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Substance abuse by learners: A pastoral care challenge

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DECLARATION

I Sello Solomon Nthite, student number **95155253** hereby declare that this dissertation, “**Substance abuse by learners: A Pastoral care challenge**” is submitted in accordance with the requirements for the master’s degree at the University of Pretoria, is my own original work and has not previously been submitted to any other institution of higher learning. All sources cited or quoted in this research paper are indicated and acknowledged with a comprehensive list of references.

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ACKNOWLEDGEMENT / DEDICATION

I wish to thank the Almighty God for providing me with the strength and wisdom to compile this work.

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ABSTRACT

Substance abuse by learners in South African schools has become a daunting task that requires all the stakeholders to work together to normalise the situation which has escalated to greater heights because of the illicit street drug called Nyaope. The drug market has risen proportionally resulting in most learners indulging in the usage of Nyaope at schools. The substance Nyaope has impacted the lives of the learners psychologically and physiologically and consequently abscond from school, do crime, show poor performance in their schoolwork, disrupt classes at any given time, and instigate violence, thus rendering schools ungovernable. This scourge of Nyaope has caused learners to commit petty crimes such as stealing and burglary which resulted in most of them being convicted of such crimes.

The purpose of this study is to care for individuals through pastoral care and to address the issue of Nyaope. In the end, the learners might be able to consider the morality of their actions. The researcher who is a teacher, pastor and caregiver had used sources of Gerkin, Wimberly and Pollard interchangeably to sustain pastoral care and guidance to assist learners to make confident and informed choices between alternative thoughts and actions in the present and the future state of the soul. The sources will also help them endure and transcend circumstances that seem improbable.

The method that was selected for this study was qualitative to ensure that different views, meanings, and understanding of the phenomenon of learners, allow them to describe, motivate and justify the phenomenon being studied. Qualitative will also assist in the interview of the participants and again assist the researcher to understand the worldview of the participants.

This study was conducted in the schools around the suburb of Sunnyside, notoriously known, as the drug hub of the capital city of Pretoria, which is on the north-eastern side. This research has been conducted solely to assist learners who are in drugs to understand the facts about common drugs, substance abuse, and substance-related problems and recovery. Through therapeutic attention, the learners will self-correct problem behaviours as well as negative thought patterns that led to these behaviours.

DEFINITION OF KEY CONCEPTS

*Substance abuse: is a pattern of drug use that leads to significant problems such as failure to attend school or work.

*Pastoral care: a sub-discipline of practical theology referred to as soul care and shepherding.

*Pastoral counselling: the art and skill of helping individuals and groups to understand themselves better and relate to others in a mature and healthy manner.

*Nyaope: a mixture of heroin and dagga, sold in a tiny packet.

*Drug: any product that changes the way the person feels, thinks, sees, and behaves.

*Addiction: involves craving for something intensely, loss of control over its use, and continuing involvement with it despite adverse consequences.

*Learner: a person who is learning a subject or skill.

*Family: a group of one or more parents and their children living together as a unit.

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CHAPTER 1

INTRODUCTION AND BACKGROUND / RATIONALE

1.1. Introduction

The parents I met in my office shared the story¹ of their son Moraba with me as a researcher, pastor, and teacher. The parents had a boy called Moraba (not his real name), an 18-year-old boy in a high school in Sunnyside. Moraba was brilliant and a highly gifted learner who excelled in Maths, English, Natural Science, and Technology. He was envied by everyone in the school and the lips of his teachers would not dry up as they talked louder about his extreme intelligence and performance in class. The boy experienced challenges that resulted in his academic performance declining. He started acting out and his bad behaviour was attributed to substance abuse (Nyaope) which left everyone cracking their skull and the researcher had to be involved pastorally in order to guide and journey with him.

Moraba met peers in Sunnyside and mingled with them. His peers introduced him to a substance called Nyaope. The conduct of Moraba changed tremendously, his face became ragged, lost weight, his schoolwork suffered, he reported late for class, fought with other learners and teachers, stole money to buy drugs and he later abandoned school. He succumbed to the drug Nyaope and joined others in washing and parking cars in the streets of Sunnyside, a suburb northeast of Pretoria and notoriously known as the drug-hub of Pretoria. The loss of this learner in my teaching fraternity brought misery and shamefulness which made me question how many of our learners would be lost in the academic world due to substance abuse. The measures must be put in place to prevent this scourge that is swallowing and destroying our society of learners.

Moraba has disappeared from the academic world. A journey with no purpose. Nyaope as an illicit street drug is recognised as a stimulant because of its side effects such as loss of appetite, difficulty sleeping, malnutrition, depression, weight loss and respiratory failure which comply with the research conducted by the psychiatrist Sarah Becker (2017). Nyaope as an illicit street drug and stimulant is smoked and therefore “enhances the effects of norepinephrine which is also part of the fight-or-flight

¹ Permission was requested to use the story of Moraba and the parents agreed and gave permission.

response. What this means is that stimulants affect the same parts of the brain that are affected when you are in confrontation” (Becker 2017:15). Moraba tasted it and was swallowed by Nyaope, a deadly substance known as an illicit drug in South Africa. The researcher was dumbfounded, awestruck, and boggled by the talent that was lost due to the substance called Nyaope. The learner was destroyed and Nyaope took control of him. The question I keep asking myself is, how many of the learners would be destroyed by this illicit drug Nyaope? The United Nations Office on Drugs and Crime 2010 estimates that 24,7 million people around the globe misuse 500 metric tons of stimulants a year which puts more lives in danger and at risk of substance abuse and the estimation at these recent times could be higher than anticipated. This study was specifically selected to be relevant to learners and the topics selected to cover important issues related to Nyaope.

The first challenge the researcher is to face head-on is the issue of substance abuse by learners, which has turned the lives of many learners into nightmares like a pandemic and applying pastoral care effectively as a remedial solution. In other words, substance abuse has exposed learners, and the researcher needs to reweave the social fabric with the elements of pastoral care. Pastoral care can support the learner's lives in years and decades to come, including the determination to leave no one behind by adding a further vision of building a society where learners can “savour the joys of being alive” (Sutra, cited in Ikeda 2022:18). John Kenneth Galbraith argued that he “was deeply affected by the persistent wounds he witnessed in people's lives during the years 1908 to 2006 and this brought him to continually question the organisation of society itself. He replied by saying that we should aim to create a century in which people can say, I enjoy living in this world” (Galbraith, cited in Ikeda 2022:18). He was supported by Sutra who was of the opinion that “living beings enjoy themselves at ease and that we are born into this life in order to savour joy” (Sutra, cited in Ikeda 2022:18). The words of Galbraith and Sutra deepened into my heart as a researcher, pastor, and teacher that I need to contribute immensely pastorally, and create a society of learners who can together confront and overcome the most severe challenges such as substance abuse and together share a sense of the joy of being alive.

In Daisaku Ikeda's (2022) book titled "Transforming human history", the author quoted one of the lectures delivered by Makiguchi in which he discussed the importance of maintaining a balanced, clear-sighted focus on life. "What qualifies as an act of "Great Good" that members of the society can perform, it is not the size or scale of one's actions that matter but if you could save someone's life by giving them a glass of water, would this not be something that no amount of money can buy" (Makiguchi, cited in Ikeda 2022:19). This quotation serves as a conviction that value is not found in things but in relations. As a pastor, caregiver, teacher, and researcher, I need to become that hand of support extended to learners facing hardship brought by substance abuse. The essence of Buddhism is expounded to support my enthusiasm in the analogies such as "Like fire to one who is cold, finding a ship in which to cross the water, and someone in the darkness finding a lamp" (Makiguchi, cited in Ikeda 2022:20). All these analogies emphasise a person who is aided to a safe haven after been caught in the undertow of life's trials and having given up into despair such as addicts of Nyaope. Although the principles of Buddhism were referenced hitherto, the focus of the research study remains from a Christian perspective.

This study is conducted to help young people such as learners to get facts about common drugs, substance abuse, substance-related problems, and recovery. Again, through therapeutic attention, the learners are to identify and try to correct problem behaviours as well as the negative thought patterns that led to these behaviours. The therapy will help the users look at the negative consequences of their drug use and learn how to recognize cravings early and find ways to cope with them and finally learn how to avoid situations where drug use present itself. This chapter on "Healing Methodology" will address all these issues of substance abuse in full.

1.2. Background/Rationale of the Study

The use and abuse of drugs reflect differences between countries regarding factors such as social habits, economic status, attitude towards the young and towards drugs and the ways in which health care is provided and laws are enacted and enforced. Drug abuse particularly concerns the youth, but other groups are not immune. Why do so many drug problems emanate from teenage and pre-teenage years? "The adolescents find it difficult to equip themselves physically and intellectually by establishing goals that make life worthwhile" (Snyder & Lader 1986:96). To equate the

reason given by Snyder on adolescents the researcher used the definition of adolescence as “a shaky bridge between childhood and adulthood, a predictable life crisis brought on by physiological changes.” “The major task of adolescents is to correlate the way they see themselves as persons with the way others see them. It is the time of finding one’s own place in the world and developing the kinds of skills needed for social and economic well-being” (Wimberly, 1999:55). The strong impulses that are welling up inside the adolescent need pastoral care from the perspective of relational value which must help the adolescent to put norms and values in the right context of their lives as an expression of love, respect, and relationship.

During this intense period of growth and activity, peer pressure is inevitable to offer a tempting respite. Unfortunately, the consequences may be serious and penalties severe as addicts die due to drug abuse. The Encyclopaedia of Psychoactive Drugs provides information about the nature of the effects on mind and body including the topic of where the drugs come from, how they are made, how they affect the body and how the body deals with these chemicals. According to Neuman (2014:168), “the victim of substance suffers a range of consequences from low esteem and loss of self-confidence to withdrawal from social interaction, changed career goals, and depression”. Furthermore, according to “the role of the pastor in caring and addiction is to create an environment of concern and care to enable the worshippers to pray and sing, keeping the needs of the people in mind; and to use the Scripture and exhortation to encourage those in crisis to have the courage and strength to meet the emotional and interpersonal tasks” (Wimberly, 1999:27).

Flisher et al., (1998) conducted a study in South Africa which revealed a rise in substance abuse among adolescents. Pienaar (2000) also suggested that there has been an increase in the proportion of patients under the age of 20 who received drug treatment between 2000 and 2002 in Cape Town, Durban, and Gauteng. Specifically, the percentage has risen from 17% to 24% in Cape Town, 19% to 22% in Durban, and 17% to 25% in Gauteng. This is also the case in the context of this research study, namely Sunnyside in Pretoria. According to the principal council in schools around Sunnyside, most learners are seen roaming the streets of Sunnyside, seen around taverns during the day in school uniforms abusing drugs. This has resulted in most

principals around the area of Sunnyside complaining about the unruly behaviour of learners at school and poor educational performance.

The elevated incidence of drug abuse in South Africa is influenced by various factors, including the susceptibility of young individuals, peer influence, insufficient positive examples, societal acceptance, drug accessibility, financial hardship, joblessness, violence, and residing in a region where substance abuse is prevalent (Ramlagan et al., 2010; van Zyl, 2013). According to Meghdadpour's (2012) research, there is a higher probability of substance abuse among children who experience a lack of parental care.

Nyaope is a substance comprising psychoactive compounds, including marijuana and heroin, alongside various hazardous chemicals, which can lead to addiction. Monyakane further says: "Addiction causes a transformation in an individual due to the various mixtures contained within the substance" (Monyakane, 2018:1-2). Monyakane documented an additional occurrence in which a seventeen-year-old female was featured in a local newspaper (Sowetan, August 2015:7) detailing "her engagement in prostitution as a means to acquire Nyaope. She provided additional clarification that she had been using Nyaope since the age of thirteen" (cited in Monyakane 2018). Reports of this nature represent only a fraction of the statistical data available on young individuals facing comparable circumstances, particularly in urban areas. According to Carney et al. (2013) and Taole (2013), Nyaope presents a potential hazard to both young people and adolescents. As a result, it is recommended that appropriate intervention methods and treatment be considered by parents, communities, and law enforcement.

There exist several justifications for undertaking a study aimed at investigating the impact of Nyaope on learners, including but not limited to the epidemiology of substance abuse among learners and substance abuse among learners in the rural district of Mangaung. Comprehending the obstacles that learners encounter, such as the gravity of Nyaope, which ultimately results in their expulsion from school, is a complex matter. The Government Accountability Office of South Africa (GAOSA, 2004) posits that a correlation exists between substance abuse and criminal activity. The report further asserts that a majority of criminal offences are perpetrated by

individuals who engage in drug abuse. The learners and their families are the most affected and suffer the most. Ramothwala (2013) added that as Nyaope grows, so do the implications for policing and social crime prevention. The police statistics show that 60% of crimes in South Africa are related to substance abuse and Nyaope users form a significant portion of drug users and perpetrators of those crimes. This statement is well supported by the Sunnyside police station commissioner who also stated that about 3000 cases that were reported monthly in 2018, the highest percentage, were cases of substance abuse which indicates that cases of crime could have escalated more in 2023.

The learners who are involved in substance abuse remain a menace and a thorn in schools and families, not excluding the communities they live in. This study is aimed at exploring different experiences by learners and families including ways to confront and overcome the severe challenges brought by substance abuse, using pastoral care effectively to address the issue of Nyaope among the learners. The pastoral care models that will follow will be applied for healing purposes. There are other questions raised from Moraba's story which will help the researcher to focus on the project and are:

- What causes brilliant learners to fall prey to Nyaope?
- In what way can pastoral care and counselling journey with these learners as a healing therapy?
- How effectively can pastoral care address the issue of Nyaope among learners?
- Can the school include this problem as part of learning and prevention in their curriculum?

1.3. Problem Statement

The emergence of Nyaope consumption in the public domain has led to a significant increase in its prevalence among South African citizens. Monyakane (2018:1-2) has reported on the apprehension surrounding the adverse impact of an illicit substance on learners and societies in South Africa.

This drug in question, Nyaope was developed in South Africa. However, it did not attain a significant market share in other nations, particularly those in the Western

hemisphere. According to reports, “this drug is primarily utilized in households with limited socioeconomic means, particularly in urban townships and suburban areas” (Hosken, 2009:11-13). The suburb of Sunnyside which is north-east of Pretoria Central is of low socio-economic standard, where the community survive on business salons and selling of vegetables to make money for rental payments, school fees and payment of services rendered to them for electricity and water. The secondary school which is well known for substance abuse in this area was specifically selected as the setting where the research was conducted.² The aforementioned data was obtained through an observational inquiry carried out by the researcher affiliated with the educational institution in the vicinity of the research site.

The Pretoria surroundings, comprising townships and suburbs, are confronted with a significant challenge of elevated unemployment levels. According to Masombuka (2013), Nyaope has impacted approximately 80% of households in the region. The use of Nyaope has a significant impact not only on the individuals who consume it, but also on the academic performance of learners, families, and the broader community. As per Masombuka’s (2013) findings, the dependence of children on Nyaope leads to discord and strife within educational institutions and households. The prevalence of substance abuse among learners has resulted in a sense of despair, shame, and helplessness among both educational institutions and families. Additionally, educators may feel intimidated by learners who are under the influence of drugs or alcohol, making it challenging to address this issue effectively. This pervasive problem is having a detrimental impact on the lives of learners and their academic success.

1.4. Literature Review

A significant number of young individuals in South Africa are susceptible to drug abuse, which can be attributed to a range of factors, including stress-related circumstances. According to Monyakane (2018:9), “individuals who are both unemployed and come from disadvantaged backgrounds turn to the drug Nyaope as a means of coping with stress”. The drug has become prevalent and is rapidly spreading among the unemployed population and numerous learners in South Africa,

² The name of the school could not be revealed. The name is reserved for the sake of anonymity and privacy, which is in line with the ethical considerations of this study.

particularly those residing in urban areas and townships. “The issue of drug abuse in South Africa has resulted in a significant problem, contributing to the increase in crime rates” (Monyakane, 2018:7). Nyaope is distributed as a white powder mixed with dagga (cannabis) including other concoctions like rat poison, soap powder and anti-retroviral pills (Hosken, 2009). According to Hosken (2009), the prevalent method of administering this substance in South Africa is through smoking or utilizing a technique known as “blue tooth”, which entails extracting the blood of an individual who is already under the influence of the drug and injecting it into oneself via a syringe. Based on the scholarly investigation, this drug has permeated regions characterized by low socio-economic status and impoverished conditions.

Most of the literature that has been reviewed (cf. Murray, 2019; Medina-Mora, 2020; Nkosi, 2017; Nevhutalu, 2011), give essential information on substance abuse globally and locally, whereas South Africa in particular, the literature addresses the drug Nyaope in its physical form (description) as “a white powder mixed with dagga (marijuana)” (Weich et al., 2016:3). The drug in question is known by various names, including “Unga”, “Pinch”, “Sugars”, “Whoonga”, “Plazana”, and “Kwame”. It has become prevalent on the streets of South Africa and is causing significant harm to communities due to its highly addictive properties and low cost (Chinouya, Rikhotso, Mulaudzi, & Ngunyulu, 2014). Nyaope is a prominent area of focus for the South African government with regard to illicit substances. This section is dealt with fully by the African authors who will give the depth of information in Chapter 2 which is entirely a literature review and in Chapter 4 where Nyaope will be discussed fully. The meaning of substance abuse is “someone using drugs with mood-altering with undesired effects on his/her life or the lives of others” (Lewis, Dana & Bleviss, 1994:2).

This is one way in which Westerners explain the issue of substance abuse, while African scholars will share the same explanation as they all agree that substance abuse is associated with a range of criminal acts which includes violence and bullying. It has also been associated with a range of mental disorders, while socially, it is associated with social disorganisation, deviant behaviour and social interaction with deviant groups (Mokwena & Setshego, 2021). According to Mokwena and Setshego (2021), the substance may have adverse effects on psychological, physiological, social, or occupational functioning, resulting in negative modifications to mood or

behaviour. According to Rivers and Shore (1994), substance is a non-nutritive agent used for recreational or depressional purposes while Lawson and Peterson (1983) also agreed that substances have no food value and are not necessary for survival except in the mind of the abuser.

The word “abuse is also manifested by the recurrent substance in situations in which it is physically hazardous to do so” (Rivers & Shore, 1994:24-25). The meanings of the words “substance and abuse” are well explained by Western scholars to bring us on par with the understanding of “substance abuse” in both the explanations by Western and African scholars.

The purpose of the literature review is to examine the existing body of knowledge pertaining to counselling, pastoral care, theology, psychology, and sociology. The objective is to investigate strategies for motivating learners to confront and surmount the significant obstacles associated with substance abuse. It is in light of the above that the literature review deals with substance abuse and the danger of using it. The literature review will attempt to give suggested solutions to the two questions, “in what way can pastoral care and counselling journey with these learners as a healing therapy? How effectively can pastoral care address the issue of Nyaope among learners? The construction of a well-organized and logical argument in the literature review will culminate in the explication of a prospective research endeavour. According to Ridley (2008:24): “providing an overview of the current context in which one’s research is situated involves referencing contemporary debates, issues, and questions in the field”. A literature review will provide the researcher with supporting evidence for a practical problem or issue which the research is addressing, thereby underlining its significance.

Substance abuse is well elaborated by the Western scholars who are excellent to display their knowledge and skills pertaining to substance abuse. Both the African and Western scholars have shown their immense contributions to the topic although they differ as far as Nyaope is concerned which will be discussed in Chapter 2.

1.5. Aims and Objectives

1.5.1 Primary aim

The primary aim of this research is to explore and address the issue of Nyaope among learners using pastoral care as a healing mechanism.

1.5.2 Secondary aim

The secondary objectives for this research include:

- To identify the causes of Nyaope use among learners.
- To explore the emotional distress caused by Nyaope on learners and their academic performance at school.
- To explore the awareness of available resources to deal with the problem of Nyaope on learners.
- To suggest the coping strategies of pastoral care as a healing therapy for learners using Nyaope.

The objective of the researcher is to provide pastoral care to individuals and facilitate learners in contemplating the ethical implications of their conduct, in accordance with Gerkin's shepherding model on care and moral existence. Gerkin (1997:84-85) posits that spiritual guidance provides constructive direction that fosters the growth of spiritual talents within the context of pastoral care and ethical living. The methodology employed in this instance is the shepherding model, as espoused by Gerkin in his publication titled "An Introduction to Pastoral Care". The methodology employed by Gerkin pertains to the depiction of a pastor as a compassionate leader and a guardian. According to Diniz et al. (2017:379), "the pastor is perceived as a carer who functions as a shepherd to the Christian congregation. The pastor is responsible for providing care to the sick or dependent individuals, assisting them with their daily activities such as feeding, personal hygiene, administering routine medication, accompanying them to health services, and fulfilling other necessities required in their daily lives" (Diniz et al., 2017:379). The implementation of this methodology should be internalized by individuals who are struggling with substance abuse, as it is crucial to their emotional and psychological well-being. The utilization of Gerkin's model is expected to facilitate the researcher's comprehension of the pastoral aspects of the learners' environment and lifestyle. Given this consideration, Gerkin will assist in providing pastoral care for

individuals in the environment in which they are confined. Although Gerkin may assist in the journey, it is not conducive to the reconstruction of their life histories. The present study involves the utilization of Pollard's concept of "positive deconstruction" to analyse the experiences of learners who have been adversely affected by Nyaope. The researcher will engage with this theoretical framework to deconstruct the lives of these individuals. Employing a qualitative approach, such as conducting interviews with learners, can facilitate their comprehension of the environment in which they function.

1.6. Research Gap

The concept of a research gap refers to a specific topic or area in which a lack of information or insufficient data hinders the ability of reviewers to draw conclusive answers to a given question. The development of a research gap can be advanced by engaging stakeholders in the process of prioritizing research needs. Gaps in the research literature refer to either incomplete or inadequate information that is present within the existing body of literature.

An attempt was made to determine the extent of prior investigations in this field of inquiry. The investigation revealed that certain inquiries focused on the psychological and sociological facets of the subject matter, namely substance abuse. The impetus for conducting this research was the phenomenon of learners discontinuing their academic pursuits as a result of substance abuse, as perceived by the researcher. Numerous completed dissertations have extensively researched this topic, as well as other sources that are cited below. Zabeko's (2020) written work pertains to the subject of "Substance Abuse Amongst Youth in the Church", while Mapogoshe's (2015) dissertation focuses on "Alcohol Abuse Amongst Members of the Church Brass Band". Nkosi's (2017) research pertained to the impact of Nyaope addiction on families, while Mokutu's (2020) study focused on the experiences of carers of individuals addicted to Nyaope.

All researchers who contributed to this field of study have relevance, as they have written about Nyaope and brought attention to it. The researchers focused extensively on the impact of the drug within the religious institution, while another group examined the effects of Nyaope within the family unit, and a third group explored the

responsibilities and duties of carers. The focus of my research pertains to learners in a school setting, with an emphasis on exploring strategies for motivating them to effectively address and overcome the significant obstacles associated with Nyaope use. Additionally, I aim to investigate the efficacy of early interventions for both current and potential Nyaope drug users, with the ultimate goal of preventing such usage. The researcher's focus is centred on the present and prospective learners who are using drugs or discontinuing their education, highlighting a significant disparity between their academic pursuits and my own.

Murray (2019) wrote about substance abuse, and she concentrated on teenagers and not learners at school. Medina-Mora (2020) wrote about "*Prevention of substance abuse*" and doesn't mention learners and have mostly used the area of psychology and I used mainly theology. Regoli and Hewitt (1997) wrote about "*Delinquency in society*" and mentioned drugs and youth but not learners at school. Bezuidenhout and Joubert (2003) wrote about "*Child and youth misbehaviour in South Africa*" but did not research learners at school. Through the aim, the objective, and inputs made by the researcher, the differentiation was shown that the researcher dwelt much on learners at school.

Pastoral care may rebuild the learners' lives by offering supportive caregiving such as the two primary functions of pastoral theology advocated by Neuger (1994) when she outlined the following:

- Pastoral care is a source of commitment in one's operational theology and spiritual practice that guides one's pastoral attitudes and actions.
- Pastoral care as an assessment lens to guide the pastoral caregiver on how questions should be asked and the relevancy thereof.

These two pastoral care supportive aspects would place learners' problems outside themselves and would aid their ego defence so that they can learn to face the responsibility for their actions. To encourage both learners and families to change life situations and take appropriate action in making constructive changes to prevent indulgence in substance abuse.

1.7. Research Methodology

The researcher has the option to utilize or embrace three distinct research methodologies, namely qualitative, quantitative, and mixed methods of research. The proposed investigation will employ a qualitative research approach. Bhattacharyya (2003:12) explains, “this systematic approach helps towards purposeful investigation,” while Flick (2018:3) also contributes by asking “Why interest has grown in qualitative research considerably over the last few decades? It is due to a development that has become known as the pluralization of life worlds, qualitative is of specific relevance to the study of social relations.” This purposeful investigation is an academic activity and a systematized effort to gain knowledge. “The qualitative research method uses smaller samples but spends more time with each participant” (Patten & Newhart, 2018:22). This method will allow the researcher to use a manageable group of learners in his interview but with a full and better understanding of each participant.

Utilizing the qualitative research methodology through conducting interviews with learners can facilitate the researcher’s comprehension of the environment in which they function and reside. Gerkin’s model of shepherding can facilitate the provision of pastoral care to individuals who find themselves confined within their current circumstances. Gerkin’s model may not be adequate for the reconstruction of individuals’ lives during the process of assisting. Gerkin will offer pastoral listening to the Inner Life of individuals. The first element according to Gerkin that needs to be preserved in pastoral care and counseling is emphasis on psychodynamics and inner life of persons. The intention is to define the inner meaning to persons. Good pastoral care embodies the gospel in relationships by speaking to the inner being of the individuals. The researcher makes it clear that communication in the relationship makes connection with the internal history of the person in a new and potentially transforming way. The second element of Gerkin that needs to be preserved from pastoral counseling is its sense of mission toward neglected or overlooked persons. The mentally ill and the imprisoned are the society’s forgotten outcasts. The discipline of pastoral care moves into the future to renew or recover those whose needs are great while their ability to seek out care they need is available. The researcher encourages that ways to bring care to these marginalized persons should be available.

Pollard’s theory of “positive deconstruction” will be utilized to supplement Gerkin’s

model by pastorally deconstructing the learners' lives. Thus, Gerkin and Pollard will be responsible for providing pastoral care, while the qualitative research method will focus on conducting interviews and exploring the worldviews of the learners.

“Qualitative research method is oriented towards analyzing concrete cases in their temporal and local particularity and starting from people’s expressions and activities in their local contexts” Flick (2018:13). The participants, through the qualitative research method, will be in the position to give answers to the research questions of this study. The participants in this study are allowed to express themselves to give views and opinions including their feelings and impressions rather than just being a few participants without any contribution.

The outcomes of the qualitative approach are frequently articulated in the context of pastoral care and counselling. This entails the utilization of one-on-one or small group interactions by individuals in the ministry to facilitate the process of healing, empowerment, and personal development within individuals and their interpersonal connections. The provision of pastoral care, which encompasses a wide range of supportive services aimed at promoting mutual healing and growth within a congregation and its surrounding community, has the potential to facilitate individuals’ ability to effectively manage their personal challenges and crises. This assertion is supported by findings from a qualitative research study that utilized one-on-one interviews.

The phenomenological research approach is a qualitative research method that draws from philosophy and psychology. It involves the description of lived experiences of individuals concerning a particular phenomenon, as reported by the participants themselves (Giorgi, 2009; Moustakas, 1994). The aforementioned experiences are deemed to enhance the holistic development of individuals, as expounded by pastoral care, which emphasizes the attainment of a fulfilling existence. The church will serve as a life station where pastoral care and counselling will be provided to foster, emancipate, and enable individuals, society, and institutions to achieve a complete and fulfilling life. This is the location where individuals experience the most comprehensive form of emancipation within their complete relational and societal

framework. Utilizing the qualitative research approach facilitates the exploration of diverse perspectives, interpretations, and comprehension of a given phenomenon. This is achieved by enabling participants to articulate and substantiate their respective understandings and the significance they attribute to the phenomenon under scrutiny. The qualitative research method contributes to the success of the research when the strengths of the qualitative research method are in its ability to provide insight into the interpretation, context and meaning of events, phenomena or identities for those who experience them. This will allow the participants to be more focused on exploring the phenomenon (Clandinin & Connelly, 2000). This method brings a lot of value to the study and allows the researcher to display his excellence in executing his skills. In this study, a semi-structured interview is used to enable the researcher to gain first-hand information from the participants about the topic being researched. This qualitative approach allows the researcher to probe more into the participants' world.

The study objectives were the designed models of healing to sustain pastoral care in assisting a hurting learner and family to endure and transcend a circumstance that seems improbable. The model design is also guiding pastoral care to assist both the learners and families to make confident choices between alternative thoughts and actions in the present and the future state of the soul. The reconciling pastoral care is the third designed model to reconcile forgiveness and discipline between learners and their families. The researcher, through the study objective, is within the scope and parameters that are in pastoral care and practical theology.

“Qualitative in social life will address the backgrounds, interests, and broader social perceptions as it investigates directly” (Holliday, 2007:5), because qualitative research is a field of inquiry in its own right as it crosscuts disciplines, fields, and subject matters” Denzin and Lincoln (2018:2). In conclusion, the qualitative research method, will assist the researcher to be in the position to conclude, draw decisions after using the broader assessment to investigate the interests, backgrounds, and broader social perceptions of the participants. This section of research methodology will be fully discussed in Chapter 3.

1.8. Outline of chapters

Chapter 2 will be the literature review section of the study. The literature review is

another chapter introducing the reader to different researchers and authors. Scholars from both the Western and African spheres will be analyzed. These scholars would furnish the reader with information and knowledge based on substance abuse.

Chapter 3 will be the methodological section of this research study. The methodology will be explained in detail together with different types of methods such as quantitative research method and qualitative research method. A clear explanation of these methods is elaborated on, and the preferred method recommended by the researcher is the qualitative method which suits the group and individual attention. Inclusive of other methods was Gerkin's shepherding model to help journey with the reader well into why these methods were chosen and how they would enhance this study to be a success.

In Chapter 4 the researcher will concentrate on the meaning of Nyaope. What is Nyaope? What is this drug mixed with? What are the consequences of smoking Nyaope? Why are the learners interested in using Nyaope? All these questions are answered in this chapter.

