

*The perceptions and experiences of youth on the use and abuse of alcohol within Klapmuts*

**Chavaughn Frenchman**

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Supervisor: Prof. A.V. Naidoo

## **Research context**

In partial fulfilment of the requirements for the Master's degree in Clinical Psychology and Community Counselling, a research assignment on a topic in the field of applied psychology has to be completed. The research assignment constitutes 33.3% of the final mark of the 180 credit course. The final version of the research assignment should be a publishable article and should adhere to the editorial policy of a specific journal.

The format of this research assignment follows the 2015 editorial guidelines of the following journals: South African Journal of Psychology and New Voices in Psychology.

## **DECLARATION**

By submitting this proposal electronically, I declare that the entirety of the work contained herein is my own, original work, that I am the authorship owner thereof (unless to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Signature:

Date: December 2016

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## **Abstract**

This study explored the youth of Klapmuts' perceptions and lived experiences of alcohol abuse. The study sought to gain an understanding of the perceived predisposing and perpetuating factors that contribute to high prevalence of alcohol use in the community. This study is located in a social learning theory framework that emphasises how behaviour is learnt and reinforced with our interactions and observing others. Through this observation of others engaging in alcohol, we learn certain rules, attitudes and gain insight into the usefulness of the behaviour or its disadvantage and futility. In addition, the theory places emphasis on the environmental aspects which further impact on the learned or modeled behaviour.

A qualitative research methodology was utilised to gain insight into the lived experience of the youth and their understanding of the phenomenon. Individual semi-structured interviews were conducted with 16 participants (8 males and 8 females). The interviews were transcribed verbatim and interpreted using content thematic analysis. The perceptions and experiences of the participants were distilled into the following major themes: Perception of alcohol in the lived experience, Modelling social and familial behaviour, Individuality evoking change, Underage drinking, Gender roles and observations, Social problems, and a need for intervention

The perceptions and experiences of youth living in Klapmuts show an interesting dynamic of how they view, manage and engage with the community and alcohol use. The split in experience and perspective was discerned and may be indicative of how individual aspects and environmental exposure can influence individuals differently and result in different experiences which either reinforce the use of alcohol or decrease the interaction with alcohol. These findings indicate that the community of Klapmuts needs basic support structures to assist those with alcohol abuse as well as familial psychoeducation and support intervention.

## Opsomming

Hierdie studie het die persepsies en ervarings van alkoholmisbruik onder die jeug van Klapmuts ondersoek. Die studie het daarna gestreef om die bydraende faktore tot die gebruik van alkohol in die gemeenskap te ontleed. Hierdie studie is geleë in die sosiale leerteorie raamwerk, wat klem lê op hoe gedrag aangeleer en versterk word deur middel van interaksies, asook die waarneming van ander. Deur om ander waar te neem wat betrokke raak by alkoholgebruik, kan insig verkry word tot die relevante reëls, houdings en gedrag, asook die nadeligheid of nuttelosheid daarvan. Daarbenewens plaas die teorie klem op die omgewingsaspekte wat verdere impak het op gemodelleerde gedrag.

'n Kwalitatiewe navorsingsmetodologie was aangewend om insig te verkry tot die jeug se ervaring en begrip van hierdie verskynsel. Semi-gestruktureerde onderhoude was individueel uitgevoer met 16 deelnemers, bestaande uit 8 mans en 8 vrouens. Die onderhoude was getranskribeer, en is ook na Engels vertaal. Deur middel van tematiese analise was die data verder ontleed en 7 temas is geïdentifiseer, naamlik: persepsie van alkohol en geleefde ervarings; modellering van sosiale en gesinsgedrag; individualiteit wat verandering ontlok; minderjarige gebruik van drank; geslagsrolle en persepsies; sosiale probleme en 'n behoefte aan ingryping.

Die jeug van Klapmuts se persepsies en ervarings het 'n interessante dinamika getoon in terme van hul waarneming, bestuur, en betrokkenheid met die gemeenskap en alkoholmisbruik. Onderskeid was getref tussen ervaring en perspektief en kan moontlik 'n aanduiding verskaf oor hoe individuele aspekte en omgewing blootstelling individue verskillend kan beïnvloed. Gevolglik kan hierdie verskille in ervarings aanleiding gee tot 'n versterking in die gebruik van alkohol, of 'n afname in die interaksie met alkohol. Daar word aanbeveel dat die gemeenskap van Klapmuts 'n basiese ondersteuningstruktuur benodig om diegene wat deur alkohol geaffekteer word, psigososiale opleiding en ondersteuning aan te bied om die impak van alkoholmisbruik aan te spreek.

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## **The South African context**

There is growing concern about the escalation in the prevalence of alcohol consumption and abuse among young people in South Africa. Younger people often referred to as youth believe, according to Smith (1997), that it is their right to consume alcohol. During the apartheid era, drinking was more often associated with the elders in the community, however, in South Africa, research has indicated since 1994, youth abuse of alcohol is not confined only to urban areas. Smith (1997) noted that alcohol abuse impacts on the youth's well-being and social relationships within the community members. Their behaviour often manifests as disrespectful and with poor interaction. While the use and abuse of alcohol grew out of a socio-political history within South Africa, the effects are still evident today. Due to the apartheid context, racial and gender groups may vary in prevalence and responses to risk factors (Flisher, Parry, Evans, & Muller, 2003). Through this system, alcohol usage increased and became embedded in the lives of workforces and the generations to follow (Setlaletoa, Pisa, Thekisho, & Loots, 2010).

The long standing history of alcohol usage and the learned behaviour through generations do not sufficiently explain why people consume alcohol. The WHO estimated that as many as 2 billion people across the world consume alcohol (World Health Organisation, 2004). There are multiple reasons for why people drink and the extent to which they drink. The factors related to common alcohol usage include hereditary predisposition, societal environment, culture, age, gender, convenience, exposure and personality (WHO, 2004). Additional studies suggest that many individuals drink in order to cope with modern life and its accompanying stresses related to economic, job and marital stress (Bressert, 2013). Furthermore, Setlaletoa et al. (2010) posit that the most common causes for alcohol abuse in South Africa are modernisation and urbanisation, high-risk and taxing jobs, accessibility and cultural beliefs.

## **The relevance in Klapmuts**

Klapmuts is a small rural community in the Western Cape, which has not escaped the effects of this legacy of alcohol abuse inherited from the apartheid dispensation. Klapmuts is located on the outskirts of the district of Stellenbosch Municipality. The Cape Winelands Spatial Development Framework (SDF) (2007) identifies Klapmuts as a "rural town" which plays an integral part in the needs of the community. Notwithstanding, the social and developmental

needs within Klapmuts as a relatively young community vary in degree and severity. This is indicative of the high levels of unemployment, low incomes and poor levels of education experienced within the community (Stellenbosch Municipality, 2007). One of the pressing concerns in this community is the high rate of alcohol consumption and abuse.

