

# CHILDREN'S RIGHT AGAINST DRUG AND SUBSTANCE ABUSE:

## ISSUES, CHALLENGES AND SOLUTIONS IN THE CONTEXT OF EDUCATIONAL CHILD PSYCHOLOGY

**Assoc. Prof Dr. Mastura Badzis**  
**Department of Educational Psychology and**  
**Counselling**  
**Kulliyah Of Education**

**International Islamic University Malaysia**  
**[bmastura@iium.edu.my](mailto:bmastura@iium.edu.my)**

# INTRODUCTION

- In highlighting the issue of children and drugs,

*“States Parties shall take all appropriate measures, including legislative, administrative, and educational measures to protect children from the of narcotic drugs and psychotropic substances, as defined in relevant international treaties, and to prevent the use of children in the illicit and trafficking of such substances”.*

*CRC Article 33*

# The meaning of Substance Use and Substance Abuse are differ:



## *Substance Use*

Students' previous or current use of alcohol or other drugs



## *Substance Abuse*

The experiencing of the significant problems (e.g., school, personal, and family) related to substance use

# DIAGNOSTIC AND STATISTICAL MANUAL OF MENTAL DISORDERS (DSM-IV)



- A maladaptive pattern of substance use leading to clinically significant impairment or distress, as manifested by one (or more) of the following, occurring within a 12-month period:
- ✓ Failure to fulfill a major obligation at work, school or home, engaging in high risk behaviors, legal problems and/or significant relationship problems

