

**TEACHERS' AND PUPILS' VIEWS ON SCHOOL- BASED ALCOHOL ABUSE PREVENTIVE STRATEGIES IN SELECTED SCHOOLS OF LUSAKA, ZAMBIA**

**By**

**Fumbani Mphande**

**A dissertation submitted to the University of Zambia in partial fulfilment of the requirements for the award of Master of Education in Sociology of Education**

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## DECLARATION

I, **Fumbani Mphande**, declare that this dissertation is my own work and that all the works of other persons used have been duly acknowledged, and that the work has not been presented to another institution for similar purposes.

Signature:.....Date:.....

## APPROVAL

This dissertation of **Fumbani Mphande** has been approved as partial fulfilment of the requirements for the award of degree of Master of Education in Sociology of Education at the University of Zambia.

Examiner 1..... Signature.....:.....Date:.....

Examiner 2.....Signature:.....Date:.....

Examiner 3:.....Signature.....Date .....

Board of Examiners.....Signature.....Date.....

Supervisor.....Signature..... Date.....

## **DEDICATION**

This dissertation is dedicated to the *Almighty GOD who exists, the source of wisdom and knowledge; A GOD in whom I trust and whose Power makes me stand, who saved my life, who helped me in my ups and downs and made me complete my studies.*

I wholeheartedly dedicate my dissertation to my wife Rebecca Mphande for her patience, encouragements and advice to hard work; I also dedicate my works to my two daughters Julie and Anita Mphande. Special dedication to my parents Godwin Ken Mphande, and my mum Julie Chikumbi Mphande. To my siblings, Katongo, Thandiwe, Sangu, Daniel, Khumbo Esther Mphande and Wiza Mphande.

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## ABSTRACT

This qualitative study explores the teachers and pupils views on school based alcohol abuse preventive strategies in selected schools in Lusaka District of Zambia. The study objectives were: to establish factors influencing pupils to abuse alcohol, to ascertain the sensitisation on alcohol abuse in schools, to explore the teachers' and pupils' views on school-based alcohol abuse preventative strategies in selected schools. The study involved a total of 30 participants and used descriptive research design to collect data. Purposive sampling procedure was used to select teachers, pupils, head teachers, parents and mental officers. Focus Group Discussion was used among pupils as a 'friendship group'. Interview guides were used to collect data from the teachers, pupils, and head teachers and mental health programme education officers. Thematic analysis was used to analyse data, major themes were drawn from interviews with participants for easy descriptions. From the findings, it is evident that pupils abused alcohol in school premises. The findings revealed that peer pressure, stress, ignorance, curiosity, lack of sensitisation on the dangers of alcohol abuse were the main factors influencing the pupils to abuse alcohol in schools. The findings showed that sensitisation and awareness were rarely conducted to prevent pupils from abusing alcohol. The findings of this study provide strong support for the importance of calibrating the methodological approach with the underlying aims of the study. It was recommended that school based strategies should be more interactive. Plays, games, life skills training should be revamped to positively contribute to behaviour change. Teachers, head teachers and parents should be involved in the prevention of alcohol abuse and should undergo a short training in alcohol prevention.

**Key words:** *Alcohol, abuse, school based preventive strategies, peers, substance.*

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## **ACRONYMS AND ABBREVIATIONS**

|      |                                         |
|------|-----------------------------------------|
| FGD  | Focus Group Discussion                  |
| DEC  | Drug Enforcement Commission             |
| EOF  | Educating Our Future                    |
| IEC  | Information and Education Communication |
| MOE  | Ministry of Education                   |
| MOGE | Ministry of General Education           |
| MOH  | Ministry of Health                      |
| MOLG | Ministry of Local Government            |
| UNZA | University of Zambia                    |
| NIDA | National Institute for Drug Abuse       |
| NGOs | Non- Governmental Organisations         |
| WHO  | World Health Organisation               |



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Over view**

The chapter presents the background, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, definitions of terms, theory of the study and ending with a summary on the study focusing on the teachers' and pupils' views on school-based alcohol abuse preventive strategies in selected schools of Lusaka District in Zambia.

#### **1.2 Background**

Alcohol abuse is a worldwide problem that affects all aspects of life. It also negatively affects the development of learners or the pupils. The public outcry, especially, in the print and electronic media on alcohol abuse among pupils has been persistent and calls for efforts by teachers, pupils, parents, government and other key stake holders in alcohol industry are supposed to play a key role in tackling this worrying concern. Alcohol abuse among pupils is becoming a problem in Zambia. A number of studies carried out in the country show that learners or pupils at one time or another experimented drugs especially alcohol and cigarettes. Research has shown that abuse of alcohol at earlier or young stage can affect the development of the brain and ruin the academic performance of a pupil. The word drug will be interchangeably used with substance. A Canadian Addiction Survey (2005) on alcohol abuse and drug abuse revealed that 62.3% of youths aged 15 to 17 years engaged in early use of alcohol and 29.2% in early use of marijuana. In the Caribbean, a school survey on drug use done in Trinidad and Tobago in 1993 showed that 91% of students had used alcohol, 46.7% had used tobacco, and 6.9% had used marijuana, while 1% had tried cocaine (Bourne, 2005).

This study focused on teachers' and pupils' views on school-based alcohol abuse preventive strategies in selected schools in Lusaka District in Zambia. The views involved pupils, teachers, parents and mental health programme education officers. The preventive strategies are aimed at stopping the abuse of alcohol in schools in the country and worldwide.

NACADA (2012) viewed many risks associated with the problem of drug abuse including; dependent on young adults, increased health care needs amongst the youth abusing alcohol and drugs and crimes resultant from idleness and the youth's drinking habits.

The overwhelming negative consequences of alcohol abuse on individual learners, their families, schools and communities, highlight the urgency and the need for effective and sustainable prevention interventions to minimize or reduce the damage it may cause. In this regard, Botvin and Griffin (2003) have argued that the most promising interventions are those that are conceptualized within a theoretical framework based on the etiology of drug abuse.

The academic performance among pupils may decline if not well taken care of by parents, teachers and pupils themselves. The situation on alcohol abuse in Africa is not very different from other parts of the world. Traditionally, the use or abuse of alcohol was confined to elderly people only. However, the rapid pace of economic and social development, and in some countries prevailing political instability, have seen the problem of alcohol abuse escalating at a rapid rate. For instance, studies done in Lesotho and Kenya found out that 8.8% of 10 to 14 year old pupils and 42% of secondary school pupils were users of alcohol respectively Bourne (2005).

Namasiku, (2012) revealed that Zambia, like many African countries, is facing a problem of alcohol abuse among the youth who find it easy to abuse alcohol because it is available in the community.

There is a common spirit-like local beer known as "*Kachasu*", which is usually brewed by women in the high density areas or compounds. Common exotic lagers include Heineken, Windhoek while ciders include Hunters, Redds. Others are spirits such as Brandy, Mosi Whisky, Vodka, Gin, "Junta"-the rebranded *tujilijili*. Traditional beers have different names depending on which province or location in which they are made. (Namasiku, 2012).

Today, it has become a luxury for people regardless of the age to get involved into alcohol consumption in public places. Lakhampal and Agnihotri (2007) observed that school children who abuse drugs and alcohol often suffer from impairment of short term memory and other intellectual faculties, impaired tracking ability in sensory and perceptual functions, adverse emotional and social development and thus generally impairing classroom performance. If this situation is not addressed, it may adversely affect the quality of graduates at all levels of education.

A study carried out by Mwaura (2006) on drug abuse in public secondary schools in Nairobi: Views of students on the causes, effects and intervention strategies indicated that the riots and unrest in some secondary schools in Kenya in June/July 2008, mainly in boys' boarding schools and which resulted in loss of life and destruction of property were as a result of drug abuse.

There is, therefore, a compelling need to undertake a research on teachers' and pupils' views on school-based alcohol abuse preventive strategies in selected schools in Lusaka District in Zambia. Pupils or learners in their adolescent phase of development need to learn in a drug abuse-free environment in schools in preparation for adulthood. Despite the preventive strategies to control alcohol abuse in Lusaka and other countries, many pupils and elderly people still abuse alcohol. In most instances, people in different nations start drinking alcohol at ages that vary according to locality. The World Health Organisation-WHO (2004) showed that internationally, the average a



great which drinking alcohol first occurs is 12 years, and about 80% of young people begin drinking alcoholic beverages regularly at the age of 15 or younger. Nevertheless, the alcohol abuse carries a risk of adverse health and social consequences related to its intoxicating, effects. (Kendleret.*al*, 1997). The WHO (2004) indicated that in developed countries the harm caused by alcohol is ranked third out of 26 risk factors examined in terms of their contribution to disease, disability or mortality.