### **The rationale**

The emphasis of this study was to assess the perceptions and experiences of youth on alcohol use within Klapmuts. By critically analysing these variables and how they interact, the risk and predisposing factors that may result in alcohol consumption can be identified. Within the Western Cape, alcohol has been shown to be one of the most misused drugs (Harper et al., 2000). Hence, this study sought to gain an understanding of youth's perceptions about how they experience alcohol, a legal drug. The study will ascertain and provide some clarity into why certain people engage in alcohol abuse, identify their perception of the effects of alcohol use on themselves and the community and lastly their view on gender differences. Given the history of alcohol consumption and usage within South Africa and the socio-political history of Klapmuts, the significance of this study is embedded in the real life experiences of the youth of Klapmuts.

The questions significant to this study and the understanding of this social phenomenon were: What perceptions do youth have about alcohol? What are their understandings of alcohol use and abuse? Why do they believe it occurs in communities? Why do some people engage in alcohol abuse and others not? And what do the youth within Klapmuts believe are the effects and consequences of alcohol use and abuse?

In my engagement with the youth of Klapmuts during my community placement the prevalence of alcohol use and its effects at community level became apparent and it exposed the many harsh realities the youth experience and are witness to every day. This is to be considered against the backdrop of a long standing history and implication of alcohol in today's society. The South African Stress and Health (SASH) noted during 2002-2004 that the Western Cape has the 2nd highest 12-month prevalence of substance use disorder (7.1%) and highest life time prevalence of substance use disorders (18.5%) (SADHS, 2003; Shisana, Peltzer, Zungu-Dirwayi, & Louw, 2004; Shisana & Simbayi, 2002). Alcohol abuse is often not a pivotal point for intervention thus creating a massive burden on mental health sectors in the Western Cape. Based on this, effective



community based interventions are necessary to address alcohol use among all races and genders (Stein et al., 2007). Therefore, the aim of the study was to gain an understanding of the youth's perceptions of alcohol use and abuse in their community, why people drink, highlight the risk factors associated with alcohol abuse. Thus, before a potential intervention can be established, it is imperative to first construct how the youth perceive alcohol usage, its effects and the impact it has on their development and learned behaviour.

### **Theoretical framework**

This study will draw from Social Learning Theory. Bandura's theory posits that by observing others who engage in alcohol use, people gain insight and knowledge of rules, beliefs and attitudes associated with the behaviour. They learn through observing the usefulness and effectiveness of the behaviour as well as the consequences of the modelled behaviour. They then act in relation to the said consequence based on the expected outcome (Bandura, 1986).

However, social learning theory proposes that behaviour is influenced by environmental factors, thus assuming that specific behaviour develops as a result of psychological and environmental factors.

In using this theory, we are better able to account for and begin to understand the relationship between alcohol use and abuse and learned behaviour. Studies have suggested that many factors play a role in the use of alcohol amongst youth. Often these factors are encompassed within the home environment or community. Thus social learning theory is based on three principles which are observational learning that occurs through modelled behaviour being structured, rehearsed and enacted, as the modelled behaviour becomes encoded into words, labels or images.

Secondly, alcohol use becomes strengthened and promoted in the community or family once the modelled behaviour is seen as value to the individual or leads to desirable outcomes. Lastly, the social and cognitive factors based on why individuals consume alcohol serve as a basis for individuals to model the observed behaviour as there are cognitive behavioural connection to the admired and valued behaviour (Bandura, 1977).

Social learning theory also accounts for individual cases and context specific perceptions, as environmental issues or stressors are not all indicative of learning and internalising modelled behaviour within the community, as modelled behaviour can be subtle and based on perceived

positive outcome. The amount of positive reinforcement will determine consistency in behaviour and group norms become a powerful basis for this as it could be linked to acceptance by groups within the community, sense of autonomy and maturity, attention by peers or instils a sense of pride (Bandura, 1977, 1986).

According to Bandura (1977), there are three types of reinforces of behaviours within the individual. Firstly, direct reinforcement which refers to the behaviour directly experienced by the individual; secondly, vicarious reinforcement, which refers to the observed consequences of the behavioural model, and lastly, self-reinforcement that refers to the individual's own personal performance standards regarding feelings of being satisfied or displaced with the behaviour. An integral section of this understanding is based on self-regulated behaviour which is essential to the learning process. Self-regulations allows individuals to use their own thoughts and actions to achieve a goal, maintain their own strategies to achieve it and the realisation that without self-regulation, people would not maintain the behaviour until it has been reinforced. Ultimately individuals become more self-regulated, resulting in them learning how to reinforce or punish themselves and develop their self-efficacy. There are four parts to self-regulated behaviour such as goal setting, self-observation, self-assessment and self-reinforcement. Based on his theory we are able to postulate as to why youth decide to engage in alcohol use, despite its overt effects, the behaviour has been modelled and justified over the years and has become socially acceptable and normative, resulting in self-reinforcement.

## **Methodology**

Given the focus on the youth's perceptions and lived experience, the study adopted a qualitative design and methodology. The study made use of individual semi-structured interview to gather the data for the study. The data collection method was set around predetermined open-ended questions, but still allowed for the emerging of other relevant questions as a result of the dialogue created. The purpose of the interview was to get to know the interviewee better and explore their perceptions, in order to gain insight and contribute to larger body of knowledge. By following this process it allowed for a richer data and descriptions of the phenomenon which assisted with the data analysis and investigation (Warren & Karner, 2005) .

To analyse the qualitative data derived from the transcribed interviews, thematic content analysis was used to identify, analyse and report on patterns/themes that emerged from the data. Despite its simplistic nature in organising and describing the data set in rich detail, it goes one step further to interpreting various other aspects of the research topic (Boyatzis, 1998). Thematic analysis is not linked to any pre-existing theoretical framework, thus it can be used within different studies and fit a variety of different theoretical frameworks. This allows for the flexibility of the analysis as it can be an essentialist or realist method (Braun & Clarke, 2006). The former refers to examining the meanings and the reality of participants or the latter which refers to examining the way in which events, realities, meanings and experiences are the effects of a range of discourses operating within the community. Essentially thematic analysis is able to both reflect reality and explore and excavate the surface of reality. Although thematic analysis is not wedded to a particular theoretical framework, it is important for the purpose of this study to note that a particular theoretical position has been taken and thus frames how the data is understood (Braun & Clarke, 2006).

