A FRAMEWORK FOR IMPROVING EFFECTIVENESS OF DRUG ABUSE PREVENTION PROGRAM IN DUBAI, UNITED ARAB EMIRATES

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Abstract:
There are visible dimensions for the problematic phenomenon of drugs abuse and abusers, and yet it has hidden dimensions related to those who are not abusers but have psychological and social readiness if the conditions allow them to, we call those the vulnerable This research was done in order to analyse the need for effective drug awareness training programs by analysing a framework based on 10 guiding principles for school-based education for drug abuse prevention in schools of UAE. Hence, a survey was done to get to the findings of the research. As a result, a quantitative study among school children has been conducted across 4 schools involving 201 students. This research, with particular emphasis on the effectiveness of drug and substance abuse prevention programs among schools in Dubai Emirates. The findings of this study have shown that there is a need for effective drug awareness training programs and the importance of adopting the 10 principles for prevention of drug abuse in UAE. Hence, it is recommended that teachers in schools get advice and networking opportunities for sharing both successes and problems solving training for drug abuse. Moreover, it is required to arrange a sufficient time to be allocated to achieving clearly stated learning

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outcomes and collaborative partnerships between schools and family of student and the community as well to be developed in an atmosphere supportive of drug abuse prevention program.

Keywords: drug abuse prevention program, drug abuse

1. Introduction

Interacting with students in a way that acknowledges the reality of their backgrounds and experiences creates opportunities for meaningful student input into education for drug abuse prevention programmes (Werch and Owen, 2002). Students react positively when their individual needs and the needs of users and non-users are acknowledged and communication channels are kept open without drug use being condoned. Drug abuse does not exist in a vacuum but is part of the young person's whole life, education for prevention should incorporate other issues important to young people, including adolescent development, stress and coping, sexuality, collaboration between home and school and personal relationships (Winters et al., 2005).

There are visible dimensions for the problematic phenomenon of drugs related to abuse and abusers, and yet it has hidden dimensions related to those who are not abusers but have psychological and social readiness if the conditions allow them to, we call those the vulnerable, the students who belong to this category were represented by 10% of non-user students, who acknowledged that they are ready to take drugs if they were given the chance (Zhou, 2018: 181).

The main problem that the author address in this study is the lack of literature in the context of UAE that assess drug abuse in this country. There is also very little research on the longer-term effects of drug abuse programmes in UAE. In order for drugs education in schools to impact on drug use among young adults the effects would have to last a long time. They would also have to be targeted at the group of young people who are most at risk. In practice, these are likely to be excludes, truants and young people not attending traditional schools.

This research was done in order to analyse the need for effective drug awareness training programs, to identify and analyse the key characteristics of effective drug prevention programs and to propose a framework for effective delivery of Drug Prevention Programs in schools. Hence, a survey was done to get to the findings of the research. As a result, a quantitative study among school children has been conducted across 4-6 schools involving 201 students.

1.1 The Aim of Study
The prime objective of this study is to analyse the impact of drug awareness training programs in preventing drug abuse among school children. In order to achieve the aim of this study. A framework for effective delivery of Drug Prevention Programs in schools

is developed in this study through. The development of this framework is based on 10 guiding Principles for School-Based Education for Drug Abuse Prevention.