*(Wilmhurst, 2013)*

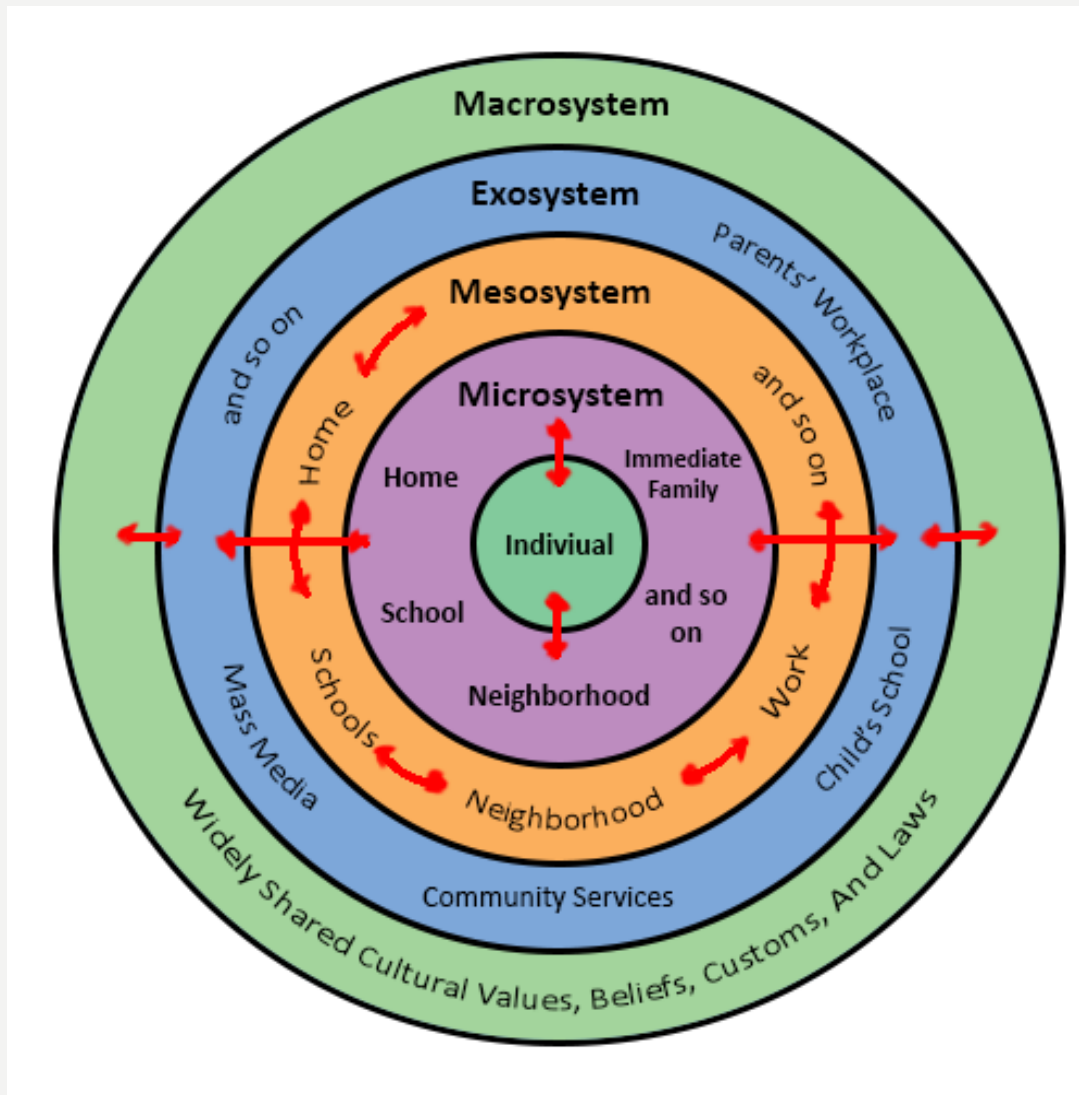
# THEORIES OF SUBSTANCE ABUSE - *ECOLOGICAL SYSTEM THEORY*



- Human development should be conceptualized within the context of the environments that influence it.

*(Bronfenbrenner, 1979)*

- By studying the different systems that simultaneously influence a child, this theory is able to demonstrate the diversity of **interrelated influences** on the child's development.



*Ecological System Theory, also called development in context or human ecology theory, identifies five environmental systems with which an individual interact.*

Variations of child may act in different settings.

Example:

