CHAPTER I
INTRODUCTION

The fact remains that between 3 and 4 percent of the world population still regularly consume illegal substances and that the number of countries affected continues to grow; that intravenous drug use is still one of the leading causes of the spread of AIDS, with devastating consequences across the globe; that the consumption of some new drugs is also increasingly widespread, especially among young people; and that criminal organizations have no scruples in taking advantage of globalizations and technological advances in transport and telecommunications.

Drugs continue to blight and indeed destroy far too many human lives. The costs associated with their use continue to impose a heavy burden on the social infrastructure of numerous countries, whether they be developed or developing. Valuable human and financial resources continue to be diverted away from productive activities which are essential for development and prosperity. Drug trafficking also continues to forment corruption, one of the most formidable obstacles to good governance (Kofi Annan, 1999).

Problems related to drug abuse and drug trafficking are a major concern all over the world today, affecting innocent lives, societies and economies. Concerted efforts are required to reduce the abuse of these drugs and to wean drug addicts from their fatal dependence (K.R. Narayanan, 1999).

The twin problems of drug abuse and trafficking in narcotic drugs have assumed alarming proportions, causing ruination of societies and individuals alike. It is high time to intensify the effort to neutralise the activities of drug traffickers and reduce the availability of these dangerous substances.
substances. Simultaneously, it is necessary to educate people about the ill effects of drugs. This necessarily requires adoption of a multi-pronged strategy aimed simultaneously at controlling the supply of drugs and reducing the demand for them. (Yashwant Sinha, 1999).

The use of dependence producing substance has emerged as a matter of public concern at various levels. Drug abuse is no longer confined to a cultural or socio-economic strata of society, but has proliferated amongst all classes. An added problem is the growing incidence of HIV/AIDS cases amongst injecting drug destroying their productive life and seriously impairing the social and economic fabric as well as prosperity (Maneka Gandhi, 1999).

While society changes rapidly because of the discoveries and development of science and technological innovations, many people cannot adapt themselves to such social change. As a result, a great deal of social problems arise. The use of narcotic drug is one of the most important problems, which has been there for a long time and which has increased tremendously. It has caused many problems such as crime, prostitution, AIDS and so on. It has affected the nation's stability, peace, morality of the people and economy, as well as our children at schools who are the strength of nation. People all over the world are alert and are campaigning against the use of narcotic drugs, especially the countries in Asian Region.

From mid 1990s, information technology has immensely influenced the entire world community to such an extent that we feel the urgent need to keep pace with the rapid changes that take place everywhere around us, for to stand still now would mean to go backward. Thailand, too, has to incorporate the changes. It has to provide the basic education that would enable people to cope with the fast changing world. Hence basic education remains at the heart of all development.
Experts and Researcher in Pediatrics have studied the effects of drugs on children and adolescents. Mileman (Uddin, 1997) has pointed out that detailed scientific knowledge has been rapidly accumulated due to the public health and social concerns generated by the increasing prevalence of drug usages world wide.

Anslinger and Tompkins (1953) reported about the population of Federal Prisoners about one-third were narcotic addicts. Other studies on the subject have also shown identical results (Ford, 1982). Studies on population of drug users in treatment have shown that a large proportion of drug users regularly engage in criminal activities (Voss, 1982).

Gottheil (1982) found that drug addiction is a major contribution of Nation's problems.

Drug addiction affects the nervous system, causes damage to the brain, causes reduction in immune response and causes the break of chromosome. The addiction also causes damage to lungs, psychomotor skills and heart. It is now an established fact that there is a significant relationship between drug addiction and AIDS. It has been found that AIDS is a major public health epidemic throughout the world. The potential for the rapid spread of Human Immuno Deficiency Virus (HIV) among the intravenous drug abusers exists because such drug abuser commonly share drug injection equipment. Drug abuse has been identified as a major factor for the spread of the AIDS epidemic, as it is associated with intravenous drug abuse (Battiges, R.J., 1988).
Drug addiction in Thailand right from 1950 has been regarded as a significant public health problem by the authorities. Opium abuse persists and heroin addiction is spreading. Heroin abuse is prevalent both in rural and urban areas. In 1958, Thailand banned opium production, with the objective to eliminate opium addiction. A major treatment facility was set by the Government to assist in the treatment of existing addicts. In the year 1985 a total 43,914 opiate addicts were admitted for treatment (Report of the International Narcotic control Board, 1988). Medical facilities in Bangkok reported that more than 20,000 drug abusers were admitted during the first half of 1985. The fact that 1,600 were new admissions indicate the high rate of recidivism.