The Ministry of Education policy document (1996) reported that though the classroom focus tends to be more on the intellectual than emotional domain, the development of other life and social skills will depend largely on the whole ethos of the school and on its programme of extra-curricular activities such as clubs, societies, school debates, drama and cultural presentations, meetings of cultural and religious groups. Schools play an important role in promoting a sense of responsibility in pupils through the activities which go on outside the classroom and through school structures that give increasing levels of personal responsibility in their later years. The process of education can be divided in two parts: curricular activities and extra-curricular activities.

### **1.3 Statement of Problem.**

Despite alcohol abuse preventive strategies put in place to reduce abuse in schools, pupils have continued abusing alcohol. This development has brought concerns among community members who do not only fear that this might put many pupils at risk of poor academic performance, behaviour problems, but also contracting HIV and AIDS. Muula (2007) indicated that in Zambia particularly, 40.8% of adolescents (36.7% of boys and 45.2% of girls) have drunk alcohol before. However, there has been little research done to explore the teachers and pupils' views on school-based preventive strategies in Lusaka.

It is against this backdrop, that this study was conceived to explore the teachers' and pupils' views on alcohol abuse preventive strategies in selected schools in Lusaka District in Zambia.

#### **1.4 Purpose of the Study**

The purpose of this study was to explore teachers and pupils views on school based alcohol abuse preventive strategies in selected schools of Lusaka District.

#### **1.5 Objectives.**

1. To establish the factors that influence pupils to abuse alcohol in schools
2. To ascertain the sensitisation on alcohol abuse education in selected schools of Lusaka District.
3. To explore the teachers' and pupils' views on school- based alcohol abuse preventive strategies in selected schools of Lusaka District.

#### **1.6 Research Questions**

1. What factors influence pupil's to alcohol abuse in schools?
2. How is sensitisation on alcohol abuse done in school?
3. What are the teachers' and pupils' views on school based alcohol abuse preventive strategies put in place by the school administration or authorities to curb the abuse of alcohol in schools?

#### **1.7 Significance of the study**

This study is significant in that it might provide valuable information to various stakeholders on the teachers' and pupils' views on school- based alcohol abuse preventive strategies in selected schools. The findings of this study may contribute to finding a lasting solution on alcohol abuse in schools. In addition, the study has added to the growing literature on alcohol abuse among

learners in Zambia.

The researcher foresees that this study might have an impact at individual, family and at stakeholders' levels like, Non- Governmental Organisations, Civil Societies, the Ministry of General Education and Ministry of Health. The study is expected to provide systematic body of knowledge that could serve as a baseline input for policy function in the struggle to address abuse of alcohol in selected schools, in Lusaka district in Zambia. It can also serve as a basis for future research and can be applied to other settings with similar context to Zambia.

### **1.8 Theory**

This study was guided by Erik *Erikson's Theory Regarding Peer Pressure in Adolescent*. In his theory, changes are plotted in a series of eight stages and that each stage involves a particular crisis that must be resolved before the person progresses to the subsequent stage. Adolescents fall under stage five which involves identity versus confusion; the role confusion is the major crisis at this stage which young people wrestle with the questions of who they are. During this stage young people strive to find out who they are and look more toward peers. Some peers influence each other negatively which may lead to social vices such as alcohol abuse.

The theoretical framework has been used to explain factors that influence pupils to abuse alcohol and the preventive strategies used to deal with alcohol abuse in schools. In addition, it has helped to explore teachers' and pupils' views on school- based alcohol abuse preventive strategies and alcohol abuse behaviour in selected schools. The theory has also helped the researcher to understand the fact that alcohol abuse behaviour in pupils is socially learnt from peers or group influence, family background, curiosity or wanting to taste what it feels like, feeling 'high' exposing them to alcohol abuse. The preventive models would help them to develop social and drug

refusal skills. Furthermore, such exposure will help pupils to acquire knowledge about the negative effects of alcohol and school-based alcohol abuse preventive strategies.

### **1.9 Definition of terms**

**School- based preventive strategies:** planned activities and approaches put in place by teachers, head teachers, Mental Health programme officers in order to respond to alcohol abuse problem in schools.

**Peers:** are people with equal standing to another and are influenced by other people who act in a certain way.

**Alcohol:** is a pure colourless liquid present in drinks such as beer, wine and brandy

**Substance:** In this study, the term is used interchangeably with ‘drug’. However, it includes other intoxicating chemicals such as glue, petrol, cleaning fluids, popularly known as Inhalants or solvents.

**Abuse:** Deliberate use of substances (i.e. drugs, alcohol and other intoxicating chemicals) to induce physical and psychological effects for purposes other than therapeutic ones, resulting into functional impairment and adverse social consequences like break down the family unit.

### **Summary**

This chapter focused on the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, theory and definitions of terms. The next chapter will review the literature in relation to the study topic.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview.**

The chapter reviews literature related to the topic under study which looks at the teachers' and pupils' views on school-based alcohol abuse preventive strategies in selected schools and most importantly the preventive strategies to be put in place to curb alcohol abuse in selected schools of Lusaka district in Zambia. Alcohol abuse published and unpublished research studies were explored from global, regional and local contexts. The literature review helped the researcher to understand the topic under study along with research methods, sample design, objective findings and conclusions. The literature review helped to contextualise data collected on the experiences of teachers, pupils and parents on alcohol abuse preventive strategies in selected schools of Lusaka District.

#### **2.2 Factors that influence pupils to abuse alcohol in schools**

A study done by Masiye, (2011) focused on the impact of drug abuse and alcohol abuse school-based preventive strategies on pupils in selected secondary schools in Livingstone and focused on three substances such as marijuana, tobacco and alcohol. In this study, Masiye, (2011) indicated that the leading factors of drug abuse and alcohol abuse were peer pressure, personal and emotional problems at home and at school propelled by poor parent - child relationship. Availability of cheap drugs and alcohol in the community, parents, siblings and other adults who serve as models for drug and alcohol abuse among pupils. Other factors noted were curiosity, having fun and feeling cool, the need for recognition, to be feared and being famous among pupils in the school and belief among them that certain drugs increase academic performance.

In view of the above, Masiye (2011) focused on alcohol and other drugs or took a holistic approach while this study focused on alcohol alone on the teachers', pupils' and parents' views on school-based alcohol abuse preventive strategies in selected schools of Lusaka District. In Masiye's (2011) study the main factor which leads pupils to abuse alcohol in school was peer pressure.

Studies carried out by Kacwana (2010) in Uganda indicated that 60% of the students in secondary schools used or abused alcohol. The study findings showed that alcohol, especially in sachets (tot packs) were very accessible and easy to conceal by young boys and girls. Another survey done in Kenya and Lesotho revealed that 8.8% of 10 to 14 years boys and girls and 42% of the secondary school male and females were consumers of alcohol, respectively (Kacwana2010).

With reference to Kacwana (2010) on the accessibility of alcohol; Suffice to mention that alcohol is readily availability and as cheap as k7 per bottle that is the more reasons why boys and girls abuse it. In addition, some bars or taverns are close to the school premises put the pupils into temptations of abusing alcohol.

A Zambian Global School Health Survey (2004) carried out jointly with the Ministry of Health and Ministry of Education in selected primary and secondary schools on alcohol abuse showed that alcohol abuse and other drug abuse were on the increase. The findings of the survey showed that youths were engaged in alcohol consumption at an early age. The argument suggested that with such a development among boys and girls in schools, there was likely to be high school dropouts, leading to most of the youths to roam the streets and further engage in drugs and alcohol consumption in adulthood.

A survey carried by Boog (1999) on drug abuse revealed that degrading economic situation, lack of

social controls, peer pressure, weak parental guidance, availability of drugs and alcohol in the community were major instigating factors for increased abuse of drugs and alcohol among pupils in Zambia.

Studies conducted by Gebremicheal et.al (2015) on the second hand effect of alcohol consumption among Vietnamese University students revealed that nearly half of study participants who reported consuming alcohol had either bodily or non-bodily consequences. Further, the study showed that engaging in fighting, unprotected bodily advance and having accidents were among bodily consequences whereas property damages, being insulted, sleep and study disturbances were considered among second hand non-bodily costs.

This study above focused more on students while this study focused on school-based alcohol abuse preventive strategies on pupils in selected schools. In addition, the study by Gebremicheal (2015) focused on the effects of consumption of alcohol while this study focused on the school-based alcohol preventive strategies on the pupils in selected schools in Lusaka District in Zambia.

The study above focused on alcohol related harmful effects to students' which were found to be high in Vietnam. In addition, the study indicated that, a non-abuser of alcohol living in the same campus or dormitory was three times at high risk of assault or study disturbances by those who abused alcohol. This means that alcohol abuse results in assault cases and other violent behaviour like fighting.