The analysis entails a 6 step process but the thematic analysis is not a linear or static process but allows for constant engagement and moving back and forward between the data and analysing its integral parts. The 6 step process can be broken down into: Phase 1: Familiarise yourself with the data. Phase 2: Generating initial codes. Phase 3: Searching for themes. Phase 4: Reviewing themes. Phase 5: Defining and naming themes, and lastly Phase 6: Producing the report (Braun & Clarke, 2006). This allows for the dominant or important themes that result from the data set to be analysed based on the theory's main premises. This was particularly a useful method when the research study was based on an under-researched area and the participants' views on the topic were unknown as is the case in this research study (Braun & Clarke, 2006).

## **Participants**

Snowball sampling was used to recruit participants for the study. The participants in this study were young adults between the ages of 18-25 years, who were currently residing within the Klapmuts community in Stellenbosch. The participants were drawn from the community based programme which is currently being run as part of the youth forum in the Klapmuts Community

Assistance Programme. The study consisted of 16 participants with attention given to including equal representation of males and females to gain a better understanding of the social phenomenon from a gendered perspective. The main criteria for inclusion in this study was for participants to be between the ages of 18-25 years, living within the area and who have witnessed or experienced alcohol abuse around them.

## **Procedure**

Ethical clearance and permission was obtained from the Departmental Ethics Screening Committee (DESC) and Research Ethics Committee (REC) before the study commenced. The participants were first informed about the focus and expectations of the study before their consent was obtained. All their questions and concerns were addressed and they were informed of their rights as research participants. All participants were provided with an informed consent which was explained to them in their first language and they were informed of their right to withdraw at any moment that they deem necessary to do so. The importance of confidentiality was discussed with them and permission was sought to audio-record the interviews. Confidentiality was maintained by securing the audio recordings and transcriptions in password-protected files. No identifying information was included in order to maintain the anonymity of the participants.

In addition all participants were debriefed after the interviews to assess for or determine if further counselling or referrals is necessary. The participants were given the referral and contact details of Welgevallen Community Psychology Clinic in Stellenbosch or the community based resources such as Goeie Hoop Psychology Service, though this was not necessary for any of the participants.

The interview consisted out of 8 core questions, which allowed for elaboration and additional questioning (See appendix A). The individual semi-structured interviews were conducted by the researcher and the interviews were on average between 20-25 minutes long, depending on the engagement of the participant. The interviews were conducted at a safe venue within Klipmuts for the participants' convenience.

## Validation

The study is based on a particular interest of the researcher, thus it is important to be aware of any biases which could filter into the study and influence the findings of the study. It is important to be aware of this limitation so as not to contaminate the data set and influence the real lived experience of the participants (Griffin, 1986). Thus as far as possible, verbatim extracts of the participants were used to reflect and interpret the potential themes and meanings.

## Reflexivity

The study commenced feeling much like another academic activity and quite a taxing one, as it required me going into the community after work and often late into the night. However, the initially tedious process transformed into a wonderful experience to engage with a group of young individuals who have overcome varying difficulties in their lives. The amount of resilience and strength shown by each of them in their short life span, speaks volumes to the kind of youth being cultivated in Klapmuts. On the flip side of the coin, I became more aware of the levels of strife, hardships and trauma they experience as a result of alcohol use and abuse and other psychosocial issues. These increased levels of alcohol use are often witnessed within the nucleus family and plague the streets of Klapmuts as it is a norm to see drunken minors, parents and young adults, who are often drawn into alcohol addiction. In particular, the reality of societal influence, particularly from one's loved ones, often has the most impact on the behaviour we end up modelling based in our experience of the behaviour. This impacted on the researcher's subjectivity, as it highlighted the commonalities shared between the researcher's own lived experience of alcohol abuse within the nucleus family and the participants' experience. In this way it truly allowed me to understand and enter their subjective world and their lived experience.

This is evidenced by P14, who says, "*Society. Ek gaan opkyk na iemand. Hy't 'n lewe of sy het 'n lewe, want as ek gaan sit by 'n plek waar mense drink, miskien sit ek by die pad of iets soos dit. Ek het die lekkerste drankies in my hand soos dit, gaan 'n paar mense op na my kyk, mense wat nou umm rolmodelle kies soos mense wat drink, dan sal hulle mos sê al, "Maar daai mens is daremkwaai. Ek wil ook miskien volg in, as ek groot is, so sulke drankies drink..."*"

*“Society. I’m going to look up to someone. He has a life, or she has a life, because if I sit in a place where people drink, or maybe I sit in the road, something like that. I have the best drinks in my hand, a few people will look up at me, people who choose umm role models like people who drink, and then they will all say: “But those people are really cool. I would also like to maybe follow, when I grow up, and drink such drinks like that... ”*

## Data analysis and findings

### Findings

There were seven superordinate themes identified from the data set. See *Table 1* for a summary of the derived themes. The themes below are salient in capturing the lived experience of the participants.

*Table 1:*

Themes	Subthemes	Descriptions
<b>1. Perception of alcohol in the lived experience</b>		Explores the experience of youth and how they perceive the use and effects of alcohol for themselves and the overall community
<b>2. Modelling social and familial behaviour</b>		The influence of external factors impacting on learned behaviour
	<i>Media based influence</i>	Understanding the impact media has on increasing alcohol use, interest and normalcy of social drinking
	<i>Community influence</i>	Understanding the role the community plays in predisposing community

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	members and desensitising of communal drinking
<b><i>Peer group influence</i></b>	The bearing peers have on reinforcing in early onset of drinking due to social pressures, group norms and developing identity.
<b><i>Familial influence</i></b>	Refers to the parental modelling displayed and how this is perceived by youth in regulating alcohol use.
<b>3. Individuality evoking change</b>	Acknowledging the importance and relevance of free will, choice and self-efficacy and determination in making decisions that best suit the individual regardless of external influences.
<b>4. Underage drinking</b>	Highlights the reality of and increased onset of early alcohol use amongst young adolescents
<b>5. Gender roles and observations</b>	Refers to the impact gender norms and perspectives have on increased use of alcohol.
<b>6. Social problems</b>	Includes the overall effects of drinking, both individually and collectively, including the physical, psychological, social, communal and

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	emotional effects of alcohol abuse
<b>7. A need for intervention</b>	Emphasises the need and importance of intervention to alleviate many of the stressors and consequences of alcohol use within the community.

### 1. Perception of alcohol in the lived experience

Participants' perception of alcohol and the experience of it within the community highlight two key themes of the lived experience. The first pertains to a perception of alcohol being dreadful and having negative consequences for the individual.