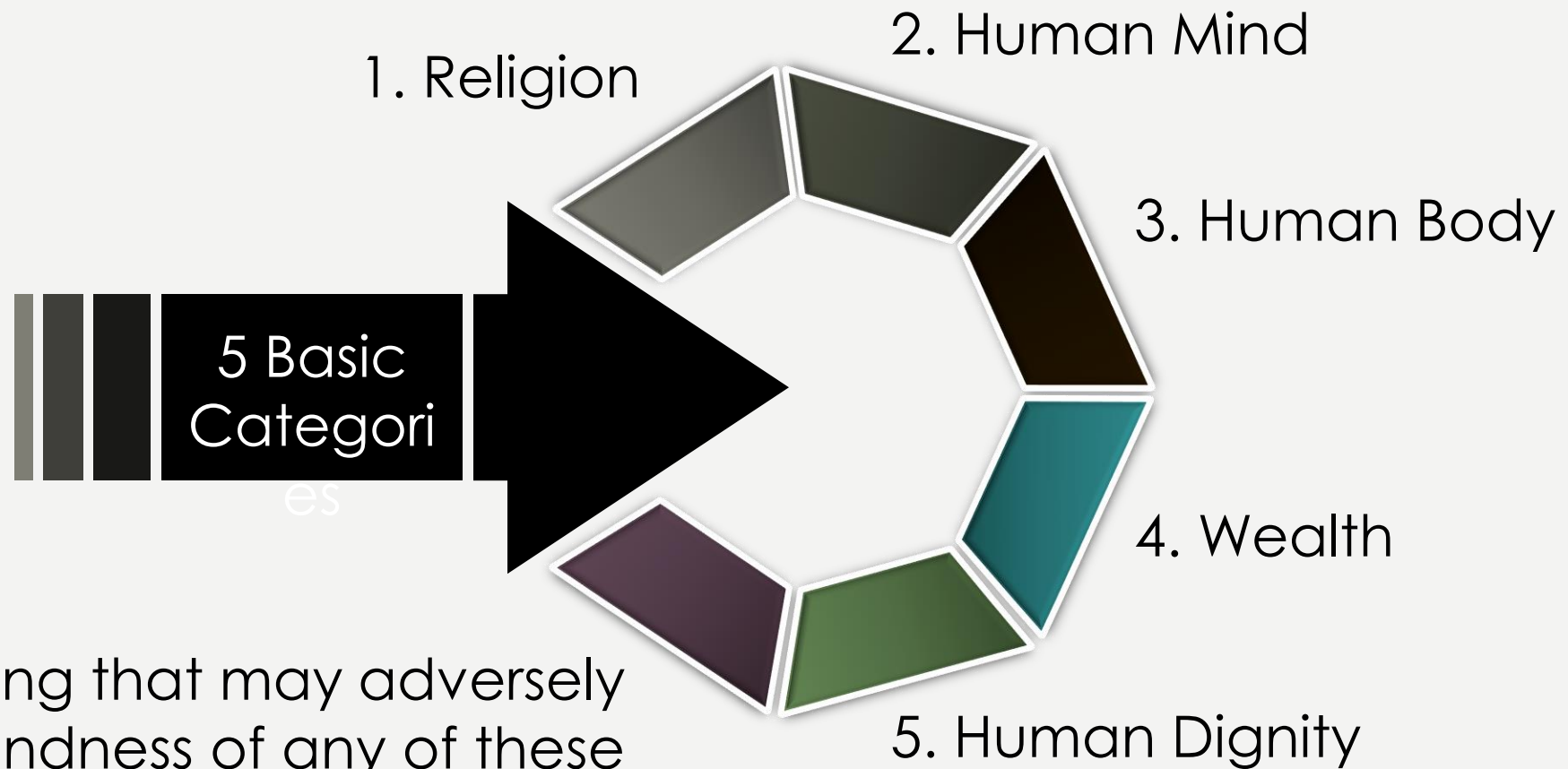


Due to these variations, we should pay close attention to behavior in different settings or contexts and to the quality and type of connections that exist between these contexts.

**Only then, we can identify children needs and find possible ways to help them**



Prophet Mohammed (*Peace And Blessings Be Upon Him*), stresses the merits of, and the need to protect:



Anything that may adversely affect the soundness of any of these five categories is **strictly forbidden.**

Consumption of harmful drugs that reduces the capacity of the human mind temporarily or permanently is strictly forbidden, for that is self-destruction,

## **THE HOLY QURAN URGES:**

*“O ye people! Eat what is on earth and good and do follow the footsteps of Satan (evil).”*

**(Al-Baqarah, 2:168)**

*“... And make not own hands to your destruc-*

**(Al-Baqarah 2:195)**



# Issues and Challenges of Concern

➔ *Psychological problems* of ecology and the development of children's minds in the process of interaction with the environment.

- Educational settings and schools should be seen as a *safe place* for children, and that a setting should not just be judged by academic results and awards they achieve, but also by the way children behave.

*Bullock & Brownhill (2011)*



- Kids skip school because they do not feel psychologically safe.  
*UNICEF Malaysia (2014)*

- These findings lead to support the idea that promoting **psychological safety** in schools is vital as it has on children's attitude and the development of their personality.

- 28% Malaysian children are suffering from mental health problems. Depression, stress, violence and suicide are all on the rise amongst young people in this country and most of them feel demotivated to learn and involve in the classroom activities.

- Because our country is growing rapidly, economically, culturally and socially, we have changed a lot over the last 20 years and our youth are

- Children are less happy in school than in any other settings they spend significant amounts of time each week.

*Csikszentmihalyi and Hunter (2003)*

- **Main reasons is because people nowadays identified children by their grade in school.**
- Learning is thought as work, which children must be forced to do in special workplaces, schools, modeled after factories. (Gray, 2014)
- Many educators do not have much time to bring up issues around students' happiness as everybody is rush to meet standards and raise test scores