However, this study did not examine the specific factors that lead adolescent university students to be engaged in alcohol abuse. Besides, this study did not reveal the health effects experienced by the students and their knowledge about possible consequences.

It also did not provide any information concerning student's intention and attitude towards future alcohol and substance intake (Diep 2015).



### **2.3 Alcohol Abuse Prevalence and Sensitisation.**

A study by Nzala et al (2011) showed that the levels of alcohol drinking among school going adolescents aged between 13 and 15 years were as high as 38.7 percent among males and 45.1 percent among females. Swahn et al (2011) stressed that in Zambia specifically, 40.8 percent of the adolescents that is 36.7 percent of the boys and 45.2 percent of girls drink alcohol.

Alcohol is the most extensively consumed of 'all the psychoactive drugs' (Alloy, Riskind and Manos, 2005). According to WHO (2011), the five-year trend of drinking among individuals aged 18 to 25 year olds showed that, out of 82 responding countries, 80% revealed an increase, 11% a decrease, 6% were stable and 12% showed inconclusive trends. Generally, risky and damaging drinking patterns, such as drinking to intoxication and heavy drinking, appear to be on the increase among 'adolescents and young adults' WHO (2007). Adolescent alcohol use has heightened to worrying levels globally.

Swahn et al. (2011) conducted a study to determine the associations between early alcohol use, before the age of 13, and problem drinking among pupils in Uganda and Zambia. The study showed that there was a significant association between alcohol initiation before 13 years of age and problem drinking among youth in these two countries. Swahn et al. (2011), indicated that findings underscored the need for interventions and strict alcohol controls as an important policy strategy for reducing alcohol use and its dire consequences among vulnerable youth.

Another study by Swahn et al. (2010), conducted in Zambia, examined the associations between alcohol marketing strategies, alcohol education including knowledge about dangers of alcohol and refusal of alcohol, and drinking prevalence, problem of drinking, and drunkenness. Analyses were based on the Global School- Based Student Health Survey (GSHS) conducted in Zambia.

## 2.4 Preventive Strategies on Alcohol Abuse

Namasiku (2014) conducted a study that focused on the role of formal education in mitigating abuse of alcohol among the pupils in selected schools of Lusaka District. The study showed that formal education had a role to play in mitigating alcohol abuse by pupils. The findings are that generally the causes of early alcohol intake were well known by most pupils in schools. The causes mostly emanated from the environment the pupils came from. The environment included parents, bar owners/tenders, bar location, peer influence, lack of sensitisation and lack of stringent laws, among the many causes.

Midford et al. (2000) suggested that the use of peer educators in providing prevention education to pupils is another strategy that has received increasing attention in the drug education literature. Peer educators serve as potential role models by creating a norm that drug abuse is deviant and by providing alternatives to drug and alcohol abuse. They successfully explore controversial issues with other peers more than with adult educators.

Botvin et al. (1995) reported that a study conducted six years after initial baseline assessment in fifty-six public schools in New York State of USA, involving six thousand seventh graders, who received Life Skills Training, it was found that the prevalence of alcohol abuse, cigarette smoking, and marijuana use had fallen by 44 % lower than for control group. This suggested that to be effective, school-based prevention strategies must be more comprehensive, consistent and continuous.

Namasiku and Thole, (2012) stressed on the restrictions of selling of alcoholic drinks to people under the age of 18 as prohibited by law. Apart from age restriction, Zambia is struggling to come up with policies that will protect pupils and the general public from abusing alcohol. The notable policies are

those to control the manufacturer and trader and to some extent the consumer. The Statutory Instrument is part of the Liquor Licensing Regulations of 2011, in which the permitted hours for the sale of intoxicating liquor are stated. This revised instrument bans supermarkets, bottle stores and wholesale outlets from selling alcoholic beverages on Sundays and public holidays and only allowing them to conduct trade from Monday to Friday from 10:00 hours to 19:00 hours. This instrument limits selling of alcohol on work days and weekends for restaurants and bars, the latest hour of sell being 23:00hours on weekends and night clubs 03:00hours on weekends.

It is worth noting that, the current statutory instruments have not reduced the alcohol abuse among the youths and the people of Zambia and other countries globally. The abuse of alcohol has continued especially among the youths. Most of the studies on alcohol took a holistic or broad approach.

The argument is that alcohol abuse is a global issue and Zambia is not an exception regarding this global social problem of adolescent alcohol abuse. Lack of documented information regarding the strategies used to prevent alcohol abuse among pupils in selected secondary schools of Lusaka District in Zambia may affect effective response to alcohol abuse among pupils in Zambian schools.

However, several studies conducted have focused on a holistic approach of drugs like cannabis, tobacco and alcohol. In this case, this study focused on the school based alcohol abuse preventive strategies on pupils in selected secondary schools in Lusaka District. Suffice to mention that alcohol has greatly affected the quality of education in selected secondary schools in Lusaka, at national level and worldwide.

A survey conducted by Liski (1987) showed that through peer pressure, activities such as alcohol abuse, graffiti, vandalism, drug abuse, truancy and many others affect pupils' academic performance. Most of these studies seem to have concentrated on the extrinsic effects of peer influence, leaving out

intrinsic ones (namely attitudes) which also have a bearing on performance factor.

With reference to Liski (1987) it is evident that peer pressure is a main factor influencing most of the pupils to abuse alcohol and consequently leading pupils to negatively affect their social life.

Although the study by Odek-Ogunde and Pande-Leak (1999) set out to find out the prevalence of drug abuse among students in a tertiary institution, the researchers suggested the need to gather more data, which can be used to guide formulation of health promotion and prevention programmes. This study attempted to bridge this knowledge gap by gathering data from secondary school pupils and key informants which can be used in prevention programmes alongside other components that may be considered important for pupils in relation to alcohol abuse.

Nchimbu (2005) conducted an evaluation of the magnitude of drug abuse, trafficking and related issues in selected primary schools in Dar-es Salaam, Tanzania. He recommended that school management should provide guidance and counselling services to pupils who are involved in drug abuse. He further recommended that school-based drug prevention programmes should include drug refusal skills, self-control and peer relationships.

An evaluation of Health Education to Prevent Drug Abuse Project, a project based in Greece in 2003, recommended that sufficient training for teachers in drug education competencies was necessary to ensure motivation for them to participate fully. It was also recommended that drug abuse prevention education be integrated into the standard school curriculum in order to reach out to a large number of young people in schools (UNODC, 2002).

Morojelet'al. (1999) reported on an assessment of eight school-based preventive programmes in Western Cape, South Africa. Based on the findings of this assessment, it was recommended, among

other issues, that: programmes that rely heavily on information approach should also employ more interactive teaching method and strive to include social competencies/skills training elements and avoid the use of ‘shock tactics’, programmes should use methods such as extended practice, role play and modelling; programmes should be extended to cover the primary school and early secondary school levels; programmes should be extended to include multiple years of intervention. Most of the scholars and researchers have focused drug abuse on a holistic approach but a this research focused on one drug namely alcohol and explore the strategies used to prevent alcohol abuse in selected schools. It is not known whether the strategies for alcohol abuse are effective or not. The present study has, among other things, endeavoured to fill this information gap. The focus of this research was to explore teachers’ and pupils’ views on school-based alcohol abuse preventive strategies on pupils in selected schools in Lusaka District in Zambia.

A study by Botvin (2006) cited by Masiye, (2011) revealed that Information Dissemination strategy is a conventional approach to drug and alcohol abuse prevention. It is the most commonly used strategy which involves giving pupils factual information about drugs and alcohol. Pupils are provided with awareness and knowledge to the nature and extent of substance abuse, that is, the pharmacological effects, and the adverse psychosocial effects of abuse to individuals, families and communities. The underlying assumption for using this strategy is that the problem of alcohol abuse is caused by lack of knowledge about the dangers of using alcohol and other drugs. Therefore, by making pupils be aware of the facts, they will be able to make logical and rational decisions not to abuse drugs and alcohol.

Concerning the methodology, Botvin and Masiye (2011) indicated that it is characterised by one way communication from source to audience with limited contact between the two. It was

sometimes accompanied by fear-inducing techniques designed to attract attention and frighten individuals into not using drugs and alcohol. This approach include classroom lessons/lectures about the dangerous effects of abuse, use of information and education communication (IEC) materials such as brochures, posters, campaign T-shirts, use of video films that showed types of drugs and the negative consequences if used. External facilitators such as health professionals may give talks or discussions about the severity of health and social effects of drug and alcohol abuse.