*P8: "Umm, ek sal dit beskryf as 'n baie slegte uh ding om te gebruik, want meeste van die mense gebruik dit hier. En as hulle dit gebruik is hulle gewelddadig, of hulle doen goete wat hulle die next dag nie kan onthou hulle't dit gedoen nie." P2: "Joh, ek kan nie, maar dis like in, dis 'n moeilikheidmaker. 'n Probleem"; P5: "Dit is, dit vernietig mense se lewe." P6: "Mmm. In a way it's a good thing, and it also has its negatives, but I would say most of the time, it works out as negative, because at the end of the day alcohol, I would say it's a family destroyer as well as a community destroyer. Most of the youth outside are not even, well here in Klapmuts, they aren't even focused on handling their studies fine to get themselves a proper future where they can live sustainably for their families..."*

*P8: "Umm, I will describe it as a very bad uh thing to use, because most of the people use it here. And if they use it, they are violent, or they do things that the next day they cannot remember they've done it." P2: "Joh, I cannot, but that's like in, it's a troublemaker. A problem."; P5: "It is, it destroys people's lives."*

The second perception elicited is that alcohol has both positive and negative uses and effects, and it depends on the user and how alcohol is used. The majority acknowledged it initially as being bad for you, and having unpleasant consequences, however they later acknowledged that the



volume, purpose and consequences of the behaviour may vary to others and be perceived as more positive.

*P11: "Vir my is dit umm dis mos maar altyd so, dink jy of dit 'n blessing of 'n curse is? Maar ek sal sê eintlik dis 'n curse, want umm mense misbruik dit. Misbruik lei tot kindermishandeling en baie gevalle sterf die kinders of die kinders swerf as hulle ouers drank misbruik. En, ja, dit is maar basies wat dit is... Dit hang van jou af hoe jy dit gebruik, en of jy dit kan beheer." P15: "Ek dink dis 'n, 'n goeie ding en 'n slegte ding...want mense gebruik dit eintlik om vir hulleself te geniet, en slegte ding die mense op dit dood."*

*P11: "For me it's umm that's always the case, you think whether it is a blessing or a curse is? But I would actually say it's a curse because umm people abuse it. Abuse leads to child abuse and many cases dying children or children runaway when their parents abusing alcohol. And, yes, it's basically what it is ... It's up to you how you use it, and if you can manage it." P15: "I think it's a, a good thing and a bad thing ... because people use it really to enjoy themselves, and the bad thing is that people who uses it [alcohol] die."*

However, despite these two dominant themes in perceptions, alcohol was viewed as a substance which destroys homes, lives and the community.

*P8: "En dit het ook 'n baie umm slegte impak op die plek, want umm baie mense as hulle vra 'Ou waar bly jy?' dan 'Nee, ek bly in Klapmuts'. 'O, daar waar die mense baie drink?' Of 'daar waar die mense baie drugs gebruik?'"*

*P8: "And it also has a very umm bad impact on the place because umm many people when they ask 'Bro, here do you live?' Then 'No, I live in Klapmuts'. 'Oh, where the people drink a lot?' Or 'where people use lots of drugs?'"*

In addition, the effects of alcohol are experienced and perceived as risky and dangerous behaviour that exposes oneself to harm as well as those for whom you care for. Despite the assertion of moderate use by participants, some expressed a great dissuasion against their future children of becoming users.

*P14: "...omdat dit, baie mense glo dit moet iemand anderste in wees. Alkohol veroorsaak moeilikheid. Jou liggaam verander. Jy is nie altyd meer in staat om dinge te doen wat hy kon*

*doen toe hy nie alkohol gebruik het nie. Alkohol het 'n baie negatiewe effek.” P4: “Ek sal dit graag wil doen, my kinders vertel dat alkohol 'n gevaar is, en dat hulle dit nie moet drink.”*

*P14: “..because many people believe that you must be someone else. Alcohol causes trouble. Changes your body. You are no longer capable to do things you thought you could do when you were not drinking. Alcohol has a very negative effect.” P4: “I would like to do so, tell my children that alcohol is a risk, and that they should not drink.”*

## **2. Modelling social and familial behaviour**

Several social and familial influences were identified as the main causes for and onset of alcohol use and abuse. *P16: “...(E)n dan, dit laat hulle net goed voel. Hu- hulle sien seker net ander mense drink, dan wil hulle ook seker net drink en...” P16: “... (And) then it just makes them feel good. They probably just see other people drink, then they would probably also like to drink and ...”*

The term social influences is a broad umbrella term used, however the participants identified the influence of peers, the community as well as media in shaping their behaviour and interactions.

### **- Peer group influence:**

The participants identified peers as being a major contributor to the norming and socialisation of alcohol into the community and often the precipitant to individuals using. They describe instances of peer pressure to engage, but also a general sense of experimentation as a result of their peer groups engaging in drinking. *P15: “Uhh dis ve- verkeerde vriende...” P15: “En groepsdruk ook maar tog.” P9: “Ja. Ek sal sê groepsdruk en, hoe kan ek sê, baie soos jy wil amper half op 'n standaard inpas.”; P12: “Ons was drie, ja. Dit was eintlik wat ek ook wil hê ervaar... Hoor hier, ek kan noudie sê, ons het saam besluit, almal.”*

*P15: “Uhh 'it's the wrong friends..”. P15: “And peer pressure as well” P9: “Yes. I will say peer pressure and how can I say, much like you'd almost half want to fit in and match up.” P12: “We were three, yes. It was actually what I also wanted to experience ... Look, I cannot say, we made a decision together, everyone.”*

- **Community influence:**

A secondary factor highlighted by the participants is the impact the community and its members play in socialising alcohol use and influencing others to use as well. In addition, they were concerned about the large numbers of taverns and shebeens which plague the community and make it easier to observe community members drinking. P13: *“Ek sal sê m- me-, die mense wat, daar’s baie min mense wat drink, maar as hulle opstaan en sê, praat, te praat oor die mense wat so baie drink en ki-, die kinders sien, die jong kinders sien by die mense wat drink, en dis hoe jy die jong kinders ook begin drink.”*

P13: *“I will say, the people that, there are very few people who drink, but if they stand up and say, talk, talk about the people and how much they drink and the children see, the young children see the people who drink, and that’s how the young children start drinking.”*

- **Media based influence:**

A third factor identified by the participants, which plays an integral role in maintaining the current status quo, is the influence of the media. P9: *“Ja. Ek sal sê dat dit baie baie groot invloed” P9:” Yes. I would say it would be very influential.”*

Participants noted that alcohol was made to seem attractive and appealing. They attributed social media platforms and advertisements as key in piquing their interest.

