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The Role of Teachers in Drug Abuse Prevention in Schools

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Abstract

This exploratory study is an attempt to investigate the work—the role of teachers in drug abuse prevention in schools. The drug is one of the forbidden item consumed by human. Nevertheless, students who are still too young got exposed to the drug. Having a good teacher will greatly prevent the students to abuse the drug. Teachers' roles have resulted as the key factor for the prevention of the consumption of drug because students spend most of their quality time at school. This paper is intended to study the possibility of the existence of the role of teachers in drug prevention in schools in Malaysia. A mixed methods research design shall be deployed for the study. A conceptual framework with factors such as teaching competency, teachers' self-efficacy, the teaching-learning process in the classroom, and school environment.

Keywords: Drug Abuse Prevention, Teachers' Role, Teaching Competency, Teachers' Self-Efficacy, Learning Process, School Environment

Introduction

For several decades, drug prevention research has attempted to understand the causes and consequences of teachers' roles (Djigic & Stojiljkovic, 2011; Ofsted, 2010; Formby, Coldwell, Stiell, Demack, Stevens, & Shipton, 2011). Studies have shown that a school which values teachers' roles and recognizes the importance of school environment stands to win in terms of students' morale and commitment to not use the drug (Moreira, Vóvio, & Micheli, 2015; Chan, Sidhu, Lim, & Wee, 2016; Razali & Madon, 2016). Yet many schools and teachers pay scant regard to try to prevent the students from a drug (NADA, 2017; Pereira & Sanchez, 2018).

Based on the data from National Anti Drug Agency (AADK, 2016), there were 178 areas across Malaysia identified high-risk areas for drug abuse, namely in Perak (30), Johor (23), Negeri Sembilan (16), Selangor (15), Kedah (13), Kelantan (13), Pahang (12), Pulau Pinang (11), WP Kuala Lumpur (10), Terengganu (10), Malaka (7), Sarawak (7) Sabah (7) and Perlis (4). The AADK also identified that 1,017 (42%) of the 2,408 secondary schools in Malaysia were identified as drug-schools at risk. There were 913,576 (41%) of 2,188,525 secondary school students from all over Malaysia identified as having a drug or tested positive for urine. Most of those involved were fourth and fifth-grade students. It is recognised that school are noted

for having characteristics known to be detrimental to students' life, such as make drug transaction in their school (Tam & Foo, 2012).

These detrimental cases are considered to be greatly linked with the teachers-students' relationship within the schools. Hence schools have come up with strategies such as providing information and giving attention to students (Adhani & Anshori, 2018), interactive teaching (Giles, Pankratz, Ringwalt, Hansen, Dusenbury, & Jackson-Newsom, 2010), and handling school's Drug Prevention Education (PPDa) program (Sukor&Hussin, 2019). Therefore, the objective of this study were:

- This study will explore the literatures related to the roles of teachers in preventing drug abuse.
- This study will explore the literatures related to effect of the teachers' role towards the students.

Review of Literature

Students or young generations are high risks to be involved in drug abuse. In Malaysia, the drug was named as the nation's number one enemy in 1893 and ever since then, the fight against drugs was conducted aggressively by widening the awareness scope at all age level. Though many studies have evolved in the concept of teachers' roles in drug prevention often it is also quoted as school roles in drug preventions (Sharma, Arora, Singh, Singh, and Kaur, 2017). School environment affects teachers' perceptions of the building, administrative staff, students, school facilities, and other teachers. The collaboration of school components is needed in drug prevention at school. Teachers work together with all school members and parents to create a school climate of free drug school. Positive school environment brings satisfaction to the teachers to improve their roles in drug abuse prevention at school.

The evolution of literature studies in drug prevention by the teachers in several countries can be seen as below:

Table 1. Literature Studies in Drug Prevention by The Teachers in Several Countries

S.No	Year	Country	Design	Roles of Teachers
1	2010	USA	Quantitative study	Interactive teaching.
2	2013	USA	Qualitative approach	Altering the delivery of the lesson, changing the content of the lesson, assigning small group activities to students, responding to constraints (time, institutional, personal, and technical), and responding to student needs (students' abilities to process curriculum content, to enhance student engagement with the material.
3	2014	Australia	Experimental research	Reinforcing the learning outcomes outlined in the cartoons, allowing interactive communication between students, and providing access to all program materials including an outline of