Thailand is one of many countries where problems of narcotic drugs are spreading into educational institutes in which human resources are being educated. This certainly becomes social problem, consequently the factors leading to crimes, Aids, prostitution, unemployment and dropouts. The citizens who are addicted to narcotic drugs can work less efficiently which affects the development of the country as a whole. According to statistic, number of the addicts who were taken for therapy in 1982 were 31,482 and 58,073 in 1987. Recently, narcotic drugs have spread among young children and teenager groups aged between 11-15 which amounts to 28% of all addicts. Out of this percentage, 1.6% are students studying in educational institutes. According to statistics, the problem of narcotic drug tends to increase although the Government is taking all the preventive measures.
Thailand Development and Research Institute (TDRI) budgeted by the United States which surveyed the number of addicts in Thailand in 1993 as 1,267,590, 21.73 out of 1,000 population. The narcotic drug most taken was volatile substance. The spread of narcotic drug varied according to geographic region. Volatile substance was mostly taken in the northeast region. Amphetamines and heroin in central region, marijuana in northern and southern region. Out of the number of addicts, 71,666 were children from educational institutes. The Ministry of Education estimates that by 1997 the number of children involving narcotic drug will increase to 300,000. Most of these young people take amphetamines and volatile substances, especially the former ones have spread very quickly and widely. Upto the present time the drugs have spread out in all dimensions; productions, selling and spreading. The quantity sold has increased dramatically nationwide. The consumer base has been increased from formerly labour groups to the young inside and outside the educational institutes.

According to the Ministry of Education, the number of students in primary, secondary, vocational and higher secondary level is 1.27% of those who take drugs. Most of them take Amphetamines and volatile substances.

Mr. Chumpon Sillapa-acha, the former Education Ministry of Thailand, issued the motto for the "National Children's Day" of 1998, "Deligent, Make merit, Self Discipline, and Anti Narcotic drugs".
Department of Rehabilitation of addiction in Thailand (1988) surveyed the students of class III, V and X and found that they were addicted because of the lack of guidance from family try drug for fun, and pressure by peer groups. It also revealed that 8% were addicted to smoking, alcohol and smelling of inhaler, while 79.1% were addicted as they wanted to try it and 31.9% were addicted due to frustration.

Chupikulchai, Sopa (1990) studied "The increasing number of narcotic drug abuse of adolescents in slum area at Bangkok", it revealed that boys who were educated under grade VI and with average age 16 were highest number of narcotic drug abusers. They started to use narcotic drugs at average age 11-14.

Wistawait, Rassamee (1994) studied "Prevention and Solving of Inhaler smelling in Bangkok". It confirmed that using drug has increased among children, youth who are less than 20 years old and now especially among the children who are in secondary schools.

These studies show that narcotic drug problem is the most important one affecting and threatening the future of nation.

The problems arisen need to be advised immediately and seriously. The problem has been a complicated one and threatened the society as well as it's population. It is aimed to be the guideline to set the policy and measures to remedy the problems in educational institutes in Thailand. At the same time, it is to seek the preventive measures to cope with the spreading of narcotic drugs in to Asian countries.
To prevent this problem is the main aim of the Ministry of Education. The main plan for preventing narcotic drug problem in schools is applied at every level of education. The plans aim at students and youth, to help them avoid narcotic drug by providing them with the knowledge to make their own decision to practice the right way and develop a permanent habit in avoiding narcotic drug (ONPEC, document No. 16/1994).

1.1 ORGANISATIONAL CHART OF THE MINISTRY OF EDUCATION IN THAILAND
1.2 OFFICE OF THE NATIONAL PRIMARY EDUCATION COMMISSION (ONPEC)

ONPEC, the largest Department in Ministry of Education of Thailand is primarily responsible for management and administration of state primarily schools throughout Thailand. Since 1990, ONPEC was currently responsible for the provision of basic education at three levels: preschool, primary, and lower-secondary levels. By 1994, there has been at least one ONPEC school offering nine years of basic education in each school cluster. By 1996 over 5,000 ONPEC schools offer the lower-secondary education classes. The number of schools is increasing annually, known as Expansion Opportunity school. They use curriculum designed by the curriculum and Instruction Development Department. The total number of lower-secondary school children under ONPEC is 494,942 (Introducing ONPEC, Ministry of Education, 1997.)

ONPEC is the major government agency responsible for the provision of education and implementing the main project of Ministry to instructional development project for preventing narcotic drugs in schools for children between the ages of seven and fifteen years. The Supervisor Division of the ONPEC is responsible for management of this project by preparing material package concerning narcotic drug prevention in school at primary level (Supervisor document No. 103/1994).