P9: *“So op die televisie sien sien sien jy die prentjies en hulle skep dit mooi...Skep dit vir jou baie mooi en, sometimes die van die pryse miskien, nou sien jy ok die prys het miskien, is nou af. So...Dan dan vang dit jou, om weer te like, ok ek het nou die geld, en dan, so”. P8: Ek kan nie sê nie, want ek gaan nie, alhoewel as ek miskien nou ‘n nuwe iets op die TV sien, ok. Ek sal sê ja, ek sal nogals wonder wat daai smaak.”*

P16: *“Dis soos advertensies oor drank. As jy net van, soos van laat die aand aftot, nie net in die aande nie. Dis dwarsdeur die dag, en kinders kan dit nie kyk en goeters nie, dan...dan dan raak hulle nuuskierig om uit te vind wat dit is...of hoe dit proe of iets.” P15: “Ja. Dit kan mense beïnvloed, want hulle wil dit, hulle wil dit, hoe kan ek sê? Hulle wil dit probeer...vir hulleself. Hulle hoor, hulle gaan agter die lekker, die lekkerheid aan.” P14: Van die, ja. Majority van mense drink dit, drink alkohol. Op die TV word dit meer be-, umm geadverteer, en op ‘n baie mooi manneer.”*

P9: "So on the TV you see, see, see the pictures and they make it beautiful... They make it very nice and, sometimes that of the prices maybe now you see okay the price perhaps, now. So ... And then it catches you like again, ok I have the money, and so." P8: "I cannot say because I do not go, although I may now see a new thing on TV, okay. I would say yes, I'll actually wonder what it tastes like."

P16: "It's like advertising on alcohol. If you only, from late at night until, not only in the evenings. It's throughout the day, and children watch and stuff, then ... then they become curious to find out what it is ... or how it tastes or something." P15: "Yes. It can influence people, people affected, because they want it, they want it, how can I say? They want to try ... for themselves. They hear, they go after the good, the niceness." P14: "Of those, yes. Majority of people drink, drink. On the TV advertised it is advertised more, umm, and in a very nice manner."

- **Familial influence:**

The familial influence elicited the importance participants attributed to parental influence, modelling of good behaviour, setting an example and the importance communication plays in predisposing or perpetuating alcohol use. P2: "...en daar's altyd 'n gestryery in die huis in, en toe dinge vir my te, toe dit te erg beginne raak toe dink ek ook "Ok ek gaan ook maar in julle voet voetspore volg." Miskien laat dit my nou beter voel en..."

P2: "...and there's always an argument in the house, and when things became too, when it gets too much for me I also started thinking 'Ok I'll also follow in your footsteps.'" Perhaps it makes me feel better and ..." Many participants emphasised a major reason for drinking within families is the perception that if 'they can do it, so can I'. In this way, the modelling of certain behaviour creates a level of acceptance and normality, based on how it is perceived. P1: "Basically dink ek alkohol is lekker en my uncles, nee hulle't nie vir my gewys nie but like in Sondaes of Saterdag is sit nou buite, hulle't hulle drankie, en ek sit maar as klein, gesels met hulle en so aan I guess. Toe't ek gesien wat hulle doen en vir my was dit net, toe ek groot raak, my eie verstand kry en tjommies beginne meet en 'n girl hê en like in toe't dit basically oue- ouens gewees wat mekaar ons het miskien drink en jy weet maar skelmpies."

P1: "Basically I think alcohol is good and my Uncles, no they didn't show me but like on Sundays or Saturdays them sitting outside. Then they drink, and I sit there as small and talk with them and so. Then I saw what they do and for me it was just, when I grew up, got my own mind and met friends and have a girl and like together we might drink and you know but secretly". The

youth also identified the importance of communication in their lives as a contributing factor. P7: *...En vir my is dit, praat is beter as slaan...so dis baie keer woordemaak seerder, maar dit, 'n mens moet weet hoe om dit to gebruik en so aan.'* P7: *"..and for me it is, talking is better than hitting... so often words are more painful, but, one must know how to use it and so on."*

The conversation, insight and education they were provided with helped them make informed decisions, rethink certain perceptions they have about alcohol or how they use alcohol. P6: *"It all starts at home, for me. Parents must start educating their children about the things of life...But if you took the initiative to educate him, him or her properly, eeh umm of alcohol, maybe wouldn't even have come to the point where you have to beat him up...to understand."*

P16: *"Hysal my net reg help. Hy gaan, hysal my net raad gee."*

P16: *"He would just help me. He will, he will give me advice."*

### **3. Individuality evoking change**

The perception painted by many of the participants highlights a variety of risks and consequences of alcohol use. They interestingly enough made reference that despite all the negative influences and the acceptance of alcohol being socially acceptable, there are many who believe that the choice is still an individual one. They saw the importance of taking ownership and responsibility for your own life and the decisions you make. Although they do not deny the environmental stressors and psycho-social precipitants, they believed the greatest influence and point of change is you. P11: *"...dieselfde ouderdom en vriende, dis amper soos peer pressure, maar ek sal dit nie so noem nie, want die besluit hang mos altyd van jouself af...So ek kan nie vriende of familie blameer daarvoor...Dis eintlik my eie doen en laat."*; P16: *"Elkeen speelsy eie rol in die plek."* P11: *"... the same age and friends, it's almost like peer pressure, but I would not call it that, because the decision always depends on yourself... So I cannot blame friends or relatives... It's really my own doing."* P16: *"Everyone play their own role in this place."*

P6: *"Like, I myself, ok I was also a drinker, but when I s-, when I decided to settle down and make f-f- uhh, plans for my future, I decided like ok, this is what I'm gonna prioritise. This is what my, these are my goals for the next ten years...And alcohol is definitely not part of my plans at all."*

#### 4. Underage drinking

Concern was also expressed for the high prevalence of teenage drinking. One participant (P11) expressed his concern as follows: “...sestienjariges sal in die pad in loop en dronk wees en mens sal nie eers meer verbaas wees nie, want dit is maar hoe die society deesdae is.”

“... sixteen year olds would be walking in the road drunk and you will not even be surprised because this is how the society is nowadays”. The participants are witnessing how alcohol use is invading the schools and plaguing the community as young children from the age of 12 are abusing alcohol. P10: “Oe, twaalf ..dertien.” P10: “Ooh, twelve ..thirteen”. There seems to be a perception that there is more underage drinking and that very little is done to curb this social issue. P7: “Jong mense.. die meeste”. P7: “Young people.. the most”.