Chapter 5 will deal with the data analysis and interpretation of the empirical phase. The Interviews are part of the research study to gather data and more information. The questionnaire, consent form, and participation register are part of the collective in this chapter to bring more assurance and alleviate bias (see Appendix A).

Chapter 6 is about the healing methodology. It is in line with sustainable strategies to assist learners to cope and not indulge or use Nyaope. This chapter will implement the suggested methodology of prevention to change the mindset of learners not to use or touch Nyaope. Pastoral care and counselling as the key element that motivates and brings hope to learners in the fight to resist Nyaope. This chapter will also develop a therapeutic model of healing, journeying with the learners and attending to their dependency on substance abuse, Nyaope.

The final chapter, Chapter 7, will be the Findings and Recommendations. What do we find as the persistent reasons for learners to use Nyaope? What do we find as suitable strategies to overcome Nyaope on learners and which findings are appropriate for

sustainability/sustenance? What do you recommend to educators and learners to be implemented and actioned to stop learners from using or touching Nyaope? The research will analyse what Nyaope is doing to learners and then will share findings and recommendations.

1.9. Preliminary Conclusion

Within this chapter, the researcher provided an overview of the investigation conducted in the introductory section that acquainted the audience with a learner who engages in substance abuse. The present chapter encompasses the contextual framework of the research, the statement of the problem, and the review of relevant literature. The study aims to provide learners and families with the necessary tools and knowledge to effectively manage substance abuse. The study identified a gap in the existing research literature, which focused on learners in school as the primary subject matter. Other researchers have explored this topic from varying perspectives. The research methodology employed in this study was centred on the examination and evaluation of the methods used, as well as their relevance to the research question.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

According to Creswell (2014:25), “the literature review serves the purpose of evaluating the significance of a research topic and offers valuable guidance on how the researcher can narrow down the scope of inquiry to a necessary area. The researcher must carefully choose a pertinent topic that can contribute to addressing societal issues and promote education and awareness. Additionally, it is important to establish reasonable boundaries for the research to ensure effective management and control. According to Mhlongo (2005:18), “a literature review plays a crucial role in identifying the pertinent theoretical and conceptual framework for defining the research problem, establishing the groundwork for the study, stimulating novel ideas, and ascertaining any gaps or inconsistencies in the body of research”. The researcher must comprehend the primary issue in their study regarding the utilization of Nyaope by learners in their academic pursuits, which continues to be a pervasive concern in society. The present chapter will centre on the topic of substance abuse as a comprehensive construct, and subsequently, will narrow its focus to the phenomenon of Nyaope as a street drug in South Africa. The chapter will explore the impact of Nyaope on learners who use and are dependent on the drug. The forthcoming chapter will comprise a comprehensive review of literature, encompassing the perspectives of both Western and African scholars.

The scholar conducts a critical analysis and evaluation of the existing knowledge on the subject of “substance abuse among learners” by utilizing a systematic review approach that consolidates evidence to address particular inquiries, including what motivates learners to use Nyaope during their academic pursuits and what proportion of the learner population is at risk of academic failure due to the use of Nyaope. The aforementioned systematic review presents Jesson et al.’s definition of “literature review as a research method that involves critically describing and evaluating existing knowledge on a topic through the use of secondary resources” (Jesson et al.,2011:74). The present chapter will centre on the systematic review approach to gather additional empirical support for the proposition that learners ought to abstain from and stay clear of substance abuse.

2.2. Overview of studies on substance abuse globally

According to Stevens and Smith (1998:17), “a chemical substance can comprise alcohol, nicotine, caffeine, prescription drugs, and illicit drugs. It is pertinent to recognize that alcohol, nicotine, and caffeine are substances that are lawful and culturally sanctioned, yet they also exhibit distinctions in terms of their utilization, misuse, and potential for addiction”. The aforementioned substances pose a significant risk to an individual’s physiological, psychological, sociological, and familial well-being (Stevens & Smith, 1998:17). The meaning of the term “substance” is subject to alteration in response to variations in societal norms and legal modifications. This refers to a substance that is not intended for consumption and can significantly modify the structure-function or sensory perception (including vision, taste, hearing, touch, and smell) of a living organism due to its chemical or physical properties.

According to a report by the South African Conference on Dagga in 1983, there are epidemiological aspects of cannabis use in South Africa that suggest the issue has escalated to epidemic levels. According to the report, certain individuals incorporate the use of cannabis and other substances into their daily routines, and this habituation and fixation with drugs can potentially disrupt their physical, psychological, and societal welfare, as well as the proper operation of their respective communities. The study demonstrates that there exists a comparable issue related to drug use both domestically in the Republic of South Africa and internationally.

Drug abuse refers to the phenomenon where an individual requires an increased dosage of a substance to achieve a comparable level of impact over a prolonged duration. According to Stevens and Smith: “the duration of drug efficacy may be impacted by the dosage and frequency of administration. The term “substance abuse” pertains to the consumption of a chemical substance, without differentiation as to whether the drug is being utilized for therapeutic, legal, or illegal purposes” (Stevens & Smith, 1998:17). According to Merriam-Webster: “abuse refers to the inappropriate utilization or actions that result in harm or impairment (Merriam-Webster, 2011:39). Substance abuse refers to the non-medical use of a drug that may result in harm or injury. According to the psychiatrist Gerald Caplan (1964), individuals are frequently confronted with circumstances that require problem-solving skills. However, when their typical problem-solving strategies prove to be ineffective, a crisis arises within

them, leading to an uncontrolled escalation of stress resulting from unfulfilled needs. Lee Rocha-Silver (1989:1) suggests “that effective preventive measures are necessary to contain care costs associated with the long-term use of dagga”. Van der Westhuizen and Fourie (1988:2) define “drug abuse as a condition resulting from repeated drug administration, which requires continued drug use to maintain physiological functions and cessation of drug use has negative consequences for the addict”. The researcher’s interpretation of the concept of substance provides an understanding of the dynamics elucidated by practitioners at both local and global levels. The issue of substance abuse has had a profound impact on learners, leading them to succumb to the harmful effects of Nyaope without the necessary tools to address the root causes of their addiction. Some scholars explain substance abuse accordingly:

- Lewis Dana and Blevins, (2011) see substance abuse as misuse or, abuse and addiction as a continuum of behaviour.
- (Beck et al.,1993:1) “explain that substance abuse is widely recognized as a serious social and legal problem.”
- Walters and Rotgers (2012:23) believe that “Substance abuse is a powerful short-term reinforcer that eventually “hijacks” brain reward system, often generating a seemingly blind compulsion that is matched only by survival drives such as “fight-or-flight, hunger, and procreation. Addicts engage in destructive behaviour despite their best interests.

According to van der Westhuizen and Fourie (1998:2), drug abuse is because of:

- Group attitudes towards the use and abuse of drugs.
- The availability of drugs.
- Predispositions to drug use.
- The influence exerted by peers and peddlers.
- The quest for pleasure.
- Drugs are used as kicks and experiences.
- Drugs are used as an escape mechanism” (Westhuizen & Fourie, 1998:2)

2.3. Western and African authors' views on drugs

South African scholars and practitioners, as well as overseas, are concerned about the extent to which the drug is used as well as about the incidence and prevalence of drug-related problems among users, this indicates to the researcher the coherence and nature of the drugs as contemplated by both local and international through their investigations. Furthermore, Western and African scholars do agree on “liking and wanting” as the users like to enjoy the pleasant smell and want the desirable influence to make them tick which explains that their bodies become programmed to seek reinforcement and avoid punishment as drugs benefit both the users positively and negatively. Robinson and Berridge (2001) argue that the concept of liking and wanting are explicit and implicit factors that influence both liking and wanting.

Both Western and African scholars agree on the effects of drugs psychologically and physiologically because they are highly addictive. WHO defines addiction as “a state of periodic or chronic intoxication produced by the repeated consumption of a drug (natural or synthetic)”. Cronje et al. (1976:226-240), state that “it is important to discover why people allow themselves to become dependent on drugs, the reason differs from person to person as the primary and fundamental reason should be sought from the individual’s situation in life which makes him/her use drugs as physical experience to effect the change of mental state and mood change to make his/her existence bearable.

The disparity is demonstrated in the investigation of the particular medication Nyaope, which African scholars explicate with extensive erudition, as exemplified by Hoskin’s (2009) description of Nyaope as a novel substance that has emerged in the thoroughfares of South Africa. Hosken (2009) and Lawson and Peterson (1983) posit that nonnutritive substances are utilised by individuals for recreational or repressive purposes, and do not result in enhanced individual adjustment or personal development in the psyche of the user. This chapter focuses on the perspectives of prominent Western scholars on substance abuse, followed by an examination of the African perspective on Nyaope, including its associated effects.

According to Gash (1991:1), “a literature review can be defined as a systematic and thorough search of all types of published literature to identify as many items as possible that are relevant to a particular topic”. The researcher has identified a significant amount of pertinent literature to explore prior research in the field. The researcher possesses a wide range of options to choose from when selecting pertinent information for their study, as per the definition.

The literature review serves as a demonstration of the author’s familiarity with the subject matter, as it presents a collection of information, ideas, data, and evidence from a particular perspective to articulate specific viewpoints regarding the nature of the topic and the appropriate methods for its investigation. The researcher’s statement demonstrates a strong reliance on supportive evidence and a well-positioned argument. The literature review is a crucial component of the thesis, serving to furnish the research with context and rationale (Bruce, 1994:218). The researcher intends to utilize the expertise obtained from the pertinent literature and employ it to establish a factual foundation for a sound thesis.

2.4. An Overview of Studies on Nyaope

According to Hosken’s (2009) research, Nyaope is a recently emerged substance that has become prevalent in the South African illicit drug market. The drug in question is reportedly prevalent in communities with low socioeconomic status and high poverty rates. Scholarly inquiry has been undertaken to investigate the characteristics of the substance known as Nyaope. As posited by Hosken (2009) and Monyakane (2016), Nyaope is a blend of heroin and cannabis, albeit with varying patterns of composition. Hosken (2009) reported that the drug exerts both physiological and psychological effects on individuals who consume or utilise it. Additional research investigations have been conducted on the substance known as Nyaope. One such study, conducted by Masombuka (2013), centred on the impact of Nyaope use on parents and the surrounding community. This particular investigation was carried out within the Soshanguve community of Pretoria. Kgothatso Lydia Mokutu (2020) wrote about “The experiences of Caregivers of Nyaope addicts. Phathutshedzo Nevhutalu (2011) wrote about “Nyaope use among youth in rural communities of Thulamela municipality” However, there is not much research conducted on Nyaope among learners in an affluent suburb like Sunnyside which is in the east of Pretoria. Thus, the present study

aims to make a significant contribution towards addressing the issue of Nyaope usage among learners.

The research study exhibits a satisfactory comprehension of the subject matter by presenting a well-rounded approach that encompasses theoretical, methodological, and practical facets. This approach has enabled the researcher to adopt an analytical and critically evaluative perspective towards the extant literature on the topic, with a particular emphasis on a specific problem, issue, or debate. The abuse and dependence on substances that produce dependence, such as drugs, specifically the latter drugs, represent a significant social issue that is prevalent in South Africa, as stated by the Department of Health, Welfare, and Pension in 1980. According to Blaxter et al. (2010:124), the literature review serves the purpose of identifying the research project, establishing its context or background, and offering perspectives on prior research. The researcher will receive assistance from the sources consulted in comprehending the extent of their work. The process of conducting a literature review involves utilizing research synthesis techniques to provide a reliable response to a particular inquiry, pinpoint areas of deficiency in our comprehension that necessitate additional investigation and influence our evaluations.

According to Ridley (2008:9), “a theory can be defined as a framework that provides an explanatory mechanism, typically through the use of categories and relationships”. Theoretical frameworks can aid researchers in understanding how the subjects of their study interpret the behaviour of learners, rather than imposing external theories. Ethnologically, the emphasis is on the learners themselves. Ridley (2008:30) further states that “a concept is a term or phrase that denotes a broad or theoretical notion that is derived from particular instances, such as democracy, social class, or stress”. The researcher must devise a strategy for individuals belonging to a social stratum that is engaged in substance abuse, to facilitate their disengagement from drug use. The researcher has employed theory and concept as integral components of the research to provide a more comprehensive validation of statements. Hart (1998:82-83) posits that “a hypothesis is a proposal that provides an explanation for observed phenomena, while induction refers to a statement that becomes more likely to be true or false based on the accumulation of supporting evidence”. By formulating a hypothesis, it is possible to derive a logical conclusion based on accurate observations

of the daily experiences of learners. This can provide valuable insights to the researcher.

2.5. The multipurpose of the literature review

The literature review serves to furnish a historical foundation for one's research and offers a comprehensive view of the present-day context in which the research is situated. This is achieved by referencing contemporary debates, issues, and questions within the field (Hart, 1998:24). The researcher is required to describe the participants who will be involved in the interview by actively engaging with them. The issue at hand is a complex and far-reaching one, characterized by a multitude of causative and consequential factors related to substance abuse and dependency in individuals. This is highlighted in the Department of Health publication number 3 of 1980, which underscores the importance of a multidisciplinary approach to address substance abuse among learners, utilizing the available facilities and resources. A comprehensive methodology is required to comprehend the multifarious obstacles presented by substance abuse and the underlying reasons for learners' drug use within educational institutions. Mulrow (1995) provides an answer to the inquiry regarding the number of learners who may not succeed in the academic domain. According to Mulrow (1995), the process of reviewing literature involves seeking the complete truth, rather than a partial truth. A comprehensive research synthesis is typically the most reliable approach to addressing a particular question in a review. The researcher can exercise their judgement and ascertain the consistency of findings across multiple studies. The decision-making process of the researcher will be informed by the available evidence, with a preference for utilizing the most comprehensive and reliable literature review. The present study's literature review is structured around a question-driven approach, specifically centred on the inquiry of "What is the potential impact of Nyaope on the number of learners affected?"

The researcher provided a historical background of the research when he met with the parents of the victim and used the literature search to select relevant sources to assist him to debate issues and answering questions. The researcher included relevant theories and concepts to underpin his research especially when he applied his methods. The researcher has also introduced relevant terminology and provided definitions to clarify how terms are being used in the context of his work. "The literature

review should be a coherent argument that leads to the description of a proposed study” (Rudestam & Newton, 2007:63). The questions suitable for the literature review are intended to determine how data is identified, collected, and presented.

Any literature review is question-led which means more answers are needed but will be addressed and answered by the literature review which helps the researcher to confirm his research from the previously published literature to avoid presenting “islands without continents” (Clarke & Chalmers, 1998). The literature review helps the researcher to become information literate, meaning to acquire the skills that will allow him to locate, evaluate and use information effectively. Through the selection of some sources, the researcher has already displayed his skills knowing that the information gathered will be used effectively. The multi-faceted nature of the dependency question has already been mentioned, as has the fact that the causes and consequences of dependency are extremely complex to the researcher above in this paragraph.

In the qualitative research method, the researcher uses the literature review in a manner consistent with the assumptions of learning from the participants, not prescribing the questions that need to be answered from the researcher’s standpoint Creswell (2014). The researcher has to allow the participants to express their opinions and views using their thinking abilities. The researcher has to build an understanding based on what he heard and what has been answered, “thus placing each work in the context of how it contributes to an understanding of the subject under review as each work relates to the others under consideration” (Booth, Sutton & Papaioannou, 2012:11-12). The use of literature review in qualitative research methods varies considerably as it has historical backgrounds, such as narrative, philosophical tenets, phenomenological method, grounded theory, and strategies of ethnography including case study research Creswell (2014). All these variations expressed by the literature review concerning the qualitative research method will be fully elaborated on in Chapter 3 of Methodology.

2.6. The history of substance

As per the findings of Stevens and Smith, the utilization of psychoactive substances to alter one’s mental state has been a practice observed in human history since documented times, and potentially even earlier. The utilization of substances dates

back to ancient eras. Throughout history, drugs have been utilized for medicinal, religious, and social purposes. According to Stevens and Smith (1984:4), “mind-altering substances were frequently employed in the context of healing rituals and religious observances within tribal communities”. The consumption of alcohol has been documented as far back as the Palaeolithic era within the Stone Age civilization. Throughout history, various substances such as alcohol, cocaine, marijuana, opium, and caffeine have been utilised for medicinal purposes.

The drug known as Nyaope lacks a well-established historical background in comparison to other substances, and further investigation and analysis are necessary to definitively confirm its existence. Nevertheless, it is contended that Nyaope, as a drug, may potentially contribute to the emergence of a diverse range of health and societal issues within a given nation. According to Lee Rocha-Silva (1991: xi), who is affiliated with the Human Sciences Research Council in South Africa, the aforementioned statement holds true. Whoonga, also known as Nyaope, is a street drug that has been identified as a distinct substance in South African epidemiological surveys (Dada et al., 2019; 2014). According to Grelotti et al., (2014), Ross (2013), and Shembe (2013), smoked heroin is perceived to be readily available, cost-effective, and progressively widespread among school-aged youth in certain South African communities.

Nyaope which is the heroin-based street drug in South Africa, has garnered increasing attention since it was described in 2010 (Hull 2010, McEachran 2013, Ross 2013). According to Mokwena (2015) the youth, which South Africa described as anyone between the ages of 14 years to 35 has been reported as the common users of this particular drug called Nyaope. From the deliberations in this paragraph, one can establish that most African scholars understand and studied Nyaope while Western scholars are familiar with substance abuse in general.

2.6.1. The benefits of substance abuse

Robinson and Berridge (2008) differentiate between two motivational components, namely “liking” and “wanting.” The term “liking” pertains to the instantaneous gratification that arises from exposure to stimuli, such as a pleasurable taste or scent. According to Robinson and Berridge (2001), the term “wanting” pertains to the

inherent allure of something that renders it desirable. According to Robinson and Berridge's (2001) argument, there exist explicit and implicit factors that exert an influence on the processes of liking and wanting. The human body tends to develop a behavioural pattern of seeking positive reinforcement and avoiding negative consequences. Drugs do benefit the users negatively and positively. Ernest Harms (1973) posits that the effects of drug use are contingent upon the social context in which it occurs. The prevailing social attitudes and definitions surrounding drugs are instrumental in shaping the actual effects experienced by individuals. For instance, the administration of morphine in a hospital setting does not elicit a high or euphoric effect in patients, whereas its illicit use can result in such effects.

According to Harms (1973:37), the impact of a given phenomenon is subject to the individual's personality and mental well-being. The researcher aims to apprise the readers of the independent impact of effects on the pharmacological action of drugs, as well as the interindividual variability of these effects. According to Cronje et al. (2014:226-240), "it is crucial to investigate the underlying reasons for drug dependency, as these reasons vary from person to person". The authors suggest that the primary and fundamental reason for drug use should be examined in relation to the individual's unique circumstances and life situation. It is posited that individuals may turn to drugs as a means of inducing physical experiences that can alter their mental state and mood, thereby rendering their existence more tolerable.

2.6.2. Negative Reinforcement

Negative reinforcement is a behavioural concept that pertains to the elimination of an undesirable condition. For example, Aspirin is an effective remedy for alleviating headaches. The experience of one emotion entails the suppression of another. According to Solomon and Corbit's (1974) research, the opponent process undergoes a transition from fear to pleasure. According to Schuckit's (1988) reinforcement model, an alternative perspective posits that individuals are incentivized to engage in drug use as a means of alleviating stress. The route of administration is important when considering drug effects and drug categories such as stimulants, depressants, narcotics and hallucinogens as dose or potency also contribute to the effect, the more of a drug you administer, the more extreme the reaction (Harms, 1973:35). Van der Westhuizen and Fourie (1988) put more emphasis on the administration of drugs to

maintain physiological functions and control purposes. The purpose of this paragraph is to elucidate the potential of drugs to alleviate pain, stress, and negative affect by means of their immediate removal or mitigation.

2.6.3. Positive Reinforcement

According to Skinner's (2002) observations, individuals consume substances due to their rewarding properties. The optimistic anticipations of drugs play a significant role in regulating the onset of substance abuse in the adolescent and young adult populations (Miller, Smith, and Goldman, 1990). Individuals persist in drug use due to the favourable physiological and psychological effects that follow.

Liddle and Rowe (2006:25) posit that the usage of drugs among adolescents is influenced by the interplay of various physiological domains, including the personality traits of the adolescent, their familial relationships, and environmental factors. Currently, there exists a proportion of youth who exhibit interest and engagement in the consumption of cannabis. According to Van der Burgh's 1973 study on a sample group of 4588 young white men aged between 16 and 21 years, 15.4% of the participants had experimented with and consumed dagga at least once. This study highlights that the consumption of illicit drugs is predominantly observed among the younger population. Furthermore, it is suggested that the prevalence of cannabis use and related preferences are considerably higher in contemporary times as compared to historical trends. The researcher aims to convey that drug experimentation is more probable to occur during the early stages of adolescence. The utilization of positive and negative reinforcement is employed to substantiate the chosen methodology and to establish the novelty of the research, exemplified by this specific research study's topic "Substance abuse by learners: A pastoral care challenge" as articulated by Hart (1998:9) who posits that it is indicative of a comprehensive understanding of the subject matter.

2.6.4. The Role of Beliefs

According to Beck et al's (1993) assertion, dysfunctional beliefs are implicated in the emergence of urges. Beliefs play a crucial role in shaping expectations, which in turn influence one's behaviour. Consuming a beverage may enhance my ability to engage and captivate an audience. These convictions are transformed into particular

anticipations for obtaining commendation and exhibiting one's abilities. Bandura, Mariatt, and Gordon (1980) have conducted a study that has resulted in the refinement of the notion of "beliefs about the positive effect of using" into positive outcome expectancies. On the other hand, Broon, Goldman, Inn, and Anderson (1980) have conducted research that has identified six factors that determine the expectancies of alcoholics. These factors include the belief that drinking will enhance social and physical pleasure, increase sexual performance and satisfaction, increase power and aggression, increase social assertiveness, positively transform experiences, and decrease tension. The administration of a medication to alleviate stress-induced or innate tension, anxiety, or melancholy has the potential to strengthen the conviction that the drug is necessary, as well as the notion that one is incapable of enduring disagreeable emotions. Lotter and Crowther (1991) proposed that a set of notions revolving around the pursuit of pleasure, resolution of difficulties, alleviation of distress, and evasion may be regarded as a group of addictive beliefs. The researcher aims to demonstrate that the utilization of drugs is primarily driven by hedonistic pursuits, lacking any constructive intentions. According to Rocha-Silva (1991: XI), drugs are utilized as a personal or social custom, a means of altering one's mood, a method of enhancing one's physical state, a mechanism for dealing with personal, social, or interpersonal circumstances, and a source of pleasure.

2.6.5. Predisposition Characteristics

According to Beck et al's (1993) research, certain traits of drug users may have been present before drug use, indicating a predisposition towards drug use. The aforementioned characteristics revolve around three key aspects. Firstly, individuals exhibit a heightened sensitivity towards their negative emotions or affective states. Secondly, they tend to prioritise immediate gratification over exerting control over their behaviour due to a lack of motivation. Thirdly, they exhibit insufficient skills for regulating their behaviour and managing challenging situations. Fourthly, a recurring tendency towards impulsive behaviour without conscious reflection. Fifthly, a proclivity for seeking out excitement and a limited capacity for enduring monotony. Individuals with a low tolerance for frustration may experience difficulty in coping with situations that do not meet their expectations or desires. The individual exhibits a future-time perspective that is relatively diminished, with a tendency to prioritize their present emotional state over future considerations. Several maladaptive attitudes that amplify

typical daily stressors can result in heightened levels of disappointment and anger.

The result of this sequence of events is that an individual becomes over-mobilized to attack the offender. To express their hostile impulses, the individual is in an energized state full of tension and anger” (Beck et al., 1993:39). The African scholars also expressed their views regarding this subtopic and their views are as follows: “The fact that drug use may contribute towards the deterioration of the youth quality of life and consequently the escalation of national health costs which will also affect his/her ability to metabolize and tolerate drugs” (Christopherson et al., 1984; Harvey & Beckman, 1986; Schuckitt, 1977). Rocha-Silva (1991) argued that drug-related problems could have a long-term impact on the health and social life of an individual HSRC while Westhuizen and Fourie (1988:2) indicated “that drug use is a result of the availability of drugs, the group attitudes towards the abuse of drugs, the predispositions to drug use, the influence exerted by peers and peddlers, the quest for pleasure and escape mechanism”.

2.7. The Social effects of drug abuse

According to Daley’s (2014) assertion, drugs have an impact on the social functioning of individuals and also pose a burden on society. Substance use disorders have been found to have a significant impact on medical and psychiatric conditions, leading to disability and mortality. This is due to the increased risk of accidents or diseases caused or exacerbated by substance use, as well as elevated rates of suicidality, all of which have a profound impact on society. Daley (2014) has identified several social issues that are linked to drug use, such as housing insecurity, lack of stability, homelessness, engagement in criminal activities, imprisonment, increased risk of HIV transmission, and heightened likelihood of engaging in risky sexual behaviours. The learners originate from households that experience diverse social challenges that may impact their existence and, in certain instances, prompt them to exhibit rebellious behaviour by participating in malevolent activities. As per the findings of the researcher, substance abuse poses a significant threat to society, and its repercussions can have adverse effects on learners who engage in such behaviour.

The economic impact of social conditions and problems is significant, resulting in a substantial financial burden for governments and rehabilitation centres that allocate

substantial funds towards addiction treatment. According to Daley's (2014) findings, drugs have a significant social impact on both individuals who use them and society as a whole. As per the researcher's perspective, unrestricted drug usage may lead to adverse economic consequences due to heightened demand and a surge in lawlessness, ultimately resulting in escalated mortality rates. In the Republic of South Africa, a significant proportion of individuals, estimated at 15.4 percent, who engage in drug use are subject to annual prosecution for offences related to the use of addictive substances. The majority of these legal proceedings pertain to the use of cannabis, commonly known as dagga.

Alexis (2019) echoed the sentiments of Daley (2014) by citing a recent study that revealed approximately 24 million individuals in the United States engage in illicit drug abuse, while nearly 18 million individuals abuse alcohol. Furthermore, the study reported that in 2012, 22114 individuals lost their lives due to drug-related causes. Around 10% of the American populace is engaged in drug abuse, leading to a significant impact on their social circle, acquaintances, neighbours, and colleagues. It is plausible that the current percentage has escalated significantly. The misuse of drugs has been linked to various negative outcomes, including but not limited to, the displacement of children, instances of child abuse, sexual assault, incarceration, and reduced productivity.

Illicit drug use has emerged as a significant issue in the context of South Africa. In 1984, various experts in the field of drug use indicated that there was a noticeable increase in drug usage among adolescents (Miranda 1984). Miranda, who served as the director of the National for Alcohol and Drug Dependence in Cape Town, expressed the need for a thorough investigation into the issue already in 1984. Presently, the number of adolescents engaging in drug use has more than doubled. According to Mokwena and Setshego: "the prevalence of substance abuse among young individuals in South Africa is considerably high, encompassing both in-school and out-of-school populations" (Mokwena & Setshego, 2021:1). The researcher posits that drugs have the potential to significantly disrupt families and society as a whole if not addressed by pertinent stakeholders.

The issue of substance abuse has a significant impact on a vast number of individuals,

however, the process of recovery has a considerably greater positive impact on an even larger population. The researcher highlights the societal disorder resulting from substance abuse and the escalating prevalence of drug addiction, which may ultimately lead to a significant proportion of individuals being incarcerated. The researcher places significant emphasis on the importance of contributing to society. This is because a literature review is a crucial component of the research process, serving to showcase a satisfactory level of comprehension of the subject matter and methodology, as stated by Hart (1998:10).

2.8. Drug addiction and related diseases/illnesses

Brecher (1972:397) posits that the consumption of psychoactive substances, including but not limited to cannabis, cocaine, heroin, and marijuana, elicits a subjective experience of either euphoria or dysphoria in the user. According to Weiss and Millman's (1991) research, the use of marijuana is linked to various negative physical and psychological consequences such as unstable moods and depression, a lack of motivation, difficulties with short-term memory, and respiratory illness. According to Gawin and Ellinwood's (1988:1174) findings, cocaine is a significant stimulant of the nervous system that induces heightened alertness, while potentially reducing anxiety and social inhibitions, and increasing energy, self-esteem, and sexual drive. Cocaine is a highly addictive substance that can result in substantial impairment in an individual's ability to function in daily life. Estref (1987) provided evidence that cocaine usage can result in various adverse health effects, including damage to the central nervous system, cardiac arrest, stroke, respiratory collapse, severe hypertension, and psychiatric complications.

The researcher's primary focus is on the lack of health awareness among individuals who engage in drug use, as their substance abuse often results in detrimental effects on their well-being. Mohasoa (2010) asserts that substance abuse has significant health, economic, and social implications. According to Maughan and Eliseev (2007), who are experts in the field of narcotics, the drug Nyaope is being widely distributed with the intention of promoting addiction among young people and learners. They suggest that a single dose of this drug may be sufficient to ensnare a child into addiction, with associated withdrawal symptoms such as skin sores, severe muscle and bone pain, vomiting, and insomnia. According to Maughan and Eliseev's study

conducted in 2007, an increased dosage results in various outcomes such as drowsiness, a sense of contentment, relaxation, and a feeling of safety. Fernandos (2011) expounded on the effects of heroin usage, noting that repeated use can lead to the development of tolerance. However, when combined with other substances, heroin can become a narcotic drug that induces severe depression, ultimately progressing to a comatose state and eventual fatality. According to Dube (2007:28), individuals who are addicted to drugs tend to lead disorganized lives that centre around theft as a means of acquiring funds to purchase drugs. Additionally, drug abusers frequently become fixated on their habit, disregarding everything else happening around them, including the needs and circumstances of their family members. This can result in a breakdown of relationships and family dynamics as a whole.

As per the Network Data Management Control (NDMP) report of 2015, Nigeria has encountered the utilization of narcotics such as marijuana, heroin, and cocaine. The data has been sourced from hospitals, surveys, and studies. In 2012, Nigeria documented a population of over 27 million, indicating that one out of every 200 individuals were accounted for in the country. According to a study conducted by Abdall, Ahmed, Ali, and Mohammed (2016) in Sudan, individuals who engage in substance abuse are subject to a five-year imprisonment sentence and a fine not exceeding five thousand Sudanese pounds. According to Aaraj and Chrouch's (2016) research in Tunisia, the utilization of illicit substances is punishable by law, with a minimum sentence of five years and a fine of three thousand Dinars. The Human Sciences Research Council (2015) conducted a study in South Africa which revealed that 33% of male youth and 22% of female youth reported engaging in Nyaope abuse. Additionally, more than 55% of these individuals were admitted to rehabilitation centres for substance-related issues. The prevalence of Nyaope consumption among learners is a distressing phenomenon that poses a significant threat to the future of society, given that learners represent the next generation of leaders.