1.2 Research Framework

In this study, a framework for improving effectiveness of drug abuse prevention programs is based on a review of literature as well as based on findings from data analysis is developed and critically analysed as shown in Figure 1.
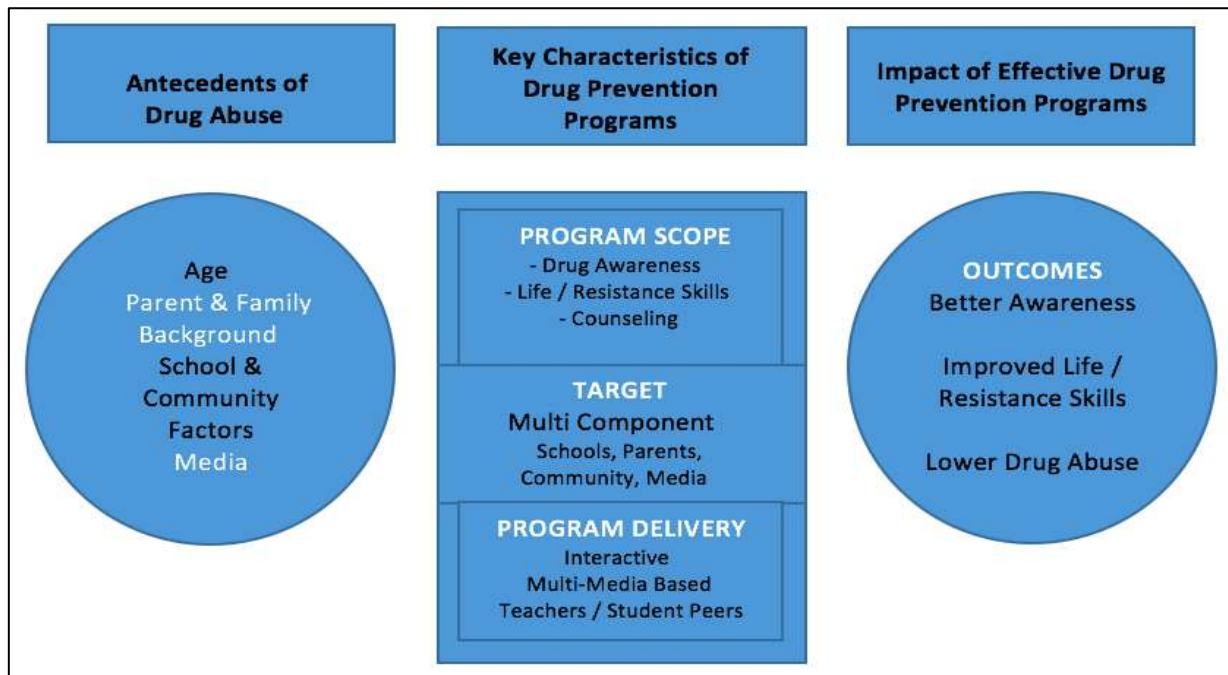

Figure 1: A framework for improving effectiveness
of drug abuse prevention program (Hsiao, 2012)

The framework consists of three columns with column one highlighting the antecedents of drug abuse among students which is widely reported in literature. The second column focuses on the key characteristics of drug prevention programs which is the main focus of this study. To enhance the effectiveness of drug abuse prevention training programs it is essential to address three components; program scope, target and program delivery. The drug abuse prevention programs should provide information to increase awareness about drug abuse and should focus on improving confidence and resistance skills so students can say no to drug abuse even if they are under social pressure.

Next up is the target of the drug abuse prevention programs. Targeting students alone is found to be less effective hence there is need to adopt a multi-component approach involving schools, parents, community and media. A multi-component approach can be more effective as it creates a supportive family and social environment where youth can find a channel to discuss and speak up.

Lastly, the third important characteristic of effective drug abuse prevention programs if delivery of programs. It is found that effective programs are of interactive

nature and use multi-media such as video, audio and games and are delivered by teachers, who the students are already familiar with and also involve student peers who can share their experiences of drug abuse and how it affected them and how they overcame the challenges.

The third column is about the Impact of drug abuse prevention programs and their anticipated outcomes. It is expected that effective drug abuse prevention programs will result in better awareness about drugs and their negative impact on the lives of youth, improve their confidence, life and resistance skills and lastly, result in lesser drug abuse.