The participants mention many psycho-social reasons for this overflow of young users, as they may feel the need to fit in and belong, or familial problems or witnessing the use of alcohol amongst their peers and elders. “P13: Somtyds dis gevolg van as hulle, as vrinne of...”; P10: “as ek ‘n ma het wat [die] ding is sy is so never mind en careless, daar sal genoeg drank wees in die huis. Ek gaan sommer van hare vat.”

P13: “Sometimes it's because of them or a result of friends”, P10: “If I have a mother, the thing is, she is so never minded and careless, there will be enough liquor in the house. I'll just take hers”. In addition despite their current perception of underage drinking, many of the participants began drinking before the legal age limit. P9: “Eerste ervaar. Umm basies was dit umm ‘n verjaarsdag van my niggie, en daai’s die tyd wat toe ek op die hoërskool kom.” P9: “Ek was sestien”. P9: “First experience. Umm basically it was umm a birthday of my cousin, and those are the time when I got to high school.” P9: “I was sixteen.”

#### 5. Gender roles and observations

All the participants alluded to a gender aspect, which included an expectation of roles and key observations about their behaviour and drinking patterns. P7: “As jy ‘n partner het en hy drink, jy kan nie saam met hom drink nie. Die vroumense moet altyd op standard wees, want ek mean ek het kinders”. P7: “If you have a partner and he drinks, you cannot go drinking with him. The women should always be up to standard, because I mean, I have children”.

There was a split in perception, some believing it was more men or more women. However there were others that placed no significant difference in gender, where others felt it was more gender specific. P11: *“Ek dink dis gelyk, want destyds was dit mos nou net mans wat wat wat umm aangeskou was as die alkoholiste, of...die persoon wat drinkers, maar deesdae is dit vroumense ook, en soos ek gesê het, dis hulle eie persoonlike redes.”* P11: *“I think it's equal, because it used to be onlu men who were considered as alcoholics, or ... the person that drinks, but nowadays it is women as well, and like I said, it's their own personal reasons.”*

However, the reasons and rationales given for this gender difference is more interesting, as participants often equated it to marital problems, unemployment and needing to cope with difficulties on their own. P8: *“Dit kan miskien wees dat hulle, mens weet nie wat in hulle huis in aangaan nie...Nou voel die ma maar ek gaan nie gaan werk nie want my man werk ook nie....Sien? En dan is dit dat miskien gebruik die, die man gebruik drugs en die, die vrou gebruik alkohol...Nou hoekommoet ek dan nou werk? Vir hom?”* P8: *“It could be perhaps that, you do not know what is going on in their home ... Now the mother feels; I will not go to work because my husband does not work ... See? And it is perhaps that the man uses drugs and the women use alcohol... So why should I now work? For him?”*

## 6. Social problems

Participants identified several social problems that they associated with alcohol abuse:

P3: *“Ok. Die meerderheid mense het huislike probleme”*; P5: *“So dan nou soos ek dit nou verstaan, verduidelik, partymense het stress”*; P6: *“Umm, abuse. Some even try just to do it to impress others...As well as peer pressure”*.

P3: *“Okay. Most people have domestic problems”*; P5: *“So now, as I now understand, explain, some people have stress.”* P6: *“Umm, abuse. Some even try just to do it to impress others...As well as peer pressure.”*

Klapmuts is inundated with adolescents and youth, who are often unemployed or uninterested in completing school, which appears to contribute to increase in crime, domestic abuse, substance abuse, teenage pregnancy and familial neglect. P1: *“..”hulle drink, môre slaap hulle in dan oor ‘n paar maande word hulle swanger.”*; P11: *“Ja, want hier in Klapmuts is daar baie insidente*

*gewees. Daar was een insident wat onlangs was, waar 'n vrou dronk was en sy't bo-op haar kind gelê, en sy het haar kind versmoor."*

*P1: "...they drink, tomorrow they sleep in then over a few months they are pregnant."; "P11: "Yes, because here in Klapmuts, there have been many incidents. There was an incident recently where a woman was drunk and she laid on top of her child, and she smothered her child."*

The high levels of crime and unemployment make it a difficult community to navigate within, as you are constantly faced with the social hardships and realities, as many community members have died as a result of alcohol use. *P7: "Dis, dis dood, pregnancy en violence, alles."*

*P7: "It's, it's death, pregnancy and violence, everything."*

The community is inundated with illegal shebeens selling alcohol, and underage drinking occurs because alcohol is so easily accessible at the shebeens, *P8: "Baie maklik. Baie maklik, want orals waar jy gaan is daar 'n smokkelhuis." P8: "Very easy. Very easy, because wherever you go, there is a shebeen."*

Klapmuts appears to be well known for its alcohol and drug abuse problems; *P2: "Daai tyd toe was dit lekker wat, die tyd toe ek rehab toe gaan, toe sal ek, weet nie my probleem het vir my te erg begin raak en toe't ek nou beginne drink en so, en ek rehab toe, en ek het teruggekomen weer gedrink. Naai man, ek sê vir jou, dit is nie die moeite werd nie... want dit breek jou net af en so."*

*"P2: "That time it was nice that time when I went to rehab, then I didn't know my problem became too much for me and then I started to drink and so, and then I went to rehab, and I came back and drank again. No man, I tell you, it's not worth it ... because it breaks you down."*

In addition on being an impoverished community, the social difficulties only but add to the pressure of having a safe upbringing and successful future. *P11: "Umm, Klapmuts is 'n baie, is 'n baie, ek sal sê finansieël is Klapmuts verskriklik arm... maar ek weet die mense het altyd die manier om geld in die hande te kry" P11: "Umm, Klapmuts is a lot, a lot, I would say financially Klapmuts extremely poor... but I know people always have a way to get their hands on money."*

As a result of the community not having a high school within the area, the children are expected to travel and parents are expected to make arrangements for their travelling :*P12: "Baie van die*



*kinders loop mos nou. Hier's mos nou nie 'n hoërskoolnie man.' P12: "Many of the children are walking. Here isn't a high school."*

This adds to the financial pressures of living within a community that is already in short supply of useful community resources.