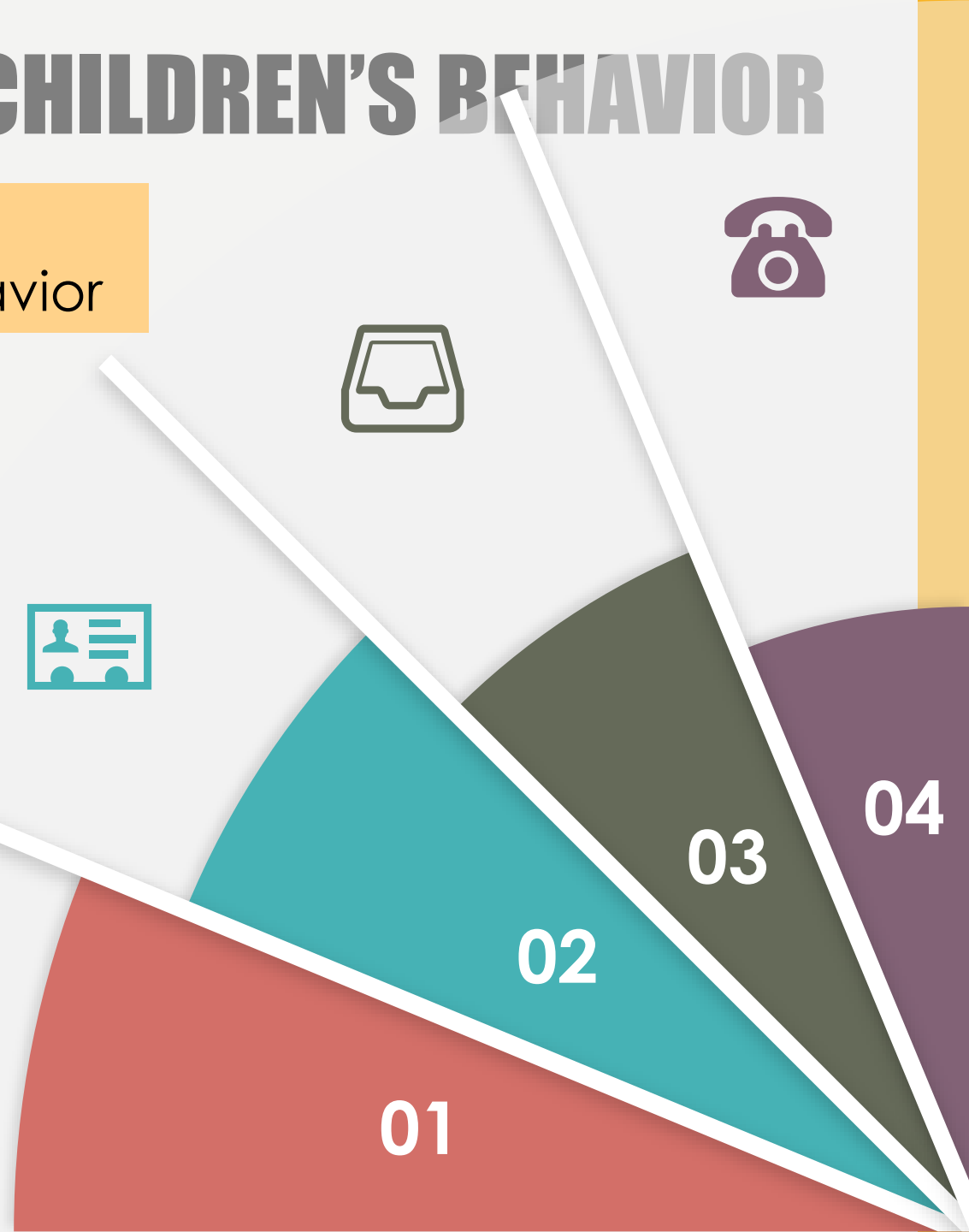
# FACTORS INFLUENCE SCHOOL CHILDREN'S BEHAVIOR

either pro-social or socially problematic and anti-social behavior

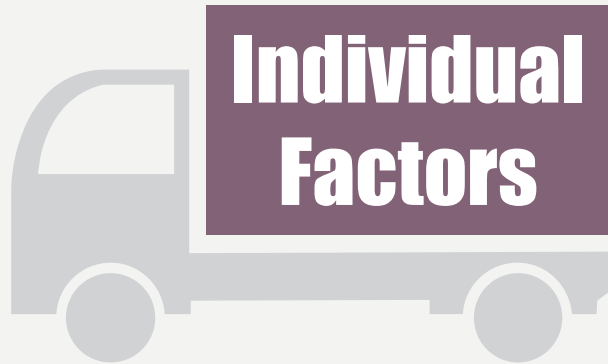
- 01 SOCIAL POLICY & SIZE
- 02 EDUCATIONAL & INSTRUCTIONAL USED BY TEACHERS
- 03 EDUCATIONAL SUPPORT & STAFF
- 04 SCHOOL MANAGEMENT

These may influence pupils' feelings of safety in school (and their perceptions toward school system.)