				activities, implementation guidelines, links to the education. syllabus and summaries for each lesson.
4	2015	USA	Qualitative design	Increase narrative quality, student engagement, and develop a prevention curriculum.
5	2015	Suriname	Mixed methods	Implementing McGuire's persuasion communication model and developing learning material.
6	2016	Russia	Theoretical analysis of empirical data	Giving positive motivation, training courses, workshops, active cooperation of all agencies.
7	2016	Brazil	Mixed methods	Managing time necessary to plan the lessons and implementing the activities.
8	2017	Brazil	Mixed research	Interactive learning and drug prevention training.
9	2017	India	Quantitative approach	Planning prevention and rehabilitation activities for drug abuse.
10	2018	Indonesia	Combination of qualitative and quantitative approaches	Providing information and giving attention to students.
11	2018	Venezuela	Experimental research	Developing a relationship with the community, parental involvement, and giving awareness to the students.
12	2018	USA	Qualitative study	Implementation culturally specific content in the curriculum's structure.
13	2018	Iran	Experimental research	Delivering lessons and materials based on the developmental, etiologic factors and social stimulation.
14	2018	Australia	Cluster randomised controlled trial	Supervision classroom setting, preparing online worksheets, discussion, and intervention online cartoon lessons.
15	2018	Brazil	Quantitative method	Belonging public school network, developing activities, offering extracurricular activities, and participating in training courses on drugs.
16	2019	Indonesia	Experimental study	Strengthening positive belief, improving knowledge, and preparing learning materials.
17	2019	Indonesia	Qualitative approach	Personal approach mechanism, enforcing action, serving, and empowering community.
18	2019	UK	Mixed methods	Improving teaching performance, paying attention, which contributes to

				mindfulness related to topics being presented.
19	2019	Brazil	Secondary analysis of a cluster randomized controlled trial	Supervise coaches in training and managing class in implanting the program.

Table 1 showed that there are efforts have been made to comprehend the concepts, conflict and enrichment together, so an integrated framework is required to understand the concept of teachers' role and drug prevention in totality. However, research on the teachers' roles in drug prevention has not been taken up greatly in the Malaysian context, there is much space that has not been explored. The following table enlists the some studies that evolved around teachers' roles in the Malaysian context:

Table 2. Teachers' Roles in Drug Prevention in Malaysia

S.No	Year	Author	Title	Remarks
1	2019	Sukor and Hussin	Self-Efficacy and Its Influence on Job Satisfaction Among Substance Abuse Prevention Program Teachers	Handling PPDa program.
2	2015	Fook, Sidhu, Abd Hamid, Choo, and Hoe	Teachers' Perspective on Challenges of Substance Abuse Prevention among Malaysian Secondary School Students	Highlight supporting from agencies, financial support, looking professional advice, and optimizing rehabilitation centre.

Table 2 above showed that, while countries such as Australia, Brazil, India, Indonesia, Iran, United States, United Kingdom, Suriname, Venezuela and Russia have been incorporating teachers' roles in drug prevention for a very long time, this working arrangement is new in the Malaysian school environment. So far, a lot of research in Malaysia has only focused on implementing the drug prevention education program, not on teacher competency and self-efficacy.

Conceptual Framework

The conceptual framework of the study proposed as below:

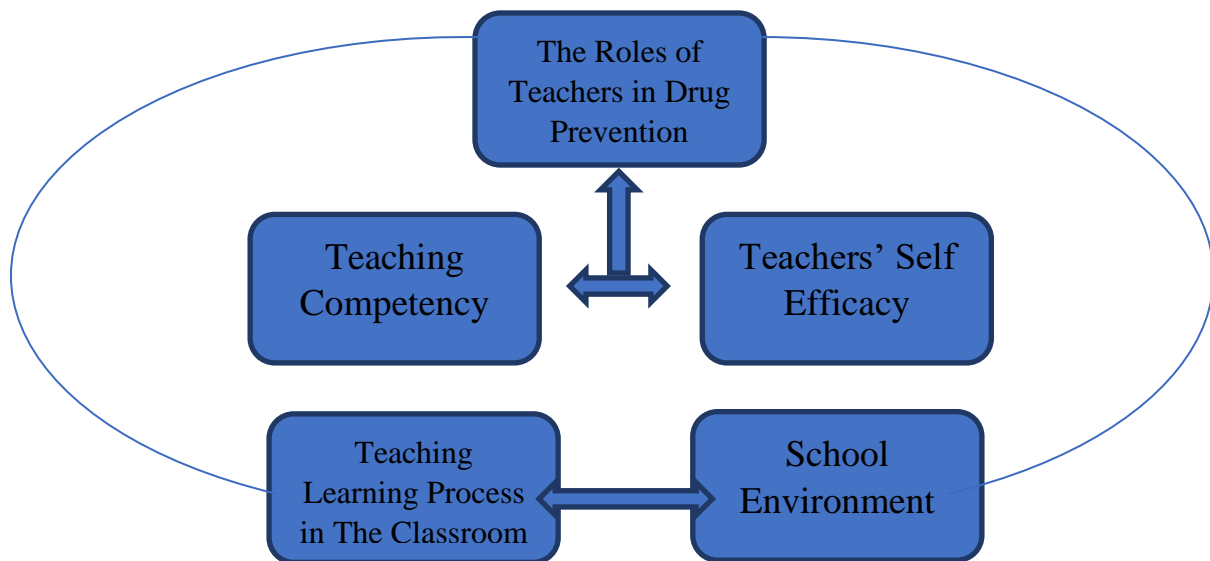


Figure 1. The Roles of Teacher in Drug Prevention in School

The study will show the description and correlation some items such as teaching competency, self-efficacy, a teaching-learning process in the classroom, and school environment. The results will help the government to a deep understanding of making the appropriate decision regarding the drug abuse prevention program in the school's area.

Probable Research Questions

With the gap being identified as such that such study has not been much analysed in the Malaysian school, therefore giving much room for the following research questions to emerge.

R1. What is the level of teaching competency of teachers in drug abuse prevention in the schools?

Teaching competency of teachers in drug prevention involves subject knowledge as well as pedagogical knowledge of teacher to deliver a message the danger of drug abuse to the students. Teachers should have the ability to elaborate their teaching-learning process to integrate drug prevention program. In this situation, the skill of the teacher is needed to work with students, colleagues, and other professional that are responsible to prevent drug abuse in their school. As a result, the level of teaching competency of teachers in drug abuse prevention is needed to be explored.

R2. What is the level of teacher's self-efficacy in drug abuse prevention in the schools?

Teachers' self-efficacy is one of the urgent factors to determine the success of drug abuse prevention in school because it has related to teachers' belief about their capabilities to organize and execute this matter. Drug prevention program in the school depends on how far teachers' belief inability to plan instruction and accomplish instructional objectives during the teaching-learning process. Teachers with good self-efficacy have a strong commitment to adopt innovation and pay more attention to solve the student's problem in drug abuse. Thus, the level of teacher's self-efficacy in drug abuse is important to be studied.

R3. Is there a relationship between teaching competency and teacher's self-efficacy in drug abuse prevention in schools?

This study specifically makes use of two theories namely, Teaching Competency Theory (Shulman, 1987) and Teachers' Self-Efficacy Theory (Bandura, 1997) because their tenets demonstrated relevant relationship to the parameters measuring effectiveness and objectives of the study.

R4. What are the roles of a teacher in the drug abuse prevention program in school, in terms of:

a. Teaching-learning process in the classroom?

The study by Nozama Bt Mahadi and Bahrin (2015) showed that many samples agree on the teaching and learning of drug abuse in school. It can be said that teaching sessions on drug abuse learning at school show their effectiveness. Teachers and students need to play their part in making the teaching of drug abuse more interesting. Project based learning (Handrianto & Rahman, 2019) can be implemented in drug education to improve teachers-students' connection for problem solving. Hence a thorough study of what teachers do within the teaching-learning process in the classroom need to be identified.

b. School environment?

The school environment plays a crucial role in the experience of dissatisfaction among public school teachers. When school environment is considered, the study suggests that positive environment and teacher control decrease teacher dissatisfaction; thus teachers who perceive a more positive environment and have more control over their classrooms are more satisfied with their jobs. Having a school leader who communicates with staff members and sets the tone for cooperation, and a shared sense of purpose is critical to teachers' perception of a positive school environment and being satisfied with their jobs (Bogler, 2001). Hence the perceived consequences still need to be explored in the school environment in Malaysia.

Conclusion

The study is in the very preliminary stage and has to be analysed in the Malaysian teachers. The innate objective of the study is to analyse the roles of teacher and its relevance in the prevention of drug abuse in the Malaysian school. The roles of teachers in drug prevention have been conceptualized in what extent the teaching competency, teachers' self-efficacy, teaching-learning process in the classroom, and school environment.

As the research has demonstrated, clearly, there is need for a greater focus on roles of teachers at school (Sukor & Hussin, 2019). More research should be done to help learn the effectiveness of teacher's roles in preventing drug abuse among students. Rather than focus on a single role, researchers should restructure other roles that were unrepresentative in

literatures. For following studies related to drug education, researchers may put attention on correlation or influence all of the roles in preventing drug abuse at Malaysian schools.

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