed on in 2008 and he is staying with his stepmother who does not like him.
- **Participant #7:** this learner believes that the causes of his alcohol abuse are problems at home, such as family conflict (his mother's family and Dad don't talk to each other); being a child-headed family; and looking after his siblings; living on social grant money
- **Participant #8:** this learner believes that the causes of his alcohol abuse are his father who always beats his mother and does not support the family, as well as smoking and drinking; it's enjoyable that way, as it is being done in the house by my father.
- **Participant #9:** this learner believes that the causes of his alcohol abuse are that living with granny, there are always parties on weekends within this community, especially at drinking spots. My friends and I always go for drinking and parties on weekends and being with sugar-daddies that provide alcohol.
- **Participant #10:** this learner believes that the causes of his alcohol abuse are the fact that he attends most of the drinking events on weekends. His mother is a single parent and cannot afford what he wants, such as expensive clothes and hair.

Ethical Considerations

Careful attention was given to the fact that this study was investigating a very sensitive issue, likely to elicit hostility, insecurity or concealment of the real data required from the participants. As a result, issues of confidentiality and privacy were ensured for the participants to safeguard their interests (Lincoln and Guba 2002). Permission to carry out the research was sought from the following institutions: the Gauteng Department of Education Sedibeng East District, participants, the school principals, parents, and relevant authorities. Participation was voluntary and this was clearly explained to participants (Betram and Christiansen 2014). The purpose of the research was also explained for purposes of giving participants informed consent for participation. The researcher assured participants of strict anonymity, non-maleficence, protection from harm, and their right to withdraw from the research at any moment, should they feel the need to. Confidentiality in relation to information obtained during the research was also clearly guaranteed to them. Willing participants were required to sign consent and assent forms.

Measures to Ensure Trustworthiness

Lincoln and Guba (2002) outline four aspects of trustworthiness that every research study needs to take cognisance of: the need for credibility, transferability, consistency, and conformability.

Metzger and Flanagin (2008) refer to credibility as the objective and subjective components of the believability of a source or message. They further say that credibility has two components, namely trustworthiness and expertise, which both have subjective and objective components. Credibility is also the equivalence of internal validity, in which trustworthiness is one of its components based on subjective factors which imply both liability and dependability (Maree 2010).

In this study, measures to ensure credibility would include the use of a voice recorder for accuracy of collecting data from interviews and accurate transcriptions. In addressing the concern for credibility, the researcher would also make use of verbatim statements or excerpts from the participants to demonstrate the authenticity of the findings (Chillisa and Peerce 2008; Chireshe 2010).

According to *The Free Dictionary* (2011) transferability is to convey or cause to pass from one place, person or thing to another. It also refers to the generalisability accorded to the study and can be likened to external validity in the quantitative tradition (Durrheim and Wassenaar 2005; Mpofu, 2003). In order to enable transferability, the data collection of the nature of alcohol abuse of the Grade 10 adolescent learners in the secondary school for the main study, was preceded by testing the instruments for consistence or reliability (De Vos 2005; Nieuwenhuis 2012).

Data Analysis Process

Miles and Huberman's (2000) assert that data management and analysis for qualitative research need to be done as soon as the research data collection begins. The data management and analysis process for this study would thus commence after each interview session. This would continue because the researchers intended to immerse themselves in the interview data gathered by playing back the recorded transcripts. In line with Hesse-Biber's (2010) and Howe's (2003) recommendation that one of the most imperative research tasks preceding data analysis is coding, the researcher would adopt inductive techniques in order to identify patterns and commonalities of emerging themes. The process would involve transcribing the responses, i.e., reading, writing down and re-reading all the transcripts. In view of the researchers' quest to search for meanings within the data, the process would begin with the literal coding of participants' narratives and proceeded to a more focused inductive coding procedure (Charmaz 2009) to generate themes.