## **7. A need for intervention**

Participants linked the high level of alcohol use to the structural conditions prevalent in Klapmuts. One participant indicated: *"..en soos dit breek Klapmuts regtig af want soos ons jongmense het nie regtig aktiwiteite wat hulle besig hou nie." (P9).* *"..and, it really breaks Klapmuts down because our young people do not have real activities to engage with and keep them busy." (P9).* Several identified unemployment as a major contributing factor: *"Ja. As as meer mense werk of iets en, of net umm iets het wat hulle soos besig hou in hulle vrye tyd..." (P16).* *"Yes. As if more people work or something and or just umm something they like do in their spare time ..."* ( P16 )

A strong point that emerged was the need for the shebeens to be removed, or to exercise stricter enforcement of the legal age limit. *P13: "Dan sal afhangende as hier minder minder smokkelhuise in Klapmuts, dan gaan dit werk hier. Meer uh guards by 'n smokkelhuis wat kyk na 'n persoon se ID, kyk voor hy inkom. Dan sal daar minder mense drink." P13: "Then depending if there is less, less shebeens in Klapmuts, then it will work here. More uh guards at a shebeen which looks at a person's ID, looks before he comes in. Then there will be less people drinking."*

## **Discussion**

According to Parry (1998), there is an increase use in alcohol in both male and female adolescents. The current study aimed to explore these perceptions and gauge the experience of youth towards alcohol use within their community. This was seen as important to the researcher, as it was a way in which we could review what factors predisposed or perpetuated alcohol consumption. By understanding these factors, the study would allow for preventative measures and interventions to take place which could safeguard young people from beginning and assist in managing current users.

Due to the excessive use and abuse of alcohol, often within our own families and communities, it was important to understand how this close proximity and witnessing of particular behaviour later impacted on perception, thoughts and lived experience of youth. A major focus of this study is geared towards understanding using the underpinnings of Albert Bandura's Social Learning Theory. This *a priori* focus was undertaken to understand the impact one's community, family and own experiences play in learning and modelling specific behaviour such as alcohol use.

Participants stressed the importance of care giver roles and other role models in their development and maturation. The importance of their presence and the advice given by these significant care givers played a major role in either predisposing them to alcohol use or acting as a protective factor against alcohol use. Bandura's theory centres on the use of modelling in maintaining specific behaviours. Bandura (1986) hypothesises that certain conditions need to be in place for behaviour to be modelled and reinforced. The ability to copy the behaviour, the behaviour has to grab the individuals' attention, a good motivation to copy the behaviour and the incident needs to be remarkable enough to be remembered (Rehab helper, 2016). He believed that through structure, practice and enactment, behaviours such as drinking alcohol becomes encoded into words, labels or images that can be reinforced and promoted through our engagement with the others. Thus the three main reinforcements brought to light by the participants are family, social/peer and media influences and is resonates with the relevance of Bandura's theory in how we model behaviour (Bandura, 1986). Therefore these three platforms could serve to strengthen the image and value of alcohol within the community or refute it. This may indeed be indicative of the belief that alcohol is definitely a social problem and plagues Klappmuts but the perception attached to the outcome determines the behaviour.

The risks and consequences of alcohol use within the community are burdensome to say the least, as it affects an entire macrosystem and its community members. As highlighted by the participants, the effects of alcohol abuse are severe and potentially long lasting, such as alcohol use resulting in substance dependence, violence, neglect and death. The experience of alcohol abuse is raging havoc within the community, causing the disintegration of homes, schools and safe community. Yet despite this awareness and knowledge, there still appears to be a rise in substance use. Bandura (1986) thus emphasises that we learn through observing the efficacy of

the behaviour as well as the drawbacks of the modelled behaviour. He thus believes that the escalation or reduction of alcohol use will be a direct result of the psychological and environmental factors which impact on behaviours being seen as valued or not (McLeod, 2016).

The community appears to be plagued by taverns and shebeens and the relative ease of access to alcohol within Klapmuts also makes the learned behaviour easier to acquire. The lack of regulation and laws accounts for the high volumes of underage drinking as anyone who appears over the age of 18 is allowed in. Observing peers buying and indulging in alcohol is a common phenomenon. Hence underage drinking is no longer a surprise but a social expectation. The desensitisation of such behaviour creates the perception to other young adolescents and youth that alcohol is a social norm and forms part of social activity. Bandura (1986) emphasises the impact the environment has on learned behaviours, but he also makes a correlation between the self and the environment. He believed that self-reinforcement, allowed individuals to appraise the situation and decide how they feel about the behaviour. The dangers associated to alcohol use are often minimised and the benefits of drinking are emphasised. Often the consequences of alcohol use is only felt and experienced through direct learning, vicarious learning or through our own self reinforcement (Bandura, 1977). In this way, he identifies the importance of the self, in deciding what he terms self-regulation. Self-regulation allows the individual to use his or her own thoughts and actions to achieve a preferred goal and thus learn how to reinforce or rebuke certain behaviours, thus becoming more self-efficient in engaging in preferred learned behaviours. Thus many participants have become more moderate in their drinking or completely stopped.

An interesting finding was that some of the participants indicated that they were moderate drinkers, however when on investigation some of the participants reported that they would not allow or encourage their children to drink one day. This was a thought-provoking and contradictory finding, as they themselves perceived the use of alcohol as harmful and a social deterrent, yet continue to use it themselves based on their own experiences of it. The premise of their decision was made on their own lived experience of the behaviour and its outcome being socially acceptable. Yet on the contrary, they do not believe their children will be able to make the same wise decision as them. Bandura (1977) thus accounts for these individual cases and context specific perceptions, as environmental issues or stressors are not all indicative of learning

and internalising modelled behaviour within the community. Thus despite parental influences and process of modelling behaviour, our environment, our experiences and the consequences of behaviour plays a massive role in deciding the kinds of behaviours we maintain. Bandura (2001) posits that the freedom of choice and individuality plays a major role in the onset of alcohol use amongst community members. And an overwhelming amount of participants reiterated the same belief in the self and taking ownership of your decisions and lifestyle.

Bandura's theory (1977) does not equate nor refute the importance of gender in modelling behaviour. However the participants highlighted what appears to be gender roles and expectations regarding alcohol use. Individuals may observe and imitate behaviours whether it is gender appropriate or not (McLeod, 2016). However regardless of whether the reinforcement is internal or external, young people are more likely to attend and imitate those with whom it perceives as similar to the self and consequently those of the same sex (McLeod, 2016). This could highlight an underlying premise of Bandura's theory that we engage in alcohol use through the insight and knowledge of rules gained by others and observe their beliefs and attitudes towards alcohol which could be gender bound in how they are perceived. In addition, the reinforcements or punishments given may act as catalyst for behaviour being strengthened or diminished (Bandura, 1986).

Bandura's model gives rise to hope for the social phenomenon that appears to plague the community of Klapmuts. Despite the growing levels of alcohol abuse and the increase in addiction, the process of modelling can also break the chains of abuse if the behaviour modelled is positive. By modelling good models in sobriety and moderation, the person may learn how to handle their use more effectively (Rehab helper, 2016). They may also be witness to the benefits of sobriety which may increase their self-efficacy and self-determination.