Hosken (2009) reported that in the previous decade, the prevalent drugs in South Africa were dagga, heroin, and cocaine, with smoking being the most common mode of administration, commonly referred to as "chasing the dragon". The substance is applied onto a metallic sheet and subjected to thermal energy, after which the resulting

fumes are inhaled. This practice is associated with inducing lethargy, a sense of satisfaction, security, and relaxation. According to the South African Community Epidemiology Network on Drug Use (2010:1), Nyaope remains the prevailing illicit substance among the youth in South Africa. According to Maughan and Eliseer (2007:1), there is evidence to suggest that Nyaope is deliberately marketed towards school-aged individuals in order to cultivate a young demographic of Nyaope users. The intentional proliferation of Nyaope with the aim of fostering addiction among learners is taking place. A single modification has the potential to ensnare a learner into a state of dependency. The consumption of Nyaope presents a significant challenge to individuals seeking to recover from its effects due to its highly addictive nature and destructive potential. The sensory experiences of taste and touch associated with this drug further compound the difficulty of reversing its impact on users. The researcher cautions individuals against the ingestion or physical contact with Nyaope and emphasizes the importance of assuming personal accountability for their circumstances. The researcher of this study also advocates for the dissemination of the acquired knowledge to aid learners.

According to Dube's (2007) assertion, drug abuse among learners aged 13-16 was increasingly common in Gauteng. According to the report, there is a growing trend among learners in suburbs and townships to consume a mixture of Nyaope and heroin. According to Dube's (2007) research, it was verified that the utilisation of Nyaope posed a challenge for learners who attend school, as it had a detrimental effect on their academic aptitude and achievements. According to Serro and Gouws (2008:223), the prevalence of drug abuse in South Africa has escalated to such an extent that experts have concluded that Nyaope, in particular, has become an uncontrollable issue in all schools across the country.

According to Masemola (2006:5), individuals who are addicted to Nyaope exhibit a lack of interest in engaging in basic activities such as personal hygiene and proper nutrition. Individuals succumb to the addiction of Nyaope, leading them to engage in activities such as car washing, parking, and serving as marshals, with the primary objective of acquiring funds to purchase drugs. According to Masemola (2006:5), certain individuals engaged in activities such as car guarding and pushing shopping trolleys as a means of generating income to purchase Nyaope. According to

Bezuidenhout's (2004) research, there was a correlation between the escalation of addiction and the withdrawal from previous relationships. This was due to the challenges that users/addicts faced in maintaining and fulfilling their substance-related cravings within both familial and non-familial relationships (Bezuidenhout, 2004:127-129). Bezuidenhout provided additional clarification that individuals with addiction tendencies have a tendency to flee from their places of residence. According to Bezuidenhout's (2004) findings, the presence of addicts within a family unit can lead to disharmony, disagreements, and conflict, resulting in a disordered family system. According to Mbiti (1986:43), pastoral care involves a journey of discovery and experience, despite any obstacles encountered along the way. The ultimate goal is to reach a destination and restore social harmony.

The researcher as a caregiver, cannot be prevented from engaging in theological output to assist the broken family system just like "the frog with big eyes cannot stop the giraffe from drinking water in the pond" Mbiti (1986:61). Pastoral care can help with intergenerational perspective so that the addict can feel he/she is part of the family and doesn't have to depend on the peer group for support. Pastoral care will further assist greatly in establishing adolescent identity.

2.8.1. The look at the drug Nyaope in RSA

According to the UN (United Nations) 2013 global study, South Africa ranked among the ninety out of 218 nations surveyed in terms of homicide rate. In 2013 study, it was found that between 3% - 5% of people living in areas where Nyaope was common, their health deteriorated, and death rate increased. Following the cessation of white minority rule (Apartheid) in 1994, South Africa has experienced a notable surge in substance abuse, as noted by Parry Pludernann and Myers (2007). According to Masombuka's (2013) findings, Nyaope is a substance that is highly addictive among young individuals, and its usage can result in permanent physical, neuropsychological, and psychological harm to the user. Since 2008, there have been various media reports detailing the use of a combination of drugs referred to as "Whoonga, Plazana, Umnga, Kwame (Nyaope)" by individuals in South Africa. This emphasizes that this drug is manufactured and only known in South Africa.

Furthermore, previous studies conducted by Bezuidenhout (2004), Clark et al. (2013),

and Meier et al. (2012) have demonstrated that adolescents tend to exhibit accelerated progression in substance abuse.

Mthembu and Mureneson-Gole (2012) highlighted the presence of Nyaope as a street drug in South Africa. The amalgamation of heroin and dagga has given rise to Nyaope, a substance that has been linked to school dropouts and criminal behaviour as users resort to theft to support their addiction.

2.9. What is drug dependence?

Brust (2004:1) states that the World Health Organisation (WHO) Expert Committee on Addiction-Producing Drugs recommended the replacement of the terms drug addiction and drug habituation with drug dependence in 1964. The term drug dependence is characterised by a condition of psychological or physical reliance, or both, on a substance. This state arises in an individual subsequent to the periodic or continuous administration of the drug. According to Brust (2004:1), a state of periodic or chronic intoxication can be induced by the repeated consumption of a drug, whether natural or synthetic. The specific characteristics of such a state may differ depending on the agent involved. According to Westhuizen and Fourie (1988:4), drug dependence is a state that arises from the repeated use of any drug, where the continued administration of the drug is required to sustain normal physiological functions, and the cessation of drug administration has an adverse impact on the individual who is addicted.

2.9.1. Physical dependence

As per Brust's (2004:2) assertion, physical dependence is a state of adaptation that is characterised by severe physical disruptions when the administration of a drug is terminated or when its effects are impeded by the administration of a particular antagonist. The state of physical dependence gives rise to observable signs and symptoms of a physical nature. The individual's exposure to drugs resulted in adaptive responses that subsequently triggered a craving for the substance, ultimately leading to behaviour of actively seeking out the drug.

Zambon (2021) corroborated the aforementioned statement by defining drug dependence or physical dependence as the state in which an individual necessitates one or more drugs to maintain normal functioning. Additionally, she provided further

clarification that physical dependence pertains to the state of relying on a substance for physical well-being. According to Zambon (2021), individuals may also use the terms withdrawal syndrome or dependence syndrome to describe the manifestation of withdrawal symptoms following the sudden cessation of substance use. According to Hitzeroth and Krammer's research published in 2010, the use of stimulants can result in various adverse health effects such as seizures, heart attacks, heart muscle inflammation, weak heart muscle, hypertension, headaches, strokes, brain swelling, brain bleeding, high fever, and muscle damage. The utilisation of said substances may result in physiological complications, including hypertension, which can prove to be fatal. This is influenced by the disregard of drug use, as evidenced by studies conducted by Bezuidenhout (2004), Ellis et al (2012), and Hitzeroth and Krammer (2010).

2.9.2. Psychological dependence

Psychological dependence refers to a state in which an individual experiences a compulsion to use a substance, such as drugs, in response to certain events or emotions. The administration of drugs elicits affective states that impact conduct, including but not limited to urges, despondency, fluctuations in mood, exasperation, and agitation. According to Brust's (2004:19) definition, addiction is characterized by the inability to regulate drug consumption and the persistent pursuit of drug use despite negative outcomes. According to Donald, Lazarus, and Lolwana's (1997:199) research, it has been observed that a child may exhibit behaviours such as withdrawal, moodiness, irritability, or aggression. The interdependent cycles contribute to what can be perceived as a comprehensive cycle of drug addiction. According to Wise (1987) and Drummond et al (1990), drug cues play a significant role in the maintenance and reinitiation of drug intake among individuals with addiction. According to Bezuidenhout's (2004) account, individuals who engage in drug use undergo alterations in sensory perception, temporary euphoria, cognitive disorientation, and heightened appetite. The specific drugs in question include dagga, mescaline, lysergic acid, and diethylamide. The abuse of Nyaope may heighten the probability of young females participating in hazardous conduct, which could result in them being subjected to sexual harassment, abuse, and assault (Masombuka, 2013; Mignon et al., 2013; Seggie, 2012; Seivewright, 2009).

2.10. Conditions leading to drug use

There exist multiple rationales as to why individuals engage in drug use and develop a dependence on substances. The phenomenon of addiction can be comprehended through a set of basic and self-evident principles, as stated by Berk et al., (1993:23).

Reasons for taking drugs are as follows:

- To get pleasure
- To experience the exhilaration of being high
- To share excitement with one's companions who are also using drug
- To increase efficiency
- To improve fluency
- To enhance creativity
- To provide temporary relief from anxiety, tension, sadness, or boredom
- Those real-life problems fade into significance and life itself seems more attractive.
- The low self-confidence boosts their morale.
- To provide new social groups and recognition.

(cf. Berk et al., 1993; Stimmel, 1991; Peele, 1985).

2.11. Rationale for continuing drug use despite the negative consequences

By definition, individuals who struggle to cease their addictive behaviour are commonly referred to as addicts. According to Gawin and Ellinwood (1988) and Gavin and Kleber (1988), some individuals may acknowledge the potential drawbacks associated with drug use, yet they perceive the benefits to outweigh the risks. A contributing factor to the perpetuation of drug use is the prevalent notion that discontinuing the use of the substance will result in adverse and unmanageable effects. Horvath (1988) and Jennings (1991) posited that the cessation of drug dependence is perceived as a loss of gratification and comfort or a potential hazard to one's welfare and efficacy. Frances and Miller (2007) have identified additional factors that contribute to the inability of addicts to cease drug use. They break the law by using illegal drugs and selling them.

- Drugs create serious personal, social, and medical problems.
- Drugs take control of the addicted individual subordinate to drug use.
- Their goals, values and attachment become subordinate to the drug use.
- They cannot manage their lives effectively.
- They become subject to various cycle cravings.

- Drugs create enormous financial outlays.
- The individual is stigmatized by society.
- Chronic use may cause serious medical problems and even death.

2.12. Comparison between Western and African scholars' views on substance abuse

Both Western and African scholars tend to agree in matters relating to the accessibility of drugs, the vulnerability of engaging in drugs by youth and school-going children, the experimentation with drugs, the temporary relief from anxiety, tension, sadness, or boredom, to enhance creativity, to improve efficiency and to share the excitement with one's companies. Furthermore, they both agreed that addicts used drugs to share the experience of exhalation of being high and that the real problems fade into significance and life itself seems more attractive. Some with low esteem use drugs to boost their morale and most submit to peer pressure. Victor Frankl declares, "Woe to him who saw no more sense in his/her life, no aim, no purpose... he was soon lost" (taken from his quotes). Everyone needs help when they are going through the deep waters and the pastor will find ways to influence the crisis by sharing life experiences and that will be dealt with in chapter 6 when we delve deeper into healing methodology.

Studies suggested and agreed that drug addiction was used as a strategy to deal with violence, neglect, transgression, violation, and unemployment. The youth that was marginalized and in poverty were susceptible to the enticement of drugs. The effects of drugs on youth both physically and psychologically reflected the same consequences of life in urban areas and cities. Drug addiction has become a norm for young growing youth and numbers escalated which demonstrates that scholars agree about the situations experienced by learners who are in substance abuse.

The African scholars have shown their differences in their argument with the Western scholars through the expression of Western civilization as the cause for the change of youth in Africa. The behaviour of youth was questionable through the influence. Youth who were the future and the pride of the nation have lost their values in society and families. The respect dignity, values and norms, morals, and cordial relationships all have turned and backfired into a complete blow and dysfunctional exercise. Families of single parents existed due to the rampant usage of drugs brought through Western

civilization and the imitation of Western life as more civilized compared to the uncivilized African life. The statement is echoed by Voth (1981) when he alleged that an increasing number of young people are growing up in fragmented, loosely knit families or without any family at all and that families which are not cohesive, permit too much freedom to their children and are families where drugs are likely to be used (Voth, 1981). My argument is not an ego defence as highlighted by Howard Clinebell (1966:172), when he said that “to blame and to put the responsibility to others when one is the cause of the problem and instead of blaming yourself you blame others for your own mistakes but at the end, you realise the truth and learn to live with it”. The truth remains that we envy and admire the lifestyle of the West and compromise our culture which according to the researcher, destroys our identity and dignity.

The African system of education was of high value and quality with each family and society putting more emphasis on the moral code. Youth respected education as it was held in high esteem and productive. The moral principles and values in families were followed up and upheld to the latter and adhered to. Colonisation and Apartheid condemned the fruits, benefitted by the African youth. Most schools were under the control of church missionaries who taught Western values. The young minds were colonised and conscientious to learn Western languages which brought more indoctrination to the welfare of our African youth. Our African youth became servants and not thinkers or producers or manufacturers and ultimately remained illiterate and captured by the Westerners.

2.13. Conclusion

In this chapter, the researcher dwells much into drugs to give enough exposure, knowledge and information to learners and Life Orientation teachers. Much of the effects and consequences of drugs were dealt with to highlight the danger and damage caused by drugs. Learners were well prepared and encouraged to abstain and stay away from substance abuse. The psychiatrist Gerald Caplan distinguished the two categories of crises, namely the “developmental and accidental crises.” The developmental crisis takes place in each stage of growth and each stage has transitions that tighten anxiety and crisis when an individual is pushed back and forth by the security of a familiar stage. This developmental crisis is normal in many people’s growth. Accidental crises occur at any time, any age, precipitated by the unexpected

losses of what is regarded as an essential need of satisfaction which result in loss of status and respect, mental illness, alcoholism, a physical handicap, an unwanted pregnancy, and economic depression. These accidental crises are emotionally hazardous situations that may result in learners' dependency on drugs.

Therefore, both developmental and accidental crises do occur in the lives of learners through substance abuse. The crises are more than simply a time of danger, pain, stress, and depression to be endured. The Western and African scholars' views were elaborated on together with their comparisons. The literature review was well explained and defined to give more understanding of this research and the topic. The information acquired through the literature review will feed into the methodology in the next chapter with the studied use and collection of a variety of empirical materials to get a better understanding of the subject matter at hand.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

According to Newman and Benz (1998), there exist three distinct research approaches, namely qualitative, quantitative, and mixed methods. These approaches are situated at different points along a continuum. Research studies can be classified as either qualitative or quantitative, while mixed methods research falls in between these two categories as it combines features of both qualitative and quantitative methodologies. The present study has opted for the utilization of qualitative research methodology, which serves as a means of investigating and comprehending the significance that individuals or groups attribute to a social or human predicament, as stated by Creswell (2014:3). The present investigation acknowledges that “substance abuse” constitutes a multifaceted issue that affects both society and individuals.

The researcher selects a particular type of study from among three options, each of which offers distinct guidance for the procedures involved in a research design. This selection, also referred to as a strategy of inquiry, involves the use of a qualitative research method to ensure that the study is directed towards the answer to the research question.

3.2. Purpose and Goals of the Study

The aim of the researcher is to care for individuals using pastoral care as a remedial solution to assist learners to consider the morality of their actions. Gerkin encourages individuals through his shepherding model on care and morals when he says: “The spiritual guidance offers more positive guidance aimed at the development of creative gifts of the spirit under the pastoral care and moral life” (Gerkin, 1997:84-85). Gerkin’s model of shepherding presents a normative and significant depiction of the role of a pastor in the lives of God’s people. This model emphasizes the pastor’s ability to relate to individuals at all levels of social life, including those under their direct care as well as strangers encountered along the way. Gerkin further says: “Pastoral care denotes the care of a community for its members” Gerkin (1997:92). The care derives from the Lord’s care of Israel in Psalms 23 and 80. To care for one another and for the stranger is also reemphasized in the New Testament particularly by the Fourth Gospel and John’s Epistles, where the members love for one another. This is the highest

expression by the researcher to exemplify Jesus' ministry to his disciples. The researcher's renewed interest to learners in drugs is displayed as a primary structure of care for God's people. Through the researcher's ability to enact actions in public, express the researcher's meaning to give ordinary events their significance. According to the Dutch theologian van Ruler, "the primary purpose of becoming a Christian is to attain the state of being truly human in accordance with God's intended design for humanity". Subsequently, individuals can relish existence in a manner that aligns with the divine plan.

This model will again bring nurturing through a participatory habitation whereby the pastor will call God to reaffirm, renew, and with comforting presence, knowing that God is in charge of every problem and every step of the way in the journey of life. The model will give reassurance of love and rest in the hope that God will make a way out of no way for the learners who are on drugs. This model is evocative in the sense that it will also allow a participatory mood. The learners challenged by drugs must take part to reflect-in-action the participatory mood as an endeavour to carry them where the "numinous or mysterious and explicable presence of God is keenly felt" Wimberly (1991:7).

The study objectives were the designed models to sustain pastoral care in assisting a hurting learner and family to endure and transcend circumstance that seems improbable. The model design is also guiding pastoral care to assist both the learners and families in making confident choices between alternative thoughts and actions in the present and the future state of the soul. The reconciling pastoral care is the third designed model to reconcile forgiveness and discipline between learners and their families. The family might be the cause of substance abuse or maybe the child (learner) and therefore both have to ask for forgiveness and continue with a life of discipline.

The researcher, through the models above, is trying to nurture faith and hope through what Wimberly (1991:9) refers to as "serviceable orthodoxy" which puts more emphasis "on the responsiveness of God to human beings as well as humans' responsiveness to God". This is to heighten awareness that the journey of faith and hope is contingent, first on the relationship that every individual enters into with God.

We enter from within ourselves, the secret altar, the tarrying place, the midnight watch, the solitary moment on bended knee. The ultimate goal is to move us beyond the inner self to outer action. This also puts more awareness to know that God hears the cries of people, but God also calls us to join God in hearing and responding to those same cries. Black-Griffith (1996) shows strong concern when she places the hearer in touch with God's responsiveness to learners who seek to reverse the "bad news" that pervades their stories of using drugs.

The Bible has promised so many struggles in this world as Paul puts it in his letter: "I have laboured and toiled and have often gone without sleep; I have known hunger and thirst and have often gone without food; I have been cold and naked. Besides everything else, I face daily the pressure of my concern for all the churches" (2 Corinthians, 11:27-28). The fundamental tenet of the gospel is that individuals who should gain a deeper understanding of the underlying meaning of this mentioned verse. The gospel predicts that those who are experiencing pain and suffering are a reflection of a world that has abandoned them. The researcher as a pastor, and caregiver must teach the truth and not manipulate the learners because as pastors, we are to serve them diligently.

The shepherding model by Gerkin will be complemented by Pollard's theory of "positive deconstruction" to bring an element of reconstruction of the lives of learners who were hurt by substance abuse. This theory will develop the ability of troubled learners to reach ever-increasing happiness in their lives. Positive deconstruction means "to help people to deconstruct what they believe, in order to look at the belief and analyze it in order to replace with something better" (Pollard, 1997:44). Individuals must uphold veracity to facilitate their realization of the insufficiencies inherent in the worldviews they have assimilated. Ultimately, the individual should possess the capacity to declare: I am embarking upon my initial strides towards the path of faith. It is imperative for individuals to uphold veracity to facilitate their own realization of the insufficiencies inherent in the worldviews they have assimilated. The potential impact of an individual's actions can be amplified when replicated on a larger scale, despite their seemingly insignificant nature. This suggests that there will be a notable impact or change because of some action or decision. This conveys a profound sense of elation that arises from actively participating in the process of rebuilding. The preservation of

the unique and valued individual learner is of utmost importance, as their loss to the scourge of Nyaope would be a significant loss to society. It is imperative that a dedicated effort be made to break the cycle of drug abuse and cultivate an environment of peace and optimism by channeling the energy of pain and suffering towards constructive outcomes. Individual learners are required to achieve their envisioned world through constructive deconstruction.

In a statement released on March 6, 2020, Michelle Bachelet, the UN High Commissioner for Human Rights, emphasized the importance of prioritizing human dignity and rights in any endeavour, rather than considering them as a secondary concern. What is required is a course of action to address the existing gaps and remedy the profound wounds, both within our student body and among different communities. The researcher posits that individuals who value their own lives as invaluable and unique should acknowledge that others hold the same sentiment. In this scenario, the individual is expected to utilize this realization as a fundamental principle for their conduct and commit to refraining from engaging in actions that may result in harm to themselves or others. According to Dietrich Bonhoeffer (2002), a renowned German theologian, "individuals who are incapable of being alone should be approached with caution. Bonhoeffer characterizes the Christian existence as one in which individuals engage in personal communion with God, while also participating in collective worship with others."

The concept of individuality is intrinsically linked to our social interactions and relationships with others. The coexistence of individuality and commonality mutually enhance one another. Archbishop Emeritus Desmond Tutu (1997) made a statement that echoes the words of Bonhoeffer (2002), "stating that his proficiency in interdenominationalism is attributed to his proficiency in Anglicanism. By this, he meant that as an Anglican individual, he is enriched by the interdenominational family. In light of his Anglican affiliation, he contributes to the diverse community of believers engaged in interdenominational ecumenism." The researcher aims to convey that a life characterized by both solitude and social interaction is indicative of a humane existence. Assisting learners who are struggling can enhance one's own knowledge and personal growth through the acquisition of insights gained from those experiencing difficulties. Through coexisting in the company of the Spirit, one can

obtain benefits that signify the close relationship between the caretaker and the wounded learner.

3.3. Qualitative Designs

The qualitative research method has its roots in anthropology, sociology, the humanities, and evaluation, as noted by Clandinin and Connelly (2000). These fields introduced a narrative perspective, while Moustakas (1994) delved into the philosophical principles and phenomenological approach. Additionally, Charmaz (2006) and Cobin and Straus identified the grounded theory procedures. Fetterman (2010) and Walcott (2003) provided an overview of research strategies employed in ethnography, while Stake (1995) and Yin (2009, 2012) delineated the procedural steps involved in conducting case study research. The aforementioned approaches are all valid means of conducting qualitative research and provide the researcher with a comprehensive foundation and rationale for their selection of this particular research methodology. The researcher can utilize various qualitative methods, including sociology, narrative analysis, phenomenology, grounded theory, ethnography, and case study, to support their argument and substantiate their comprehension of the qualitative approach.

Narrative inquiry is a research approach within the humanities that involves the examination of individuals' life experiences through the solicitation of personal stories (Riessman, 2008). The present study commences with an account of Moraba's narrative pertaining to drug usage, as presented in the introductory section of this study's first chapter. Phenomenological research is a methodology that originates from the fields of philosophy and psychology. Its purpose is to provide a detailed account of the lived experiences of individuals with respect to a particular phenomenon, as reported by the participants themselves. This approach has been described by scholars such as Giorgi (2009) and Moustakas (1994). The present study explores the phenomenon of Nyaope usage and its impact on the lived experiences of Moraba, who ultimately discontinued his education due to substance abuse. The grounded theory is a research methodology originating from sociology that involves the development of a comprehensive and abstract theory of a process, action, or interaction based on the perspectives of the participants involved (Charmaz, 2006; Corbin & Straus, 2007). The present research study is based on grounded theory and aims to explore the underlying

reasons for learners' involvement in substance abuse. "Ethnography is a design of inquiry from anthropology and sociology in which the researcher studies the shared patterns of behaviour, language, and actions of an intact cultural group in a natural setting over a prolonged period of time" (Creswell, 2014:13). In the case of this study, the researcher observed that Moraba was influenced by the environment of Sunnyside which is flooded with drugs and again a repeated pattern, language, behaviour as well as actions around the suburb. According to the station commissioner of the Sunnyside police station, in 2018 only, the station registered about 3000 cases per month and most of them were drug related. This is a clear indication of why learners in Sunnyside are easily influenced by their environment. Finally, it has been demonstrated that case studies, which involve an investigative design wherein the researcher conducts a comprehensive examination of one or more individuals, have proven to be highly advantageous (Stake, 1995; Yin, 2009; 2012). In this study, Moraba remains the case study to be analyzed. All these qualitative designs assist the researcher to help the reader understand the designs, and the challenges of working with the designs (Creswell, Plato & Clark, 2011).

The qualitative research approach is characterized by its occurrence within the natural environment or context. The individual conducting the research serves as the primary tool for gathering data. Academic researchers typically gather data by means of document analysis, behavioural observation, or participant interviews (Creswell, 2014). This study took place in a natural setting in the sense that the researcher interacted with the respondents (participants) through questionnaires in the space or environment that the participants were familiar with and as a result were able to feel free and express themselves using their own words to answer the questionnaire (refer to appendices A & B). Their participation in answering the questionnaire assisted the researcher to explore their conduct, affective states, and significance attributed to the phenomenon being studied.

Creswell (2014) posits that the qualitative research method places great emphasis on the meanings attributed by participants. Throughout the process of qualification, the researcher maintains a focus on the significance attributed by participants to the problem or issue under investigation, rather than the significance imposed by the researcher or conveyed in the literature. The present investigation centred on the

interpretations and affective responses of the participants towards the phenomenon under scrutiny.

The fundamental concept underpinning qualitative research is to acquire knowledge about a particular problem or issue by engaging with the participants and conducting research aimed at obtaining relevant information. The present investigation employed a questionnaire as a research instrument due to its efficiency in terms of time and cost-effectiveness. The researcher formulated a set of questions for both the learner and the teacher, utilizing their expertise to further investigate the phenomenon under study (see Appendices A and B).

Moreover, the utilization of a qualitative research approach facilitated the researcher in obtaining primary data directly from the study participants pertaining to the subject under investigation. By means of this methodology, the individuals were capable of articulating their routine encounters with Nyaope. This methodology facilitated the researcher in delving deeper into the participants' perspective and constructing a comprehensive portrayal of the social actuality as perceived by the participants.

The study centred on various instances that detailed the encounters and obstacles encountered by learners who utilized or are dependent on the substance Nyaope. The present study employed a qualitative research design utilizing a case study approach to examine multiple cases. As per Lichtman's perspective, the process of research involves initially addressing specific aspects and subsequently progressing towards the broader, more general aspects. According to Lichtman (2012), the initial step in the research process involves the collection of data, which is then utilized to gain a comprehensive understanding of the phenomena under investigation. The objective of this investigation was to collect data from the participants regarding the subject under scrutiny and employ it to gain a comprehensive understanding of the phenomena, specifically the day-to-day encounters and obstacles associated with Nyaope.

According to Patten and Newhart (2018:22), "qualitative research method is good for researching on topics or settings where little is known, few theories exist, or the population is hard to reach". In this study, the researcher had to juggle around the area of Sunnyside to discover what was previously not attended to. He had to dig deep to

gather a lot of information before he could start compiling facts about the area of Sunnyside and make research on the topic “substance abuse.”

The utilization of the qualitative research approach provides a comprehensive portrayal of the subject matter being examined through the researcher’s endeavour to construct a multifaceted representation of the matter or concern being analyzed. According to Creswell (2014), the process entails presenting diverse viewpoints, recognizing the numerous elements implicated in a given circumstance, and broadly outlining the resulting comprehensive view. The investigator examined the diverse themes in connection with the investigation and documented them in the research paper based on classifications.

“The qualitative research method describes actions within a specific setting” (Holliday, 2007:5). In this study the learners reside in the suburb of Sunnyside and attend the school in this suburb which they are familiar with the surroundings and the learners in the research setting become more important. The qualitative research method addresses the backgrounds, interests, and broader social perceptions (Holliday, 2007:4). The learners’ backgrounds, interests, and social perceptions are taken note of and addressed as the qualitative approach investigates the problems of learners in drugs directly. Furthermore, the qualitative research method uses open-ended questions as it looks deeply into the behaviour within the social setting. In this case, learners’ behaviour is checked daily at school by teachers and also by parents at home which afforded the researcher the opportunity to work with the assigned/delegated key teacher in the school, selected to conduct the research, and who was recognized as the coordinator of health, safety, and security in the school delegated by the principal to assist in this research.

“The qualitative research method is what we all do in everyday life. We continually solve problems about how we should behave with other people in a wide range of settings” (Schultz 1964). Denzin and Lincoln also emphasized that “qualitative research is a situated activity that locates in the world, and it consists of a set of interpretive, material practices that make the world visible and these practices transform the world” (Denzin & Lincoln 2018:3). The researcher as the pastor must correct the behaviour of learners by changing their mindset regarding substance abuse.

According to Gubrium and Holstein (1997:114), the research method in question is a form of interpretive practice that encompasses a range of procedures, conditions, and resources used to apprehend, understand, organise, and represent reality in everyday life. The researcher as a pastor must give guidelines on how learners should encompass morals and values as part of quality behaviour in their lives through pastoral care and counselling. Augustine and Thomas Aquinas, drawing from the teachings of Aristotle, formulated a set of seven Christian virtues that align with God's moral intentions. These virtues include the joy of hope in the face of despair, hopelessness, and false hope; the virtuous justice of love in the context of injustice; the virtuous temperance of love in the face of greed and consumerism; the virtuous courage and strength of love in the context of fear and discouragement; and the virtuous wisdom and good judgement of love in the context of foolishness, misunderstanding, and oversimplification. It can be inferred that all Christian virtues are reflective of God's will.

Lankshear et al attributed to: "have knowledge of how culture works which they can apply to any setting. He explains that whatever particular set of institutions and social relations a human being is born into, he/she is thereby born into a cultural milieu, a discursive universe that provides resources with which to engage in a meaning-making activity" (Lankshear et al., 1997:18,19). The researcher has to usher all the learners who engage in drugs into the world of health, safety, and security using his skills of pastoral care to give meaning to their lives. According to Gee (1997: XV), human existence is structured in a manner that is identifiable and comprehensible and can be interpreted as possessing significance by both ourselves and external parties. According to Thielicke (1964), it is crucial for researchers to utilize their profound understanding of pastoral care and provide a novel theological perspective on the biblical foundations of "ethical realism" in order to humble the proud, console the broken, and motivate the hopeless.

The researcher has a mammoth task to "reflect on his own behaviour-in-action so that the other members of the community do the same" (Reason, 1994:331). A significant factor is what the researcher brings into the situation. The researcher has brought a wealth of knowledge from his previous experience of how people behave in all institutional situations. He also has knowledge of how culture works which he can

apply to any setting.