Consistency and Conformability

Merriam-Webster Dictionary (2005) describes consistency as the quality of always having the same way or having the same opinions while the *Oxford Dictionary* (2012) explains consistency as the quality of achieving the level of performance which does not vary greatly in quality over time. Conformability is corresponding in form, nature or similar in character. Polit and Beck (2012) describe conformability to be objectivity, that is, the potential for congruence between two or more independent people about the

data's accuracy, relevance or meaning. The researcher collected data through interviews and documents. The relevant participants were thus encouraged to provide accurate data that are informative and knowledgeable of alcohol abuse. The researcher ensured that the methods adopted were acknowledged within the report and that the findings are the results of the information and ideas of the informants.

Findings and Interpretation of the Results

The findings of this research study are based on the responses of 10 grade 10 learners as participants. The questions asked were related to alcohol abuse amongst adolescent learners. On this note, findings on alcohol abuse in adolescence learners can be seen to be a common issue internationally, nationally and locally. The consequences of reckless alcohol consumption habits are also common. This is not surprising, because learners (regardless of nationality or race) face similar challenges. The quest to fit in and the need for acceptance amongst peers are widespread amongst adolescents. Alcohol remains the leading substance that young people abuse internationally and nationally. The reason could be because it is easily available, as stated by one participant. Alcohol is easily accessible despite age restriction measures in most countries, including South Africa, where the age restriction is 18 years. The current debate and efforts to change the law to increase the age restriction from 18 to 21 years can be used as a measure to curb alcohol abuse in adolescent learners. Alcohol consumption by adolescents and young adults is associated with automobile crash injury and death, suicide and depression, missed classes and decreased academic performance, loss of memory, blackouts, fighting, property damage, peer criticism, broken friendships, date rape, and unprotected sexual intercourse that places people at risk for sexually transmitted diseases, HIV infection, and unplanned pregnancy (Bonomo, Coffey, and Wolfe 2001).

It should further be noted that alcohol abuse (internationally and nationally) amongst school-going adolescents does not only affect the adolescent learners but the community at large. The community is affected in many ways, for example drunk driving leads to accidents and on the other hand, learners abusing alcohol are more likely to be violent at school, therefore exposing their peers to unsafe schooling environments. South Africa is facing an acute HIV/AIDS epidemic and alcohol abuse only fuels this epidemic. Alcohol abuse often leads adolescents to engage in risky sexual activities, which leads to teenage pregnancy as well as infection with HIV/AIDS. Curbing alcohol abuse could be a positive factor in reducing HIV/AIDS infections as well as teenage pregnancy. Given the high HIV infection rate amongst teenagers in South Africa, it is paramount for prevention strategies to be put in place in order to combat the link between binge drinking and high risk in sexual behaviour (Parry and Beunette 1999). Binge drinking amongst male learners is common due to peer pressure and toxic masculinity norms. In most African cultures it is accepted for males to drink, while female alcohol consumption is frowned upon. Nonetheless, culture is only one of the many other integral parts of the bio-ecological systemic perspective.

With that said, and based on the results of this study, substance abuse has become a significant issue within the education department's sphere and within adolescent learners' respective homes. Both teachers and parents have attempted to address these practices amongst the youth; however, there seems to be no progress. This was evidenced by some of the challenges reported as reasons for the abuse of substances amongst the Grade 10 adolescent learners in a secondary school in Ratanda, Heidelberg. It is the responsibility of the communities to communicate the dangers of substance abuse at an early stage of a child's development. This will reinforce the South African principles of Ubuntu, as these learners are the children of the community. This is in line with Section 28(2) of the South African Constitution (1996), which states that "a child's best interests are of paramount importance in every matter concerning the child." A person's brain fully develops at the age of 21, yet early consumption of substances could affect the development of a child. This includes damage to long term-memory (alcohol), liver damage (alcohol), stunted growth and even disturbed hormonal balances necessary for the development of organs, muscles and bones (alcohol, cigarette and marijuana). Thus, each adult within these communities has a responsibility to prevent substance abuse amongst the youth. Adults (communities) should discuss these issues in a non-judgmental way so that their children/learners do not feel interrogated or too scared to discuss what's on their minds.