However, this does not mean that anti-drug abuse education is not conducted in schools. Rather, there has been no research done specifically to explore the teachers and pupils' views on school-based alcohol abuse preventive strategies. Lack of documented information regarding the impact of the current preventive strategies on pupils, may affect effective response to drug and alcohol abuse among pupils in Zambian schools.

## **2.4 Knowledge Gaps**

Zambia is still facing a problem of alcohol abuse, among the learners or pupils in Lusaka and the measures put in place are not adequate or enough strategies to curb the abuse of alcohol. This is why this research explored on the teachers' and pupils' views on school based alcohol preventive strategies in selected schools. Most of the writers their focus was on different drugs other than focusing on alcohol abuse alone and so this study focused alcohol abuse since alcohol abuse is a problem in Lusaka, Zambia and worldwide.

For example, Studies done by Masiye (2011) Botiv (2006), Odek-Ogunde(1999) Wamuniya (2013) and Nchimbu (2005) and most of the scholars took a broad approach on drug abuse particularly smoking cigarettes, cocaine, marijuana and other drugs hence this study has filled the knowledge gaps by focusing on alcohol abuse alone. Most of the studies conducted on alcohol abuse are more on

the quantitative approach. This study took a pure qualitative approach. No research conducted involved the mental health programme education officers; this study involved the views of mental health programme officers. Few studies involved the views of parents on the abuse of alcohol in schools hence the knowledge gap. Most of the studies did not focus on how sensitisation was conducted in schools but focused much on the preventive strategies.

## **Summary**

This chapter focused on school-based alcohol abuse and strategies on alcohol abuse. The bottom line is that, most scholars have not adequately addressed the school-based alcohol abuse preventive strategies in schools. The scholars took a broad approach on alcohol abuse by incorporating other drugs like marijuana, cigarettes and other substances or dangerous substances. This study focused on alcohol abuse only.

Different scholars or writers explored on teachers' and pupils' views on alcohol abuse among the learners or pupils in Lusaka, Zambia, Africa and worldwide. The next chapter will focus on the methodology.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview**

This chapter describes the research design, population, and sampling procedures. The sources of information for this study were mainly drawn from, interviews, focus group discussion. This study was largely qualitative in nature.

#### **3.2 Design**

A descriptive design was used in this study. This design was preferred because it allows the researcher to describe the facts and characteristics of a given phenomenon, population, or area of interest (Merriam and Simpson, 1995). This study took a qualitative approach by focusing on the views of teachers, pupils, parents and mental health programme education officers.

The main goal of using descriptive design in this study was to have comprehensive views and bring out specific experiences or views of teachers, pupils and parents in the study on school-based alcohol abuse preventive strategies in selected schools in Lusaka District in Zambia. The reason for using descriptive design was that it tends to draw from the naturalistic inquiry which purports a commitment to study something in its natural state.

In this context, the study explored the views of teachers, pupils and parents. This entails that an individual or group becomes the hub of the study. In addition, Bryman (2008) indicated that a qualitative research design has various characteristics: it is inductive or contextual, naturalistic, process bound, meaning oriented or descriptive. By being inductive it means that no hypothesis is provided but



the aim is to see a phenomenon take shape as data is being collected and examined thus making it contextual.

### **3.3 Target Population**

The population was composed of all primary and secondary schools in Lusaka District, pupils and teachers in Lusaka. It also included head teachers and officers in the Mental Health education programme in Lusaka. White (2003) defined a study population as the universe of units from which the sample is to be selected.

### **3.4 Sample size**

The sample consisted 30 participants as follows: There were sixteen (16) pupils from two (2) schools and eight (8) teachers from the two schools also. Teachers were included in this study on the basis of their daily interaction with pupils in the classroom and outside the classroom environment. There were two (2) head teachers as decision and regulation makers and two (2) parents or guardians who were useful in providing information on the factors which influence pupils to abuse alcohol and in providing information on preventive strategies. Two (2) mental health programme education officers were also included in the study because they provide or offer treatment and counselling to alcoholic patients and drug-abuse-related patients in mental wards. They would also give views on the preventive strategies. All these participants were purposefully sampled.

Vaus 2002) stressed that among all; accuracy is one detrimental factor while cost, time, logistic, available technical specialty, urgency of information needed and many others determine the amount of sample size used in a specific study. It is the researcher's responsibility to take various factors

into account and determine the amount of sample size needed. At this point, principles of sample size determination (Degu, 2006) were considered to determine the actual sample size so as to study the school-based alcohol abuse preventive strategies on pupils in selected schools in Lusaka District in Zambia.

### **3.5 Sampling procedures**

The goal of using purposive was to have rich information or data and straight forward descriptions of summarised information contents of the data in more logical way.

Sampling is a procedure of selecting units from a population of interest so that by the sample we may fairly generalize our results back to the population from which they were chosen. Purposive sampling targets sources that are rich in information concerning a particular study that one is conducting (Borg and Gall, 1979). Purposive sampling was the second procedure that was employed to select the school and parents. This procedure is a type of sampling that is based entirely on the judgment of the researcher (White, 2005). The researcher used his own judgment to select key informants. Purposive sampling was used to select, pupils teachers, school head teachers and mental health education programme officers.

### **3.6 Data collection Research Instrument**

An interview schedule was designed for key participants. Questions were open ended and participants were encouraged to express their opinions in their own words. This approach was flexible and applicable to different types of problems in that the interviewer may change the mode of questioning if the occasion demands (Patton, 1990). The more reason for conducting interviews was to enable participants to express their views. Even more importantly, the facial expression enables the

interviewer to know whether the interviewee is lying or not. Lastly, Focus Group Discussions) (FGDs) were conducted with three groups of six in each of the two schools that were selected.

### **3.7 Focus Group Discussion (FGD)**

A total of Six (6) pupils were involved in a focus group discussion from two schools in the study .A focus group discussion is a form of group interview in which there are several participants in addition to the facilitator whereby emphasis is placed on the questioning on a tightly defined topic and interaction within the group for the joint construction of a meaning (Bryman, 2001). Focus Group discussions are advantageous in that participants are able to bring to light issues related to the topic of study that they deem to be important and be able to argue (if necessary) by challenging each other's views.

The number of participants varies with some writers. White (2001) indicated that then number of participants should be between 6 and10 while Orodho and Kombo (2002) explained that the number of participants should be between 4 and8. Nevertheless, Focus Group Discussions (FGDs) offer the researcher an opportunity to study the ways in which individuals collectively make sense of a phenomenon and construct meaning around it. Holcomb et.al (2007) explained that a focus group discussion is a technique of group interview that generates data through the opinions expressed by participants.

Focus group discussion guides were used and these were carried out in the respondents' natural setting of the school. The whole aim of using the focus group discussions was to listen to the experiences of the subjects as primary data in order to make out occurrence levels of abuse of

alcohol by pupils. Focus Group Discussion (FGD) method is designed to obtain information on participants' experiences, beliefs and perceptions on a defined area of interest. (Kombo and Tromp 2006). Focus group discussion was used in this study to collect data from pupils. The rationale for choosing the FGD for pupils was to help them feel comfortable to express their opinions in the presence of their peers who were in this regard helped to create a natural environment for them. Due to this, the researcher decided to categorise them into focused groups as the only way to elicit information as they would socialize and interact amongst themselves in a simplistic manner.

### **3.8 Data Analysis**

The data was analysed using qualitative approach. McMillan and Schumacher (2001) maintain that qualitative analysis is a systematic process of selecting, categorising, comparing, synthesising and interpreting in order to provide explanations for the phenomenon being studied. Data was analysed using thematic approach of coding the major themes and descriptive analysis. Kasonde-Ng'andu (2013) defined data analysis as a manipulation of the collected data for the purpose of drawing conclusions that reflect on the interest, ideas and theories that initiated the study so as to uncover the underpinning structures and extracting cardinal variables thereby testing any underlying assumptions. However, the appropriate methods of data analysis are determined by the data type, variables of interest and the number of cases.

Thematic Analysis is a type of qualitative analysis that is used to analyse classifications and present themes (patterns) that relate to the data. In addition, it illustrates the data in great detail and deals with diverse subjects via interpretations (Boyatzis, 1998).

The major goal for using thematic analysis was that thematic analysis is considered the most appropriate for any study that seeks to use interpretations. It provides a systematic element to data analysis. It allows the researcher to associate an analysis of the frequency of a theme with one of the whole content. In addition, confers accuracy and intricacy and enhances the research's whole meaning. Qualitative research requires understanding and collecting diverse aspects and data. Thematic analysis gives an opportunity to understand the potential of any issue more widely.