2. Approaches to Drug Abuse Prevention

School-based interventions are widely advocated to prevent substance abuse. Because of interest in making schools safe and drug free, most programs focus on preventing substance abuse and violence by reducing risks/stressors and enhancing protective factors. From a developmental perspective, advocates argue for beginning programs in elementary school and perhaps even before (Walter, 2015). Drug prevention training programs that use information-oriented strategies alone have little impact (Botvin, 2000). More promising has been skill training programs that (a) encompass a wide range of personal and social skills designed to enhance general competence and curtail interest in substance use, (b) pursue implementation in ways that ensure skills are learned, and (c) provide subsequent "*booster inoculations*" (Botvin, 2007).

Botvin (2007) highlights that over the last two decades' considerable effort has been made to develop effective drug abuse prevention approaches for implementation in schools. Schools are an ideal environment to implement drug awareness programs as they offer easy access to a large number of youths who usually begin to experiment with tobacco and other kinds of drugs. The key goal of drug prevention programs is to prevent drug abuse and its adverse consequences with the immediate goal of deterring early-stage drug use.is not clearly known.

Another study by Tobler et al., (2000), found that program type and size are found to be significant predictors of effectiveness. Furthermore, interactive programs were found to be more effective than non-interactive lecture-oriented prevention programs that stress on drug knowledge.

In the same context, Cuijpers (2002) highlights that the interactive approach involves social influence approach to drug prevention. The social influence approach to drug prevention is based on the idea that ''inoculation'' in the classroom against active or indirect social pressure to use drugs will help prevent substance use (Donaldson et al., 1996). Social influence programs involve not only drug awareness but also comprehensive life-skills training such as assertiveness, coping and communication. (Adelman and Taylor, 2000).

2.1 Guiding Principles for School-Based Education for Drug Abuse Prevention

Guiding principles for school-based education for drug abuse prevention is to express the concepts and values upon which legislators, policy makers, school administrators, teachers, students, parents and community agencies can base decisions about school-based education for drug abuse prevention. Guiding principles can convey a sense of direction towards the ideal, and, with associated guidelines, can confirm that plans are as close to the ideal as they can be, given the situation and the circumstances. However, they should not be seen as so idealistic and rigid as to convey a sense that nothing can be achieved unless programmes and policies reflect every principle to its extreme ideal (Hsiao, 2012).

Much can be and has been achieved in resource-poor settings, for schools already have the resources most needed for success: committed teachers and students who want to be engaged meaningfully in the education process. These guiding principles can help ensure that scarce resources are not wasted on programmes and resources that have a superficial albeit immediate appeal, but do not meet the criteria for achieving learning outcomes or long-term changes to the school environment that will impact on future drug use.

These guiding principles help to define the central role of the teacher and stress the educational rather than the preventative focus of school-based education for drug abuse prevention. Their adoption will help to reduce the use of ineffective programmes that place students at risk by giving parents and the community a false sense of confidence that their children are being helped when, in fact, they are not.

The guiding principles have been developed in consultation with a group of practitioners, including youth, experts, policy makers and researchers from a number of countries, who made professional judgements after consideration of the available research and current practice in school-based drug education (Hsiao, 2012):

Principle 1. An emphasis on learning outcomes, environmental factors and collaborative partnerships is vital to the success of school-based education for drug abuse prevention. Schools that aim to change drug use behaviour directly risk failing to achieve it since the 'target' is not under their control. It ought to be recognized that schools influence behaviour (they do not determine it) through the development of students' knowledge and skills and the cultivation of values.

Principle 2. Drug-related learning outcomes should be addressed in the context of the health curriculum or other appropriate learning area that can provide sequence, progression, continuity and links to other health issues that impact on students' lives

Principle 3. The school environment should be conducive to achieving educational outcomes and building productive partnerships. Students respond positively to a school environment, comprising the culture, milieu, ethos, sense of community, goals and a sense of order in which they feel that they are treated fairly. Students benefit when school is purposeful, when schools make clear what students should know and do and how those outcomes are to be achieved and measured.