3.4. The setting

The participants in this research originated from the suburb east of Pretoria known as Sunnyside, which is under the municipality of Tshwane in Gauteng Province, South Africa. The suburb is notorious for substance abuse with most of the drug lords living there and ensuring the availability as well as the accessibility of drugs. The station commissioner in 2018 revealed that most of the cases reported were of substance abuse which resulted in learners forming gangs and schools being vandalized. The secondary school I requested to do my research is well known because of its drug infestation but the name is kept secret for anonymity. The parks and well-known flats are the distributors of drugs where some of the learners are hired as agents to sell drugs in their schools.

The principal responded positively when I made the request to do research by delegating the key teacher who is the coordinator of health, safety, and security to work with me and guide me accordingly. The learners' teachers were chosen randomly by the key teacher and were introduced to the learners and teachers and had to give the consent forms, as well as explain the purpose of the study, the duration of the study, procedures, their rights, code of ethics, and confidentiality under Appendix C.

3.5. The formulation of a questionnaire

The choice was made between the interview and the questionnaires which resulted in the researcher selecting questionnaires for the learners and the teachers to affect the validity of the findings. The nature of the study forced the researcher to select the questionnaires as the topic is more sensitive and the respondents were reluctant to discuss it with the researcher. The questionnaires were the better choice to ensure anonymity, especially with a sensitive topic like "Substance abuse" which involves drug use. In the questionnaires, the participants enjoy the liberty of not writing their names or including their names which give them more privilege to answer openly without fear and to give deliberate answers. The questionnaire also included some theological questions to test their knowledge of matters relating to Jesus Christ and God.

The geographical distribution of the study population was scattered over a wide

geographical area as schools in Sunnyside which is a suburb east of Pretoria are far apart from each other, therefore, the choice warranted the researcher to use the questionnaire in one school as an interview in this circumstance, would be expensive. The type of population of participants was literate, young, and not handicapped to understand, read, and write to answer the questionnaire.

The questionnaires were planned and printed beforehand to ensure effectiveness and to allow data to be objectively analyzed. The open unstructured questions were used in a preliminary survey to get a feel for the subject. The participants, both the learners and teachers answered questions in their own words. The questionnaires as instruments were easy to use and explained the importance of the research to all the participants. In testing the validity of questions, the researcher invited the help of an expert (supervisor) to determine whether or not the questions actually tested what it is supposed to. The expert must agree that the questions as a whole constitute a valid and representative test of the variable being measured.

The questionnaires according to the researcher are less expensive and not time-consuming as it saves time, and human and financial resources. Therefore, the questionnaire is comparatively convenient and inexpensive. This method of the questionnaire provided the researcher with greater anonymity and in some cases helps to increase the likelihood of obtaining accurate information. The researcher chose this collection data method being aware of the disadvantages such as:

- An application that is limited.
- A response which is low.
- There is self-selecting bias whereby some may have attitudes, attributes, or motivations from those who do not.
- Opportunity to clarify issues or questions which will affect the quality of the information provided.
- Spontaneous responses are missing as a questionnaire gives respondents time to reflect before answering.
- It is possible to consult others as respondents may consult others before responding.
- How the mode of questions influences the mood of response?
- How far do people tell the truth?

- How do they understand the questions?
- How far the social impact of a questionnaire will influence perception?

These are well-known problems with the questionnaires and the researcher took them into account when he formulated his questionnaire and encouraged the participants to try their level best in answering the questions (cf. Holliday, 2007; Creswell, 2014; Bertram & Christiansen, 2014).

3.6. The formulation of questions in a questionnaire

The form and wording of questions used in questionnaires are extremely important in this study research instrument as they influence the respondents. The wording and structure of questions should therefore be appropriate, relevant, and free from any of the problems discussed in the section. There are two types or forms of questions, namely open-ended and closed which are commonly used in social sciences research. In the case of questionnaires, the respondents gave answers in their own words. In closed questions, the possible answers set out in questionnaires allowed the researcher to tick the category that best described the respondents' answers.

The formulation of questions was simple and in everyday language to help with the words that the respondents will understand as the researcher will have no opportunity to explain questions to them. The researcher avoided ambiguous questions to avoid more than one meaning that can be interpreted differently by respondents. Double-barreled questions were avoided by asking the question within a question because no one will know which question the respondent answered. A leading question was avoided which may lead to an answer in a certain direction as such questions are judgmental and lead respondents to answer negatively or positively.

The questions based on presumptions were avoided at all costs to ascertain that the respondents fit into a particular category and seek information based on that assumption. The researcher used a model by Goddard and Melville (2014:48) to provide neutral answers. The model is as follows:

1. A good questionnaire gets all the data you need.
2. It doesn't abuse the participants' time or concentration.
3. Asks only relevant questions.

4. Gives clear instructions.
5. It is precise, unambiguous, and understandable questions.
6. Has objective questions.
7. Puts sensitive questions at the end.

(Goddard & Melville 2014:48)

Finally, the researcher remained courteous and thanked the people for their help and two self-addressed envelopes were left for them to return the questionnaire.

3.7. Pre-testing

Mohasoa (2010:52) says that the “pre-test or pilot study is used to assess the feasibility of the study, identify logistical problems, collection of preliminary data, to test the adequacy of the questionnaires, to assess the proposed data analysis techniques in order to uncover potential problems, and to train the researcher in as many elements of the research process as possible”. Mohasoa (2010:54) further argues that “conducting a successful pilot study is not a guarantee for the success of the large-scale study”. There is a possibility of making assumptions and inaccurate predictions on the basis of the pilot data. Rubin and Babbie (2010:205) indicate that “a pre-test or pilot study is one of the mechanisms in qualitative research that is used to avoid or alleviate practical setbacks prior to the research study being undertaken”.

The researcher met with the parents of Moraba in his office (chapter 1) who shared the story with him concerning their child who was in drugs. The boy was used to target the population of the study in the sense that the boy was addicted to the drug Nyaope. The parents I met in my office were not part of the participants of the main research study but gave the synopsis of the problem. The main participants were the learners and teachers who were randomly selected by the delegated key teacher for the pre-test and were from one particular secondary school in Sunnyside. The pre-test questions were simple and understandable to match their comprehension but did not give many details as later the questionnaire was formulated to be more comprehensive and remained as a tool.

3.8. Limitations

According to Rubin and Babbie (2010) in reviewing reports of qualitative research methods, it should be determined where and to what extent the researcher is

generalising beyond his/her observations to other settings. There is often a problem of generalisability even within the specific subject matter being observed. Other associated limitations are linked to the research tool, for example during the questionnaire testing some learners managed to give appropriate answers while some gave short answers and failed to elaborate further on the phenomenon and in that regard, some did not explore in depth. The teachers were very comprehensive and gave quality answers to display much of their experiences regarding the phenomenon studied.

- There is a stigma attached to substance abuse and therefore that came across as one of the limitations as participants withheld some of the information as they thought that they will be judged. This limitation was attended to by the researcher when he opted for the questionnaire to allow anonymity and independence thus giving them the liberty not to write their names.
- The researcher, as a professional expert to the participants, realized the sensitivity of the topic and set a questionnaire using their daily language but some responded with exaggerated answers and information to make the situation look bad and show that they need help. However, the researcher applied his professionalism to overcome this limitation by using his pastoral care values to adapt to their situations.

3.9. Methods of data collection in Qualitative Research

The wording, order, and format of the questions are neither predetermined nor standardized since they are characterized by flexibility and freedom in terms of structure and order given to the researcher (Creswell, 2014). The three main methods of data collection in qualitative research method are:

- a) Unstructured interviews.
- b) Participant observation.
- c) Secondary source.

In the case of this research, the questionnaire method was selected which implies that the secondary source will feature in this regard. The secondary resources are grouped in categories such as:

- Government or semi-government publications that collect data on regular basis in a variety of areas and publish it for use by members of the public and interest

groups etc.

- Earlier research means an enormous number of research studies that have already been done by others can provide you with the information required.
- Personal records mean some people write historical and personal records (diaries) that may help provide the information needed.
- Mass media reports published in newspapers, magazines, internet, may be another good source of data (Creswell, 2014).

This secondary source assisted the researcher to compile and collect data to complete his research study.

3.10. Population and sampling

According to McMillan and Schumacher (1997:169), “the concept population is a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the results of the research”. Rubin and Babbie (2010:135) agree “that the concept population is the theoretically specified aggregation of study elements from which the sample is selected.” Qualitative sampling is concerned with richness, for which two key considerations should guide the sampling methods’ appropriateness and adequacy. In other words, “qualitative sampling requires the identification of appropriate participants, being those who can best inform the study and have the ability to describe the phenomenon or part of the phenomenon under study” (Rubin & Babbie 2010:135).

There are two types of sampling approaches namely, “probability sampling and non-probability sampling. Probability sampling is a sample in which every person in the population has an equal chance of being selected whereas non-probability sampling is a sample in which we do not know if every person in the population has an equal chance of being selected” (Dudley, 2005:150). Based on the example of sampling, the researcher opted to use non-probability sampling as suitable for this study.

The inclusion criteria of the population for this study included learners aged between 18 and 21 years of age. The total number of learners randomly selected was 20 of which boys equaled 12 and girls were only 8 in number. The number of teachers selected was 10. The questionnaires were handed over to all the participants and the

due date for submission of the completed questionnaire was set. The key teacher assured the researcher about compliance and commitment by the participants to answer all the questionnaires as agreed upon.

3.11. Data analysis

Schutt (2009:346), asserts that qualitative data analysis is a process that is both interactive and reflexive, commencing during data collection rather than post-collection. The author provides additional details that the successful execution of this process is more probable if the analysis adheres to a set of fundamental principles at the outset of the analysis process. Schutt's qualitative data analysis methodology enables a comprehensive review of fundamental guidelines for initiating qualitative data analysis. The researcher meticulously followed the eight-step process of qualitative data analysis. The researcher read all the transcriptions carefully and wrote some of the ideas as they came to his mind.

- a) He picked one questionnaire document, the most interesting one, the shortest, the one on top of the pile, read through and asked himself several questions. He wrote down all the ideas and thoughts in the margin.
- b) On his completion of the task, he made a list of all the ideas and thoughts and clustered them together with similar answers. He further arranged them in columns according to their contributions.
- c) He then took the list of all the participants and went back to his data and searched for abbreviations he made and used as codes, thus writing codes next to the appropriate segment of the text.
- d) The researcher found the most descriptive wording for his topic and turned them into themes. He further looked for ways to reduce the total list of categories by grouping themes related to each other.
- e) He then made a final decision on the abbreviation for each category in one place and alphabetized the codes.
- f) The researcher assembled the data material belonging to each category in one place and performed a preliminary analysis.
- g) Where he deemed necessary, he recorded existing data and on completion commenced with reporting the research findings."

(Schutt, 2009:347)

3.12. Measures of ensuring trustworthiness

3.12.1. Credibility

“Credibility may come into analysis only when the description still reflects the participants’ reality” (Bertram & Christiansen, 2014:193). This study accurately identified and described the impact of Nyaope on learners. This qualitative study is focused on investigating the issue within the Sunnyside precinct, utilising a qualitative research approach to explore the experiences of learners aged between 18 and 21. The selection of the semi-structured questionnaire as the pattern of interaction aimed to establish the validity of the study. The study’s validity was established through the appropriate delineation of parameters, which included defining the study’s setting, population, and theoretical framework, as noted by De Vos et al (2005).

3.12.2. Transferability

“To what extent can the research be transferred to another context?” (Bertram & Christiansen, 2014:193). The researcher consistently relied on the primary theoretical framework to demonstrate how the gathering and interpretation of data were directed by concepts and models. The research process included a statement of the theoretical parameters. The utilization of external sources facilitated the collaboration, expansion, and clarification of the research under consideration. To attain transferability, the researcher furnished a comprehensive account of the research methodology utilized. The present study aims to investigate the prevalence of Nyaope abuse among learners in schools located in the Sunnyside suburb. The potential for generalization of the study’s findings to other settings where the researchers may operate has been acknowledged (De Vos et al., 2005).

3.12.3. Dependability

Bertram and Christiansen asked the question, “can the researcher account for variations that occur in the study, including when compared to similar studies?” (Bertram & Christiansen, 2014:193). The researcher was required to consider the fluctuating circumstances within the phenomenon under investigation, which subsequently influenced modifications to the study’s design. This was developed through an enhanced and more precise comprehension of the context. The rationale behind the modifications made to the study’s setting is rooted in the notion that the social milieu is constantly undergoing construction, as posited by De Vos et al (2005).

Locating Nyaope users can be challenging due to their tendency to frequently relocate. Nevertheless, despite alterations in the environment, the uniformity of the data remained unaffected. Upon scrutinizing the questionnaire responses of the eight female participants who shared comparable traits and were situated in analogous circumstances, the information appeared to be repetitive.

3.12.4. Conformability

“The confirmability of the analysis or findings by others is a measure of quality. The intercoder may be used as an indication of an agreement between two people analyzing the same data” (Bertram & Christiansen, 2014:193). The present construct represents a conclusive manifestation of the conventional notion of objectivity. To ensure objectivity, the researcher’s inherent characteristics were eliminated during the evaluation process. De Vos et al., (2005) presented the data in an objective and unbiased manner, without altering the research characteristics. Thus, the data aided in verifying the overall conclusions, potentially resulting in significant ramifications (De Vos et al., 2005).

3.12.5. Pastoral Care and Counseling

The researcher as a caregiver explained to participants what the word “crises” means as a growth opportunity in their lives. Clinebell (1996) posits that crises can be classified into two types: developmental crises, which arise during challenging life transitions, and accidental crises, which result from unforeseen stressors and losses, such as substance abuse. The researcher elaborated that the central objective of pastoral care and counselling is to assist individuals in managing their personal difficulties and challenges in a manner that promotes personal development. The objective of pastoral care and counselling is to assist individuals in addressing their present difficulties, making informed choices, assuming accountability, and reconciling any harm caused to oneself or others due to their actions. “A humane life is a life in which we live as forgiving people, in which we are no longer tied to the past by the chains of the guilt and harm that we experienced” (Koopman, 2014:42). The researcher who is a pastor and caregiver explain life in which learners, parents, and teachers no longer chain those who hurt them but grant them forgiveness. That is deliverance!

“The muscle grows stronger with every exercise and grows weaker with disuse” (Clinebell, 1996:35). If the participants do heed the call to change their wayward behaviour, then good things will flourish in their lives. The sharing with the participants motivated some to seek help and were referred for counselling.

3.13. Ethical considerations

All research studies must adhere to specific ethical principles. According to Durrheim and Wassenaar (2002:66), the three principles in question are autonomy, non-maleficence, and beneficence. This section will rely solely on the works of Durrheim and Wassenaar (2002) and will be utilised to effectively demonstrate the researcher’s credibility, dependability, and integrity.

3.13.1. Autonomy

It is imperative for the researcher to uphold the autonomy of the participants involved in the research, which encompasses their rights and independence. It is imperative for the researcher to obtain informed consent from each participant prior to their participation in the study. It is imperative that all study participants engage in the research voluntarily and possess the autonomy to withdraw from the study at any given point. Consent refers to the voluntary agreement of individuals to participate in a research study. It is imperative that the participants are provided with a comprehensive elucidation of the research study’s expectations, in order to enable them to make a well-informed decision to participate in the research on a voluntary basis. The researcher offered the participants all the rights and privileges as he complied with all the ethical principles. The researcher adhered to and accepted the guidelines and implemented them in his research (please see Appendix C).

There were no underage learners who needed the consent of parents and also the physically challenged learners who might need particular care were absent from the study (Bertram & Christiansen, 2014:66).

3.13.2. Non-maleficence

The principle of non-maleficence is commonly understood as the ethical obligation to refrain from causing harm to others. It is imperative that the research does not cause any harm to the participants involved. The researcher must carefully contemplate the

potential for physical, emotional, or social harm to any participant resulting from their research study. Certain individuals may experience offence or discomfort when their personal information is disclosed to the public. It is imperative to provide the participants with a guarantee of confidentiality pertaining to the information they have provided. It is imperative for the researcher to safeguard their identities while disseminating the findings of the study. The study conducted by Bertram and Christiansen (2014:66-67) involved altering the identities of the participants as well as the descriptions of the school. This was done to ensure the anonymity and confidentiality of the individuals involved in the research.

3.13.3. Beneficence

The research ought to yield advantageous outcomes, either in a direct manner to the participants involved in the research or in a more extensive manner to other researchers or the wider society. According to Bertram and Christiansen (2014:66-67), the principle of beneficence entails that research should result in advantageous outcomes and facilitate constructive transformations. The researcher must evaluate whether any modifications could be implemented to enhance the study's beneficence. The researcher demonstrated proficiency in all the procedures executed.

3.14. Release or publication of the findings

According to Grinnell and Unrau (2011:88), it is preferable to communicate research findings to participants as a means of acknowledgement and to foster positive relationships with the relevant community. The researcher intends to submit a manuscript for potential publication, with his or her supervisor serving as a co-author. The researcher will ensure that all participants involved in the research study are duly notified about the dissemination of the findings.

3.15. Conclusion

The chapter exclusively centred on the study's objective, the qualitative research methodology, the questionnaire, the procedures for collecting and analysing data, and the ethical considerations relevant to the study. Furthermore, the present chapter expounded on the significance of conducting a pre-testing or pilot study of the research methodology and design to anticipate potential hindrances that may arise during the actual study. Furthermore, the present chapter deliberates on the reliability of the

research, encompassing the fundamental factors that were scrutinised and the reasoning behind such an approach. According to Abbott (2003:XI), the essence of quality work, regardless of whether it is quantitative or qualitative in nature, can be likened to a puzzle and an idea. In academic research, the primary objective is to address a specific inquiry or problem, which may vary depending on the chosen methodology or approach. The next section following the methodology will delve into the topic of Nyaope, an illegal street drug prevalent in South Africa.

CHAPTER 4

THE SUBSTANCE NYAOPE

4.1. Introduction

The researcher in this chapter would investigate the substances, the effects and consequences, addiction, and finally, prevention. The question of why learners use drugs in their academic studies would also be attended to. The various theories would be applied to deal with the phenomenon such as substance abuse. The definition of substance abuse and addiction would also be fully explained by the researcher to allow the reader and the learners to understand the topic fully.

4.2. What is substance abuse?

According to Lewis, Dana, and Blevins (1994), substance abuse refers to the use of drugs that have mood-altering properties and result in negative consequences for the individual using them or those around them. The substance may have adverse effects on psychological, physiological, social, or occupational functioning, resulting in negative modifications to mood or behaviour. As per McLellan's (2017:112-130) assertion, a substance refers to any psychoactive element that has the capacity to result in health and societal complications, which may include addiction. The aforementioned substances lack nutritional value and are deemed non-essential for survival, save for their perceived necessity by the user. Examples of such substances include cocaine, heroin, alcohol, and cannabis. According to McLellan (2017:112-130), the term "abuse" refers to the utilization of substances in excessive amounts or in unsuitable circumstances, which may result in immediate or long-term health or social issues. According to Rivers and Shore (1994:24-25), the repeated use of a substance in situations that pose a physical risk is a clear indication of abuse. Substance abuse is characterized by persistent or recurrent social or interpersonal difficulties resulting from the effects of the substance, despite continued use.

4.3. Drug addiction and dependence

According to Leech and Jordan (1967:13), drug addiction is characterized as a condition of recurrent or persistent intoxication that results from the repeated use of a drug. According to Rivers and Shore (1997:25), the term previously employed to describe dependence was an addiction. Barbara Milbauer (1970:11) recognised this

term as referring to the compulsive use of a drug, accompanied by a distinct psychological dependence, a strong desire for the drug, and a tendency to relapse after withdrawal. Leech and Jordan (1967) posit that narcotics, or addictive drugs, can result in both psychological and physical dependence. Furthermore, these substances are capable of inducing physical tolerance, whereby the body requires the drug in order to function at a tolerable level for the user. Stimulants such as heroine and cannabis (marijuana) can produce “a constellation of neuropsychological impairments following chronic use” (Galanter, Herbert & Kleber 2004:190). With increased dosage and duration of administration, “stimulants can also produce a state of mental confusion and excitement known as delirium. Delirium is associated with becoming disoriented and confused, as well as anxious and fearful” (Galanter, Herbert & Kleber 2004:191).

Nyaope is known as an illicit drug which also when used, does the same with the addict because he/she is compelled to increase the dose of the drug. Discontinuation of the medication may result in significant and distressing consequences, and in certain instances, mortality. Psychological dependence on drugs pertains to the subjective significance that an individual who is addicted attributes to drug use and its outcomes. This is often referred to as habituation or habitual use of drugs. The World Health Organisation (WHO) defines addiction “as a condition resulting from the repeated consumption of a drug- a desire to continue taking the drug for the sense of improved well-being which it engenders.” The readers must understand the severity of being dependent on drugs and also learn how difficult it is to withdraw from substance abuse as all addicts live their lives the same way and this is the reason why the researcher is bringing this awareness to the readers.

4.4. What causes addiction?

According to Karr (2007:13), addiction is not caused by drugs, but rather by the disconnection from conventional social relationships. Individuals may develop addictive behaviours as a result of limited alternatives to alleviate the consequences of being displaced. The consensus among medical professionals, community stakeholders, academic institutions, and carers is that addiction carries significant ramifications and disproportionately impacts individuals who are socioeconomically disadvantaged, mentally unwell, and otherwise constrained by their circumstances.

According to certain scholars, addiction frequently manifests in individuals who perceive drug use as their sole means of alleviating their issues.

According to Karr (2007), certain members of the scientific community maintained that emotional difficulties represent the most dependable indicators of addiction, as regards its definition. According to Winek's (1974:17) classification, individuals who engage in drug use belong to families that can be categorized into three groups: low, moderate, and high risk. The group with a higher likelihood of drug use is characterized by a permissive parenting style towards their children. A family exhibiting disrespect towards authority and lacking religious adherence or possessing weakened religious affiliations may engage in drug use. Various factors within households, such as broken homes, parental irresponsibility resulting in frequent absence from home, inadequate emotional support, insufficient discipline, lack of religious involvement, and familial drug dependence, are all significant contributors to substance abuse. Gold and Zimmerli (1973:10-11), posited that addiction can be attributed to two models. The first model, known as the moral model, suggests that drug dependence is a consequence of flawed character and negative personal decisions stemming from anti-social or irreligious beliefs. Individuals who engage in drug abuse may do so due to a variety of factors, including personal malice or susceptibility to negative external influences, ultimately leading to a state of addiction from which they may find it difficult to recover.

The fear of drugs has replaced the fear of drinking as the 11 years, the 13 years smoking Nyaope becomes a way of life. The drug problem is a human behaviour problem as the English proverb says: "the evil lies in the man, not the drug"- as long as we have human problems, we will keep on having drug problems. As long as man has feelings and emotions, stresses, frustrations, pain, suffering, poverty, dehumanization, boredom and loneliness we will continue to have problems (Winek, 1974:17). The user after smoking has a pleasant feeling of contentment and relaxation. The use of drugs is sometimes a conscious choice on the part of the individual but more often is a gradual development as one may desire to use daily and the other may not have a long-term desire. People everywhere share things they enjoy such as cigarettes, drinks, movies, and tv programs meaning that we share possessions partly to show off or from a need to have others approve of our actions by joining them. If an associate or friend takes drugs, you are likely to be offered drugs

repeatedly, as one will continue saying no but eventually give in. One who wants to be part of the crowd would say yes. The sharing concept is from Milbauer (1970:10-11) who emphasised that most addicts say that they're physically dependent on what they consume or afraid of physical pain if they stop. The smokers of drugs do not have the desire to become drug addicts.

The peer domain has been found to have contributed a lot exceeding other interpersonal or intrapersonal domains (Kandel, 1996). Peers have greater effects than parents on their children's drug use and abuse (Newcomb & Bentler, 1986). The unconventional learner is likely to have friends who use drugs and his/her associates who are drug-using peers will increase the chance of getting involved in drugs. Deviant peers can exert an influence on deviant attitudes and behaviour through the mechanism of role modelling, thereby heightening the likelihood of peer drug use (Brook et al., 1990). The researcher is making it clear to learners that drug abuse individuals tend to socialise with other drug users after influencing them to be part of the group of drug users.

The drug use of parents can have an impact on children who observe their parents engaging in drug use within the household. Several researchers have reported a correlation between parental drug consumption and the drug use of adolescents (Peterson et al., 1995). According to Brooks et al., (2002), the presence of drug use problems among family members heightens the likelihood of drug abuse or dependence among adolescents.

The utilisation of drugs by parents is linked to the adolescent's inclination towards associating with peers who engage in drug use, which subsequently correlates with the adolescent's personal drug consumption. Brook et al., (1990) found that the parental personality and attitudes towards their child's drug use had a noteworthy impact on the adolescent's drug use and abuse. However, the majority of these effects were moderated by other domains, particularly the parent-adolescent attachment relationship.

Studies conducted by Ryan et al., (1999) and Sampson, Raudenbush, and Earls (1997) have established a correlation between drug use and environmental factors such as drug availability, adverse economic conditions, a high crime rate, and neighbourhood disorganisation. The impact of media, advertising, social policies, and legal policies on adolescent drug use is a subject of interest. According to Kilpatrick et al's (2000) assertion, adolescents who have been subjected to violence, either as victims or witnesses, are at an elevated risk of engaging in drug use and abuse. The environment is where the learner experiences his/her life and has an influence on the development of the learner. The activities conducted in the community require the learner to partake and finally be exposed to drug use and abuse, especially in a volatile suburb like Sunnyside where drugs are accessible. The researcher is exposing some of the challenges that can ultimately lead to a learner abusing drugs. The other approach to the study regarding the influence of drugs is the genetic factor which explains a proportion of the development of drug abuse. According to Tsuang et al., (2001), a portion of the heritability of drug abuse during adulthood can be linked to the same genetic factors that contribute to the emergence of behavioural issues during childhood. The researcher has employed various scholars to elucidate the factors contributing to learners' drug use within educational institutions. Research in the field of family studies has been conducted to ascertain the hereditary predisposition to drug abuse. One area of investigation has put forth the notion that individuals who are offspring of alcoholics are at a heightened risk, with a three-to-fourfold likelihood, of developing drug use or abuse (Institute of Medicine, 1996).

Parental discipline is a method by which parents can influence the conduct of their children through the use of control mechanisms, such as disciplinary techniques that may involve physical or psychological forms of discipline. The implementation of parental control strategies that entails the establishment of unambiguous expectations for mature and responsible conduct. Utilizing non-authoritarian disciplinary methods, as opposed to power-assertive (authoritarian) techniques, may lead to a reduction in drug consumption. The researcher elucidates the various tiers of parental discipline and their correlation with the psychological welfare of offspring, with the aim of highlighting the impact of monitoring and authoritative parenting on mitigating delinquent behaviour and substance misuse in children.

4.5. Types of drugs and their effects

Harms (1973) posited that the usage of drugs is predominantly observed among the younger demographic. However, it is noteworthy that certain drugs are specifically linked to the youth population, thereby necessitating a classification of drugs based on their respective effects. Pharmaceutical substances exhibit a diverse array of effects. The efficacy of drugs is typically contingent upon both intrinsic and extrinsic factors, rendering the notion of a drug with a singular effect untenable. The effects of drugs are influenced by the expectations surrounding their use. The societal perceptions and attitudes surrounding drugs play a significant role in shaping the subjective experiences of individuals who consume them. Societal attitudes towards drugs and their perceived consequences can potentially exert a distinct influence on the physiological and psychological effects experienced by individuals. The effects of the aforementioned phenomenon exhibit inter-individual variability, which is contingent upon factors such as an individual's personality and mental well-being, thereby exerting an impact on the resultant effects. The impact of a drug is also influenced by its dosage or potency, as administering a higher amount of the drug leads to a more pronounced reaction (Harms, 1973:38).

4.5.1. Stimulants and Depressants

The drugs are classified by the pharmacologists and the ones under this heading cause the withdrawal symptoms such as nausea, vomiting, cramps, aches, pains all over the body, muscular twitching, convulsions, and even coma. The withdrawal is more severe in narcotics. These drugs are classified according to stimulants, narcotics, depressants, and hallucinogens. Nyaope is one of the stimulants and depressants as it has most of the withdrawal symptoms mentioned above. The drug Nyaope will be fully focused on in this chapter because of its effects on learners at school who use it or some intending to use it “through the contagious influence of friends and companions. The stimulants and depressants are well elaborated on in” (Harms, 1973:38-40).

4.6. The theory of drug abuse

According to Rally, “theory is a set of related propositions that presents a systematic view of phenomena by specifying relationships among concepts” (Rally, 2018:12). Theoretical perspectives on drug abuse highlight the interplay between cognitive,

affective, and pharmacological factors in relation to drug consumption. The theory posits that a central tenet is the conviction of an individual's inability to influence their surroundings and manage stress. The impact of internal cognitions and beliefs on the emergence of maladaptive conduct. The degree to which an individual perceives control over a situation has a significant impact on their behaviour. The scholar expounded upon a theoretical framework that illuminates the manner in which drug usage alters an individual's cognitive processes, leading them to believe that they possess the ability to achieve the unattainable and modify circumstances solely through the influence of psychoactive substances. Pharmaceutical substances have the ability to alter cognitive processes and impact behavioural patterns.

4.6.1. The etiological theories of substance

The Merriam-Webster New Edition Dictionary (2016) describes etiology as “a cause, origin, specifically the cause of a disease or abnormal condition”. This review posits that susceptibility to drug addiction may be attributed to the interplay of various brain systems, encompassing those involved in reward and decision-making. This review provides a thorough update on the various theories pertaining to the origin of addictive behaviour, with particular emphasis on the environmental, behavioural, and genetic factors associated with addictions (Merriam-Webster, 2016). The researcher is using this theory to indicate the abnormal condition in which one finds himself/herself if drugs are used. This information if applied and used to empower learners, most of them would not use drugs.

4.6.2. The sociological theories of addiction

According to the National Institute of Health (NIH), a pre-eminent medical research institution, a widely accepted set of psychological theories posits that drug addiction arises from specific personality traits and issues. Drug use is attributed to different aspects of the social environment by sociological theories. These aspects include peer influences, weak social bonds, and the existence of a large drug culture. Personality traits are due to the influences of peers, weak social bonds, and large drug culture which encourages learners to have an interest to indulge in drugs. These are some of the influences that push or force some learners to use drugs. Leech and Jordan say, “The people feel they have every right to destroy themselves and addiction to drugs is a chronic form of suicide by drug users. The drugs help them to escape the

problems of feeling inadequate, the monotony of everyday life, the inability to communicate, giving the feeling of well-being and highness, the boredom at school and home force them to change their moods and how they feel by abusing drugs” (Leech & Jordan, 1967:60-71). When the addict feels lonely, depressed, and neglected he/she resorts to drugs because the drug user does not know what he/she is doing as most of them take drugs in ignorance. The social pressure from friends and groups exerts more pressure on individuals to conform to what the rest are doing or want. The researcher has exposed the feelings of individuals regarding the social challenges that influence them to abuse drugs.