*Mooij, Smeets & Wouter de Wit, 2010*



# RISK AND PROTECTIVE FACTORS FOR CHILD SUBSTANCE ABUSE



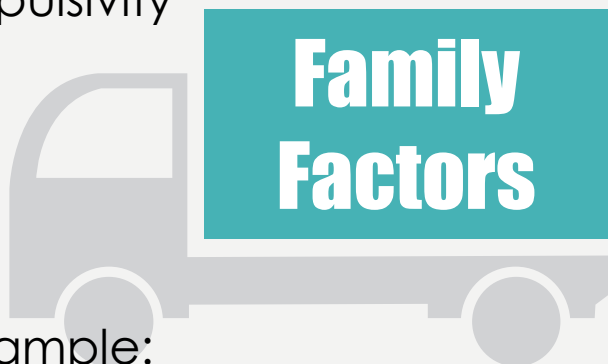
Example: aggressiveness toward others, negative moods and impulsivity



Example: adolescents who associate with drug-using peers



Disorganized and unsafe neighborhood



Example:

- parent or other sibling uses drugs
- Poor parenting practices

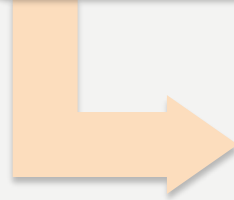


School environment: Lack of identification with teachers, an inadequate number of caring & competent teacher models, and dilapidated schools

# RECOMMENDATION FOR IMPROVEMENT AND SOLUTIONS



Prevention Programs



Prevention Roles



Knowledge Intensity

- Promoting healthy, drug-free behavior and giving young people encouragement and skills to avoid the temptations of experimenting with drugs
- Involvement of School, teachers, family – support students and have positive relationship with them  
Students often look for adults guidance, support, and direction
- Drug education should be embedded in the school curriculum
- Schools not only to teach specific academic subjects but equip them with general life skills, coping skills
- Interactive learning styles

# EXAMPLES OF DRUG ABUSE PREVENTION PROGRAM



Life Skills Training (LST) Program

Caring School  
Community Program /  
'Program Sekolah  
Penyayang'

Guiding Good Choices  
(GGC)

Substan  
ce  
abuser

- These programs to promote healthy, drug-free behavior and giving young people **encouragement skills** to avoid the temptations of experimenting with drugs.
- Prevention programs should enhance protective factors and reverse or reduce risk factors (Toran et. al, 2007).

# SOMETHING TO REFLECT...IN PROMOTING GOOD EMOTIONAL HEALTH

**Happiness** matters in school

The increasing emphasis on measuring school success and academic achievement – students are evaluated for their learning and are compared with other students - lead to the rises in anxiety, anxiety, depression and sense of helplessness among children and adolescence – vulnerable to drug influence

School vision should not focus only on academic achievement but the the most important target is to place happiness and well-being at the the heart of its culture

The focus should be on enhancing students' strong will, self-confidence, confidence, self-efficacy and self-regulation



---

## CONCLUSION

The changing trend of drug problems shows the need to to move in more holistic prevention measures.

---

There should be more collaboration with law enforcement enforcement agencies such as the police and anti-drug drug agencies

---

In a school context, students should be given opportunity opportunity to be exposed to coping skills and stress management training using healthy methods.

---

Educators should work with academic learning and happiness together to optimize students' quality of life in in school as well as to promote future vocational life success

---

Whatever services or programs are used, an adolescent's path to recovery will recovery will be strengthened by support from family members, non-drug-using peers, the school system, and others in his or her life.