However, narcotic drug problem still exists not only in primary level, but also at all levels of education institutes, especially at the secondary education level when the students are at the beginning of adolescence. These students spend 8 hours per day, -200 days per year, or more than half the year - in schools.
Education plays a vital role so far as the over-all behaviour of the children is concerned. School in the life of a child falls next to home and therefore proper education can to a great extent keep teenagers away from the evils of narcotic drug.

Preventive measures are far better than any treatment method. Proper education at appropriate time can keep youth away from the drug abuse. The WHO Expert Committee in its report pointed out that simple information giving educational programmes are helpful to some extent to prevent drug dependence. Therefore, in the first place information is needed by the professional personnel, particularly by educators, social workers, law enforcement officers and health personnel, so that the appropriate information is transmitted to the public in general (WHO Expert Committee, 1973).

The prevention of drug dependence in the younger generation could be a part of a wider programme of providing services for the child in his early school education. The school should become a "Therapeutic community" for drug prevention. It is so believed that success of any treatment programme can create knowledge, changes and may involve teachers, curriculum guide, former users and other professionals.

In the present study, the investigator constructed and developed Instructional Package for prevention of narcotic drug problem of Lower-Secondary Students in the Expansion Opportunity School in Thailand. The home-room teachers, guidance teachers, physical health teachers and subject teachers can use this Instructional Package. They can provide their students with the knowledge and guidance to make their own decisions in the right way and develop a permanent habit of avoiding
narcotic drugs. This may certainly help prevent the narcotic drug problem both in educational institutes and general world societies as "Prevention is better than Cure", since the teachers have the opportunity to interact with students.

Teachers play the major role in students life. They are like their second parents, take care, teach and advise them in all aspects, including student capabilities, consciousness and morality. These teachers need to learn about adolescents psychology and instructional development in order to provide them with guidance in all aspects.

Lower Secondary Curriculum is aimed for the learners to improve their life quality or to acquire basis for further education to be able to choose ways of making themselves responsible and playing their roles and duties efficiently under the democratic system. The learners are expected to acquire sufficient knowledge and skills to choose and develop required competencies to be successful in the world of work.

1.3 THE LOWER-SECONDARY SCHOOLS IN CHIANG MAI PROVINCE, THAILAND

Chaing Mai is at the centre of northern provinces in Thailand, it is the second civilized province in Thailand and it is the centre of education, art, culture and natural resources. There are 22 districts and 2 sub-districts in Chaing Mai. There are many schools in each districts. These schools are divided into three levels, pre-primary, primary and lower-secondary. Some districts like Muang district have administration and management up to Bachelor, Master and Ph.D. degree.
In the past, the lower-secondary level school under the General Education Department had only one school in each district. There were about 40 schools in Chiang Mai Province.

From 1990, the Ministry of Education of Thailand has major plans for the ONPEC management and administration education to lower-secondary level in primary schools especially in rural areas by using the same curriculum in order to expand the opportunity for the students and education is free. These schools are called The Expansion Opportunity Schools.

In 1997, there were 139 expansion schools in Chiang Mai Province. These schools have the same curriculum, school climate, environment, buildings, media, teachers, and students.

1.4 CURRICULUM FOR THE LOWER SECONDARY STUDENTS IN THAILAND


Since the promulgation of the lower secondary School curriculum by the Ministry of Education in 1978, there have been continuous efforts to monitor and evaluate curriculum implementation by various agencies in order to facilitate curriculum development.

Evaluation indicated that the 1978 curriculum was not responsive to the rapid changes in socio-economic conditions and the scientific and technological progress. It did not adequately enhance people's knowledge, morality, and ability to become self-reliant in keeping with those changes and to apply appropriate technology in improving their quality of life. In light of the above findings, the Department of Curriculum and Instruction...
Development (DCID) which is responsible for the development of primary and secondary school curricula has therefore taken steps to make the lower secondary school curriculum more relevant to the changing conditions as well as the present and future economic and social needs of the country.

The 1990 Revised Edition of the 1978 Lower Secondary School Curriculum put more emphasis on the thinking process and actual practice. The curriculum structure constitutes a reduction in the number of periods of compulsory courses and an increase in the number periods of free elective courses in order to provide opportunity for learners to broadly select studying general subjects and vocational subjects and to have some place for activities which can develop and discover their abilities, aptitudes, interests. To make for easier application of the curriculum to the teaching and learning, guidelines for implementing the curriculum have been incorporated so that effective provision of education in accordance with the aims of the curriculum could be arranged (Chamreon Sekhthecra, 1991).