4.6.2.1. Psychological explanation

According to Hanson et al’s (2012) research, there exists a variance in the likelihood of drug use among individuals. Individuals possess certain personality traits that may make them more susceptible to engaging in drug use. The aforementioned characteristics encompass a diminished sense of self-worth and self-assurance, a reduced reliance on others, and a desire for excitement and arousal. The objective of the researcher was to elucidate the reasons behind the utilization of drugs by learners and the factors that contribute to their engagement in drug use. In order to enhance one’s reputation and increase their social standing among others, it is advisable to prioritise the satisfaction of the other party.

4.6.2.2. Sociological explanations

The focal point of this discussion is centred on the significance of specific elements within the social environment, social structure, social connections to family and school, social communication, and cultural factors that may influence drug use, contingent upon the type of drug in question. According to Currie (1994), the utilization of drugs among city dwellers, particularly those who are impoverished and belong to minority groups, is indicative of the influence of racial inequality and poverty. The prevalence of severe drug use is not uniformly dispersed but rather follows societal divisions and disparities. The researcher conducted an in-depth investigation to explore the correlation between poverty and drug use among learners. The intersection of racial injustices and poverty has been found to be a contributing factor to drug use among learners.

4.7. The drug Nyaope

According to Mokwena's (2016) account, Nyaope is a distinct street drug blend that is prevalent in South Africa. It is believed to comprise illegal drugs and other substances and is typically consumed through inhalation after being wrapped in a cannabis leaf. Mahole (2014) identified that Nyaope is referred to by various names depending on the geographical location. In Gauteng, it is commonly known as "Nyaope", while in KZN it is referred to as "Sugars". In the Western Cape, it is known as "Ungah", and in Mpumalanga, it is referred to as "Pinch". Other names such as "Whoonga", "Plazana", and "Kwape" are also associated with this drug. According to Mthembi and Mwenesongole (2018:115-124), Nyaope is a substance that is frequently encountered on the streets of South Africa. It is comprised of a blend of low-quality heroin, cannabis derivatives, antiretroviral medications, and other substances that are used as diluents. The substance in question is known to be highly physiologically addictive and is typically consumed through smoking by its users. According to Motsoeneng's (2018) account, Nyaope is a type of narcotic drug that comprises various components, such as low-grade heroin and cocaine.

The researcher has explained the true meaning of Nyaope and highlighted its different names according to specific areas. The emphasis from the researcher's point of view is that this drug originates from South Africa and is giving nightmares to South African population including the youth and learners.

4.8. The effects of Nyaope

The prevalence of Nyaope, a cocktail drug, has escalated among the youth of African and Coloured males and females in South Africa. Frequently, this leads to the youth resorting to larceny and discontinuing their education. Certain individuals may engage in unlawful behaviour in order to maintain their addiction to drugs. Lee and Antin (2008) have identified drug classifications that are categorized based on public policy and health services. The researchers employed a standardized language that portrays individuals and their experiences as relatively uniform, with variations only within quantifiable degrees. Additionally, drug users tend to use specialized language that mirrors their understanding of their experiences as a blend of diverse elements. Tobacco and alcohol are classified and quantified as distinct entities. Illicit drugs, including ecstasy and methamphetamine, are typically classified as discrete

substances. The aforementioned phenomenon can be attributed to the varying associations with individuals, modes of entry, usage context, formats, methods of consumption, immediate impacts, and enduring physiological and societal consequences. The addictive properties of marijuana, cocaine, and heroin will be expounded upon in subsequent paragraphs as distinct sub-topics. The researcher has undertaken the task of categorizing and classifying drugs with the aim of providing learners with a comprehensive understanding of drug categories and classifications. The data pertaining to drugs has been sourced from the scholarly publication titled "Contemporary drug problems" (Lee & Antin, 2008).

Nyaope as the biggest drug in South Africa is commonly used illegally and causes unquestionably more problems for society than other drugs combined. It certainly causes more deaths and certainly drains more money from the economy and exacerbates the biggest medical problem (Nevhutalu, 2011). Most cases of theft, rape, sexual abuse, and burglary are caused by users of Nyaope as it is an epidemic disease to our learners at school. The effects slow down the reflexes, coordination is impaired, the feeling of anxiety and tension is reduced, sedation occurs, the speech is somewhat slurred, and the mind tends to be clouded, meaning that the ability to perform intellectually is reduced. The user of this drug goes into a coma before he/she dies (Nkosi, 2017). The drug Nyaope if mixed with heroin becomes a pain killer and a typical junkie (drug user) is on his/her own in the street living a dismal life. All the addicts must resort to crime to support their habits. Stealing is extremely common, and burglary becomes a routine for many. Most of the young girls, resort to prostitution to support their habits (Mokwena & Setshego, 2021:2) The life of the addict is typically an incessant and dangerous scramble for cash and to retreat from life's problems (Harms, 1973). "No pleasure is greater than their high and no pain greater than their withdrawal, one addict's day is much the same as another addict's day, their need for drugs is their first thought on getting up" (Milbauer, 1970:45). This is an indication on how the learners will suffer if they continue using Nyaope.

4.8.1. Tobacco

As per West and Shiffman's (2016:32) assertion, tobacco smoking involves the inhalation of smoke from combusted tobacco into the mouth and often the lungs. The product that is typically smoked on a monthly basis is commonly cigarettes, although

it may also encompass cigarillos, cigars, pipes, or water pipes. Critchley and Unal (2003) note that smokeless tobacco is a prevalent practice in certain regions of the world, which entails the utilization of tobacco products for chewing, nasal inhalation, or placement as a wad in the oral cavity between the gums and cheeks. Critchley and Unal (2003) assert that the use of smokeless tobacco shares similarities with smoking and poses considerable health hazards.

The act of smoking tobacco has been found to elevate the likelihood of developing various illnesses, some of which have the potential to result in mortality. According to Action on Smoking and Health (2006), tobacco smoking is responsible for causing the untimely demise of roughly 6 million individuals globally and 96,000 individuals in the United Kingdom annually. According to the US Department of Health and Human Services (2004), the term “premature death from smoking” refers to the occurrence of a death resulting from a smoking-related ailment in an individual who would have otherwise died at a later time due to a different cause. According to the US Department of Health and Human Services in 2004, the majority of deaths related to smoking are caused by lung cancer, respiratory disease (specifically chronic obstructive pulmonary disease or COPD), and cardiovascular disease.

4.8.2. Marijuana

Engl says: “the popular notion seems to be that marijuana is a harmless pleasure, access to which should not be regulated or considered illegal. Currently, marijuana is the most used “illicit drug” in the US. The most common route of administration is inhalation. The greenish-grey shredded leaves and flowers of the cannabis sativa plant are smoked along with stems and seeds in cigarettes, cigars, pipes, and marijuana rolled in the tobacco-leaf wrapper from a cigar” (Engl, 2014:370). The adverse effects of short-term use and long-term or heavy use or heavy use of marijuana are as follows:

- Unpaired short memory makes it difficult to learn and retain information.
- The poor educational outcome, with the likelihood of dropping out of school.
- cognitive impairment with lower IQ among those who were frequent users.
- diminished life satisfaction and achievement.
- symptoms of chronic bronchitis; and
- increased risk of chronic psychosis disorders

(Engl, 2014:370).

The long use of marijuana can lead to addiction and has an effect on brain development with an increased risk of anxiety and depression. In young adolescents, marijuana cause failure to learn at school, even for short or sporadic periods, will interfere with the subsequent capacity to achieve increasingly challenging educational goals, a finding that may also explain the association between regular marijuana use and poor grades (US National Library of Medicine – National Institute of Health [2016]). The researcher intended to remind the learners of how harmful marijuana was and that learners must not indulge in harmful substances that can end up their lives.

4.8.3. Cocaine

According to Cregler's (1987:27-38) research, cocaine is known to induce a powerful physical dependence and is widely acknowledged as one of the most hazardous illicit substances that are currently being misused. There exists a temporal relationship between cocaine use and acute myocardial infarction as well as cerebrovascular accidents. The use of cocaine has been linked to acute aortic rupture, cardiac arrhythmia, and sudden death. Compulsive cocaine use is associated with psychosocial dysfunction, deviant behaviours, and a range of social, financial, and familial issues. According to Cregler (1987), the use of cocaine poses significant risks such as addiction, severe medical complications, and mortality. Substances that are harmful, such as cocaine, pose a significant threat to individuals in the early stages of their academic development. The researcher has issued a cautionary statement to learners by highlighting cocaine as a hazardous substance that can result in fatal consequences.

The studies reveal that cocaine produces psychoactive and addictive effects primarily by acting on the brain's limbic system, an act of interconnected regions that regulate pleasure and motivation. This gives rise to euphoria and a desire to take the drug again. Snorted, smoked or injected, cocaine rapidly enters the bloodstream and penetrates the brain. The drug achieves its main immediate psychological effect, the high by causing a buildup of the neurochemical dopamine. Cocaine causes many types of intermediate-term alterations in the brain called functioning (Nestler, 2005:4-10). The researcher has gone to length to remind the learners about the dangers of substance abuse. Each substance has its own effects on the human body and learners should not indulge or taste these harmful substances.

4.9. The Impact of Drugs on learners

According to Sedibe and Hendricks (2021:17-39), “Drug abuse is defined as the inappropriate use of or addiction to drugs or intoxicating chemical substance”. Drugs such as crack, cocaine, marijuana, heroin, and tobacco are used in South Africa by young people. Children start taking drugs at primary school and are often persuaded by their friends to do so (Dawkins, 2000). Dahl (2004) and Spear (2000) also concur that drug abuse is prevalent in adolescents and noted the increase in the use of drugs among adolescents when they reach high school. Grolier and Webster-Straton (1989) stated that drug abuse is common to young people who want new sensations, an increase in their mental functioning, or their ability to understand themselves. Adolescents also use drugs to escape negative feelings that they have about themselves (Joffe & Black, 2012). “Adolescent, in this case, is someone who is in the process of developing from a child to an adult” (Oxford South African Concise Dictionary, 2016). The youth stage is a critical stage of development where changes in biology, cognition, and social and emotional development occur (Blakemore, 2008). Adolescent in a transitional stage from primary to secondary school has a new feeling of freedom which put pressure on some learners to start experimenting with drugs as a desire to belong to a group and for recognition (Hartney, 2014). Adolescents are wrestling and facing decisions about their health such as how to take care of their bodies, whether to use drugs and alcohol, or whether to have sex. Joan Esherick says: “The pleasure is more intense than other drugs (heroin) because the drug is that much more powerful. With the power to be pleasurable comes the power to be highly and quickly addictive” Esherick (2014:110). Such discussions and topics among adolescents’ influence and motivate them to crave for taste and that’s how they fall into the trap of substance abuse.

Adolescents from affluent families use drugs due to the influence of their peers (Floyd, et al., 2010). It was later discovered that learners who abuse drugs underperform academically. These learners have problems with their schoolwork as some cannot read and write in class. Drugs are used to make them feel better about themselves. The high-performing learners also underperform because of drug abuse. Cox et al., (2007) claimed that drug abuse is a precursor to poor academic performance and that learners are prone to marijuana and other illicit drugs. Learners cannot think rationally and have no conscience even if it means stealing or engaging in violence. They have

no sense of what is wrong or right as they are aggressive. They use their aggression to settle conflicts because they lack ways to deal with conflicts (Nevid, 2012-2013). The researcher intended to show how learners lose their value and self-worth because of drugs and how some of them fail to make progress at school due to drugs and again to show and display the cruelty of Nyaope to learners through dropouts or abandoning school.

4.10. The Impact of Drugs on Families

Howsare and Byrne (2013:194-205) explained: “the effects of substance abuse disorders (SUDs) as felt by the whole family and that the SUDs negatively affect emotional and behavioural patterns from the inception of the family, resulting in poor outcomes for the children and adults”. The family remains the primary source of attachment, nurturing, and socialization for humans in our current society. Therefore, the impact of SUDs on the family and individual family members merits attention. The family is uniquely affected by the individual using substances but is not limited to having unmet developmental needs, legal problems, emotional, distress, and sometimes violence being perpetrated against him/her (Ximic & Jakie, 2012).

Families can't foster healthy life as implicit interactions between the user and family will be affected. The SUDs disrupt the development tasks of the family, and the life cycle gets stuck. The studies indicate that one-third and two-thirds of child maltreatment cases involve some degree of substance use (US Department of Health and Human Services, 1996). Daley (2013:573-576) documented the adverse effects of substance use disorders (SUDs) on the family system and individual members. These disorders affect many people in addition to the individual with the problem and the effects on the family may include:

- emotional burden - members may feel anger, frustration, anxiety, fear, worry, depression, shame, guilt, and embarrassment.
- Economic burden - this may be caused by money spent on substances, court bail and payment of damages.
- Relationship distress or dissatisfaction – families may experience a high rate of tension and conflict.
- Family instability because of violence or abuse.

(Daley, 2013:573-576)

The researcher has gone deeper to highlight the painful results of substance abuse in families. Some families are torn apart, and some end up in divorce and separation due to SUDs. Families are destabilized with the family system distracted. The researcher is encouraging learners not to indulge or use drugs as this will put families on their knees. Drugs, destroy families and cause disharmony in many families.

4.11. Factors influencing learners to use drugs

According to the DSM-IV, substance abuse and substance dependence are categorized as substance disorders. The phenomenon of substance abuse is defined by a recurrent pattern of substance misuse that results in the neglect of one's responsibilities or obligations, legal entanglements, physical risks, or difficulties in interpersonal relationships. According to Hudson (2013), the occurrence of mood, anxiety, and sleep disorders may be associated with substance abuse and substance dependence.

During adolescence, the process of brain development occurs, which is a crucial stage. This phase is characterized by heightened susceptibility to stress and a propensity for risk-taking behaviours, as noted by Hudson (2013:13-15). According to Hudson (2013), exposure to stressful circumstances such as familial or social tensions and maltreatment during critical periods can lead to heightened reactivity to addictive drugs, thereby increasing the likelihood of developing substance abuse disorders. Cognitive development is thus affected by substance use disorders and the researcher must be aware of this sensitive period of adolescence when most learners become vulnerable and fragile. Learners need to fully understand this period of the stage in their lives. The majority of addictive substances have the ability to enhance the secretion of dopamine in the human brain. According to Hudson (2013:18), dopamine is a neurotransmitter located in the brain that plays a crucial role in pleasure, reward, and emotional responsiveness. The heightened discharge of dopamine has the potential to result in dependence on a particular substance. The need to classify the numerous risk factors linked to substance abuse among adolescents has led to their categorization into three main domains: individual, familial and social.

4.11.1. Familial risk factors

Familial risk factors encompass a range of variables, such as maltreatment

experienced during adulthood, parental or familial substance abuse, marital status of parents, level of parental education, parent-child relationships, socioeconomic status, and child perception of parental approval of their substance use. Hudson (2013) reported that there is a correlation between childhood maltreatment, specifically physical abuse and neglect, and a heightened susceptibility to substance abuse during adolescence. Hudson (2013) has established a correlation between substance abuse and instances of physical and sexual abuse in adolescents. As per the definition, emotional abuse pertains to instances where a child's cognitive or physiological capabilities or growth are impeded. According to Hudson (2013:34,40), empirical evidence suggests that the occurrence of emotional abuse is positively associated with a heightened likelihood of adolescent substance use. Exposure to violence can heighten the likelihood of an adolescent developing substance use disorders involving alcohol, marijuana, cigarettes, and hard drugs. Neglect pertains to instances wherein a child's carer or guardian fails to provide sufficient basic needs for living, which may encompass food, protection, clothing, and healthcare. According to Hudson (2013:41-43), research has indicated that individuals who have experienced neglect are more susceptible to substance abuse.

4.11.2. Social risk factors

Deviant peer relationships are among the social factors that heighten the likelihood of adolescent substance use. The topics of interest include social status, aggressive behaviour, and affiliation with delinquent groups. The presence of deviant peer relationships can be attributed to the impact exerted by peers. During adolescence, an individual may seek to affiliate with a social circle that engages in substance use or is perceived as popular (Hudson, 2013:48-53). According to Hudson (2013:51,53), empirical evidence indicates a positive correlation between deviant peer relationships and substance use among adolescents. Adolescents who were raised in unstable community environments with limited resources are vulnerable to being influenced by deviant peers. There is a correlation between peer pressure, popularity within a social group, and an elevated likelihood of adolescent substance use. This finding is supported by data presented in the NIH report (Hudson 2013:48,49,52,55). Furthermore, bullying is characterized as a sequence of interactions in which an individual or group verbally or physically attacks a perceived weaker victim (Hudson, 2013:56).

According to Hudson (2013:57,58), individuals who have been subjected to bullying are at a heightened risk of developing mental health disorders and psychosocial issues in comparison to those who have not experienced such mistreatment. Gang affiliation is legally defined as a collective of three or more individuals that exhibit criminal behaviour (Hudson, 2013:63). Existing literature indicates a noteworthy positive correlation between gang membership and substance utilization. According to Hudson (2013:63), gang members have been found to engage in the consumption of marijuana and alcohol. The allure of delinquent behaviour propagated by gangs can contribute to the perpetuation of substance abuse among adolescents. The acquisition of knowledge by the learners from the researcher would enable them to make informed decisions. Risk factors and their effects discourage learners from engaging in substance abuse. The exposure of learners to information can result in a sense of empowerment. The researcher endeavoured to elucidate all potential risk factors to the learners with the aim of motivating them to adopt a healthy lifestyle.

4.11.3. Individual risk factors

According to Hudson (2013:68,69), among the individual risk factors associated with adolescent substance abuse and dependence, attention deficit hyperactivity disorder (ADHD) and depression are two frequently observed factors. Individuals who are diagnosed with posttraumatic stress disorder (PTSD) or mental illness are at greater risk for adolescent substance abuse. Attention deficit hyperactivity disorder (ADHD) is defined by either sustained inattention, characterized in part by forgetfulness and distractedness, or ongoing hyperactivity-impulsivity (Hudson, 2013:68). The term depression encompasses feelings of sadness, pain, gloom, or anger. These depressive feelings interrupt their daily life (Hudson, 2013:75). Depression has been shown to be a motivator for adolescents to decide to begin substance use (Hudson, 2013:78). There are indications that depressed adolescents may be at higher risk for developing a substance use disorder at an earlier age (Hudson, 2013:79).

All the risk factors or factors influencing learners to use drugs remained some knowledge to learners. The researcher has gone the extra mile to make learners aware of the risk factors created by substance use disorders which can cripple their life and future. Prevention of substance abuse by learners would pave a bright future

for learners and families will also benefit a lot from their children.

4.12. Conclusion

This chapter extensively explores the drug Nyaope, the definition of substance abuse, and addiction to provide a comprehensive understanding of the topic. The scholar delved deeper into various theoretical frameworks aimed at elucidating the phenomenon of drug consumption. What are the drugs commonly used by adolescents that are acknowledged by the medical community? The researcher provided a satisfactory response to addressing this inquiry. This study aims to provide a comprehensive analysis of the effects of Nyaope and its impact on learners. The research seeks to broaden the scope of knowledge and understanding among learners regarding the drug Nyaope and to illustrate the detrimental consequences of substance abuse. The learners have been made aware of the impact of Nyaope on their lives, as well as the risk factors associated with its use. This knowledge has prompted them to prioritize their health and well-being, in order to safeguard their future from the detrimental effects of this substance. The forthcoming chapter will delve into the interview as a targeted discourse, wherein the researcher possesses specific information that he intends to extract from the participants and has also formulated specific queries to elicit responses.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION OF INTERVIEWS

5.1. Introduction

The objective of this chapter is to reveal the data that has been collected from different learners and teachers who are indirectly or directly affected by the drug Nyaope. The total number of those interviewed was 30 in all. The number of learners was 20 with 8 being girls of the ages 18-20 years and 12 being boys ranging between ages 18-21 years. The other group that was interviewed was teachers who were selected, 5 being males and 5 being females and the interview was conducted in a secluded area to allow them freedom of expression. Both groups were given a set of questions that were designed specifically for the group (see Appendix A and B). The study took place at a secluded place in 2021 and lasted a duration of 2 hours for each session in the afternoon for a week. After the agreement was reached between the parents of the participants and teachers, the interview was conducted in the afternoon. The other reason was to allow teaching lessons to be conducted without any interruption. The interviews were conducted using the voice recorder to record all the interviews.

5.2. Demographic profile of the learners

Table 1: Demographics

Participants	Age	Gender	Level of education
Ny001	18	Male	Grade 12
Ny002	18	Male	Grade 12
Ny003	19	Female	Grade 12
Ny004	19	Male	Grade 11
Ny005	20	Female	Grade 12
Ny006	20	Male	Grade 11
Ny007	19	Female	Grade 11
Ny008	18	Male	Grade 12
Participants	Age	Gender	Level of education
Ny009	18	Male	Grade 12
Ny0010	20	Female	Grade 12

Ny0011	18	Male	Grade 12
Ny0012	19	Male	Grade 12
Ny0013	20	Male	Grade 12
Ny0014	19	Female	Grade 12
Ny0015	20	Male	Grade 12
Ny0016	18	Female	Grade 12
Ny0017	18	Male	Grade 12
Ny0018	20	Male	Grade 12
Ny0019	19	Female	Grade 12
Ny0020	20	Male	Grade 12

The table above illustrates the demographic profile of the participants that were interviewed. The participants were drawn from learners who use and do not use Nyaope. Their ages ranged from 18-20 years, with males and females as shown in Table 1 above.

5.3. Demographic profile of the teachers

Table 2: Demographics

Participant	Age	Gender	Level of Education
T001	36	Female	B. ED
T002	30	Male	B. ED
T003	28	Male	BA Hons (ED)
T004	40	Female	BA (ED)
T005	35	Female	BA (ED)
T006	30	Male	BSC (ED)
T007	29	Male	BCom (ED)
T008	28	Female	BA (Theo ED)
T009	44	Female	B. ED
T0010	42	Male	B. ED

The table above illustrates the demographic profile of teachers that were interviewed. The teachers were drawn from other staff members of the school.

5.4. Themes and sub-themes of the learners

This section provides themes and sub-themes that emerged from the collected data of learners. Table 3 below is used to provide the summary of themes and sub-themes. The aim of the study is to care for individuals and the brokenness brought on by substance abuse. The questions were asked in relation to substance abuse and theological background and were as follows:

- Share with me how you understand Nyaope/substance abuse.
- Share with me the effects of Nyaope.
- Share with me the experiences you discovered on your own using Nyaope.
- How would you prevent someone from using Nyaope?
- Share with me the advantages of not using Nyaope.
- Would you seek help?
- In what way can pastoral care journey with you?
- In what way can the church address the issue of Nyaope?
- Do you think the caregiver can address the issue of Nyaope?

Table 3: Themes and Sub-themes

Themes	Sub-themes
1. Description of Nyaope	<ul style="list-style-type: none"> • Presentation of Nyaope • Concoction of Nyaope • Accessibility of Nyaope • Consumption of Nyaope • Purpose of using Nyaope
2. What are the effects of Nyaope?	<ul style="list-style-type: none"> • Psychological effect • Physiological effect • Socio-economic • School abandonment • Violence and poor performance • Lack of Church support
3. What are your experiences with using Nyaope?	<ul style="list-style-type: none"> • Stealing • Hardened criminality • Addicts

	<ul style="list-style-type: none"> • Abusers • No moral value • Abandonment of school • Violence and poor performance
4. Share with me the advantages of not using Nyaope.	<ul style="list-style-type: none"> • Healthy-living style • Worthy-being • Achiever
5. Would you seek help?	<ul style="list-style-type: none"> • Reconstruction/deconstruction
6. In what way can pastoral care journey with you?	<ul style="list-style-type: none"> • Growth
7. In what way can the church address the issue of Nyaope?	<ul style="list-style-type: none"> • Wholeness • Liberation
8. Do you think the caregiver can address the issue of Nyaope?	<ul style="list-style-type: none"> • Care for individuals • Brokenness

5.4.1. Description of Nyaope

This theme describes what Nyaope is, the presentation of Nyaope, the concoction of Nyaope, the accessibility of Nyaope and the purpose of Nyaope.

5.4.1.1. Presentation of Nyaope

Nyaope is an illicit street drug mixed with dagga and heroin, although other chemicals can be added to it.

“It is zol mixed with marijuana and heroin or ARVs (Ny 005, Ny0011, and Ny0018)”

“We use dagga and mix it with other chemical substances like battery ash, cremated ash, and cocaine. This mixture is a humdinger babe! You go wild! (Ny009, Ny0014, and Ny0020)”

The answers given are well supported by Masombuka (2013) when he described Nyaope “as a South African street drug mixed with cannabis (dagga) and heroin but along with a few other ingredients”. Hosken (2009) describes Nyaope “as a mixture of heroin and dagga and sold in a tiny brown packet.”

5.4.1.2. Concoction of Nyaope

Nyaope in South Africa has different names such as Umnga, Kwame, Whoonga, Plazana, and Pinch. All these names are derived from province to province and mixtures also differ according to province.

“We use different chemicals such as relax, ARV pills, cremated ash, multipurpose cleaner, TV plasma ash, pain relief tablets, and ethanol (Ny003, Ny007, Ny0017, and Ny006).”

Mokwena 2016, Masombuka 2013, Lebese, Ramakuela and Maputle 2014 all agree that Nyaope comprises different ingredients and has flooded the streets of South Africa destroying communities with its highly addictive nature and cheap price.

5.4.1.3. Accessibility of Nyaope

Nyaope is sold from the flats, streets, and parks of Sunnyside and is always available at all the corners of the streets and is cheap. It is easy to get with drug lords roaming the streets of Sunnyside to offer supply if the demand is high.

Nyaope is “a street drug commonly found in many South African townships and urban areas” (Thomas & Velaphi, 2014). Nyaope remains one of the main government concerns in South Africa in relation to illicit drugs (Masombuka, 2013). The availability of this drug is due to its nature of addictiveness and economic gain for the dealers. “It is an easy and lucrative source of income as one gets rich quickly through the sale of drugs” (Kaluta-Crumpton, 2016:217).

5.4.1.4. Consumption of Nyaope

Nyaope can be taken orally by smoking it or through “blue tooth.” Blue tooth is when the user who is high, uses an injection to inject the next user to become also high. In this case, Nyaope is mixed with other chemicals like cough syrup to dissolve when heated and is suitable for injection. This was expressed through this answer:

“Syringes are in use to assist us to conduct the blue tooth which is faster. My friend usually injects me to become high like him. See the scars on my thighs and buttocks. This is the way to go when you don’t have money, my friend! (Ny0012, Ny0013, Ny0015, and Ny0016).”

The different ways of using Nyaope determine the effectiveness of the drug on learners. According to the learners, the injected drug works faster and more effectively than the smoked one. Nyaope is so prevalent in Sunnyside that you see users in every parking area around Sunnyside and even where they do a car wash. According to the station commissioner of Sunnyside SAPS, about 3000 cases were reported monthly in 2018 and mostly were due to substance abuse. Schools also suffer ill-discipline, burglary, theft, and vandalism that are caused by substance abuse. The spaza shops (another name for small shops on streets and corners) of Sunnyside are exposed to the danger of burglary and theft every night.

5.4.1.5. The purpose of Nyaope

Nyaope is used for different reasons such as to be focused, alert, boldness, sleep, and to reduce stress. The users explained that they become brave and heartless to carry out mischievous deeds without any fear. They also smoke for fun, to be high, and for recognition.

“When I am high, I am unstoppable! No one can touch me because I am so strong like a tractor although my body is tiny (Ny004, Ny009, and Ny0011).”

This is a stage whereby the user is dependent on the drug. “The user finds it hard to cope without the substance and is also difficult for them to stop using the substance” (Dodgen & Shea, 2000:38). They just smoke for fun and to get high.

5.4.2. The effects of Nyaope

This theme covers the following sub-themes namely, psychological effect, physiological effect, socio-economic effect, poor school performance, and school abandonment. All the participants were in a sombre mood to express their frustrations regarding this theme, and the persistent wound they live with. “The aggressive behaviour in children seems to be a sign of later antisocial behaviour” (Myers et al., 2002:78).

5.4.2.1. Psychological effects

The user will periodically use drugs to produce pleasure or to avoid discomfort.

“My parents thought I was dead and had to run around looking for Nyaope to resuscitate me, they saw the foam on my lips, my breathing was silent with a pulse not beating as usual. After a puff, I rose up and left (Ny005).”

Nyaope as a stimulant “enhances the effects of norepinephrine which is also part of the fight-flight response, meaning that stimulants affect the parts of the brain” (Becker 2017:15).

5.4.2.2. Physiological effect

Searll (1989:52) says that “physical dependence occurs when the body develops an ongoing need for drugs”.

“My parents locked the house, and we all went to sleep but when craving occurred, how I left out of the house nobody knows at that hour of the night Ny0017, Ny0013, and Ny0010).”

Searll (1989:25) further explains that “in the condition of physical dependence, the body becomes so used or accustomed to the drug”. The drugs are highly stigmatised and appear to have a devastating impact on the persons using them. There are so many side effects such as loss of appetite, difficulty sleeping, malnutrition, depression, weight loss, and respiratory failure.

5.4.2.3. Socio-economic factor

The drug Nyaope is flooding communities with low social status, moreover, this sort of drug is available due to its affordability, and it is said to make people disconnect from reality (Hosken, 2009). Durrant and Thakker (2003) say: “there are relationships between poverty, low income/low social class and segregation/discrimination with substance abuse. The source further stated that poverty may be the cause for people to engage in substance abuse as a means of coping with their situation” (Durrant & Thakker, 2003).

“My parents are both not working, and we survive through the social grant of my younger sister who is physically challenged (Ny002).”

“In my case, both parents were five years ago retrenched from work, and we only survive on the salary of my elder sister who is a security officer. I have no clothes to wear when civvies day at school. What a shame! (Ny0014)”

The socio-economic factor does affect the learners to resort to drugs as a way to escape frustration and poverty.