Significance of the Study

It is envisaged that the findings of this study could help the Gauteng Department of Education (GDE) and the community to better understand the current situation and accordingly make changes to address the factors that contribute to alcohol abuse in secondary schools. Today we live in a world that is experiencing rapid changes and developments in all areas. These changes can be social or technological, related to our education or social environment. All affect us as individuals, families and society. Life itself makes demands on us and these changes make additional adaptive demands.

South Africa, like many other developing countries, is faced with the social problem of high rates of alcohol abuse. To make matters worse, the percentage of alcohol abusers increases yearly despite the efforts to eradicate the problem. Failure to solve this problem threatens not only the life of individuals, but also the economic and social development of the country. The current study is useful in contributing practically to the general body of knowledge in this area. Beyond that, the study is hoped to contribute to the possible intervention strategies to help secondary schools curb the problem of alcohol abuse by adolescent learners. It is also expected to help make policy makers, administrators and educators aware of the causes of alcohol abuse among secondary school adolescent learners. Apart from proposing more effective preventive measures in relation to alcohol abuse, the study is also expected to contribute theoretically in terms of providing views for improving the standards of education in the country. In addition to the existing policies on drug, alcohol and substance abuse in schools, the hope is that the findings of this study would make important interventions and recommendations on

the way forward towards reducing drug and alcohol abuse in schools. Many parents, educators, and district officials have questions as to why adolescent learners do not perform as expected, especially in Grade 10.

Limitations of the Study

Although the exploring of alcohol abuse amongst adolescent learners has received some attention in the past, some issues remain unresolved. Firstly, in almost all studies analysed for this research, it was found that they focused on all the grades, but not mainly on Grade 10. Grade 10 is a transformation grade, which is the first grade into Further Education Training (FET). Many prevention programmes have focused on making adolescent learners aware of peer influences and helping them to resist peer pressure for the abuse of alcohol. The present study illustrated the reasons why adolescents are influenced by peers, and also that they have to contend with the lack of parental guidance.

Recommendations

The study makes the following recommendations:

Peer Pressure

Admittedly, peer influence is not always negative. Valuable use could be made of peer counsellors (Burkhart 2007). The school's preventative role in adolescent alcohol abuse is still unquestionably one of the most under-utilised methods in South Africa. Schools should capitalise on their influence by introducing methods of exposing the dangers of alcohol abuse. Life-orientation as a subject should be the vehicle for passing on this message through peers. During the physical education period and drama classes, learners should be constantly reminded about the dangers of alcohol abuse. By so doing, the school can act as the secondary socialising vehicle, bringing positive growth to the adolescent learners

Develop a Framework within the District

This study has developed a framework for a partnership among stakeholders. It recommends the adoption of this framework in the following ways; that the schools' SGB and SMT, NGOs, DSD, RCL, health, municipal HIV/AIDS coordinators, school health and men's forums, all liaise and inform each other on the areas of need by adolescent learners in each school. They could share information on where they might be overlooking the problem, and to avoid duplicating efforts and assistance.

Tighten the School Security

The code of conduct should be revised quarterly by the representative council of learners and the school governing body, especially on "no drugs" in school. The schools should employ guards within schools to prevent learners from becoming involved in alcohol abuse within the school yard and around local parks. This prevention of alcohol abuse

amongst adolescent learners should be the responsibility of adolescent learners, parents, teachers and community members, as this partnership would promote a healthy environment within our community and schools. The liquor board and municipality should also ensure that no tavern or shebeen is located next to the school, and all tuck shops next to schools must be inspected weekly by the health department to inspect foods that are being sold.

Conclusion

The study describes substance abuse as an unlawful abuse of substance such as alcohol (legal age: 18–19 years); cigarettes (legal age: 16 years); and marijuana (illegal in South Africa). Alcohol is a major threat to the care, well-being and stages of development of adolescent learners. Alcohol abuse has become a significant issue within the educational department's sphere and within adolescent learners' respective homes and the community. Teachers and parents have attempted to eradicate this practice among adolescent learners. However, there seems to be no progress. Alcohol is a fairly common substance in the townships; however, different stakeholders must maintain networking as an integral part of the programmes to address alcohol abuse.