Many of the participants made reference to the need for intervention, but after a long and arduous struggle, many are left feeling despondent and overwhelmed. The implication for this community and many like it would be the opportunity to increase what appears to be the low self-efficacy, a belief that they are not able to deal with the problems and self-regulation, which is the activation of such agency through thoughts and actions (Bandura, 2001)

The clichéd phrase of “if they can do it, then so can I” can also evoke a sense of change and agency for the community if the behaviour modelled by many benefitted the greater community and encourage change in community members. Thus despite alcohol being the elixir of life and social normality, the harsh reality is that the behaviour modelled can be ultimately negative or positive; it depends on the mediating processes between the stimuli and responses within the environment (McLeod, 2016).

### **Limitations**

Qualitative research brings with it both strengths and weaknesses. In terms of this study, the sample size was small (16 participants); the limitation of this is that due to time and resources of the study, one is not able to use a larger pool of participants, which is able to provide in-depth and more comprehensive content and analysis. However despite losing on quantity which comes with quantitative studies, the depth and focus of the 16 participants were highlighted. As cited by Griffin (1986), data analysis is often time consuming and larger groups would require more time to collect the data. It is important to also consider that the sample and study is relative to a particular area, which is useful in describing a complex phenomenon for that community, however the knowledge acquired through the study may not be generalised to other people or other areas. The sensitivity to the nature of the study in terms of dealing with the perceptions of youth regarding alcohol use in the community, the findings might be unique to certain participants who share similar perceptions and dissimilar for others outside of the sample. It should also be noted the perceptions were from participants who were involved in the local community organisation and may thus reflect an underlying bias.

### **Recommendation**

The following recommendations attempt to highlight the needs expressed from the participants and their perception of the effects alcohol has on their community.

Firstly, there is a need for legal intervention to assist with the eradication of shebeens or taverns which are not fully licensed. All of the participants highlighted the impact shebeens have on the community, as it increases the likelihood of access and use. A major concern is the increase in

underage drinking and the impact it has on young adolescents' development, perception of alcohol and the perception of Klapmuts as a whole.

Secondly, the need for accessibility of secondary education was emphasised within the area to lower school dropouts. This has been a contentious issue for the community of Klapmuts, as they this community of Klapmuts does not yet have a high school. All the learners are forced to attend and travel to schools outside of Klapmuts and this has implications both financially and on truancy as some learners do not attend. This only serves to add to the increase in lack of education, but secondary implications such as increase in adolescent delinquency and future unemployment.

Thirdly, the need for communal social activities and additional community programmes is evident. The participants highlighted the lack of community activities and how it would assist with keeping the youth and other members preoccupied and away from bad behaviours. Past programmes ran by masters students from Stellenbosch University offer the community an extramural activity, such as the Water Garden project. Continuity of such programmes is needed.

Fourth, employment programmes aimed at increasing work placement and community building is needed. Despite the Klapmuts Assistance Programme (KPA), which seeks to engage community member in skills development and community building, more needs to be done. KPA could play a pivotal role in approaching organisations such as City of Cape Town, who offers Expanded Public Works Programme (EPWP) which focuses on skills development in order to reduce levels of poverty and unemployment. It is focused on the current target age of the participants, 16-35 and offers unemployed people access to temporary work, experience, skills and opportunities to start their own business.

Fifthly, there is a need for psychological and social services to address the mental and emotional needs within Klapmuts, in both individual and group settings. The community members are plagued with psychosocial stressors and there is a clear lack of psychological resources and services as they need to travel quite far for access. The social agents within Klapmuts should advocate for community based resources.

And lastly, support groups for males and females to educate them about their roles, responsibilities and identity. This programme could be run by community members, as it is

another way to increase community upliftment and increase community programmes. Thus they could become their own social agents and find role models within the community and draw on each other's strength and resources.

## **Conclusion**

Participants poignantly highlighted many critical aspects that influence them on a daily basis and expose the community and its members to alcohol abuse and dependent behaviours. These behaviours impact not only on the current perception of youth but paves the way for future perceptions of other youth members, to encounter and discern for themselves the validity and usefulness of the learned behaviour.

As previously mentioned, research has shown that the burden of alcohol on the mental health sectors are under pressure and the increased use of alcohol far out ways the external resources available to assist the community (Stein et al., 2007). An emphasis was made for community based interventions that may seek to address some of the external factors and lack of resources within Klapmuts. However based on the perceptions and experiences of the youth of Klapmuts, it is clear that there is a need for increasing internal resources both on an individual and systemic level within the community.

Bandura's theory highlights the importance of both internal and external resources. Some of these pivotal internal resources include our individuality, self-efficacy and self-determination. On a community level the external resources pertains to observation, modelling and perception of consequences (Bandura, 1986). Thus for community based interventions to be effective, we need to consider issues such as the ease of access, the lack of schooling, community based social activities and lack of employment within Klapmuts. However, the reality may very well be that trying to evoke change on a macro level may be challenging and long-standing. Thus a major focus for Klapmuts may centre on increasing individuals capacity to become educated about alcohol, insightful about its effects and have a capacity to reflect on their own skills and capabilities. Alcohol use appears to have a bi-directional impact, as it impacts on the user and the user impacts on the community. Thus through offering opportunities for self-reflection and increasing their knowledge, we may be able to evoke a sense of empowerment and agency that could create change and impact on both an individual and communal level.

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## Appendices

### **Appendix A: Questions for Semi structured interviews (English)**

1. How would you define and describe alcohol?
2. What is your overall perception of alcohol use in your community?
3. How do you view alcohol use in terms of gender and age perceptions?
4. How do you understand why some people use alcohol and others abstain?
5. Tell me about your own perceptions or experiences with alcohol use
6. How accessible is alcohol within Klapmuts?
7. What are the effects and consequences of usage and the benefits of it?
8. How would you assist or intervene in your community, if at all?

## **Appendix B: Gestruktureerde vrae vir onderhoud (Afrikaans)**

1. Hoe sou jy alkohol definieer en beskryf?
2. Wat is jou algemene persepsie van die gebruik van alkohol in jou gemeenskap?
3. Hoe kan jy die gebruik van alkohol in terme van geslag en ouderdom persepsies sien?
4. Hoe kan jy verstaan waarom sommige mense gebruik alkohol en ander nie?
5. Vertel my van jou eie persepsies of ervarings met die gebruik van alkohol
6. Hoe toeganklik is alkohol binne Klapmuts?
7. Wat is die effek en gevolge van die gebruik en die voordele van dit?
8. Hoe sal jy te staan of in te gryp in jou gemeenskap, indien enigsins?