### **3.9 Ethical issues.**

Ethical precautions were taken into consideration. These included explaining the purpose of the study, giving participants chance to decide on whether to participate in the study or not and keeping names of all respondents anonymous. Confidentiality was also assured by making verbal appeals that the information given would only be used for educational purposes. All data and information provided by respondents was anonymous, as the respondents did not indicate their names.

### **3.10 Delimitation of the Study**

Delimitation was used to address how the study would be narrowed in scope (Creswell, 1994). The study was limited to exploring the experiences of teachers, pupils and parents on school based alcohol abuse preventive strategies in selected schools in Lusaka District in Zambia.

### **3.11 Limitation of the Study**

Study limitations are constraints that exist on the research design, methodology and the factors that impact on the research findings of the study. In this study, it was difficult to get data from all the participants due to the sensitive nature of the study. Another limiting factor to the study was that few females and girls were not willing to participate in the study although they were also abusers of alcohol.

## **Summary**

This chapter has presented the methodology used in the study. A descriptive design was used to explore teachers' and pupils' views on school based alcohol abuse preventive strategies in selected schools in Lusaka District in Zambia. It included Head teachers, parents and Mental Health officers. This sample size was selected by using purposive sampling procedures. Furthermore, two instruments, namely, Focus Group Discussion guide, interview guide were used to collect data. Data collected was analysed qualitatively. Further, ethical issues were considered in the process of collecting data.

## **CHAPTER FOUR**

### **PRESENTATION OF RESEARCH FINDINGS**

#### **4.1 Overview**

This chapter presents the findings of the study on the teachers' and pupils' views on school based alcohol abuse preventive strategies in selected schools of Lusaka District in Zambia. These findings are presented according to the study objectives. The findings from pupils are presented first, followed by teachers, head teachers, parents and mental health officers.

#### **4.1 Factors that influence pupils to abuse alcohol in school**

##### **4.1.1 Views of Pupils**

As the factors that influence pupils to abuse alcohol are concerned, the researcher firstly found whether alcohol abuse in schools existed or not. The findings showed that alcohol abuse existed in schools. Pupils indicated that peer pressure or group influence, availability of alcohol, family background, curiosity or wanting to taste what it feels like, feeling 'high', lack of recreational facilities, stress or social challenges, ignorance or not knowing the effects to be identified were contributing factors to alcohol abuse. Other factors influencing the pupils to abuse alcohol involved feeling lazy or boredom, teachers or administrators at school and parents at home rarely talk about the dangers of alcohol abuse. Alcohol was being perceived to increase performance in class, and was regarded as very cheap as pupils were able to buy it.

In a Focus Group Discussion one female participant said:

*“Sir, you know what, sometimes I take alcohol so that I forget about my problems at home”*

(Grade 10 pupil, FGD from School A)

A male participant said: “

*I take alcohol so that I perform well in my activities including school work” (Grade 12 Pupil from School A)*

In an interview a female participant said

*‘Most of the pupils in this school abuse alcohol because of group influence so that they fit in the group or among friends’ (Grade 8 Pupil from School B)*

In an interview a male participant said:

*“I took alcohol so that I know what it feels like” (Grade 9 pupil from School A)*

*In an interview a female pupil said : “there is a problem of alcohol abuse at this school, most of the pupils at this school we abuse alcohol because of group influence, stress, lack of parents and parental care, curiosity, because of problems at home.. I’m forced to drink so that I forget about the problems” (Grade 11 Pupil from school B)*

#### **4.1.2 Views of Teachers**

Teachers highlighted a number of factors that influence pupils’ to abuse alcohol. These factors include; family back ground, peer pressure, stress, poor performance in school work, and availability of alcohol in the community, mushrooming of too many bars in the community where pupils live and where they learn from and as they are compelled to as abuse alcohol, some pupils they just want to taste what it feels like. In addition, lack of parental guidance, lack of confidence in a pupil contribute to the abuse of alcohol, parents drink alcohol where the pupils come from and the same parents sending their children to buy alcohol is equally a contributing factor of



alcohol abuse in schools among pupils.

One male teacher expressed sadness in an interview and said:

*‘I strongly feel peer pressure, stress, and curiosity and from the family background where alcohol abuse is normal for a person to drink alcohol are basically the main factors that influence pupils to abuse alcohol in schools.’ (Teacher 1. from school B)*

In addition a female teacher said:

*‘In my view alcohol is abused due to the fact that the young want to fit in with their friends or companion, even in the community or the environment or compounds, though I don’t look down to our compounds per se, it is because that is where children or pupils are brought up from, we have parents who even say ‘go and buy for me two, three bottles of castle’ (Teacher 2. from School A)*

#### **4.1.3 Views of Head Teachers**

In view of the factors that influence pupils to abuse alcohol in schools head teachers pointed out that alcohol was readily available and some bars were close to schools, group influence among the pupils, a myth that alcohol contributes to good performance or passing of an examination, broken homes due to divorce of parents, death of a parent or parents, wanting to taste what it feels like.

One female Head teacher said:

*‘Alcohol abuse is a problem at this school, in fact peer pressure is the big factor that influence the pupils to abuse alcohol and pupils call the peer groups as ‘social elites’ and also the homes where they come from where parents are also culprit of alcohol abuse influence the pupilsto also abuseal,*

*another one is the mushrooming bars around homes and worse still other people sell alcohol in the premises of the schools and packaging in such a way that they are afford to carry in the pocket, some teachers are even culprits of abuse of alcohol in schools- coming drunk, In fact, other teachers at this school are the main abusers of alcohol at this school’ (Head Teacher 1.School A)*

In addition, a male Head teacher said:

*‘Most of the pupils are curious about alcohol, they just want to taste what it feels like, other parents give so much money to the pupils, and the factor is that pupils are not told on a regular basis the dangers of alcohol abuse in schools’ (Head teacher 2. from School B)*

#### **4.1.4 Views of Mental Health Programme Education Officers**

Regarding the factors influencing pupils to abuse alcohol in selected schools, the mental health programme education officers also felt the same that peer pressure was one of the factors influencing pupils to abuse alcohol in schools, curiosity, family background where alcohol abuse or drinking alcohol is a normal trend, lack of recreational facilities like sports contribute to pupils’ to abuse of alcohol in schools.

One male mental health programme education Officer said:

*‘Pupils abuse alcohol because there are ignorant, or they do not know the effects or dangers of abusing alcohol and lack of recreational facilities like sports/ games to keep them busy other than studying’ (Mental Health Officer 1).*

#### **4.1.5 Views from Parents**

On the factors influencing pupil alcohol abuse, parents complained that pupils abuse alcohol mainly because of the group influence from friends at home and at school, curiosity among pupils in the sense that they want to taste what it feels like, there is no stiff punishment to pupils who abuse and the pupils who influence their friends, alcohol is a legal drink – meaning traditionally it is allowed by the people in the community, the dangers of alcohol abuse is not labelled on the bottles.

In an interview with a male parent, he said:

*‘Children abuse alcohol because of their friends at school they play with, alcohol is also very cheap - as cheap as K7 per bottle of Mosi anybody can afford’* (Parent 1.Father of 17 year old boy)

In addition a female parent said:

*‘The pupils abuse alcohol because of their friends they associate with, the other factor is stress , not knowing the effects or the dangers of alcohol influences the pupils to abuse alcohol’* ( Parent 2 mother of 16 year old girl)

#### **4.2 To ascertain sensitisation on alcohol abuse in schools.**

##### **4.2.1 Views of pupils**

The research had keen interest in finding out the activities or programmes on the sensitisation on alcohol abuse in selected schools in Lusaka. Research findings showed that sensitisation was done however, not on a regular basis. It was done through talks during Assembly, Guidance and counselling was done especially when a pupil(s) were found abusing alcohol.

Few pupils in government schools said there was some sensitization at assemblies at times. In two government schools pupils mentioned that an announcement would be made during assembly to the pupils who were caught drinking. While some pupils said ‘some of us have never seen the school rules on alcohol abuse we just hear of them’. Other pupils admitted seeing the school rules and that beer drinking was a serious offence. Some pupils in two of the schools were quoted saying “some of our friends have been caught drunk, but nothing happens to them.’