Principle 4. Collaborative partnerships should be developed for decision-making Students, school personnel, parents, prevention practitioners, referral agencies and the wider community should collaborate to make decisions on drug policy, including on the management of drug incidents. A collaborative approach to policy development reinforces desired values and consistent behaviours at school, in the home and among the community.

Principle 5. Teaching and learning should be interactive teaching techniques such as discussions, brainstorming, decision-making, assertion training or role-playing new skills and behaviour stimulate the active participation of all students. A supportive classroom climate is promoted by conducting activities in smaller groups, which encourages peer to peer communication and maximum participation.

Principle 6. Educational programmes for the prevention of drug abuse should be responsive and inclusive Educational programmes for the prevention of drug abuse should take into account levels of drug use among individuals and in society, risk and protective factors, gender, ethnicity, culture, language, developmental level, ability level, religion and sexual orientation.

Principle 7. Training teachers in drug abuse prevention education enhances the impact and sustainability of drug abuse prevention programmes. Offering teachers professional development, consisting of an orientation to drug abuse prevention education that enables them to use a range of learning strategies, resources and evaluation techniques appropriate to students' needs, rather than offering training only in the use of a specific programme or resource, ensures that programmes have greater impact and sustainability.

Principle 8. Programmes, strategies and resources should be designed to support the teacher, to help achieve drug-related learning outcomes and to contribute to the long-term improvement of the school environment and ethos Drug education programmes and resources should be selected to complement the role of classroom teacher with external resources enhancing not replacing that role.

Principle 9. Drug abuse prevention programmes and their outcomes should be evaluated regularly to provide evidence of their worth and to improve the design of future programmes. Some drug abuse prevention education programmes are not effective and some are counterproductive.

Principle 10. Policies and procedures for managing drug-related incidents at schools should be collaboratively developed and widely publicized in order to elicit a positive response.

3. Research Methods

The quantitative approach adopted for this study is driven from a positivistic paradigm. This approach has been predominantly used in management research, (Alvesson and Deetz, 2000; Alvesson and Willmott, 2003 as cited in Bielefeld W., 2006), and therefore, most management research has been quantitative in nature. The quantitative approach

of this research was framed and designed based on the research aims and objectives. This will help ensure an adequate design that will lead to accurate outcomes. This primary data will be collected through a survey of high schools and University students to ascertain their views on the subject of this study. The sample size of 200 potential respondents is selected to evaluate the effectiveness of drug training programs in schools which have sample sizes of 200 - 300. The sample size of 200 participants who are exposed to drug prevention training will ensure that the author obtain the data needed for the study. The study participants will be chosen from among the students from schools where drug education was delivered by concerned Health and Police authorities.

4. Results and Discussions

The questionnaire survey consists of 45 demographic, as well as study related, variables and were included in the questionnaire based on a comprehensive review of literature on the effectiveness of drug abuse prevention programs. The 45 variables on the questionnaire were organised in to two parts.

Part A consists of demographic variables and information related to the respondents' family (8 Questions); and

Part B consists of 37 questions focused on the main objective of the study i.e., drug abuse prevention programs

A sample size of 300 students who are exposed to the drug awareness program were targeted for the quantitative study. However, only 201 duly filled questionnaires were received and were included in the study. The sample size of 201 participants who are exposed to drug awareness programs will ensure that we obtain sufficient data needed for the study and will be representative of the school population.

The descriptive statistics were followed by One Sample t-test as well as independent sample t-test from the data collected in the survey.

4.1 One Sample T-Test
The one-sample t-test is a member of the t-test family. All the tests in the t-test family compare differences in mean scores of continuous-level normally distributed data. The one-sample t-test compares the mean of a single sample. Unlike the independent t-test, the one sample test works with only one mean score as shown in Table 2.