5.4.2.4. School abandonment

The school is a learning institution where knowledge is acquired, and this is the opinion and view of the researcher as a teacher and learners need the three pillars to succeed. Those pillars form a triangle consisting of a learner, parent, and teacher. All three constitute the success of the learner. If one is lacking, then a vacuum is created, which is disastrous and will harm the learner who may end up abandoning school.

“I don’t like to be pushed to the limit on a daily basis Ny001 and Ny0019.” Shouting and yelling at us demotivates me Ny0017.”

“One addict’s day is much the same as another addict’s day” (Milbauer, 1970:45). Matthew (7:12) says, “So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets”. We sometimes demonize learners who use drugs and discriminate against them, thus demotivating them to abandon school. It is imperative for individuals within the triangle to acknowledge that they hold the responsibility for shaping the prospects of learners.

5.4.2.5. Violence and poor performance

At lower dosages, drugs have the potential to induce relaxation, disinhibition, and increase appetite, while at higher dosages, they may lead to fatigue and nausea. According to Dana and Blevins (1994:36), the administration of a drug has an impact on both the nature and intensity of the resulting responses. Dana and Blevins (1994) also indicated that certain substances have the potential to hinder cognitive abilities such as complex thinking, abstract reasoning, and low motivation. According to Dana and Blevins (1994:54), cross-tolerance refers to the phenomenon whereby the use of certain drugs results in the user developing a rapid tolerance to a second substance or class of drugs.

The participants Ny001-Ny0020 said, “When feeling the insecurity of being lonely or depressed (the unpleasant mood) we feel unsure of ourselves, and no one likes us.” They all agree that they become unruly and intolerable. They become disruptive and disrespectful indiscriminately with no conscience to control their behaviour.

5.4.2.6. Lack of Church support

Mbiti (1986:143) says: “the church is a house of help, a healing house of God and that the Holy Spirit heals all the different ailments to signify the church as a healing clinic”. The participants feel that they are not delivered from the traps of evil beings or deliverance from ill health and misfortune since they are neglected because they are known to be drug users. They regard the church as an institution of salvation to offer them solutions to difficult problems in life but are ignored. They all see the church as world-affirming, a stage where the Kingdom of God begins and where Jesus first began his message of salvation. They see the threat to life and need the support of the church from physical, spiritual, and moral threats to life.

“Participants Ny002; Ny004; Ny005; Ny008; Ny0011; Ny0013; Ny0015; Ny0017; and Ny0019 expressed their anger over the church. “We are classified as outcasts and discriminated against because we are Nyaope addicts. We are chased away from the entrance of the church because we are dirty and stink bad to Christians.”

5.4.3. Pastoral Care

This theme covers the following sub-themes namely: growth and wholeness.

5.4.3.1. Growth and wholeness

Kiverenge (1977:34) in his book titled “I Love Idi Amin” said: “Because Christ does shine brighter when all around darker, many who face danger daily seem to have their roots so deep in God, such that their eyes shine and there is peace in their homes.” The researcher is using this quotation of Kiverenge to express his healing love and message to the learners in drugs to realise the principle of the growth formula. Jesus made a change to people confirming their potentialities just like when he changed Peter’s name to “the Rock” in Matthew 16:18 “Simon, my friend, I ‘am to give you a new name.” The researcher shows the character of strength and spiritual depth to

become a dynamic leader through growth outreach. If you invest yourself in helping yourself and others to grow, your own wholeness will flower.

The “learners Ny001 up to Ny0020” had a strong belief in faith as all indicated that faith transforms men and women into a community of faith. “Faith defends all Christians and shields them in the day-to-day challenges” Mbiti (1986:117). 1 Peter 5:8-9 emphatically says: “It is only faith, firmness in faith, which creates efficacious resistance against the Devil and all his manifestations.”

5.4.4. The Church

This theme covers only the sub-theme of liberation.

5.4.4.1. Liberation

The learners “Ny001, Ny003, Ny009, Ny0011, Ny0013, Ny0017 and Ny0020” gave a common answer that “the church deals with the morality of the person while others didn’t know what to say but just listened.

The researcher as a pastor, agreed with them but enlightened them further on the importance of the church in their lives. The caring resource of the church is to draw those within the church as well as those outside the church into God’s unfolding story. By being drawn to God’s unfolding story people find resources of care and love to meet their everyday needs. God’s unfolding story is the story of liberation and healing as understood centrally in the book of Exodus. In this book, God brings all dimensions of the world under God’s leadership for the purposes of liberation, healing, and wholeness. This will result in personal and social transformation. The researcher wishes to emphasize this God’s story so that learners might be shaped by the story and begin to see reality the way it is shaped by God’s hand and teachings to nurture as well as give service (Wimberly, 2008:18-19).

5.4.5. The Caregiver

This theme covers the two sub-themes namely cure of the soul and brokenness.

5.4.5.1. *Care of the souls and brokenness*

The caregivers are counsellors, pastors and priests in the church who offer help to the hurt and the abandoned. The learners knew the roles of pastors and priests in the church.

“They bury, baptise, preach, offer holy communion, conduct confirmation, and comfort bereaved families Ny003, Ny004, Ny0016, Ny0018 and Ny0020,” were the learners who answered the question and gave an account of themselves.

The researcher elaborated on the importance of the roles to be played by caregivers. Gerkin (1997:86) says: It is by God's grace that human is empowered, redeemed, renewed, and reformed”. The caregiver is a pastor, the mediator, the reconciler, the shepherd, and the ritualistic leader. The caregiver creates an environment of concern and care to enable the drug and substance abusers to have the courage and strength to meet the emotional and interpersonal tasks. To help stamp out the feelings of worthlessness and unlovability. To facilitate mediation of grace through worship and caring relationship (Wimberly, 1991:27). The researcher is of the view that the caregiver offers care and cure for souls by suffering along with the learners' using drugs.

5.5. The themes and sub-themes of the teachers

This section presents the themes and sub-themes that were derived from the data collected from the teachers at the school where the study was conducted. The objective of the research is to address the psychological and emotional distress resulting from substance misuse. The questions were asked in relation to substance abuse and theological background and were as follows:

- Share with me the strategies you use with learners using Nyaope at school.
- What are the effects of Nyaope on learners?
- Do you as a caregiver work closely with the families of the learners?
- In what way can you theologically address the issue of Nyaope among learners?
- Do you think the church has a theological role to play?

Table 4

<p>1. Impact of Nyaope among Learners</p>	<ul style="list-style-type: none"> • Physiological effect • Psychological effect • Socio-economic factor • Negligence of schoolwork • School abandonment
<p>2. Contributory factors of using Nyaope at school.</p>	<ul style="list-style-type: none"> • Peer pressure • Bullying • Family situation • Lack of support by teachers • Lack of support from the society
<p>3. Do you as a caregiver work closely with families of learners?</p>	<ul style="list-style-type: none"> • Care for individuals • Brokenness
<p>4. In what way can you theologically address the issue of Nyaope among learners?</p>	<ul style="list-style-type: none"> • Pastoral care • Positive deconstruction
<p>5. Do you think the church has a theological role to play?</p>	<ul style="list-style-type: none"> • Nurturing • Renewal

5.5.1. Description of Nyaope

The present section presents the themes and sub-themes that were derived from the data gathered from teachers. The tabular representation illustrates the primary theme of Nyaope as described by educators, which is subsequently followed by sub-themes such as the presentation, concoction, consumption, and purpose of Nyaope.

5.5.1.1. *Presentation of Nyaope*

“We have become a nation of drug users and drug abusers” (Van der Westhuizen & Fourie, 1988:1). It has been stated that the drug problem has reached epidemic proportions in South Africa. It can be accepted that modern, urbanized, industrialized South African society has to a very large extent become a drug-oriented society. This statement raises alarms about the generation of learners who are faced with severe challenges of substance abuse. The question from Chapter 1 which runs throughout all the chapters remains the same.

“How many of our learners would be lost in the academic world due to substance abuse? “Drug/Nyaope is a psychoactive substance that influences mood and thinking process (Harms, 1973:35) T001, T004, T008, and T0010 quoted by teachers from the book of Ernest Harms “Drugs and youth-the challenge of today.”

No drug has a single effect or action as the effects of drugs are dependent on forces outside the drug, as well as within the drug itself” (Harms, 1973:35).

“The teachers fully know and understand what drugs are. “Any substance other than food or water, that alters an individual’s physiological or psychological state will be considered a drug (Gold & Zimmerli, 1973:1) T002, T003, T005, T007, and T009.”

5.5.1.2. Concoction of Nyaope

“Nyaope is relatively a new street drug in South Africa and is a combination of cannabis and heroin along with a few other ingredients” (Masombuka, 2013) T001, T005, and T007.”

The teachers agree wholeheartedly with learners in showing how Nyaope is mixed. The teachers through their expansive knowledge went further to call Nyaope: a *“poly-drug” because it uses more than one substance or is an increased number of drug combinations of substances (Pycroft, 2015:45) T003, T004, T008 and T006.”*

5.5.1.3. Consumption of Nyaope

Nyaope is smoked or injected into a human body using “blue tooth” which means the user who is high, will inject his/her fellow user to become high as reported in local newspapers and on the internet in South Africa. Drugs when used cause euphoria, excitement, sedation, and hallucinations. Such drugs are ecstasy, cannabis, nicotine, and alcohol which in the end harm healthy lifestyles and reduce health and welfare interventions.

Teachers with their vast knowledge acknowledged how “poly-drug” use can cause overdoses among individuals who have consumed multiple substances T002, T005, and T006.”

5.5.1.4. *The purpose of Nyaope*

“Nyaope is havoc in school and class. Users disrupt, disorganize, disrespect, fight, bunk classes, transgress the laws, and intimidate teachers on a daily basis. “We are suffering because we are hurt every day and in dire need of help that doesn’t show up. We are left on our own to defend ourselves as weapons are brought to school and daily confrontations may ensue at any minute of the day. Substance abuse is on the rise and learners do not backstrap but continue going forward with the misuse 001 to 0010 teachers lamenting their sufferings.

This is a plea for help as most teachers are in despair and we see many learners beating teachers, stabbing them, harassing them, and violently disrupting their lessons. Most of the teachers are calling it quits because of substance abuse which puts their life in danger. They live the noble profession they used to love because the substance abusers threaten their lives on a daily basis with guns and knives which they display at school. Some schools in Sunnyside have turned into lawless institutions because of drugs. This is the purpose why learners misuse Nyaope at school. All the teachers who participated in the interview and who also gave their views, put more blame squarely on substance abuse and the users, who some of them, are learners at their school.

5.5.2. Impact of Nyaope on Learners

This theme consists of some sub-themes such as physiological impact, psychological impact, socio-economic factor, negligence of schoolwork, and school abandonment. The teachers have detailed their sub-themes with a lot of facts from what they observe daily at school.

5.5.2.1. *Physiological and Psychological factors*

The teachers opted to combine the two sub-themes to highlight their daily situation at school. “The boys get more involved than the girls as they have the desire to use drugs. The schools are vulnerable to drug users as there are no schools completely devoid of some drug problems” (Winek, 1974:2). The experience has taught teachers to be more vigilant in checking the symptoms and signs of learners using drugs at school. The following template was made and handed to me to have a glimpse of the

signs and symptoms of drug users copied from Winek (1974:7-9) by the teachers and are as follows:

- Changes in school attendance.
- Lack of interest in study and ability to learn.
- Slurring of speech
- Outburst of temper.
- Night sweating.
- Change in eating habits-lack of appetite.
- Unexplained illnesses.
- Red eyes
- Borrowing money
- Odour on clothing
- Instability in working

The participants who are teachers and capable to execute their duties to the best of their ability went on to say that “drugs by nature are inactive substances. There is nothing inherent in the drugs to make “good” or “bad” but the patterns of use by an individual helps to determine the benefit or harmfulness (Gold & Zimmerli, 1973:1). The participants went further to explain the “models of drug addiction” from the source of Karr (2007:11) namely “the moral model” which purports that drug dependence is the result of poor character and bad personal choices arising from antisocial or irreligious attitudes. The “exposure model” asserts that addiction is inevitable if one takes drugs for a long enough time and in sufficient quantities to become physically dependent on the substance.

The “disease model” is a maladaptive pattern of drug use which leads to impairment or distress Karr (2007:11) T002, T009, and T0010.”

What I observed from the teachers who participated, is their commitment to overcoming the use of Nyaope in their school. They went the extra mile to compile more information on drugs. My presence to work with them brought relief and hope as they took me to every class to show me their efforts through the display of charts and

placards on walls. According to the participants, this is a way to create awareness among learners and to improve their school performance against substance abuse.

5.5.2.2. Socio-economic impact

The teachers are the most challenged as they are faced with numerous problems of learners on a daily basis. Their experiences with the challenges led to these statements:

“Every morning they leave their homes hungry, some without wearing clean school uniform, worse some without taking a bath.” The other said, “during the winter season they come to school without wearing warm clothes, sometimes with torn shoes and without socks. We witness poverty at its best during the winter season! T003, T004, and T007.”

The prevalence of learner hardship can be attributed to the prevalence of single-parent households that rely on social welfare, as well as those who subsist by vending produce in the Sunnyside thoroughfares. This finding was ascribed to educators who served as participants in the aforementioned study. Furthermore, Copello, Templeton, and Powell (2010:67) assert that family members are often undervalued and uncompensated assets. This statement places greater emphasis on the difficulties that families encounter in raising their children due to socio-economic obstacles.

5.5.2.3. Negligence of schoolwork and abandonment of school

Substance abuse has been identified as a contributing factor to the multiple challenges that learners encounter in school, including disinterest in academic pursuits, low self-confidence, diminished self-esteem, and reduced self-reliance. The participants made reference to substance abuse as the primary factor contributing to subpar academic achievement, leading some individuals to drop out of school.

“In my class, I had a diligent learner but decided to leave school due to Nyaope. “My brilliant daughter who used to win “Math’s Olympiad” awards from grade 8-11 also left school as she was hooked in by friends to smoke Nyaope T001 and T004.”

The statements by respondents add salt to the wound as learners abandon their future because of the drug Nyaope. How many of our learners would be lost in the academic world due to Nyaope? This question brings misery, shamefulness, and a void that cannot be filled due to this persistent drug that is destroying our nation. People succumb to addiction because they have no other options open to them to relieve the effects of displacement. “Doctors, community leaders, educators, and parents agree that substance abuse has terrible consequences and seems to affect those who can at least afford its devastating effects such as the poor, the mentally ill and others who are trapped by their circumstances” (Karr, 2007:13).

5.5.3. Contributory factors of using Nyaope at school

This theme comprises sub-themes such as peer pressure, bullying, family situation, lack of support by teachers, lack of support by society, and lack of support by parents. All these sub-themes will be discussed below in full.

5.5.3.1. Peer Pressure

Fisher (2003:87) is of the opinion that “peer association is one of the major, well-established predictors of drug addiction. Most young people who are drug addicts develop a desire to fit in and to be accepted by peers”. The statement by one teacher participant read as follows, “*The learners seem to respect the opinions of their groups and they would rather share their problems with their peers than anyone else. This makes them susceptible to their negative or positive influences T002.*”

Masemola (2006:78) states “that young peoples’ behaviour could thus be influenced by modelling and social reinforcement by their peers”. This statement was backed by all the participants who emphatically claimed that the norms and values of the group overpower that of individuals. Peer pressure has therefore proven to play a significant role in the decision-making of individuals.

5.5.3.2. Bullying

In the school environment, there are risk factors such as bullying, accessibility of drugs, and drug-using peers, and these can often be linked to gang formation. The

leader of a gang will forcefully threaten individuals to join the gang and coerced them to smoke Nyaope. The leader who is a bully himself, will harass and put more fear on other learners to do whatever he wanted them to do.

“Some individuals are forced to smoke Nyaope which eventually becomes a habit to smoke Nyaope at school T008.”

This is a short story by the participant teacher who broke into tears as she remembered one learner who ended up in a rehabilitation centre due to Nyaope who was forcefully coerced into her to smoke. Bullying in schools is a menace and the treatment that goes with it destroys the future of some learners as it is ugly and unacceptable. These are some of the experiences faced by the participants in their workplace.

5.5.3.3. Family situation

The family “plays a vital role in socializing young people, teaching them the laws of society and taking action so that they adhere to these laws” (Jackson, 2006:125). The parenting style employed by carers can exert a notable impact on the development of children and their conduct. Children who lack a strong attachment to their parents are susceptible to being influenced in a negative direction by their peers.

“Parents who are not displaying the good qualities of norms and values in their families, mislead their children, which increases the chances of indulging in substance abuse. These are contributions from the experiences of the participants teachers at their school T007, T005, T003, and T002.”

5.5.3.4. Lack of support by teachers

“The participants who are teachers explained that when they make choices in the teaching fraternity, some do commit to the career while others have interest with no commitment at all. They further claimed that such teachers are the cause of instability in the school and learners are not well supported and taken care of because they lack commitment and love to school learners. Learners under the supervision of such a teacher suffer a lot and end up becoming demotivated. So, teachers can build or destroy the learner, that’s what the participants explained to the researcher T001-T0010.”

5.5.3.5. *Lack of support from the society*

“Homelessness which stems from poverty is another critical issue that frustrates learners to fall into traps of substance abuse”. Society is where the learners live. Society is in charge of the welfare of the community and has to assist in whatever way to alleviate problems facing the learners in Sunnyside. Drugs are destroying the learners but the dealers in the community continue to sell and distribute drugs to learners. This societal factor impedes learners to lead a good life and envies good support from society. They are denied the right to enjoy their scholastic days as teenagers and youth in their environment of Sunnyside.

“These are the experiences of all the participants as most live and stay around the flats in SunnysideT001-T0010.”

The teachers as participants enjoy preparations on a daily basis, they all came to the interview heavily armed with facts of the subject matter, namely the topic “Substance abuse by learners: A pastoral care challenge.”

5.5.4. The Caregiver

This theme has other sub-themes such as teachers, parents, society, church, rehab, pastoral care, and counselling. All the sub-themes will be combined into one healing methodology under pastoral care and counselling. The caregivers give both physical and psychological support to those who suffer from substance abuse and other related challenges such as alcoholism. Diniz et al., (2017:379) defined a caregiver as “being the person responsible for caring for a sick or dependent person, facilitating the performance of their daily activities such as feeding; personal hygiene; providing routine medication, and accompanying them to the health services; or performing other things required in their daily lives”.

“All the teachers unanimously agreed with the sentiments of T008 and suggested extensive training on pastoral care at school to be conducted.”

5.5.4.1. *Pastoral Care and Counseling*

“Pastoral care and counseling involve the utilization by persons in ministry of one-to-one or small groups relationships to enable healing empowerment and growth to take

place within individuals and their relationships. Pastoral care is the broad, inclusive ministry of mutual healing and growth within a congregation and its community. Pastoral counselling is the utilization of a variety of healing methods to help people handle their problems and crises more growthfully” (Clinebell, 1994:26).

“Participant T008 has a degree qualification in Theology and Education and as a result, contributed a lot to healing methodology. She remained committed and focused when dealing with this aspect to show how good she was as a theological scholar. “Her main concern was “human wholeness” as described to be life in all its fullness. The life station is the church where pastoral care and counselling take place by nurturing, liberating, and empowering life in its fullness, in individuals, in society and in institutions. This is where the fullest possible liberation of persons in their total relational and societal context takes place.”

The church has to help with the healing experience in the vertical dimension of man and God. The need for bread and not the stone is needed for healthy personality growth, the need to receive love, the need to be esteemed by oneself and others, the need for security, food, and shelter, the need for inner autonomy and freedom, the need for a sense of meaning, and the need to grow in trust with God. The learners have to learn to use their body effectively and lovingly, to enjoy body-mind-soul with stress reduction, sound nutrition, exercises, and other health and body wellness. To help people repair, renew, and enrich their network of caring relationships. The goal of pastoral care and counselling is self-other-society wholeness which gives people power and a sense of their potential strength to work with others to change these societal injustices. The participant went at length to demonstrate wholeness at each life stage. Each stage of life journey has opportunities for new growth and each stage of life brings with it new problems, frustrations, losses, and pain. Fortunately, each stage also brings new strengths, resources, and possibilities. People must be helped to use their developmental crises as growth opportunities, responding to the problems and losses of each stage by developing a unique strength of that stage T008.” This participant displayed vast knowledge from the source of Clinebell called “Basic Types of Pastoral Care and Counseling”.

The other participants, including myself as a researcher, had to take notes and listened carefully as she lectured us on “human wholeness” which in the end taught us how important is pastoral care and counselling to our learners. In the end, we all saw the importance of having counsellors in schools to assist in dealing with learners’ societal problems in full. The participants urged me as a researcher to influence their department to hire counsellors in schools to alleviate the problems brought on by substance abuse and to assist in bringing “positive deconstruction” on learners who suffered the humiliation of drugs. “One thing stands out above all else: each one of us must feel centred and must feel like a whole valuable person before we can do justice to others or ourselves” (Satir, 2009).

All participants, including the researcher, comprehended that pastoral care and counselling have the potential to enhance individuals’ capacity to establish meaningful connections that foster holistic well-being for themselves and others. The interview with teachers was that of empowerment and human flowering “where there is no vision, the people perish, but where there is vision, the people nurture” extended from the book of Proverbs (29:18) by the researcher to bring the message home. This sub-theme on healing will be fully discussed in chapter 6 when the “Methodology of Healing is dealt with.

5.6. The street words and their meanings

The youth around Sunnyside area have certain ways to communicate. The researcher noted some of the “lingo” (language) used by Nyaope users. The ensuing table presents a compilation of informal expressions that were elicited during the interview, along with their respective connotations.

Table 5: Street language

Words or signs	Meanings
Flop	You don’t understand
Magriza	Mother
Timer/taima	Father
Zol	Nyaope in a form of cigarette
Rizzler	Paper used to wrap zol

Four finger pointing up	Attend me, request made to a dealer to supply
Crossed pointing fingers	Danger/ situation tight
Ke sharp	I am fine
Ek is dors	I crave for
Di ntshang	How are things today/or now

This face-to-face allows researchers to “note factors such as intonation, gestures, and facial expressions” (Patten & Newhart, 1997:161). Bingham and Moore (2004) described the interview as a conversation with a purpose while Hermann (1982) sees “an interview response as an evolving drama”. The interview is a process that provides the researcher with opportunities to thoroughly investigate the unique experiences of the interviewees, as per their explanation and meaning. Table 5 explains and illustrates what an interview is, a benefit because both the interviewer and the interviewees benefit from and teach one another. As a researcher, I learned a lot and now understand the deep-rooted language, signs, and gestures used. This table has empowered me with the new trends the learners use for communication purposes when dealing with or involve in Nyaope.

5.7. Conclusion

The participants who were both learners and teachers understood the meaning of Nyaope, its effects on their lives as learners, the hardships, and experiences of teaching learners under the influence of Nyaope by teachers, the reasons why learners indulge in substance abuse, and the consequences thereof. Upon concluding the interview, the educators came to the realisation that it is crucial to effectively implement pastoral care and counselling in order to reduce the prevalence of Nyaope usage among learners in their respective educational institutions. The teachers as participants wanted to implement changes in their schools through the engagement of the Department of Basic Education to hire counsellors to deal effectively with this scourge called Nyaope in schools. The learners as participants, know the severity of using Nyaope and the consequences that go along with substance abuse. Learners learnt a lot from this interview and committed themselves to seeking help in order to make changes in their lives. Chapter 6 will provide a more comprehensive analysis of the healing methodology as a potential solution to combat the detrimental impact

of this affliction on the prospects of our cherished learners. This approach is deemed worthwhile in our pursuit to undertake the necessary measures for our own benefit.

CHAPTER 6

HEALING METHODOLOGY

6.1. Introduction

This chapter focuses on a healing model that will therapeutically journey with the learners who have been damaged and affected by Nyaope. The shepherding model of Gerkin (1997) on care and moral life will assist the part of hurting learners to make correct choices but the negative self-image will still remain a challenge. Therefore, we need Pollard's (1997) model of positive deconstruction to deal with the underlying worldview of learners through analysis of the worldview, the goodness of the worldview, and to point out the errors in the worldview. The objective of analyzing and highlighting the good and the errors is to formulate and reconstruct a new worldview for the learners.

The primary focus of this chapter is the pursuit of a long and fulfilling life. Paul Lehman (1972), an American theologian and ethicist, characterizes the essence of Christianity and its vocation as the promotion of humanization in life, signifying a summons to enhance the quality of life. We are summoned to combat all forces that devalue our existence. According to Koopman (2014: IX), Van Ruler, a theologian from the Netherlands, posits that the primary reason for individuals to become Christians is to attain a state of true humanity, which aligns with God's intended purpose for humanity. It is believed that the divine desires for all individuals to experience well-being and success. According to Kretzschmar and Hulley (1998), the presence of morality is crucial for both the sustenance and enhancement of life. The absence of morality can be likened to navigating an unfamiliar city without a map. The researcher cautions readers regarding the significance of human life, emphasizing that substance abuse has the potential to undermine this invaluable endowment bestowed upon all living organisms. The researcher advocates for learners to take action, as each action has the potential to initiate change and hope, ultimately resulting in the growth of dignity worldwide.

The researcher is trying to ignite all the learners intending to use drugs to stop and refrain from substance abuse. A good life is what the researcher intended to see to save their lives and "pastoral care and counselling come as a refreshing rain to a

parched land” (Clinebell, 1966:16), which will give support and guidance to learners who are on drugs. The Bible says, “The blessing of God is healing and health to all your flesh,” Rev (22:12-15), while the book of Proverbs puts emphasis on a happy and peaceful life when it says, “A cheerful heart is a good medicine, but a crushed spirit dries up the bones” (31:17). Healthy living and prevention are key in this chapter. In the Middle Ages, a monk by the name of Prosper of Augustine developed the widely recognised maxim: “lex orandi (law of prayer), lex credenda (law of faith), and lex vivendi (law of life).” According to Koopman (2014: IX), Bethel Müller, a theologian from South Africa, introduced the concept of “lex convivendi” as a rule of life among individuals. This wholesome logic, according to the researcher entails that prayer, faith, life, and life with one another nurture one another and that pastoral care and counselling will highlight those types of caring and counselling that are essential in a person-centred, short term and long-term crises help, grief-related caring, marriage problems, small group counselling since it enables healing empowerment and growth to take place within individuals and their relationships. The researcher is showing the healing of God when he quoted Exodus telling us to, “Worship the LORD your God, and his blessing will be on your food and water. I will take away sickness from among you” Exodus (23:25). This is a commitment expressed by the researcher to deal with the holistic problems encompassing the situations experienced by the learners.

6.2. The building blocks of human life

The researcher wanted to empower learners with the building blocks of human life to align their lives with what is missing in people’s lives such as:

- Many people are lonely and don’t experience “belonging” to the Ubuntu, community.
- Many people live without basic trust, security, and care, they experience feelings of fatherlessness, motherlessness, and parentlessness.
- Many people do not experience that the perfect Name of God gives them dignity and that the name of God is unconditional with them and for them.
- Many do not experience the Kingdom life of justice, peace, and joy.
- Many people do not experience the care of God’s providing will and the compass and liberation of his moral will, and liberation of his moral will which changes earth into heaven.

- Many people are excluded from the basic provisions of life.
- Many people do not experience the joyous life of being forgiven.
- Many people do not experience liberation from evil in all its forms.
- Many people experience that they are not being paid attention to because temptations counteract their fellow human attentiveness and care for their needs.
- Many people do not know the assurance and security that the Kingdom and the power and the glory, forever and without a doubt belong to our heavenly Father, more than we can feel in our hearts that we desire the humane life from our Father.

(Koopman, 2014: XI).

The researcher believes that prayer for human life is a cry from the heart and the building blocks through the Holy Spirit will inspire in our hearts.

The researcher is putting forward the pleas for a life of justice for all, including animals, nature, and plants. These are pleas of distress to the living God for a humane life. We, therefore, protest the dehumanization of life, against injustice and oppression Karl Barth (1968) said that when we fold our arms to pray the Lord's Prayer, we start the protest against the chaos of this world. The American theologian, Stanley Hauerwas (1971) says "God is a wild presence calling us to ways of life we had not imagined possible. This is bread for everyone, for all, and for a humane life for all." We need a better life as a society and learners should also yearn to live this type of life. The researcher through the building blocks of humane life was creating an atmosphere to recognize the possibilities of a life of being alone and being together in the presence of God. Is there any challenge or derailment that can stop the determined mind from making any positive step? Surely not and through the building blocks above, the learners will succeed in defeating substance abuse.

The shepherding model is applied and recognized when the researcher displays love and care for the good life, thus taking care of his sheep. Individuals possess the capacity to become agents of change towards the establishment of a sustainable global society, irrespective of their current circumstances. The words of Josei Toda (1900-1958) "I will do what I have to do. That is, to save the poor people and the sick

people, the troubled and the suffering. That is why I raise my voice.” These words lend more emphasis on the work of the good shepherd who is a researcher, caregiver, teacher and pastor to create a shared living.

6.3. Prevention

Prevention encompasses a wide range of activities, including the promotion of health and the prevention of disorders. The primary objective of the former is to enhance overall well-being by mitigating disparities and fostering social capital, whereas the latter endeavours to curtail the frequency, occurrence, reoccurrence, and duration of symptoms. Mitigating the effects of illness on individuals, their families, and society at large is also regarded as a component of preventive measures. The act of prevention encompasses the decrease of societal disapproval and, as a result, hindrances to medical care (Medina-Mora, 2005:20-30). The researcher explained the importance of prevention to learners not to use drugs. Prevention of drug use, deter sicknesses and disorders. Prevention is a term that encompasses a range of activities aimed at mitigating the negative health and social outcomes associated with substance abuse. The term in question encompasses a range of measures designed to curtail the supply of substances, predicated on the notion that limiting access to said substances can mitigate the likelihood of their misuse and the development of dependence. The implementation can potentially lead to a decrease in demand, which encompasses activities such as health promotion and disease prevention (Medina-Mora, 2005:25-30). The researcher has put more emphasis on why prevention is the key to substance abuse by learners and that God will on the other hand take care of them in Psalm 147:3 “He heals the brokenhearted and binds up their wounds.” A good shepherd will be worried when the sheep cannot move along with the rest, the researcher will spend sleepless nights thinking about how to prevent his sheep from getting lost through substance abuse. The words of Maaithai from Kenya (1940-2011) asserted: “The future does not exist in the future. Rather, it is born only through our actions in the present, and if we want to realize something in the future, we must take action toward it now.” The learners upon realizing the importance of their future, need to start preparing it now.