A male pupil said:

*‘Sensitisation on the dangers of alcohol is done, though done once per term or nothing, sensitisation is rarely conducted at this school to sensitise the pupils on the dangers of alcohol that is why most pupils abuse alcohol.’ (A Grade 12 Boy from school B)*

Another male pupil said:

*‘The extent on sensitisation on the dangers of alcohol at this school is conducted when they get someone drinking alcohol; we need more lessons on the dangers of alcohol abuse. The school should educate us as pupils at every assembly and not when they get the offender or the pupils’ (Male pupil school A)*

A female pupil said:

*‘Sensitisation on the dangers of alcohol abuse is conducted by the Head teacher or Deputy Head teacher and other teachers especially during assembly meetings’*

(A Grade 10 girl from School A)

In an interview a female pupil also said that:

*‘Sensitisation on abuse of alcohol and its dangers by the school authority is not regularly conducted*

*and worse still the Drug Enforcement Commission rarely come.'*

(A girl Grade 12 , FGD from School B)

#### **4.2.2 Views of Teachers**

Concerning sensitisation the dangers of alcohol abuse, the following were cited,: guidance and counselling, parents were involved in the awareness, lecturers, lessons in class, talks during assembly meeting, poems by pupils on the alcohol abuse and other dangerous drugs, anti- drug abuse club or lesson by Drug Enforcement (DEC) Officers. The findings showed that in two schools sensitisation was conducted on rare basis while the other school it was conducted regularly. The findings showed that most teachers indicated that announcements were made during assembly meetings whenever pupils were caught drinking. Teachers further stressed that this announcement was meant to act as a preventive measure for future offenders, but pupils have continued abusing alcohol in spite of sensitisation on the abuse of alcohol.

One female teacher in a face to face interview complained that

*‘Sensitisation should not just focus on the pupils alone but also parents, teachers and the public should be sensitised (A teacher from school A)*

#### **4.2.3 Views of Head teachers**

Findings on awareness showed the same schools invited DEC Officers to create awareness among pupils and indicated that it was not often conducted in schools. Some Head teachers pointed out that the posters were put in the school premises or environment as a method of creating awareness among the pupils.

### **4.3 Teachers' and pupils' views on school-based alcohol abuse preventive strategies in selected schools in Lusaka District.**

#### **4.3.1 Views of pupils**

The researcher had an interest in finding out the activities used to prevent alcohol abuse in schools. Findings revealed that pupils learnt through classroom lessons, talks with DEC officers, and group discussions. Further they learnt through role plays, video shows, anti-drug club meetings, games, inspection from time to time and incorporating sports activities.

During the focus group discussion at one pupil said

*“Sir, we want the government or the school administration to provide us with more sporting activities, or games to keep us busy from abusing alcohol, also our parents should be invited during the assemblies to talk to us pupil so that we change our behaviour. (Grade 9 boy from School A) Findings also showed that pupils learnt some information about alcohol abuse and their dangers, alcohol education, drug resistance skills and substance abuse.*

In a Focus Group Discussion, a male pupil said:

*You know what Sir?, the preventive strategies to reduce alcohol abuse in school should include: involving parents, alcohol abuse and the dangers should be included in the syllabus for all grades, pupils should be expelled from school. We also need our fellow pupils to tell us the dangers of alcohol abuse, the school administration during assembly meeting should also warn us on the dangers of alcohol abuse so that us as pupils we should know.*

(Grade 12 boy, FGD- pupil from school B).

### **4.3.2 Views of Teachers**

Regarding the preventive strategies that teachers use to prevent alcohol abuse among pupils, the following were indicated ; expulsion, conducting talks, conducting focus group discussions, guidance and counselling, including the topics on drug and alcohol education , the effects of alcohol abuse videos, shows, drama ,revising the school rules to make them strict especially on alcohol abuse and other drugs, role play using anti-drug clubs, conducting life skills training and playing various games.

In relation to the content on preventive education taught in schools, findings showed that facts about alcohol abuse were taught and their dangers, education, and life skills were taught in schools.

### **4.3.3 Views of Head Teachers**

Findings showed alcohol abuse prevention education is mainly conducted through drama performances by pupils, and talks by the Head teachers during school assembly. A Head teacher from school A indicated that anti-drug and alcohol abuse messages on posters were put up around the school premises to prevent pupils from abusing alcohol and other harmful drugs.

In addition, others said they also taught pupils particular skills of saying no to drugs. A Head teacher in a face to face interview said:

*“Basically, we announce during assembly on the dangers of alcohol and enforce disciplinary measures especially on those who are caught abusing alcohol in school premises. In addition, we offer counselling to the pupils by calling the abuser or pupil in the presence of the guardians or parents as a preventive*



*strategy of alcohol abuse in this school” (Head Teacher 1. School A)*

Another Head teacher said:

*Sir, this issue of alcohol abuse is of great concern in most of the schools in Lusaka and the entire country. I strongly feel, alcohol education and the dangers should be taught from grades 1 to 12 as one of the main topics and not a by –the- way topic. We have no clubs for anti-drugs and alcohol. We will introduce this term in an effort to prevent the abuse of alcohol in our school” (Head teacher 2 from School B)*

#### **4.3.4 Views of Mental Health Programme Education officers**

Findings from Mental Health officers revealed that they mainly used awareness talks or lectures, group counselling, video shows. It was also revealed that they occasionally used focus group discussions, in a face to face interview, one mental health programme education officer said:

*“We usually give talks or lectures on the dangers of different drugs and most importantly we provide information on alcohol abuse in schools, universities, in the community and at our hospital. We also use a lot of video shows depicting the negative consequences of drug and alcohol abuse. We work as a team to prevent alcohol and drug abuse and engage the public health officers, Community Mobilisation officers, Drug Enforcement Commission. For example, every Tuesday, we offer counselling, treatment on drug and alcohol abusers. We offer training once per year in psychosocial counselling to people in the community and*

*in different districts in Zambia so as to prevent alcohol and drug abuse”*(Mental Health Officer1)

With regard to the school based preventive strategies on alcohol abuse, a Mental Health Programme Education Officer stressed that skills such as how to say no to drug abuse and how to identify fellow pupils who abused alcohol in order to help them. A Mental Health Officer further added:

*The alcohol bill should be revised and implemented by Parliament as a preventive strategy against the increased levels of alcohol consumption in the country. Also, the harmful effects of alcohol should be labelled on the bottles to reduce the abuse of alcohol among the adolescents or the pupils in the country.* (Mental Health Officer 2).

#### **4.3.5 Views of Parents**

On the views of parents on school based alcohol preventive strategies most of the parents complained and indicated that the school authorities should punish, expel pupils who abuse alcohol and indicated that the government should enact a bill of alcohol abuse as a preventive strategy and for the government to achieve this strategy, the pupils must be sensitized and become aware and more campaigns should be conducted. Also, stakeholders must be involved. By so doing, the abuse can be prevented among the pupils.

Parents also indicated that the Ministry of General Education and School management should come up with educational and recreational facilities in order to keep the pupils busy.

One parent lamented:

*‘I feel like punishing him, you know what sir, I do a lot talking or sensitise the boy about the dangers of alcohol abuse as my child, I told him that it sounds cool to drink but alcohol will ruin*

*your future, your brain, liver, will be damaged and consequently you will die'*

(Parent 1.Father of 16 year boy)

Another Parent complained:

*'I want her to know that I am disappointed and i usually tell her about the negative effects of abusing alcohol, one day the school authorities punished her when she was caught drank'*

(Parent 2 mother of 15 year old girl).

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.1 Overview

This chapter discusses the findings of the study based on the objectives which were; to establish factors that influence pupils to abuse alcohol in schools, to establish the extent of sensitisation in schools, and to explore the school-based alcohol abuse preventive strategies in selected schools

#### 5.2 Factors that influence pupils to abuse alcohol in schools

The study showed that peer pressure was the main factor that contributed to alcohol abuse among pupils regarding the factors that influence pupils or learners to abuse alcohol. The pupils indicated a number of factors. Among the leading factors were peer pressure, stress and availability of alcohol around homes or close to school premises, lack of educational and recreational facilities. Other factors were curiosity, having fun and feeling cool, the need for recognition, to be identified, or respected or even feared at school and a myth among pupils that alcohol increases academic performance.

The findings concur with Boog's (1999) findings on alcohol and drug abuse which reported that degrading economic situation, lack of social controls, peer pressure, weak parental guidance, availability of drugs and alcohol in the community were major instigating factors for increased abuse of drugs and alcohol among pupils in Zambia.

With reference to above statement, family background is one major factor leading pupils to abuse alcohol. However, some parents abuse alcohol in homes and as such pupils also copy the drinking habits from parents. Some parents find it difficult to advise their children because

they culprits also. In addition, parental guidance plays a key role in the life of pupils, the findings are in agreement with the theory regarding peer pressure and Adolescent by Erickson in the sense that most of the pupils abuse alcohol mainly because of group influence or peer pressure. Erickson's theory focused on peer pressure and adolescents in the fifth stage of development of the adolescents who wrestle with identity versus confusion. In addition, the pupils would rather listen to fellow pupils than their parents or guardians. The research findings are similar to Namasiku, (2014), Masiye, (2011) and Masiye, (2016). The study is consistent with that of Bourne (2005) indicated that young people feel pressured to fit in and involve themselves in activities that their friends are doing. Bourne (2005) further pointed out that in Lesotho found that 8.8% of 10 – 14 year old pupils and 42% of Secondary school pupils were users respectively. (WHO, 2004) reported that internationally, the average age which drinking alcohol first occurs is 12 years and about 80% of the young people begin to drinking alcohol regularly at the age of 15 or younger. (Schaefer 2005) puts peer-group in general as a group of equals. But sociologists apply it to groups made up of persons who are of the same age and often to a group of children or of adolescents.

