



A STUDY OF THE RISK GROUP OF NARCOTIC STUDENTS' BEHAVIOR:
THE PREVENTION AT ASSUMPTION COLLEGE

by
Bro. Thaksabutr Kraiprasit

An Independent Study of Three-Credits Course
ED 6040 Independent Study

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Education
in Education Administration
Assumption University

December 2003

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มหาวิทยาลัยอัสสัมชัญ
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Faculty of Education

INDEPENDENT STUDY EXAMINATION COMMITTEE'S APPROVAL

This is to certify that the Independent Study entitled:

A STUDY OF THE RISK GROUP OF NARCOTIC STUDENTS' BEHAVIOR:THE PREVENTION AT ASSUMPTION COLLEGE

presented by

Bro. Thaksabutr Kraiprasit
ID. 411-9621

has been accepted in partial fulfillment of the requirements for
a Master of Education degree in
Educational Administration

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Bro. Thaksabutr Kraiprasit

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ABSTRACT

Independent Study Title : A Study of the Risk Group of Narcotic Students' Behavior:the Prevention at Assumption College

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Advisor : Assoc. Prof. Dr. Kitima Preedeedilok

Level of Study : Master of Education

Program of Study : Educational Administration

Faculty : Faculty of Education

Year : 2003

At present, the criticality of narcotic drugs has been flooded into juveniles affecting behavior of those who are going to be the key manpower of the country. The researcher therefore has conducted studies on students among the risk group and the narcotics prevention in Assumption College, Bangrak; This is a case study in a secondary school in order to investigate the behavior of students at risk to narcotics, in general, to study students' behavior in the risk group and the prevention of narcotics in Assumption College; and also to find the proper approaches in setting policy of narcotic prevention and solution among group of students. 1,030 students of Secondary 2 and 3 are the population and this study uses the whole population to be the sample. A questionnaire was used in data collection in Assumption College and 98.4% of the population have returned their responses.

It was found out that respondents had family status helping them build immunity. Money received from the family was likely quite high and could have been spent on narcotics. Places for visits were entertainment areas particularly cafés and department stores where different people are gathering and it was also a risk to narcotic uses. In relation to association with friends, the samples preferred to associate with small group of classmates. Leisure times were spent reading cartoons, enjoying sports and playing games, particularly, computer games, which were most influencing to the juvenile

group. Respondents acquired knowledge of narcotics and know how to avoid the persuasion from friends as well as the approaches to prevent it.

It is recommended that respondents should harbor behavior of narcotics prevention in school . Parties involved should therefore share roles in the surveillance of risk group such as regular and consistent observation of behavior, treatments, therapy or counseling, recommending visiting places, and association with friends. All parties should participate in setting policy of narcotic prevention and corrections to curtail the jeopardy of societies and of the nation.

It is further recommended that the school should organize activities to promote fruitful free time spent, to enhance talent and interest of students so that students can express learning potentials, such as social works in schools, communities, sports and games, community activities, and activities leading towards reading. They will allow students how to select good books of their age to read, avoiding pornographic media, and computer games. Students would know how to selectively consume information from Internet as well as exploiting moral principles relating to daily lifestyles to cultivating behavior of narcotic prevention.

Chapter I

Introduction

Background of Study

Students are assets and the vitality of the national future. At present, narcotics are lethal to Thai society and rapidly expand into schools, which are the targets for drug dealers, affecting youths. Narcotics are potent toward mind and body when being injected into the body whether through eating, injection, inhaling or smelling.

Naval Captain F. Prakai Tantanont (2539: 17) refers to WHO on the attempts of the state in suppression and prevention of narcotics. It is found out that on May 30, 2544, the government had burnt away 2,266,540 kilograms of drugs at the Center of Public Utilities and Environment at Industrial Estate in Bangpa-in, Province of Ayudhya and this is the 25th time (Dailynews, 2544: 13). It is noticed that the narcotics are lethal.