6.3.1. Why is prevention important?

The epidemiological evidence indicates that there are ongoing fluctuations in the prevalence of substance abuse, with periods of both escalation and reduction. Preventive measures have the potential to alter the trajectory, initiate or fortify a declining pattern, or mitigate an upward trend. Efforts to decrease the availability of illicit substances have involved various strategies such as crop eradication, crop substitution, prosecution of high-level traffickers and distributors, and reduction of street-level substance abuse. The researcher has outlined the benefits of prevention in action. If prevention is enacted and implemented, reduction in the supply, reduction in demand, trafficking, substance dealers, and substance abuse in the streets are all the benefits of prevention. According to the researcher, prevention is another way to prevent learners from using drugs. The researcher as a shepherd will not despair about the sheep that get astray but will keep on driving closer to the rest so that it gets used to it.

The role of medical education is significant in mitigating the accessibility of prescription drugs for the purpose of substance abuse. Targeted interventions are designed to address risk factors associated with substance experimentation, ongoing use, and addiction, while also promoting protective factors within both the individual and their surroundings. The researcher is of the opinion that prevention can do wonders to protect against vulnerability, dependence, and experimentation by learners intending to use drugs.

The term “demand reduction” pertains to policies and programmes that are designed to decrease the demand for narcotic and psychotropic substances that are subject to international substance control conventions. The declaration pertaining to demand reduction has acknowledged the necessity of conducting a thorough assessment of the issue at hand and basing preventive measures on a consistent evaluation of the character and extent of substance abuse and its associated repercussions.

The issue at hand can be addressed through a multifaceted approach that includes discouraging initial usage to mitigate adverse health and social outcomes, providing education and promoting public awareness, offering early intervention and support, and ensuring accessibility to necessary services for individuals requiring assistance.

Forge partnerships by promoting a participatory and partnership approach within the community. This approach should serve as the foundation for accurately assessing the problem and formulating and implementing appropriate programmes. These programmes should be integrated into broader social welfare and health promotion policies, as well as preventative education programmes.

The research will prioritize the examination of the requirements of the general population and particular subcategories, with a particular emphasis on the younger demographic.

The effective communication of information in education and prevention programmes necessitates clarity, scientific accuracy, reliability, cultural validity, timeliness, and, when feasible, testing on a target population, as stated by Medina-Mora (2005:25-30). The researcher has comprehensively covered the advantages of prevention in promoting a healthy lifestyle, with the aim of motivating learners to expand their knowledge and appreciates the significance of maintaining good health. Within this particular subtopic, the researcher evokes a passage from the Book of Proverbs that conveys a sense of tranquilly and pleasantness: “Gracious words are a honeycomb, sweet to the soul and healing to the bones” (Proverbs 3:7-8). Maathai’s perspective is that although an action may seem insignificant at an individual level, its impact could be substantial if replicated millions of times. This statement implies that there will be a noticeable impact or change as a result of some action or decision. As per the researcher’s findings, the aforementioned words evoke a profound sense of exultation that arises from actively participating in the process of reconstruction. This process involves converting pain into constructive energy, which empowers the learners to manifest the world they aspire to witness. According to Nico Koopman’s book “Cries for a Humane Life” (2014:X), the researcher asserts that it is the divine force that enables individuals to lead a life characterized by humane qualities such as visible unity, closeness, healing reconciliation, and compassionate justice.

6.3.2. The scope of prevention

According to Medina-Mora (2005:25-30), these are the preventative measures that could encourage interventions in the execution of prevention, and they are:

- Primary prevention is the sole authentic mode of prevention that is implemented prior to the manifestation of symptoms.
- Given the chronic nature of substance abuse disorders, it is imperative to implement effective prevention strategies beforehand.
- Universal preventive interventions refer to interventions that are aimed at the general public or an entire population group.
- Selective preventive interventions refer to targeted approaches that focus on specific subgroups of the population with a notably elevated risk of developing a particular disorder, as opposed to universal interventions that are applied to the entire population.
- The defined preventive interventions are those that aim to target individuals at high risk, who exhibit minimal but detectable signs or symptoms that may indicate the onset of the disorder, or biological markers that suggest a predisposition to the disorder. However, these individuals do not currently meet the diagnostic criteria for the disorder.
- Early intervention is recommended for individuals who have engaged in substance experimentation but do not exhibit severe dependence. Such individuals may benefit from learning interventions aimed at re-education.

(Medina-Mora, 2005)

The aforementioned preventive measures aim to prioritize the engagement of learners whose perspectives are frequently disregarded or marginalized by society. The objective is to actively listen to their aspirations and apprehensions and draw insights from their lived encounters. As per the researcher's perspective, the aforementioned approach aims to stimulate cooperative efforts towards materializing a particular vision. The learner hunger for that fatherhood, motherhood, and parenthood that is expressed in loving-kindness which is God's covenantal love for us with emphasis from Zephaniah 13:17 "The Lord your God is with you, the Mighty Warrior who saves. He will no longer rebuke you but will rejoice over you with singing." The researcher provides reassurance to the learners that despite engaging in substance abuse, they can still find solace in the unwavering love of God. This love is not contingent on their actions or behaviours but rather is all-encompassing and restorative.

6.3.3. Family Influence on substance abuse prevention

Murray (2019) posits that prevention efforts can commence within the household by means of parental communication with their children regarding the repercussions of substance abuse. It is imperative for families to engage in early conversations with their offspring in order to establish a robust groundwork for drug awareness. It is imperative to educate children on the concept of boundaries in order to facilitate their comprehension of situations that may pose a risk to their well-being and enable them to make informed decisions regarding the same. Engaging in prevention talks fosters stronger connections between children and their families. According to Murray (2019), delivering preventive talks can facilitate the development of trust between children and their families, and enable them to make prudent decisions regarding their habits, friends, interests, and sources of influence. The researcher has highlighted the importance of families engaging their children on the topic of substance abuse and displaying the beneficiation of families when addressing issues of substance abuse and the prevention thereof. According to pastoral care and counselling with regard to family enrichment, “the family needs to understand what has gone wrong to help children understand and to regain problem-solving abilities and some sense of equilibrium in their life together” (Clinebell, 1966:283). The utilization of dialogue as a foundation is poised to take advantage of the current situation and concentrate on the significant apprehensions and anxieties of communities that are directly affected by the Nyaope crisis. By leveraging their narratives and encounters, constructive measures can be implemented to facilitate the creation of an improved world. The researcher posits that fostering a dialogue between parents and children may expedite efforts to combat Nyaope, thereby establishing a foundation for a sustainable global society. Parents remain the source of strength in the aftermath of crises brought on by substance abuse by their children. They provide support and care for their children as social assets that remain largely untapped. It is imperative for learners to comprehend that despite engaging in negative behaviours that may have adverse effects on themselves, God’s affection towards them remains unwavering. It is noteworthy that God’s emotional state and love for individuals are not contingent on their performance or ability to elicit positive emotions from God. The learners are accepted, loved, and embraced unconditionally in order to experience a humane life.

6.3.3.1. Parenting

Parenting which is inadequate is a major feature of many societies due to the poor state of marriages, but parenting remains an awesome God-given responsibility. Children are not ours but instead, we are accountable to God for the way in which we bring them up. Parenting is a multifaceted undertaking that requires both parents to fulfil the child's spiritual, personal, physical, and social developmental requirements. As the child grows, a variety of needs, attachments, differentiation, constancy, and generalization need to be recognized and met. The parents' authority over their children is relative, but not absolute. The parents must learn to give love and to receive love while the church offers support in the area of parenting. Matthew 18:6 puts more emphasis on parents to make sure that children don't lose faith through this verse: "If anyone should cause one of these little ones to lose faith in me, it would be better for that person to have a large millstone tied around his neck and be drowned in the deep sea." The researcher as the pastor, teacher, and counsellor has to make sure that learners know that they belong to the Father and that they again belong to the Father's other children through faith. Psalm 103:6-8, "As a father has compassion on his children, so the Lord has compassion on those who fear him. He is the Father who works righteousness and justice for all the oppressed. He is compassionate, gracious, slow to anger, abounding in love".

6.3.4. Educational tools for prevention

Various stakeholders such as government agencies, community leaders, and school personnel endeavour to educate children on the importance of leading a drug-free lifestyle. The function of educational institutions is to offer children a significant space to restore their daily routines. Interacting with peers in an educational setting can provide individuals with emotional support as they begin to recover from the psychological effects of substance abuse. The aim of this initiative is to mitigate drug abuse among minors prior to their transition into adulthood or integration into society. The instruction of young individuals regarding the consequences of substance misuse holds significance as it endeavours to regulate potential drug consumption prior to reaching adulthood. What are the potential challenges associated with establishing a socio-economically sustainable society in which a significant proportion of the youth population lacks basic literacy, critical thinking skills, and access to essential professionals such as educators, medical practitioners, legal experts, and scientific

researchers? The failure to provide assistance to the youth residing in suburban, township, and rural regions affected by Nyaope is deemed inappropriate, as it may result in them being marginalized and regarded as a generation that is beyond recovery. There are various programs including:

- Universal
- Selective
- Indicated

The programmes of a universal nature serve the purpose of imparting social, personal, and drug resistance skills on a weekly basis. The programme with a selective admission process caters to adolescents who face a higher likelihood of negative outcomes due to unstable home environments or other risk factors. The educational programmes mentioned by Murray (2019) are specifically designed for children who exhibit challenging behaviours. The researcher in his endeavour to prevent substance abuse among learners has offered programs presented by agencies such as the government, school personnel, SAPS, and community leaders but also listened to the information presented by different agencies from media platforms such as radio stations, television, and the internet. The educational setting in Sunnyside prioritizes the provision of a conducive learning environment that facilitates the learners' adaptation to their surroundings. Additionally, the school offers various activities aimed at mitigating substance abuse. Organizing the youth summit is crucial as it provides an opportunity to gather insights on substance abuse. The current public outcry and emotional response among individuals, particularly the youth demographic, is warranted due to their comprehension of the potential consequences for their livelihoods, and their belief in the feasibility of finding a resolution. The researcher aims to emphasize the significance of the youth's ability to effect change through their expression of outrage and anger, which when coupled with optimism, can yield an even more potent outcome. The activation of a positive causal loop can be initiated by the collective consciousness and the fervour of all involved stakeholders. The ultimate goal is to effectively tackle the underlying factors that lead to susceptibility and to promote positive outcomes for individuals who use drugs.

The word justice (*tsedakah* in Greek) refers to sacrificing justice to redeem people and make them just (Edwards, 1915). On account of Jesus' redeeming death, on account of Christ's sacrifice, we are not condemned but declared just. It is clear that Christ's justice is bestowed on us as we are forgiven and delivered from our sins and that we are changed to become people that exercise justice through Christ's death and sacrifice on the cross. The learners are declared just as justice is bestowed on them. It is remarkable that God has manifested and engendered justice that encompasses qualities such as compassion, care, healing, transformation, restoration, reconciliation, embrace, and renewal. The researcher, in their roles as educator, spiritual leader, and caretaker, advocates for equitable treatment of all learners who have experienced or are currently experiencing the adverse effects of Nyaope usage in its diverse forms.

6.3.5. Evidence-based prevention strategies

Research has demonstrated that a comprehensive approach to promoting healthy lifestyles, which integrates various components such as educational institutions, families, and communities, is more efficacious than a singular focus on prohibitive or hazardous behaviours. The study conducted by the researcher aimed to promote a healthy lifestyle among learners by discouraging substance abuse. Insufficient information has been found to be inadequate. The programmes that are most frequently utilized have demonstrated efficacy in altering both knowledge and attitude. As per the researcher's findings, there is a need for increased dissemination of drug-related information to learners, coupled with its easy accessibility, to facilitate a positive shift in their attitudes towards drugs. "Knowledge is power" as the English man said and would assist learners to have resistance and make a good choice. Prevention programmes ought to augment protective elements and mitigate or diminish risk elements. As the adage goes, "Prevention is better than cure." The researcher is promoting abstinence from drug use among learners. The implementation of early intervention strategies that address both risk and protective factors has been shown to have a more significant impact than interventions implemented at a later stage. Such interventions have the potential to redirect a child's trajectory away from negative outcomes and towards positive behaviours. As per the researcher's perspective, drug abuse gives rise to a plethora of issues, and the solution lies in refraining from the consumption of drugs. It is recommended that programmes be customized to

effectively mitigate risks that are unique to the characteristics of a particular population or audience.

The researcher deliberated and envisioned that educational materials and interventions regarding drug abuse ought to cater to the unique needs and characteristics of each age cohort. It is recommended that programmes be designed for the long-term, incorporating repeated interventions such as booster programmes to effectively reinforce the original prevention goal. As per the researcher's findings, it is recommended that prevention programmes be sustained and enhanced, evaluated, and scrutinised to effectively address the educational needs and difficulties faced by learners. Figueres (2015) further said that "There is no way you can deliver victory without optimism." The researcher aims to emphasize Christiana's statement that with unwavering optimism, the potential outcomes are boundless.

6.4. The role of pastoral care to prevent substance abuse

According to Clinebell (1984:2), "Pastoral care and counselling can be instruments of healing and growth by helping us develop what is most difficult to achieve in our period of history". Tillich (2005) supported Clinebell when he described pastoral care as a "helping encounter" in the dimension of ultimate concern. The researcher regards pastoral care and counselling as part of and a tool in healing and developing the growth paths of learners and a need for everyone and response to warmth, nurture, support, and care. Phillips (1987) paraphrased Romans 8:19 by saying: "The whole creation is on tiptoe to see the wonderful sight of the sons and daughters of God coming into their own. We are never alone when we are engaged in the development of the full image of God within persons." The researcher as the pastor has to quote the words of Paul in 1 Corinth 3:6 "I planted, Apollos watered, but God gave the growth" and in Eph 3:17 "May your roots go down deep into the soil of God's marvelous love." This is a healing love expressed by the researcher to show the muscular love that brings together caring and growth in the lives of learners. In this paragraph the researcher, with the help of Pollard's model of "positive deconstruction" illustrated the way to reconstruct the new car from the old by changing old parts and replacing them with new ones (Pollard 1997:44-45), using pastoral care as a tool to heal and develop the growth paths of learners. As a researcher, I posit that safeguarding human rights

and fostering the future growth of the upcoming generation is fundamental to establishing a sustainable worldwide community.

Dietrich Bonhoeffer (1955) said, “many people are looking for an ear that will listen. They do not find it among Christians, because Christians are talking when they should be listening. He who no longer listens to his brother or sister will soon no longer listen to God either... One who cannot listen long and patiently will presently be talking beside the point and never really speaking to others.” The researcher through this quote suggested that the researcher who is a pastor, and a caregiver needs to listen to the victims and the victims to be allowed a hearing without interfering in their confessions and stories.

The learners must speak out when faced with substance abuse problems and not keep quiet so that the pastor who is a teacher, can enter into their space and journey well with them through pastoral care and counselling as expressed by Buber (1965) who states: “to enter deeply with this man into his confused struggle for selfhood is perhaps the best implementation we now know for indicating the meaning of our basic hypothesis that the individual represents, a process which is deeply worthy of respect, both as he is and with regard to his potentialities.” The significance of heeding the perspectives of the youth is emphasized by the researcher, as it represents a rational trajectory towards the maximization of each learner’s innate capabilities. “In each individual, there exists a natural endowment of qualities and abilities that have been left dormant but can be brought out and employed to redress the deteriorating human condition” (Aurelio Peccei, 1908-1984).

Plato (2016) says that “you ought not to attempt to cure the eyes without the head, or the head without the body, so neither ought you to attempt to cure the body without the soul... for the part can never be well unless the whole is well”. The researcher clarified the scope of healing and growth of the individual taking into cognizance the holistic approach in dealing with learners when offering pastoral care and counselling. “It is important to respond to feelings, to permit the poison, the pain, to drain off so that normal healing can occur” (Clinebell, 1966:75). In the meaning of guiding and sustaining the aspirations, dreams, and hopes of the learner, Seward Hiltner (1979) writes: “People may get sick emotionally not only because of immediate frustrations

but also, because they are troubled about their own meaning and destiny and Erik Erikson (1994) says: youth in later adolescence are highly exposed to problems of their basic identity, to existential anxiety.” The aforementioned quotations suggest the necessity of cultivating imaginative representations and principles to effectively steer the educational journeys of learners. The aim is to cultivate the higher self as the focal point of one’s entire being, thereby restoring fundamental trust and sustaining optimism in the face of adversity and misfortune. The researcher aims to observe the extent to which learners exhibit a sense of affiliation with a compassionate community that fosters and maintains their spiritual development.

It helps one to make decisions, to work things out, to be a blessing to others in troubled times, and of course to pray and give thanks to our Father in Heaven amid the storm. “Peace is what I leave with you, it is my own peace that I give you....” (John 14:27) do not be worried and upset; do not be afraid”. The researcher emphasized a peaceful life because of working with others and offering help to those in need. Those who are intending to use or contemplating doing so, need help so that they can also live peacefully. The learners who are faced with drug challenges should work hand-in-hand with others to make contributions to helping others who are like them. Clinebell (1966:110) says: “Pastoral counselling on spiritual issues aims at helping people learn to live in harmony with the basic principles of the spiritual world, it also aims at helping persons find their vocation, their calling, and their cause”. This is a thirst to know who you really are and is a thirst of the highest order.

Pastoral care seems to offer much in helping to change the impossible by supporting the development phase of learners to achieve more through the prevention of substance abuse and to discover ways to move the alienation of guilt to the reconciliation of forgiveness. To develop ways to undergird self-esteem and reduce alienating narcissism (pride) with an awareness of being deeply valued by God. The emphasis on self-righteousness enables persons to avoid confronting their neurotic guilt and subconscious conflict about their own sexual and aggressive impulses Carl Jung’s (1979) terms, “self-righteousness is a way of disowning their “shadow side,” the dark, rejected, inferior part of the personality” The learners need to admit the way they are born without criticizing the weaknesses and defects they may have.

The researcher is well convinced that pastoral care and counselling can bring a huge change to our learners using Nyaope through help and support.

6.4.1. Pastoral care as pastoral education

Pastors in the primitive post-New Testament church were reaching their people about the necessary boundaries between life in their community and life in the surrounding pagan culture. In the recent time of psychological and psychotherapeutic ways of thinking about human problems, pastoral psychological educators have taught their people psychological ways of speaking about everything from the childhood origins of adult human difficulty to the stages in the processes of death and bereavement. The pastoral role needs also to become competent in helping people make connections between their lives of faith within the community and tradition that identifies us as the people of God, and the day-to-day individual, social, and cultural realities of our lives. According to the researcher, pastoral care must bring change, empower, and solve the day-to-day problems of people. In this case, learners would benefit to deal with their individual, social and cultural realities (Gerkin, 1997:94-95). William Glasser's (2013) "reality of right and wrong in his therapy aims at teaching persons to credit themselves when they are right and correct and when they are wrong." Many of our learners suffer from what the psychotherapist Clinebell (1994) calls "zestlessness" (which is the appetite, enthusiasm, enjoyment, interest) lack of enthusiasm, appetite, and lack of quality of being exciting. There is nothing valued to give learners a sense of expectation and excitement when they wake up to a new day.

Victor Frankl (1997) describes "zestlessness" as a "value vacuum" saying, "logotherapy" helps people to find a sense of meaning when "Life is transformed when a mission worth carrying out is uncovered." The researcher outlines the eagerness, the persuasive mood, and the keenness to know and experience as a way to revive zestlessness. Individuals who experience a sense of void in their lives with regard to meaning and values often utilize creative values as a means of engaging in meaningful pursuits. These pursuits may take the form of experimental values, which allow for the experience of satisfying sensations such as the pleasant aroma of flowers, cherished memories, or the warmth of a friend's smile. The researcher wants to point out that there are so many things that can bring excitement to a person and remove emptiness and zestlessness that preoccupies his/her mind. The researcher is encouraging learners to use their creativity in thinking and not just despair.

Pastoral care needs to address child abuse. The programs contain daily news of stories about children being left alone to fend for themselves, children being beaten, children being killed by their parents, and young children being sexually abused by older siblings, fathers, grandfathers, uncles, and trusted neighbours. The aggression and hostility in families need to be addressed. James Poling (2012) has pointed out that child abuse “is an abuse of power.” Whipping, spanking, slapping or the same physical penalty is meted out to foster the child’s learning of proper behaviour. Pastoral care has to become proactive in efforts to reorganize society in ways that mitigate the abuse of power. Pastoral care has to address child abuse in order to prevent substance abuse (Gerkin, 1997:166-167).

Clinebell (1966) posits that adherence to authority as a means of avoiding punishment and receiving rewards, conformity to societal norms to attain approval, observance of universal ethical principles, compliance with regulations and deference to authority, and recognition of personal values such as justice, love, and respect for all individuals are among the principles of reasoning and decision-making that can be employed to combat child abuse. Clinebell (1966) highlights the significance of acknowledging an individual’s distressing emotions as a crucial aspect of caregiving. This approach enables the carer to provide support and become a dependable source of assistance for the recipient. Clinebell (1966:172) says: “Pouring out one’s feelings in an understanding relationship drains out the poison from the wounds of the spirit and to care about one’s inner pain gives the troubled persons the strength from having their lives undergirded”. The researcher empathetically journeys well with learners who are in trouble with Nyaope through his contribution and participation.

An alternative approach to bolstering one’s ego defences is to attribute fault and accountability to external parties, despite being the root cause of the issue. However, this strategy does not facilitate the learner’s ability to confront reality. Consequently, such individuals require support and intervention to modify their lifestyles. In situations where individuals may be experiencing feelings of anxiety, defeat, failure, damaged self-esteem, or tragic loss, it can be beneficial for a pastor or carer to suggest activities that promote continued engagement and social interaction in order to facilitate appropriate action. Providing support and motivation can potentially reduce the inclination to succumb to depressive symptoms and isolate oneself from social

connections. It is expected to bring about a transformation in the disordered and distressing circumstances. The psychiatrist Gerald Caplan (1993) points out, “that everyone is constantly faced with situations demanding problem-solving activities because a crisis occurs within persons when their usual problem-solving activities are ineffective, allowing the stress of unmet need rise unabated.” The researcher has used Caplan’s categories of crises that distract the learner from his growth and owning up to responsibilities assigned and committed to him/her.

The developmental crises and accidental crises as defined by Caplan (1993) mean that developmental crises are when human growth is the result of meeting a series of developmental crises through developmental growth, each stage has a challenging task in earlier phases. The periods of transition between stages are characterized by elevated levels of anxiety and crisis, during which individuals experience both a push forward and a pullback due to the security provided by the familiarity of the previous stage. Developmental crises are a common occurrence in the growth of individuals and are widely accepted as a natural phenomenon. These crises may include events such as birth, weaning, toilet training, the commencement of schooling, adolescence, leaving home and completing education, parenthood, middle age crisis, menopause, retirement, death of a spouse, death of a friend, and one’s own death. The phenomenon of an accidental crisis can manifest at any point in an individual’s lifespan and is typically triggered by unforeseen deprivation of fundamental sources of gratification, a decline in social standing and esteem, psychological afflictions, alcohol dependency, physical impairments, or an undesired pregnancy. These occurrences serve to underscore the precarious nature of such circumstances. The researcher wanted the learners to understand that life is full of crises and such crises, no matter how severe they are, motivate one to seek help which again intensifies the need for pastoral care and nurture. Learners need to understand ways of life and become informed about the familiarity of challenges they face in their journey of life.

The objective of counselling is to facilitate individuals in enhancing the profundity and vigour of their spiritual existence. The process of growth is expected to take place as individuals develop a deeper connection with God and employ effective strategies for utilizing the Bible in a constructive manner. Engaging in the act of reading the Bible enables the incorporation of biblical wisdom into the approach, ethos, and objectives

of providing care. Scripture passages such as Psalm 23 can provide solace and fortitude to individuals experiencing crises, according to the teachings of the Bible (The LORD is my Shepherd) “Even if I go through the deepest darkness, I will not be afraid, LORD, for you are with me” Psalm 23:4. The stories in the Bible mean diagnosis to victims of substance abuse as clinical tools to victim difficulties, struggles and conflicts. The use of the Bible is to help heal spiritually and change the pathogenic belief that anger is the source of trouble instead of understanding anger as a gift of God to be valued and used constructively. The Bible serves as a fundamental resource in the educational and developmental aspects of pastoral care. The researcher as a caregiver, pastor and teacher is recommending and encouraging the Bible to be read by the victims of substance abuse to reduce the psychological problems to sin and irresponsible living. To start reading the Bible may seem a small step but a leap for mankind as Bays puts it, “That may be one small step for a man, but it’s a giant leap for mankind” Bays (1999:52).

The role of the pastor in caring for addiction is “to create an environment of concern and care, to enable the worshippers to pray and sing, keep the needs of people in mind and use Scripture and exhortation to encourage those in crisis to have courage and strength to meet the emotional and interpersonal tasks” (Wimberly, 1991:27). The researcher as a pastor is fulfilling the wishes and obligations of learners when he keeps their needs in mind and gives them the courage to meet their emotions and interpersonal tasks. The researcher is again expressing the demonic power of Nyaope as tyranny to learners and that it should be exposed to the light of present learners’ reality so that they can again appreciate change and accept their authentic selves.

“Lament is crying out and complaining to God about our current predicament, being honest about God’s role in the cause of such predicaments” (Graham, 1984). The scholar has deemed Lament to be a suitable means of addressing feelings of powerlessness and a sincere entreaty for the divine to manifest in the experiences of those who undergo hardship. The predicament in this instance resembled substance abuse which causes families to suffer, and Lament provides a connection with God who is the source and resource to bounce back from the loss, devastation, and catastrophe of substance abuse. Lament “is a mediation function for learners to bring them closer to God since they face the catastrophe of drug abuse” (Wimberly,

1991:43). This is also by Clinebell (1966:227) “the wound is infected and cannot heal until the person deals with repressed feelings”.

The researcher used this sub-topic of pastoral care as pastoral education to strengthen learners with resistance, full knowledge of right and wrong, and how to separate and distinguish the two, that everyone needs when they are going through deep waters. According to the perspective of a pastor who is also a researcher, the attributes of the Heavenly Father include grace, compassion, patience, goodness, and justice. All these characteristics of God, help us to let go of our prejudices against learners using Nyaope and the father, mother, parent, and caregiver resembling all these characteristics, making life more humane. According to Martin Luther, forgiveness is the primary principle of salvation. He asserts that in the Christian logic of salvation, forgiveness must be the first word, and it necessitates expressing remorse, confessing guilt, and demonstrating a willingness to reconcile. The researcher highlights the importance of forgiveness, to live as a person who is forgiven and forgives others.

6.4.2. Pathways to courageous living

This is a “hope–building” agenda exploring hope as an essential human quality and a divine promise which must receive pivotal attention in the lives of youth. This also presents a vision of the nature of courageous hope that is needed in young people (Wimberly & Farmer, 2017:18-19). The researcher intended to give hope and courage to learners to overcome the impossible and again to encourage them to live with hope and courage as weapons to combat substance abuse. Courageous living is also a pathway to youth’s formation of courageous hope, a creative pathway, a peacemaking pathway, and a pathway of exposure. The researcher encourages the learners to be courageous, to create ways to avoid drugs, and to create peace with themselves but to expose the truth that substance abuse creates death for learners. Victor Frankl (1997) declares “Woe to him who saw no more sense in his life, no aim, no purpose...he was soon lost.” The researcher as a pastor helps crisis-stricken learners to discover the ultimate meaningfulness of life lived in relation to God. The name God is a strange name that makes us worthy. Isaiah 43:1-7 (God promises to rescue his people) because he wants to give us indefeasible human dignity which no one can take from us. Helmut Thielicke (1985), the German theologian calls our dignity “an alien dignity as we received it from the heavenly Father who binds his name to us.”

Isaiah 43 gives us the experience of how God knows us by name. The One who is in the strongest, mightiest position in the world, knows us by name and gives recognition to us. This chapter from the book of Isaiah can make learners become thrilled to know that someone knows them better and gives them dignity and recognition because God binds his Name to us since He knows us intimately. The researcher encourages learners not to despair when they are going through the challenges of Nyaope but to think of God who knows them by their names, who recognizes them, and who gives them dignity.

The other pathway is sharing, recovering, and giving. The knowledge and empowerment received by learners through the experience of substance abuse should be shared and given to those without experience and knowledge of drug abuse. This hope-building power can evoke in young people new insights needed for assessing prevailing circumstances, making hope-bearing choices, and taking courage-filled actions in the forward journey of life (Wimberly & Farmer, 2017:18-19). The learners are encouraged to deal with their circumstances and challenges in their forward journey of life by the researcher, and the researcher as a pastor knows that he should move with those he shepherds as Wayne Oates puts it “He has a sense of security in the fact that his people both want and expect him to be present at their times of testing” The researcher intends to highlight the way in which God binds his Name to us and confirms our dignity that the learners are not alone in their trials and tribulations. When they brave the storms, they are not left alone because he is the one to calm the storms like what God did with Shadrach, Meshach, and Abednego in Daniel 3:25, who were thrown in a fiery furnace. God provides, cares, heals, and rescues those to whom God’s name is connected like learners who are affected by substance abuse. Jeremiah 1:5 says: “I chose you before I gave you life, and before you were born, I selected you...” this relates to how God created and formed learners, which is the strongest motivation for their dignity.

6.4.3. Basic Pathways to adolescents’ drug abuse

“The internalization of societal values by the parent and the absence of parental drug use creates a warm, conflict-free, parental-child relationship which leads to the adolescent’s identification with the parent. The result is a mutual attachment relationship between parent and child, because of this attachment and the child

identification with the parent's personality, attitudes, and behaviours which in turn leads to psychologically healthy and conventional personality" (Liddle & Rowe, 2006:26-27). Our own children follow in our footsteps by envying and emulating our actions as parents. The researcher demonstrates that our way of life determines the future of our children. Adolescents who exhibit healthy personality traits, such as conventionality and emotional regulation, tend to adopt attitudes and behaviours that discourage associations with drug-using peers, thereby reducing the likelihood of engaging in substance abuse (Brook, Rosen & Zhang, 2002). The developmental model posits a fundamental premise that the precursors to adolescent drug use and abuse are rooted in childhood. The researcher is pointing out the fact that the origin and background of the child, will define the behaviour of an adolescent. The concept of holiness in relation to God pertains to His perfection, infallibility, and glory, rather than the absence of sin or imperfection in His followers. The researcher posits that acknowledging and revering God as our Father and deity are integral to this understanding. The deity is referred to as our Father, and in turn, we refer to ourselves as His. This suggests a sense of care and concern on the part of the deity towards us.