The study is in line with Wamunyima, (2013) who indicated that peer pressure lead to drinking alcohol and smoking among boys and girls in Senanga District in Zambia. As a result, most of the pupils indulge themselves into the abuse of alcohol at the expense of group influence or peer pressure. In 4.3.1 a Head teacher revealed that peer pressure was the biggest factor that influenced pupils to abuse alcohol. Pupils indicated that peer pressure was the leading factor that influenced pupils to abuse alcohol.

Teachers also indicated a number of factors like family background or poor parenting contributed to the abuse of alcohol, a situation where parents send their children to buy

alcohol for them –parents which consequently lead to the abuse of alcohol among the pupils at school.

This study revealed that alcohol advertisements were one of the contributing factors, for alcohol abuse among the pupils or young people. Consequently, there should be a known procedure for advertising and selling alcohol. A specific study to determine alcohol advertisement practices in Ethiopia disclosed that the existing practice of alcohol advertisement in Ethiopia was against public interest. The findings showed that the current practice was contrary to international standards such as protecting the wellbeing of children, airing prohibited substances and others (Gebremicheal,2016 ), (Negussie and Berhane ,2012).

The findings showed that availability of alcohol near schools was one of the leading factors of alcohol abuse. A Teacher lamented and said ‘*there are too many bars around school premises and homes and in the community*’

Suffice to mention that, pupils fail to resist the abuse of alcohol where the bars or pubs/ taverns are close to houses and school premises. The Ministry of Local Government and Health need to seriously put measures on the bars that are close to school and home premises or environment.

## **5.2 Sensitisation on abuse of alcohol among the pupils in selected schools in Lusaka District**

The study showed that the sensitization was not effective or was rarely conducted in most schools, as findings showed that sensitisation was conducted when a pupil was caught abusing alcohol in school premises. However, some pupils agreed that there was sensitisation, others denied that. Most teachers and administrators felt there was sensitisation though not conducted at assembly meeting. Some pupils indicated that sensitisation on alcohol abuse was done especially when a

pupil (s) was caught abusing alcohol. In addition, few pupils indicated that it was done more often  
'In addition, the study showed that the pupils continued abusing alcohol amidst sensitisation.

One female teacher in a face- to- face interview said *'if pupils are caught abusing alcohol, they should identify the people who influenced them to buy alcohol and mention exactly where the beer was bought from'* She further indicated that sensitisation should not just focus on the pupils alone but also the people dealing the alcohol business in the community. Similar views were reported by UNODC, (2002) that sensitization of parents on healthy parent- child relationship and need to take interest in the affairs of their children were also suggested.

The findings by Murray and Lopez (1997) who indicated the negative consequences of alcohol abuse which adds on the effects which sensitisation that is done does not cover. The scholars emphasized on t the adverse health consequences from long-term chronic alcohol use may not cause death or disability until late in life, acute health consequences of alcohol abuse, including intentional and unintentional injuries, are far more common among younger people. The health problems of alcohol abuse are not brought out even where sensitization was done.

The research findings are similar with Botvin (2006) who revealed that pupils should be provided with awareness and knowledge to the nature and extent of substance abuse, that is, the pharmacological effects, and the adverse psychosocial effects of abuse to individuals, families and communities. The underlying assumption for using this strategy is that the problem of alcohol abuse is caused by lack of knowledge about the dangers of using alcohol and other drugs. Therefore, by making pupils be aware of the facts, they will be able to make logical and rational decisions not to abuse drugs and alcohol.

### **5.3 Teachers, pupils' views school-based alcohol abuse preventive strategies in selected schools**

The study showed that the schools had the measures put in place like punishment, expulsion, forced transfer, talks on the dangers of alcohol especially during assembly meetings, strict school rules. However, the current strategies in schools need to be enhanced or revamped in order to prevent the abuse of alcohol in schools.

The bottom line is that, most of the strategies that are in schools are more of punishment or have to do with discipline and not educational per se. The Ministry of General Education is first and foremost responsible to educate pupils on the dangers of alcohol abuse. The Ministry can be approached and sensitised about the problem of alcohol and drugs in schools. This would allow the Ministry of General Education to put in place policies and administrative procedures that will make it difficult for pupils to abuse alcohol. However, Jernigan, (2001) does not agree because he indicated that educational approaches have shown little effectiveness in reducing or preventing youth drinking and related consequences.

On the preventive strategies, Pupils indicated that expulsion, punishment, suspension, incorporating topics on alcohol to all grades and drugs in all the grades and training peer educators and recreational facilities to keep the pupils busy other than the usual lessons. The findings are similar to Namasiku, (2014), Maimbo (2012).



Findings contradicted NIDA (1997) that preventions should not target pupils alone but also families, workplaces, workgroups, neighbours and communities.

This means that pupils should not be the targets preventive strategies should include the Zambian citizens regardless of the status quo, race, tribe, gender, religion all the people should be educated on the dangers of alcohol abuse in the country.

The Ministry of Education policy document (1996) state that though the classroom focus tends to be more on the intellectual than emotional domain, the development of other life and social skills will depend largely on the whole ethos of the school and on its programme of *extra-curricular activities such as various sporting activities, clubs, societies, school debates, drama and cultural presentations, meetings of cultural and religious groups*. Schools play an important role in promoting a sense of responsibility in pupils through the activities which go on outside the classroom and through school structures that give increasing levels of personal responsibility in their later years. The process of education can be divided in two parts: *curricular activities and extra-curricular activities*.

With regards the Policy Document for the Ministry of General Education, it is clear that the document puts emphasis on curricular and extra-curricular in order to prevent the abuse of alcohol in schools.

The study showed that pupils learnt the basic knowledge about alcohol abuse during assembly meetings; in addition the pupils felt that the Ministry of General Education and curriculum specialists needed to stretch it from Grade One to Grade 12 to prevent the abuse of alcohol in schools.

The study revealed that the topics on alcohol abuse and other related drugs were not incorporated in the school curriculum hence the strategies were not educational but authoritative and disciplinary in Nature. In addition, the strategies did not bring so much change but little change in the behaviour of the pupils, pupils continued to abuse alcohol. The study revealed that in two schools there were no educational posters on the dangers of alcohol abuse while the other school had posters but not enough to educate the pupils on the dangers of alcohol abuse. Posters needed to be put in strategic places like in every classroom in every school and on notice boards, in the bathrooms, in the Assembly Hall and other strategically positioned places.

In a face –to- face interview, teachers indicated that guidance and counselling teachers should play a key role in preventing the abuse of alcohol among pupils by having more talks, lectures with the pupils. Teachers and pupils also indicated that Anti- drugs clubs should be introduced and emphasized in all the three schools as a preventive strategy of alcohol abuse in schools.

Parents indicated that the school based alcohol abuse strategies include expulsion, guidance and counselling, educating the children on the negative consequences of alcohol abuse. *I told my boy that it sounds cool to drink but alcohol will ruin your future, your brain, liver, will be damaged and consequently you will die'*

The study revealed that parents were aware of the dangers of alcohol abuse and the negative consequences of alcohol among to pupils or their children. Parents also suggested they should be involved when handling cases of alcohol abuse in schools as a preventive strategy or with a view to reducing the alcohol abuse among pupils.

Gebremicheal, (2016) further added that in reducing alcohol abuse, affective education should involve implementation of activities for the adolescents or the young people that help to improve

Self-esteem, inter-personal growth and an informed decision making for a specific target group. The approach relies on introducing increased activities which could help to improve self-confidence rather than factual information on alcohol and substance use and its associated consequences. The approach further considers teaming and research as a strategy of involving groups to take away from a specific behaviour which they were engaged in.

These study findings concur with Seth and Rick (2005) who indicated that health promotion exercise was one of public health measures employed to address health risks among the public. Health promotion is the science and art of helping people to change their life style to achieve optimal health. The health promotion strategy was to improve health wellbeing through impacting four domains of health that includes physical, social, psychological and personal factors. The health promotion strategy baselines findings from the study like level of exposure, knowledge gap, attitude of respondents, perceiving fear or danger, perceived behaviour control and future intention to practice, contribute to the domains impacting alcohol and substance use behaviour.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Overview**

This chapter presents the conclusion and recommendations of the study. It will present the conclusion, recommendations and suggestion for future research.