Acknowledgement

The researcher extends her/his appreciation to the participants who allowed us to interview them. They provided primary information regarding the research conducted in South African schools and their contribution will hopefully make a difference in the country.

References

- Basson, A. 2012. "Bureau of Market Research College of Economic and Management Sciences." Research Report 423. Unisa: Pretoria.
- Bennett, A., and A. L. George. 2005. *Case Study and Theory Development in the Social Sciences*, fourth printing edition. The MIT Press.
- Betram, C., and I. Christiansen. 2014. *Understanding Research: An Introduction to Reading Research*. Publisher Press.
- Bonomo Y., C. Coffey, and R. Wolfe. 2001. "Adverse Outcomes of Alcohol Use in Adolescents." *Addiction* 96: 1485–96. <https://doi.org/10.1046/j.1360-0443.2001.9610148512.x>.
- Burkhart, G. 2007. "Prevention Responses. *European Monitoring Centre for Drugs and Drug Addiction*." www.emcdda.nl. Accessed February 22, 2012.
- Brady, T. K., and S. Sonne. 2004. *Alcohol Research & Health*, Vol. 23.

- Bronfenbrenner, U. 1979. *The Ecology of Human Development*. Harvard University Press, Cambridge MA.
- Bryman, A. 2012. *Social Research Methods*. New York: Oxford University Press.
- Charmaz, K. 2009. "Shifting the Grounded: Constructive Grounded Theory Methods for the Twenty-first Century." In *Developing Grounded Theory: The Second Generation*, edited by J. Morse, P. Stern, J. Corbin, B. Bowers, K. Charmaz, and A. Clavice. Walnut Creek, CA: Left Coast Press.
- Chillisa, J., and P. Peerce. 2008. *Research Methods for Adult Education in Africa: An African perspective*. Cape Town: Juta.
- Chireshe, R. 2010. "Perceptions of Teachers on the Behavior of Adolescents in Schools." *The Anthropology Journal of Studies of Man* 13 (2): 61–73.
- Clark, V., and J. Creswell. 2008. *Research Design: Qualitative and Quantitative Approaches*. London: Sage.
- De Vos, A. S. 2005. "Qualitative Data Analysis and Interpretation." In *Research at Grass Roots for the Social Sciences and Human Services Professions*, 333–349, edited by A. S. de Vos, H. Strydom, C. B. Fouché, and C. S. L. Delpont. Pretoria: Van Schaik.
- Donald, D., S. Lazarus, and P. Lolwana. 2007. *Educational Psychology in Social Context*. Oxford: Oxford University Press.
- Durrheim, K., and D. Wassenaar. 2005. "Putting Design into Practice: Writing and Evaluating Research Proposals, 54–71. In *Research in Practice: Applied Methods for the Social Sciences*, edited by M. TerreBlanche, and K. Durrheim. Cape Town: University of Cape Town Press.
- Engelbrecht, P., and L. Green. 2007. *Responding to the Challenges of an Inclusive Education in South Africa*. Pretoria: Van Schaik.
- Guinan, J. F. 2000. "Extending the System for Treatment of Chemical Dependence." *Journal of Strategic and Systemic Therapies* 9 (1): 11–20. <https://doi.org/10.1521/jsst.1990.9.1.11>.
- Hesse-Biber, S. N. 2010. *Mixed Method Research: Merging Theory with Practice*. London: The Guildford Press.
- Howe, K. 2003. *Choosing Methodological Divides: Toward Democratic Educational Research*. Dordrecht, The Netherlands: Kluwer.
- Huske, R., and P. Engels. 2005. "The Role of Alcohol Specific Socialisation in Adolescent Drinking Behaviour." *Journal of Adolescent Health*, vol. 31: 321–326.