6.4.4. The childhood domain

Significant consistencies exist between the developmental stages of childhood and adolescence. The temperament, familial expressions, and environmental interactions during early development have an impact on the likelihood of an adolescent developing either a conventional or unconventional personality, which may be prone to drug use. Several researchers have found that childhood aggression is a strong indicator of drug use during adolescence and adulthood (Brooks et al., 1978; Brooks & Newcomb, 1995). Studies have shown that specific personality traits, such as antisocial behaviour and aggression, have a correlation with the likelihood of drug use and abuse in the future (Cohen and Brook, 1987; Moffit, 1993). This study examines the impact of childhood personality patterns, familial and ecological risk factors on adolescent personality traits, and the attachment between parents and adolescents. The assertion that childhood factors may interact with adolescent factors to influence adolescent drug use is corroborated by longitudinal research, as evidenced by Brook et al's (1990) study. In this domain, the researcher alluded to the child's traits as a behavioural pattern that will influence his/her growth and again will continue as he /she grows. The phrase "Our Father who art in heaven, hallowed be thy name" as a pastor,

is part of the Lord's Prayer that all the people shall experience that whatever their crisis, they are in the protecting, providing, healing, and rescuing hands of the Father. So according to the researcher, the child who experiences the personality traits and parent-adolescent attachment will also be protected from substance abuse if he/she knows that God is the Father who art in heaven.

6.4.5. The adolescent personality domain

The influence of adolescent personality traits on drug use and abuse has been extensively studied (Bachman et al., 1997; Brook et al., 1990; Kaplan,1995). The present study has examined the four discrete dimensions of the personality construct, namely conventionality/unconventionality, emotional regulation, intrapersonal functioning, and interpersonal relationship/relatedness. Among the four distinct aspects, unconventionality emerges as the most potent predictor, encompassing traits such as sensation seeking, rebelliousness, tolerance of deviance, and low academic performance. The personality domain exhibits an indirect association with substance use disorders through antecedent drug use, as per Brook et al's (2002) research. The researcher highlights some of the personality traits that if followed and observed, will help in understanding the kind of behaviour the child will follow and carry to the adolescent stage. The researcher being the caregiver is the one in whose hands the learners are safe, who will help to quench the thirst for healing and provide shelter when things become too hot. The adolescent has to learn how to make decisions as Abdool et al emphasized that "decision making and problem solving are mostly an integrative process. Being able to solve problems constructively can prevent mental stress and consequent physical strain" Abdool et al (2014:190). Learners with such skills will result in making decisions that could not have damaging impact on their lives.

6.4.6. The family relations domain

The significance of the attachment between parents and adolescents, as well as between adults and children, lies in its direct and indirect impact on the issue of adolescent drug use (Wills et al., 2001). According to Brook et al., (1998), an amicable and harmonious bond between parent and adolescent can foster the adolescent's identification with the parent, which can eventually result in the adolescent internalizing the parent's values and actions. The development of conventional and well-adjusted adolescents is fostered by mutual attachment and identification with parents who

adhere to traditional values. According to Brook et al., (1998; 1999), parents of non-users exhibit higher levels of warmth and communication with their children, and experience less conflict in their relationship with them, as compared to parents of users. In a recent study conducted by Brook et al., (2002), it was discovered that family bonding characterized by low marital harmony, parent-adolescent conflict, and reduced maternal satisfaction with the adolescent, was a direct predictor of early substance use disorders among young adults. According to the researcher, a dysfunctional family system can lead to a lack of harmony within the family. According to Liddle and Rowe (2006:28), adolescents are less likely to engage in drug abuse if they have a positive and harmonious attachment relationship with their parents. The individual conducting the research, who also serves as a pastor and carer, must utilize and reference Jeremiah 29:11 in order to instil a sense of hope. The speaker asserts exclusive knowledge of their intended plans for the addressee, which are aimed at promoting prosperity and avoiding calamity, ultimately resulting in the realization of the addressee's desired future. Individuals who possess knowledge of the anguish and distress experienced by parents of Nyaope users, learners who are dependent on Nyaope, and educators who instruct learners under the influence of Nyaope, find themselves in a state of transgression, affliction, and mortality, and encounter a sense of abandonment by a higher power. Amidst the experience of oppression and suffering, individuals may find solace in the prospect of hope, peace, restoration, healing, joy, and justice that lies ahead. The promises of God will be fulfilled and His benevolent plans shall come to fruition.

6.4.7. Parental Discipline

Parents exert influence on the behaviour of adolescents through the implementation of disciplinary techniques, encompassing both physical and psychological forms of discipline. According to Liddle and Rowe (2006:29), the implementation of parental control patterns entails establishing unambiguous expectations for conduct that are both mature and responsible. The utilization of non-authoritarian disciplinary methods, as opposed to power assertiveness techniques, was found to be associated with a reduction in drug consumption. The establishment of unambiguous behavioural standards, coupled with sustained engagement, has been associated with the psychological welfare of young people, as evidenced by studies conducted by Brook et al., (1990) and Kosterman et al., (2000). In addition, the implementation of suitable

parental monitoring, which is a component of authoritative parenting, has been demonstrated to be efficacious in mitigating delinquent behaviour and substance misuse (Dishion & McMahon, 1998; Fletcher, Derling, & Steinberg, 1995; LeDoux et al., 2002). The researcher suggests that through firmness and correct discipline in the family set-up, parents will reap the fruits of their endless discipline over their own children. The recent incident (a TV interview observed by the researcher) in the Cape Flats in the Western Cape, South Africa, where a mob justice struck a chord, a mother crying hysterically over her Nyaope-addicted child being killed for stealing said: "But we go on. It was God's will that this has happened." The mother acknowledges the presence of God amid her suffering and violence. Her statement says it all she believes that God is with them in their suffering and pain. The phrase "thy will be done on earth as in heaven" from the Lord's Prayer sums it all up because it teaches how to live before God. This is also a moral compass of God's command of love and humble interaction with God's Word. When we make concrete decisions regarding concrete moral issues such as substance abuse, we need moral deliberation from God's children. Together we must search for and think about God's will when we make such decisions.

6.4.8. Learners' worldview

According to Pollard (1997:47), in order to assist individuals who, lack interest in examining Jesus due to their contentment with their existing beliefs, it is necessary to initially comprehend their current convictions. It is imperative that I exert all efforts to comprehend their perspective. I will be able to identify the specific inquiries to address with them solely after that point. The researcher posits that it is advisable to initiate the acquisition of knowledge regarding the cultural and perceptual framework of the learner, which pertains to the local milieu of Sunnyside. What are the underlying reasons for individuals' beliefs and how can one facilitate a transition from erroneous beliefs to a faith grounded in Jesus? In order to effectively assist and connect with learners, it is imperative for the researcher to thoroughly investigate the worldviews that have been internalized by the individuals in question. If a proposition is accurate, it will be efficacious as veracity empowers the investigator to operate, whereas inaccuracy does not. The aforementioned approach is believed to provide encouragement to individuals with low self-esteem, thereby fostering a perception of significance or resilience. The patriarch nurtured his offspring who expressed a desire

to receive his portion of the inheritance in order to establish an autonomous lifestyle. The father acquiesced to the proposition, as he comprehended his progeny's perspective. The narrative of the prodigal son, as recounted in Luke 15:11-32, portrays a state of emotional turmoil characterized by feelings of remorse and regret. The benevolent and compassionate paternal figure who nurtured him instigated his recollection to journey back to his place of origin and encounter the father who exhibited great compassion. The act of a father embracing and kissing his waiting son, while simultaneously forgiving and absolving him of wrongdoing prior to the son's expression of remorse and confession of guilt. The individual who has violated societal norms is accorded a level of respect akin to that of an esteemed visitor. These narrative aids the researcher in motivating learners by illustrating that benevolence and clemency trail the paths of transgressors and wrongdoers. Individuals who are struggling with substance abuse should be made aware that they are valued, appreciated, and embraced, regardless of their perceived shortcomings or inability to meet certain expectations. The gospel is a source of liberation, wonder, and almost incredulous good news.

6.4.9. The heart of wholeness

The concept of wholeness pertains to facilitating an individual's attainment of healing and advancement in the vertical dimension, encompassing both the human and divine aspects. The objective is to facilitate the enhancement of individuals' faith, values, and morals through the benevolent influence of the cosmos' spiritual essence. The insatiable longing of the heart and inhibited development can result in a diverse range of psychological and psychosomatic issues. These may include insufficient access to mature love during formative years, traumatic events such as death, divorce, accidents, unemployment, severe conflicts, overwhelming anxieties, repercussions of reckless behaviour, societal and institutional oppression within marriage, and injustice. This statement highlights the importance of fulfilling a genuine requirement, specifically the necessity for bread as opposed to stone. According to Howard Clinebell (1996), the experience of "painful hunger" is necessary for the development of a healthy personality, which involves both the capacity to receive and give love. Clinebell (1996) posits that human beings have various fundamental needs, including the need for self-esteem and esteem from others, the need for security, food, and shelter, the need for inner autonomy and freedom, the need for a sense of meaning, and the need

for growth in trust with God. To meet the six dimensions to create the balance of growth one must have the six aspects of life:

- Enlivening one's mind.
- Revitalizing one's body.
- Renewing and enriching one's intimate relationships.
- Deepening one's relationship with nature.
- Growth in relation to the significant institutions.
- Deepening and vitalizing one's relationship with God.

The objective of the researcher is to demonstrate the efficacy of pastoral care and counselling in enhancing individuals' capacity to engage in relationships that foster holistic well-being in themselves and others. As per Clinebell's (1966:33) perspective, the ultimate aim of pastoral care and counselling is to promote completeness in the individual, the other, and the society. It is a common occurrence for individuals to possess varying degrees of belief and may not always hold steadfast convictions. However, it is important to note that there exists a fundamental understanding of the entity in which one places their faith. The certainty of the statement is undeniable. It is certain. The researcher seeks to validate the notion that individuals struggling with substance abuse can find assurance and solace in their belief in a higher power.

6.4.10. Learners' Acts of Service

According to Abraham Lincoln (US President 1861-1865), it is unlikely that God created human beings to exist for only a brief period of time. The concept of immortality was not intended for mankind. In order to conduct a thorough self-assessment, it is necessary for learners to have a significant amount of life experience. Epstein et al., (2008:5) define concurrent self-assessment as a continuous process of self-monitoring, wherein individuals observe their own actions, exhibit curiosity to analyze the outcomes of those actions and demonstrate a readiness to utilize those evaluations to enhance their future behaviour and cognitive processes. It is imperative for learners to engage in self-assessment as a means of eliciting feedback that facilitates enhancements in their academic performance. The proficiency, expertise, and comprehension of an individual. According to St. Irenaeus, who is a prominent figure in early Christian theology, it has been stated that the ultimate manifestation of God's glory is when a human being is able to live life to the fullest extent of their potential,

thereby fulfilling the purpose of their creation and ultimately bringing glory to God. As per the researcher's findings, it is imperative for learners to fulfil their tasks on the planet in accordance with their respective capabilities. When individuals dedicate their lives to the glorification of God, they offer themselves to be utilized for His divine intentions. According to Clinebell (1966), conducting an objective review of one's life can enable individuals who are facing difficulties to gain a sufficient level of objectivity, which in turn can assist them in making more informed decisions regarding the appropriate course of action. Lewis Smedes (2002), an American theologian, has authored a work on the subject of ethical decision-making, exploring methods for selecting choices that are both morally sound and appropriate. The individual posits that in the grand scheme of things, the paramount aspect of existence is not the constant attainment of correctness, but rather the act of receiving forgiveness. These words can be considered highly emancipating for individuals who are undergoing a process of substance abuse education. As per the researcher's findings, learners are not bestowed with the status of Mr. or Ms. Right, but are, however, granted the status of being forgiven. This represents a state of being free from constraints or limitations.

6.4.11. The importance of guidance and counselling in a learner's life

Guidance and counselling are fundamental processes that assist learners in developing their skills, interests, and personality traits, thereby facilitating their career selection and advancement. Guidance is a systematic process that enables a learner to identify their abilities and interests, thereby enhancing their capacity to effectively address challenges encountered. According to Chaudhary (2018), guidance is a dynamic interpersonal process that aims to influence an individual's attitude and subsequent behaviour. Counselling involves the exchange of ideas, mutual reasoning, and direction between individuals or groups. The individuals serving as pastors or carers possess a diverse array of knowledge pertaining to contemporary trends and advancements, accessible pathways, and influential factors that significantly impact the process of making career decisions. According to Clinebell (1966:170), counsellors are responsible for offering guidance and counselling services to learners. This is aimed at helping them to identify and address concealed aspects of themselves, their relationships, early life experiences, and current relationships. The ultimate goal is to empower learners to leverage their psychological and interpersonal resources effectively, thereby enabling them to cope creatively with their life situations.

According to Wimberly and Farmer (2017:105), the guidance provided involves a range of negative attributes such as active listening, questioning, facilitating, critical thinking, and motivating decision-making. These attributes enable learners to develop, implement, and sustain hope and courage in their lives. The guidance and counselling provided by the researcher aim to motivate learners to make informed decisions regarding the necessary actions for a positive and optimistic lifestyle. This includes identifying the risks and courage required to achieve hope and determining the necessary support to facilitate this process. Clinebell (1966) posits that counselling techniques that provide support are geared towards addressing present-day challenges in an individual's life. The aim is to assist individuals in managing or acknowledging these challenges in a practical manner while also enhancing their capacity to cope positively in the future. According to the researcher, who is also a pastor, the transformative power of God's love is such that it has a profound impact on individuals. The transformative power of God's love through Christ results in the moral renewal and recreation of individuals, leading them to exhibit love as well.

6.5. Conclusion

The present chapter places greater emphasis on the attainment of a high standard of living. In order to achieve success in their learning endeavours, individuals must fully dedicate themselves to adopting a new lifestyle and engaging in novel behaviours. According to Philippians 2:12, the divine presence of God is constantly at work within individuals, enabling them to adhere to His intended purpose willingly and capably. As such, the Holy Spirit is poised to facilitate the aforementioned changes. It is imperative for learners to alter their cognitive processes such that each conduct is underpinned by a corresponding belief and attitude, thereby ensuring that their actions are driven by a sense of purpose. The process of transformation originates from the cognitive realm, as an individual's thought patterns influence their emotional and behavioural responses. Romans 12:2 advises against conforming to the norms of society and instead advocates for a spiritual transformation through a fundamental shift in one's mindset. The researcher promotes the development of mature thinking among young learners. According to Moody (2019), the purpose of the Bible is not to enhance our knowledge but rather to transform our way of living. According to Clinebell's (1966:170) assertion, the advancement of one's personality is a product of supportive

counselling, which is brought about by the individual's enhanced ability to manage their problems and enhance their relationships. According to Koopman (2014:41), the church is an institution that possesses significant binding social capital. This implies that the church possesses the capacity to unite individuals in connections characterised by reliance and reciprocal assistance. Individuals belonging to diverse socio-economic and cultural backgrounds exhibit cohesive social capital when congregating for religious practices. The absence of animosity and seclusion between individuals fosters the development of trustworthy relationships that are characterized by mutual assistance and collaboration. Consequently, the church serves as a venue where the expression of forgiveness is demonstrated through the implementation of equitable measures. Individuals who are dependent on Nyaope possess the potential to make exceptional and distinctive contributions towards the attainment of unity, reconciliation, justice, and forgiveness at a significant cost within our nation. As a researcher, my proposal entails taking a novel approach, whether it be through a new concept, a different geographical location, or an alternative trajectory. This action is accompanied by a sense of enthusiasm and serves as a catalyst for the transformative process. This will serve as evidence of your continued existence. The forthcoming and conclusive chapter pertaining to findings and recommendations will constitute a significant stride towards exploring novel avenues and embracing uncertainty in order to acquire fresh insights. A discernible alteration.

CHAPTER 7

FINDINGS AND RECOMMENDATIONS

7.1. Introduction

The objective of this chapter is to examine the distinct encounters of learners, teachers, and families, as well as strategies to motivate learners to confront and surmount the formidable obstacles posed by Nyaope. The aim of this study is to propose pastoral care coping strategies as a therapeutic intervention for learners who engage in Nyaope use, both in their academic and personal lives. The objective of this chapter is to present the results and suggestions derived from the study on substance abuse among learners. The insights derived from the participants' experiences in this study will augment and facilitate the execution of the suggestions delineated in this section. The results of this study will provide additional insight and comprehension as we confront the issue of "Substance abuse by learners: A pastoral care challenge."

7.2. Findings

7.2.1. Peer Pressure

Zimmerli and Gold (1973) posed an inquiry regarding the potential resolution of the drug problem if all drugs were eradicated. While the response "Yes" may seem apparent, a more fitting and precise answer would be negative. The removal of drugs may result in the emergence of the underlying motivations and needs that drive drug abuse. The researcher aims to emphasize and elucidate the significance of abstaining from drug use while refraining from advocating for their eradication. Chapter 5 provided an in-depth exploration of peer pressure and its associated outcomes. According to Fisher (2003:87), peer association is a significant and established predictor of drug addiction. Most adolescent individuals who struggle with substance abuse tend to experience a strong inclination to conform and gain social approval from their peer group. The utilization of Nyaope by learners is aimed at attaining acknowledgement and inclusion within their social circle. According to Masemola's (2013) assertion, the conduct of young individuals can be shaped by the process of modelling and social reinforcement from their peers. The collective of peers can exert influence and dominance over the personal norms and values of individual learners, resulting in their engagement in the consumption of Nyaope.

7.2.2. Bullying at school

In the school environment, there are risk factors such as bullying, accessibility of drugs, and drug-using peers, these can often lead to the formation. The leader of a gang who is a bully himself will recruit members using all methods to harass, threaten, instil fear in other learners and in some cases bring weapons such as sharp objects to enforce membership by hook or crook to his gang. Learners will be forced against their will to comply, and some will be coerced to smoke Nyaope which causes pain, sorrow, and rejection to learners. The issue of bullying poses a significant challenge for school-aged children and individuals in general. According to Childline-South Africa, experiencing fear and degradation can lead individuals to feel a sense of worthlessness. The aforementioned experiences are derived from the accounts provided by the interviewed teachers, pertaining to the daily challenges they encountered.

7.2.3. Family situation

The family is the pillar of strength and “plays a vital role in socializing young people, teaching them the laws of the society and taking action so that they adhere to these laws” (Jackson, 2006:125). The parenting style of some parents differ and can cause significant damage to influence the behaviour of the child through a lack of good qualities such as displaying good norms and values for children to bond. Children who find themselves in such circumstances are susceptible to being drawn towards substance abuse. Parental substance use disorders (SUD) have been found to have adverse effects on families, leading to disturbances in attachment, rituals, roles, routines, communication, social life, and finances. According to the interviewed teachers, children are highly susceptible to drug addiction. According to Koopman (2014:54), substance abuse is a powerful temptation that can lead individuals to experience anxiety related to mortality and fate, as well as a sense of loss of value, meaning, and purpose in life. The researcher highlights the phenomenon of learners experiencing anxiety regarding a future time when they may no longer hold significance, lack purpose, and go unnoticed by others, leading them to contemplate the possibility of disappearing.

7.2.4. The criminality influenced by Nyaope

Most learners who use Nyaope at school are victims of theft, bullying, vandalism, disruption of lessons, intimidation, transgression of school rules and regulations, disrespect, harassment, and cruelty to fellow learners. The teachers who were interviewed attested to and regarded Nyaope as the cause of all these irregularities. Nyaope according to them is the thorn in the bush as most schools suffer ill-discipline because of Nyaope users who are school learners. The school can only get as far as suspending the learner but is not allowed to expel the learner. This action leaves much to be desired as Nyaope users feel safe and sure to continue with their attendance.

Families may also fall victim to theft of various items such as currency, mobile devices, cutlery, kitchenware, valuable possessions, and groceries, which are appropriated to sustain and facilitate addictive behaviours. A considerable proportion of individuals who use Nyaope expressed their willingness to undertake any measures necessary to obtain the substance, indicating a strong desire for the drug. The use of Nyaope has been associated with an escalation in criminal activity, as it may incentivize individuals to engage in minor offences such as theft, in order to obtain funds to support their addiction. The commissioner of police at Sunnyside station made a reference to a particular crime, stating that in the year 2018, approximately 3000 instances of criminal activity were reported on a monthly basis. The most prevalent type of crime reported was related to substance abuse.

The research results indicate that Nyaope is a substance with a high level of addictive potential and is frequently utilised by learners in Sunnyside educational institutions. Therefore, it was described as a drug mixed with dagga and heroin including other chemical substances, the interviewed teachers referred to it as a “poly-drug” due to its many combinations. The reasons for the use of Nyaope were to get high, for pleasure, and for recognition. Nyaope is accessible and cheap as it is readily available in the streets and corners of Sunnyside. Most of the users want to quit but cannot, due to addiction. The study has explored different experiences of the learners, teachers, and families to encourage the learners to confront and overcome the severe challenges of Nyaope.

7.2.5. Pastoral care regarding morality and life

According to Kretzschmar and Hulley (1998:18), morality is an essential aspect for the continuation of life in the future. The idiom “throwing the baby out with the bathwater” suggests that it is unwise to dismiss an entire concept or situation due to negative aspects, as this may result in losing valuable components. In the context of community harassment, it is important to take responsibility for one’s child’s actions rather than disowning them entirely. According to Bonhoeffer (1967:67-69), Jesus’ demand is specific, but it should be noted that he does not anticipate his commandments to be interpreted in a legalistic manner. The desired outcome for the individual in question is for me to possess a sense of unwavering belief or trust in a particular concept or ideology. According to the researcher, the ethical teachings of the Bible offer direction for the individual conduct of Christians. The utilization of the Bible as a foundation for the ethical conduct of Christians can be assimilated within the framework of their religious beliefs.

According to Berglund (1976:384), the shades are not objects of worship. There exists a communicative association with the apparitions. The individuals in question represent the elder members of the lineage, and failure to establish effective communication with them can result in a disruption of the customary and amicable coexistence with said individuals. The presence and consistent engagement of individuals are essential for the attainment of a contented future. The topic of communication pertains to individuals who are struggling with substance abuse and experiencing feelings of hopelessness and despair. However, through the power of prayer, it is believed that a positive and fulfilling future can be achieved. According to Brunner’s (1964:83) divine command, it is asserted that there is a twofold demand which requires individuals to come to Him in faith and take the next step that is visible before them. The fundamental principle is to demonstrate affection towards one’s deity and fellow human beings. According to Kung (1978), the interaction described can be characterized as a meeting between the learner and their deity. This is due to the fact that the kingdom of God is inherently just, offers unparalleled liberty, exhibits unwavering affection, promotes global harmony, and sustains perpetual tranquilly.

Individuals pursuing knowledge should possess a sense of belief as it is believed that while God detests wrongdoing, He still harbours affection for the wrongdoer and holds

a deep fondness for each person, as expressed in the verse “as many waters cannot quench love, nor can the floods drown it” (Song of Solomon 8:6-7). It is imperative to identify and condemn the sin by its proper name. The concept of separating the wrongdoing from the individual and showing compassion towards the person while disapproving of their actions is commonly known as “hate the sin and love the sinner.” According to Wurmbrand (1988:84), the ultimate objective of an individual is to attain Christ-like qualities and bear the burdens of adversity with dignity, akin to how a bride adorns herself with a cherished jewel gifted by her beloved. This is achieved by recognizing that the word of God is not restricted by chains.

7.3. Recommendations

The recommendations of the study are based on its findings and aimed at helping learners refrain from using Nyaope both in their academic and personal lives.

7.3.1. Various recommendations

- Peer pressure is to be fully interrogated in Life Orientation and to be drilled to learners, teachers, and parents periodically.
- Bullying at school must become a criminal offence and be reported to SAPS so that bullying can be well managed in schools.
- The school governing body (SGB) of the school must be empowered to deal with cases of Nyaope users and to be given full authority to expel such learners thus removing the powers from the HOD of the department.
- The parents who register children at school must attend a counsellor’s introductory course on parental care to empower them about the challenges faced by their children and the school.
- The school must be given the authority to administer random search and seizure by the specialized members of the SAPS.
- The schools are to be afforded permission to draft their own safety and security regulations and implemented them by the department accordingly.
- Recommendations to improve the standard of care to learners by hiring counsellors in schools to deal with pastoral care and counselling.

7.3.2. Recommendations for further research

- More research must be conducted on learners using the substance Nyaope because of its severity on learners including other consequences such as school abandonment.
- The current study was limited to the area of Sunnyside, other studies can be exploited on a large scale to reduce the generalization of the findings.
- The teachers who are coordinators of health, safety, and security, including one parent from the school governing body (SGB) two learners per school, all must attend the induction cause on substance abuse yearly, especially the use of Nyaope at school.
- Substance abuse is a huge challenge to the broad community and therefore needs partnership and holistic approach to minimize the usage by using:
 - Organisations such as rehabilitation and reintegration centres.
 - Social Development to assist with the socio-economic needs of families.
 - Department of Sports and Recreation to instil discipline and equip learners with life skills to help make informed choices.
- The Department of Education to benefit more schools by conducting more research on substance abuse at school.

7.4. Conclusion

The research was undertaken to investigate the encounters of learners who engage in Nyaope consumption within the school environment, as well as to identify strategies that could be employed to motivate them to confront and surmount the significant obstacles associated with substance abuse. The focus of the study was primarily on understanding coping mechanisms that could aid learners in abstaining from the use of Nyaope. The primary discovery revealed that pastoral care is an effective approach for addressing and managing the challenges faced by learners. There is a pressing requirement for the provision of assistance and education to learners, educators, and guardians within educational institutions, with the aim of mitigating and eradicating the prevalence of Nyaope abuse among learners. It is imperative to secure additional funding to facilitate the annual and consistent delivery of substance abuse seminars to learners, educators, and parents in South African schools, with the aim of mitigating the prevalence of substance abuse among learners.

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9. APPENDICES

**APPENDIX A –
QUESTIONNAIRE**

SUBSTANCE ABUSE

Questions to a learner

1. I confirm that I am 18 years or older. _____

2. Share with me how you care about your life? -----

3. Share with me how you understand substance abuse? -----

4. Share with me the effects of Nyaope. _____

5. Would you still continue to use Nyaope? -----

6. Share with me the experiences you discovered on your own by using Nyaope. -----

7. How would you prevent someone from using drugs? -----

8. Share with me the advantages of not using drugs? -----

9. How important is healthy living to a learner?

10. Would you seek help if you are dependent on drugs and why?-----

11. Could you share with me how pastoral care (clergy) can journey with you during this time?_____

12. In what way can a church address the issue of Nyaope among learners?-----

13. In your own words, do you think the caregiver can theologically address this issue of Nyaope?_____

APPENDIX B

Questions to educators

QUESTIONNAIRE

1. Are you an educator by profession? _____ -

2. Share with me your strategies with learners using Nyaope at school?

3. What are the effects of Nyaope to your learners?

3. Would you encourage someone to use Nyaope?

4. In what way will you help learners get out of substance abuse pastorally?

5. Do you as a caregiver, work closely with the families of learners?

6. How often do you discuss substance abuse with learners and their families to restore proper relationship with God and others? -----

7. In what way can you theologically address the issue of Nyaope among learners?---

8. In your own understanding, do you think the church has a theological role to play in
pastoring learners? _____

9. In what way can educators and family deal with the pandemic? -----

APPENDIX C: THE CONSENT FORM



Faculty of Theology
Department of Practical Theology

LETTER OF INTRODUCTION AND INFORMED CONSENT FOR PARTICIPATING IN ACADEMIC RESEARCH

Title of the Study:

Substance Abuse by Learners: A Pastoral Care Challenge.

Researcher: Mr Sello Solomon Nthite - University of Pretoria

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You are cordially invited to participate in an academic research study due to your experience and knowledge in the research area namely Substance abuse by learners: A Pastoral care challenge. Each participant must receive, read, understand, and sign this document before the start of the study. If a participant partakes in a research study, the parent/legal guardian must give consent. Learners from the age of 18 and above were requested to partake in research.

- **Purpose of study:** Is to change the mindset of learners by freeing them from the substance Nyaope. To reduce the number of learners abandoning school. To suggest strategic solutions to change their image into a deconstructed dignity with the purpose to become successful. To bring the principles of theology to unleash the potential to eradicate, minimize and create abstinence from Nyaope.
- **Duration of the study:** The study is to be conducted in July 2020.
- **Research procedures:** The study will take four days with different groups of five (5) to cover the required number of twenty (20). This will be conducted in a secluded area where participants will feel free to partake.
- The research questionnaire with simple and straightforward questions will be handed to each participant to answer.
- In each contact period, the researcher will introduce himself/herself to the participant with each participant also introducing themselves. The rules and regulations of the discussion will be laid down and adhered to.
- The interaction between the participants and the researcher will resume with each participant telling his/her story. Observation of participants will continue according to the days agreed upon and provided for.
- **The rights:** The rights for participation. Each participant is very important in this study but may however choose not to participate and may stop participating at any time without giving notice or stating reasons and without any negative repercussions. The participant may contact the researcher at any time to clarify any issues regarding the study. The participant as well as the researcher must keep a copy of this signed document. There is no form of remuneration attached to the participation.
- **Confidentiality:** The participants' role and contribution to this research study will be kept anonymous and confidential. The contribution and participation made will be destroyed if the participant decides to withdraw. The relevant data collected will remain in the hands of the researcher and kept in a safe place which is always locked. Code names will be used to replace actual names and be used on all the research notes.

WRITTEN INFORMED CONSENT

- I hereby confirm that I have been informed about the nature of this research.
- I understand that I may, at any stage, without prejudice, withdraw my consent and participation in the research. I have had sufficient opportunity to ask questions.

Respondent:

Researcher: _____-

Date: _____

Contact number of the Researcher _____

VERBAL INFORMED CONSENT (only applicable if respondent cannot write)

I, the researcher, have read and have explained fully to the respondent, named _____ and his/her relatives, the letter of introduction. The respondent indicated that he/she understands that he/she will be free to withdraw at any time.

Respondent: _____

Researcher: _____

Witness: _____

Date: _____