Table 1: T-test for Equality of means within a single sample group

	I have used drugs	I never used drugs	I used drugs once for curiosity	I used drugs to improve memory	I used drugs due to family disputes	I use drugs to feel happy	I use drugs to win sports competitions
N Valid	201	201	201	201	201	201	201
Mean	1.48	3.43	1.40	1.23	1.23	1.30	1.22
Std. D	1.05	1.70	.904	.582	.626	.688	.574
Sig.	.000	.000	.000	.000	.000	.000	.000

The results of the One sample test indicate (as shown in table 4 above) that within one homogenous sample there is significant variance in the means as indicated by the p value= .000 for the 7 drug use related questions used in the study.

4.2 Independent t-Test

The t-test assumes that the variances of the two groups of samples are not significantly different. The t-test examines the differences between two means from two sets of unrelated and independent values. When SPSS executes an independent samples t-test it will display the results from Levene's test of equality of variance. This technique is used to test the null hypothesis that there is no significant difference in the two variances. If the value in the 'Sig.' column, is greater than 0.05 then the null hypothesis is accepted and the conclusion is that the variances are significantly different (Kerr et al, 2002, p.71). The t-test results for the 7 variables indicate that there is significant difference in the means between the two groups i.e., Males and females in terms of using drugs for curiosity and to feel happy (with Sig is less than 0.05, which is .000 and .002, as shown in Table 2 below).

4.3 Independent Sample T-Test

T-test for Equality of means for all the questionnaire variables as shown in Table 2.

Table 2: Gender–Variance between means among Males and Female students for drug use

	I have used drugs	I never used drugs	I used drugs once for curiosity	I used drugs to improve memory	I used drugs due to family disputes	I use drugs to feel happy	I use drugs to win sports competitions
N Valid	201	201	201	201	201	201	201
Mean	1.48	3.43	1.40	1.23	1.23	1.30	1.22
Std. D	1.05	1.70	.904	.582	.626	.688	.574
Sig.	.729	.216	.000	.051	.195	.002	.650

5. Conclusions

The education of children, the sanctity of the experience, drug abuse and to refrain comes a behavior generally religious aims to prevent behavioral abnormalities in general, and should teach children the facts and risks of drug use and its impact on self and society, with parents taking drugs gives them the ability to persuade children not to fall into the clutches of drugs, one of the most important pillars for the prevention of that, and it is necessary that there should be limits to the behavior of children, and should not be allowed to bypass these limits and to take actions for it, and follow-up behavior of children and modify it if the negative and strengthened if the positive and note the sudden changes that may occur on the behavior and effective confrontation at the time, and knowledge of its causes and come to find solutions for that are exacerbated by the constant.

The findings of the research have shown that drug awareness training program through counselling and involving parents as well as community have managed to enhanced student's confidence building and resistance skills in addition to changing their views about drugs. Drug awareness training program also which was of an interactive in nature and using multimedia have also enhanced student's confidence building and resistance skills besides changing their views about drugs; thus, indicating the effectiveness of interactive drug awareness training programs via using multimedia.

5.1 Recommendations

The human mind and its ability to perception, discrimination and scrutiny, and the way the human to understand the content of the texts of revelation, and give guidance and direction to human action, and building life systems and achievements in order to achieve a very revelation and purposes. Thus, this study set the following recommendations based on the review of literature and analysis of data collected after conducting the survey in schools of Dubai.

1) Teachers should be offered the support of school leaders, as well as technical advice and networking opportunities for sharing both successes and problems.
2) The credibility of the teacher's role in meeting student needs may be compromised where externally developed programmes are imposed on schools.
3) Schools managers should avoid poor practices for drug abuse learning program if they refer to principles, guidelines and models of good practice as standards to inform and guide the evaluation of programmes and outcomes.
4) It is required to arrange a sufficient time to be allocated to achieving clearly stated learning outcomes and collaborative partnerships with the family and the community to be developed in an atmosphere supportive of personal and academic growth.
5) A collaborative approach to policy development reinforces desired values and consistent behaviours at school, in the home and among the community.
6) A supportive classroom climate is promoted by conducting activities in smaller groups, which encourages peer to peer communication and maximum participation.

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