In the Thai social situation, youths have to face narcotic problems in schools. The Research Center of The Thai Farmers' Bank has conducted a survey between December 25 to 28, 2543 within Bangkok premises whether Thai youths are addicted or not from a sample group of 920 students. It was found out that 69.2% of the Thai students agree with the survey while 30.8% disagree. The most leading drastic drugs are Yaba at 63.3%, the second is heroin at 21.6%, lacquer at 8.5%, marijuana at 4.2% and others e.g. Ecstasy at 2.5% (Thai Farmers' Bank, Matichon Weekly, 2544). It had been further found out that during 2536-2537, students requesting admission for treatments are mostly studying at the Junior Secondary level. (Office of Narcotics Suppression, 2539:2). The results of the survey in misuses of drugs show that in 2542, 51.79% in Junior Secondary of the public schools (Office of Narcotics Suppression, 2539:50) and they are the fundamental vitality of the society.

Junior Secondary levels of Matayomsuksa 2 and 3 are considered to be the risk group of narcotic users as viewed by personal behavior rather than in other levels. They are in the period of social deviance, which causes narcotic problems. There are many

factors to assert the causes, e.g. imitation, experiment oriented, persuasion by friends, media, internal and external environments. Erik H. Erikson, a theorist of Psychology of Social Sciences and Human Development observes that the primary social relationship from birth till death, is the period of 13-17 years of age. It is the period of acceptance of influence in adaptation and the period of social development influenced by peers (Praiwan Sridhep, 2541:36). The needs in correct behavioral changes in the risk group of students are derived from experiences of interaction with environment or from practices including the students' knowledge in the prevention of narcotics.

Strengthening immunity in the prevention of narcotics in schools can be achieved in providing knowledge and understanding the jeopardy of narcotics to be able to find solution and acquiring necessary behaviors i.e. citizenship, competence, happiness, being quality youth and an asset to societies before causing damages to self, social and the national security. Besides, schools in collaboration with the Ministry of Education, the Supreme Commander Headquarters, the Office of Narcotics Suppression and the Royal Thai Police Headquarters have been projecting the White Schools to launch the campaign of free narcotics schools (Project of White Schools, Ministry of Education, 2543:17). In continuity, the academic year of 2544 has been proclaimed the Year of Narcotic Free in Schools (Wittayacharn, 2544: 10) emphasizing to establish 5 forces of homeland i.e.: 1) Social Force, which is brainstorming between family and school. 2) Cultural Force, which is the opening threshold from school to community allowing community to take part in organizing education. 3) Intellectual Force, which is the establishment of a culture initiating skills of happiness in learning and the correct application of knowledge improving the Thai society. 4) Moral Force, which is the cultivation of the moral principles applicable to daily life and 5) Organizational Force, which is organizing both government and private sectors including communities. Had these 5 forces of homeland been built in school, there would have been social unity to maintain self-equilibrium in the quick change of critical changes and for the sustainability of Thai society. (Praves Vasi, 2544:71)

With the above reasons, there is a significance in studying students' behavior in the risk group and the prevention of narcotics for the purpose of the development of

knowledge, and watchdog, which are advantageous for the Supervisory Department of Assumption College and students in its accurate implementation based on cooperation of all parties in the school corresponding to the Project of White Schools and the School of Narcotic Free.

Statement of the Problems

When the survey states that 69.2% of the students agree that there is Yaba in school, Assumption College realizes its criteria to study the behavior of students at risk to narcotics as well as the preventive method of narcotics to be used in the school. Proper approaches should also be surveyed and accurately implemented for the effectiveness in the handling of the critical problems of youth concerning the narcotics problems.

Significance of Study

The significance of the study is to investigate students' behavior in the risk group and the prevention of narcotics for the purpose of development of knowledge, and watchdog. Results of this study are advantageous for the Supervisory Department of Assumption College to give the data related to narcotics prevention among students in Assumption College. And students are expected to work at the implementation based on cooperation of all parties in the school corresponding to the Project of White Schools and the School of Narcotics Free.

Research Objectives

1. To study the risk group of narcotic concerning the students' behavior.
2. To study students' behavior in the risk group and the prevention of narcotics in Assumption College.
3. To find the proper approaches in setting a policy of narcotic prevention of narcotics and a solution among group of students.