1.4.1 Curriculum Goals

1. Education which aims to discover learner's abilities, aptitudes and interests.

2. Education which lays down basis for carrying out honest occupations to further education.

3. Education which responds to local contextual needs of the nation.
1.4.2 Curriculum Aims

Lower secondary school level education is aimed to improve quality of life or to acquire skills to make an appropriate career choices to know themselves better.

The learners are expected to develop the following competencies based on the curriculum teaching:-

1. Possessing knowledge and skills in general education subjects and keeping pace with academic advances.
2. To maintain or enhance personal, community health and hygiene.
3. To analyse community problems and choose suitable alternatives solution of focused strategies.
4. Proud to be Thai National, to live in peace and harmony with others.
5. Enhancing creative potential, seeking individual and community progress.
6. Developing favourable attitudes towards work and being able to choose suitable career decision.
7. Develop social skills in professional work and management.
8. Understanding social change in community, developing community, seeking improvements in community change, to play one’s role and duties efficiently and learning to conserve environment, religious and cultural heritage of the community.
1.4.3 Curriculum Structure

1. Compulsory courses : 57 learning units (Credits)

1.1 Core compulsory : 39 units
  Thai language : 12 units
  Science : 9 units
  Mathematics : 6 units
  Social Studies : 6 units
  Health and Physical Education : 3 units
  Art Education : 3 units

1.2 Elective compulsory : 18 units
  Social Studies : 6 units
  Health and Physical Education : 6 units
  Work Education : 6 units

2. Free Elective courses : 33 units
  To be selected from the following

2.1 Languages
  Thai language
  Foreign Languages

2.2 Science-Mathematics
  Science
  Mathematics
2.3 Social Studies

2.4 Personality Development
   Health and Physical Education
   Art Education

2.5 Work and Vacation
   Vocational Education

3 Activities

3.1 Activities in accordance with the Ministry of Education’s regulation to be organised in educational institutions under the Ministry of Education.

3.1.1 Boy Scout, Girl Scout, Red Cross Youth, Girl Guide: 1 period/week/semester.

3.1.2 Extra-curricular Activities: 1 period/week/semester

3.2 Guidance, Remedial Teaching or Academic Development Activities: 1 period/week/semester.

3.3 Independent Activities: 2 period/week/semester.

Note: Learners who are Buddhists are required to choose in each semester one Buddhism course in Social Studies throughout the three years course of studies.

1.5 STATEMENT OF THE STUDY

The statement of this study is "Development of Instructional Package for prevention of narcotic drug problem of Lower-Secondary Students in the Expansion Opportunity Schools in Thailand".
1.6 OBJECTIVES OF THE STUDY

The objectives of these study are as under:


3. To find out the differences of narcotic drug mean scores between students taking narcotic drugs and not taking narcotic drugs.

4. To find out the differences of the narcotic drug mean scores between the experimental group and control group.

1.7 HYPOTHESES OF THE STUDY

Following hypotheses have been formulated for the study.

1. There will be significant differences in narcotic drug mean scores of students between pre-test and post-test phase of the experimental group.

2. There will be significant differences in narcotic drug mean scores between students taking narcotic drug and not taking narcotic drug.

3. There will be significant differences in narcotic drug mean scores between the experimental group and control group.
1.8 DEFINITION OF TERMS


2. Narcotic drug problem refers to the problems such as crime, prostitution, public health, AIDS etc.

3. Lower-Secondary School Students refers to the students in class 8 (mattayom suksa 2) in the Expansion Opportunity Schools in Chiang Mai Province, Thailand.

4. The Expansion Opportunity Schools refer to school undertaken by ONPEC offering the additional three years of lower-secondary education level.

1.9 DELIMITATION OF THE STUDY

1. The study is delimited to the Lower-Secondary Students in class 8 (mattayom suksa 2) in the Expansion Opportunity Schools in Chiang Mai Province, Thailand.

2. The number of Lower-Secondary Students is 782 in 5 Districts.

3. Sample for revising and developing the test and Instructional Package are as following:

3.1 Sample for the criterion-test is 100 students in Fang District.

3.2 Sample for the first try-out (individual testing stage) is 2 students in King Mae-on District.

3.3 Sample for the second try-out (small group testing stage) is 19 students in Doi Saket District.
3.4 Sample for the final test (field testing stage) are 60 taking drugs students which will be divided into two equal group of 30 students each for experimental and control groups.

4. The content for the criterion test and Instructional Package will include four main units as following:

4.1 Narcotic drug over-all impact upon the individual, family and society.

4.2 Drug abuse and addiction.

4.3 Narcotic drug legal controls.

4.4 Ability of making decision and selecting the right choices.

The study is limited with respect to sample, method and statistical techniques.