- Jackson, C. 2005. "Perceived Legitimacy of Parental Authority and Tobacco and Alcohol Use during Early Adolescence." *Journal of Adolescent Health*, vol. 31: 425–432. [https://doi.org/10.1016/S1054-139X\(02\)00398-1](https://doi.org/10.1016/S1054-139X(02)00398-1).
- Jordan, P. 2013. *Drug Abuse is Damaging South Africa youth*. Fedhealth.
- Lewinsohn, D. A., E. Winata, G. M. Swarbrick, K. E. Tanner, M. S. Cook, M. D. Null, M. E. Cansler, A. Sette, J. Sidney, and D. M. Lewinsohn. 2007. "Immune Dominant Tuberculosis CD8 Antigens Preferentially Restricted by HLA-B." *PLoSPathog* 3: 12401249. London University of London Press. <https://doi.org/10.1371/journal.ppat.0030127>.
- Lincoln, Y., and E. Guba. 2002. "Establishing Trustworthiness." In *Qualitative Research*, edited by A. Bryman, and R. Burgess. London: Sage.
- Makoelle, T. M. 2014. "Inclusion of Learners in a Culturally Alien School Environment: Cases of Cultural Resilience in a South African School Context." Proceeding of World Congress on Special Needs Education, Temple University, Philadelphia, USA 11–14 August 2014, ISBN: 978-1-908320-33-9 pp 247.
- Maree, K. 2010. *First Steps in Research*. Pretoria: Van Schaik.
- Mda, V. 2007. "Evaluating the Rate of High School Dropouts in Botswana: A Case Study." *Journal of Social Sciences in Africa* 9 (3): 31–33.
- Merriam, S. 1998. *Qualitative Research and Case Study Applications in Education*. California: Jossey Bass.
- Merriam-Webster Dictionary. 2005. <https://www.merriam-webster.com>.
- Metzger, M. J., and A. J. Flanagin. 2008. *Digital, Youth and Credibility*. Cambridge MA: The MIT press.
- Miles, M. B., and A. M. Huberman. 2000. "Data Management and Analysis Methods." In *Collecting and Interpreting Qualitative Materials*, 179–210, edited by N. K. Denzin, and Y. S. Lincoln. Thousand Oaks, CA: Sage.
- Mpofu, E. 2003. "Examining Adolescent Social Problems in the Zimbabwean Educational Context." *International Journal of Psychology* 13 (9): 17–21.
- Myburgh, O., M. Poggenpoel, and W. van Rensburg. 2004. "Learners' Experience of Teaching and Learning in a Second or Third Language." *Education* 124 (3): 573–585
- Nieuwenhuis, J. 2012. "Qualitative Research Designs and Data Gathering Techniques." In *First steps in Research*, edited by K. Maree. Pretoria: Van Schaik.

- Oxford Dictionary*. 2012. *Equality of always Behaving in the Same Way*. Oxford Dictionary: Oxford University.
- Parry, C., and Beunette, A. 1999. *Alcohol Policy and Public Health in South Africa*. Pretoria: Oxford.
- Polit, D. F., and C. T. Beck. 2012. *Nursing Research: Generating and Assessing. Evidence for Nursing Practice*, 9th edition. Philadelphia: Lippincott, Williams & Wilkins.
- Reddy, B. 2012. *Helping Children in Difficult Circumstances: A Teachers' Manual 1*. London: Save the Children, Mary Batchelor House.
- Sapsford, R., and V. Jupp. 2006. *Data Collection and Analysis*. London: Sage.
<https://doi.org/10.4135/9781849208802>.
- Schaefer, P. 2006. *Choices and Consequences: What to do When a Teenager Uses Alcohol or Drugs*. New York: Johnson Institute. USA.
- Stake, R. E. 2000. *The Art of Case Study Research*. Thousand Oaks, CA: Sage.
- United Nations Children's Fund (UNICEF). 2011. "Adolescence: An Age of Opportunity. *The State of the World's Children 2011*." www.unicef.org/sowc2011. Accessed January 10, 2012.
- UNESCO 2002. unesco.org/image/0012/127100e.pdf.
- Wechsler, H., J. Lee, M. Kuo, and H. Lee. 2002. "College Binge Drinking in the 1990s: A Continuing Problem: Results of the Harvard School of Public Health 1999 College Study." *Journal of American College Health* 48 (10): 199–210.
<https://doi.org/10.1080/07448480009599305>.