#### **6.2 Conclusion**

The study has shown that the preventive strategies mostly used for alcohol abuse education in schools were talks during the assembly meeting though pupils indicated that it was not regularly done, also guidance and counselling and expulsion were the main strategies in the two schools. These strategies were largely characterized by one way communication, that is, from head teachers during assembly with less interaction among pupils. The study has revealed that peer pressure was the major factor leading pupils to abuse alcohol. The study is in support with Erikson theory on peer pressure and Adolescent Therefore, alcohol abuse preventive strategies should be more interactive with the pupils in the sense that pupils should be informed, sensitised, and educated on the dangers of alcohol abuse.

The study has developed school -based alcohol abuse preventive strategies in schools such as talks during the assembly meetings, and guidance and counselling, expulsion of pupils who alcohol abuse from school, incorporating alcohol and drug abuse education in the syllabus and anti- drugs club and sports.

The present study aimed at developing school based alcohol abuse preventive strategies on pupils in selected schools in Lusaka district to prevent the current problem by exploring the prevalence and identifying factors contributing to the abuse of alcohol among pupils. The current study confirmed that the abuse of alcohol was real and is of great concern among the pupils. Thus, as part of

attaining study objectives, the study has designed and developed a strategy that could address the various factors through programme and policy arrangements so as to prevent alcohol abuse. This study would serve as a baseline in the intervention to respond to alcohol abuse problems.

Other findings revealed that sensitisation has not been adequately done especially by the schools, which in most times are areas of the vice. The study revealed that sensitisation was done especially when a pupil was caught abusing alcohol. It is of great importance to mention that topics on alcohol abuse and other dangerous drugs or substances should be compulsory and not to a specific grade but all grades.

### **6.3 Recommendations**

In view of the findings of the study, the following recommendations have been suggested;

- School-based alcohol abuse preventive strategies should be more interactive by introduction of, role plays, games, anti-drug club meetings and life skills training and skills which promote behaviour change.
- Teachers, DEC personnel and other stake holders should educate learners on the dangers of alcohol abuse and teachers should undergo a training in alcohol and dangerous drugs with a view to preventing the abuse of alcohol in schools
- Ministry of General Education should focus on making the education curriculum inclusive by incorporating topics on drug abuse and alcohol abuse from grades 1 to12
- Pupils should be educated on the dangers of alcohol abuse in classrooms and during assembly meetings, fliers and posters should be put on notice boards in all the classrooms.

#### **6.4 Recommendations for future Research**

The study has explored, school-based alcohol abuse preventive strategies used by teachers, head teachers and mental health programme education officers in Lusaka District.

The present study recommends that in future, a study should be conducted on the health effects of alcohol abuse among pupils in schools.

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**APPENDICES**

**APPENDIX A: CONSENT FORM THE UNIVERSITY OF ZAMBIA  
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL  
EDUCATION**

**CONSENT FORM**

Dear sir/madam,

**RE: REQUEST FOR CONSENT TO BE A RESEARCH PARTICIPANT**

I am a student at the University of Zambia doing a Master of Education degree in Educational Sociology. I am here to request your consent to be one of my participants to my research on **“Teachers’ and pupils views’ on School based alcohol abuse preventive strategies in selected schools in Lusaka district in Zambia”**. This will help me come up with experiences from pupils, teachers, pupils, Head teachers, parents and Mental Health Programme Education Officers on their views on school based alcohol abuse preventive strategies.

Be assured that the information you will share with me will be confidential and will only used for academic purposes.

Your consent to this will greatly be appreciated.

Yours faithfully,

.....(sign)

Fumbani Mphande- Researcher/student

## **APPENDIX B: INTERVIEW GUIDE FOR TEACHERS**

1. Is alcohol abused in this school by some pupils?
2. What factors influence pupils to resort to alcohol abuse?
3. Do you conduct sensitisation on alcohol abuse at this school?
4. How is the sensitisation conducted at this school?
5. Do you involve guardians or parents and pupils on alcohol abuse education? If yes explain.
6. How often do you sensitise and educate pupils on the dangers of alcohol abuse?
7. Identify the measures put in place to curb alcohol abuse in the schools.
8. What are your views on school based alcohol abuse preventive strategies in selected schools in Lusaka District has the school administration put in place to curb alcohol abuse in school?

**THANK YOU SO MUCH FOR ANSWERING THE QUESTIONS**

## **APPENDIX C: FOCUS GROUP DISCUSSION GUIDE FOR PUPILS**

### **Part A: Factors that influence pupils to alcohol in schools.**

1. Is there a problem of alcohol abuse among pupils in the school?
2. What factors influence pupils to abuse drugs in schools?

### **Part B: preventive strategies for alcohol abuse education and sensitisation used in schools**

3. How do you learn about alcohol abuse prevention in the school?
- 3 What type of tasks or activities do you do as part of the alcohol education in the school?  
(e.g. role plays exercises, video shows, sports competition, group/ class discussions ,anti-drug club activities and life skills.
5. What kind of sensitisation programmes do you have on alcohol abuse?

### **Part C: Preventive strategies for alcohol abuse on pupils. Questions related to knowledge, attitude and behaviour change.**

- 6 What do you remember about what you learnt?
- 7 What useful skills have you learnt in drug and alcohol lessons/activities provided to you?
- 8 What is your view on the problem of alcohol abuse now?
- 9 Have the lessons on alcohol abuse helped you change your alcohol abuse behaviour? If yes, say how you have changed.

**Questions related to process of delivery**

11 When did you first hear or learn about alcohol information?

12 How often do you get alcohol education / information?

13 Who teaches the lesson or conducts anti-drug activities? Is it the teacher, Head teacher, visiting DEC officers, NGOs officials or Peer leader?

14 Do your parents or guardians help you with any information alcohol abuse?

**Part Preventive strategies used on alcohol abuse**

15 How does the school authority deal with drug and alcohol abuse problems in school?

16 What are the school based alcohol abuse preventive strategies used in curbing alcohol abuse?



**APPENDIX D: INTERVIEW GUIDE FOR HEALTH MENTAL EDUCATION  
PROGRAMMES OFFICERS**

1. How do you look at the situation alcohol abuse in schools in the Lusaka?
2. What is the role of your department in curbing alcohol abuse in schools?
- 3 .What factors influence pupils to abuse alcohol education in schools?
4. How often do you sensitise and visit pupils to deal with issues of alcohol abuse in secondary schools?
- 5 What kind of information and skills do you teach the school youth?
- 6 In what areas have the strategies you have put in place worked? Viza vis acquisition of Knowledge, skills, change of attitude and change of behaviour.
- 7 Do you involve parents and the media in your school-based prevention efforts? If so, how?
- 9 Do you conduct training programmes and offer some support to your stakeholders, for example teachers, NGOs staff involved in alcohol abuse issues and peer leaders in schools, if so how often?
- 10 In your own opinion suggest the school based alcohol abuse preventive strategies used to prevent alcohol abuse in schools?

**THANK YOU FOR ANSWERING MY QUESTIONS**

## **APPENDIX E: INTERVIEW GUIDE FOR SCHOOL HEAD TEACHERS**

- 1 Is alcohol abuse a problem at this school? How big is the problem?
- 2 What factors influence pupils to abuse alcohol in the school?
- 3 How is alcohol abuse preventive education carried out in the schools?
- 4 What kind of information and skills are pupils taught regarding alcohol abuse prevention?
5. In what areas have the strategies you have put in place worked? Viza vis acquisition of Knowledge, skills, change of attitude and change of behaviour.
- 6 Is alcohol education in the school curriculum?
- 7 Do you think that teachers are credible enough to teach about alcohol in the school? I.e. do they have special training and sufficient knowledge?
- 6 Do you involve parents, the media, and the community in your school-based preventive efforts? If so, how?
- 9 Do you receive external agents such as DEC officers to teach about drugs and alcohol?
- 10 How often do the DEC officers visit your school?
11. In your opinion what are the school based alcohol abuse of preventive strategies in select schools?

**THANK YOU FOR ANSWERING MY QUESTIONS**

## **APPENDIX F: INTERVIEW GUIDE FOR PARENTS**

1. Is alcohol abuse a problem in schools?
2. What factors influence pupils to abuse alcohol?
3. Do you have a child who has abused alcohol before? If Yes/ No explain
4. Are you involved in alcohol abuse education in school? If Yes / No explain
5. What the school based alcohol abuse preventive strategies on pupils?

**THANK YOU FOR ANSWERING THE QUESTIONS**