Research Questions

1. Is the risk to narcotics among students due to their behavior?
2. Is the prevention of narcotics required among students' behavior in the risk group in Assumption College strong enough?
3. What will be the proper approaches in setting policy of prevention of narcotics?

Conceptual Framework



Scope and Limitations of the Study

The study has been scoped to investigate students' behavior among the risk group and the narcotic prevention in Assumption College under the Office of the Private Education, Ministry of Education; the study was conducted within the secondary level 2 and 3.

Content of the Study

The content of the study was the behavior of the risk group to narcotics, concepts of behaviorism, types of narcotics, approaches of narcotics prevention in school.

Populations

1,030 students of Assumption College were respondents of which number 514 students are studying in the secondary 2, and 516 students are studying in the secondary 3.

Sample

This study uses the whole population to be the sample.

Definition of Terms

Behavior is the individual expression of how a person reacts exteriorly or interiorly.

Knowledge is the assessment of the competence in recollecting contents and facts with regards to concepts, theories, structures and principles of prevention of narcotics.

Students are referred to the groups of students at the Secondary levels of Matayomsuksa 2 and 3 studying in Assumption College during the Academic Year of 2545.

Risk group behavior is referred to the student groups encountering the danger of narcotics, and are studying in secondary levels 2 and 3 being between 13-17 years in Assumption College, Academic Year 2545.

Prevention of Narcotics is referred to deeds that impede self not to surrender to narcotics uses whether through smoking, injecting, eating, and inhaling or by any methods of consumption.

Assumption College is referred to Assumption College located in Charoenkrung Road 40, Bangrak, Bangkok under the supervision of Office of the Private Education, Ministry of Education.

Chapter II

Review of the Literature

Narcotics is an additive epidemically expanding in Thai society and drastically and rapidly entering into schools, endangering Human Resources, in particular, the students who are the national younger citizens. Prevention of narcotics in schools can be handled by vesting the immunity in students with knowledge, and understanding in its peril and acquiring the necessary behavior to come a perfect person in the society. Literature reviews will be as follows.

Risk Group behavior

- * Definition of Behavior
- * Behavioral Assessment
- * Basic Life Skills

Knowledge of Narcotics

- * Types of Narcotics
- * Symptoms of Addiction
- * Etiology of Addiction
- * Danger of Narcotics Drug

Preventive Methods of Narcotics

- * Participative Concept of Community and School in the Prevention of Narcotics.
- * Policy of the Ministry of Education in the Campaign of Prevention and Solution against Narcotics.
- * Project of White Schools.
- * Project Year of Narcotics Free-Academic Year 2544.

Related Research

Risk Group Behavior

Definition of Behavior

The Board of the National Research (2535:24) referring to the Department of Academics, Ministry of Education (2521:26) defines “behavior” in the Educational Glossary as an expression of thoughts seen through muscles.

Good (1973: 325) defines “behavior” as the knowledge of fact, norms and details that a human has accumulated (Tassaniya Pinklai, 2543:15), where behavior is the primary knowledge, which a learner can memorize and might be cultivated or perceived, heard and recalled.

Bloom (1975:18) cites on Cognitive Domain of human as follows (Sompit Sokwithoon, (2540: 94 – 95.)

1. Knowledge - Memory is the assessment of memory ability, which is
 - * Knowledge of the Content
 - * Knowledge of the Process
 - * Knowledge of the concepts, theories, structures and principles
2. Comprehension, which is referred to ability to perceive the core contents e.g. linguistics, tangible and intangible symbols, i.e.:
 - * Translation, which is the interpretation of the precise communication or accurate perception.
 - * Interpretation is referred to paraphrasing, while still maintaining the original meaning.
 - * Magnification is referred to using the present fact to predict future phenomena and elaboration of the meaning.
3. Application is referred to the ability to implement experiences e.g. theories in problem solving.
4. Analysis is referred to the ability to classify the relationship with principles and theories.

* Important Analysis is the critical thinking of the composition of things to find the best rational answer.

* Relation Analysis is referred to an ability to analyze the relationship of composition of more than 2 things to be used as principles for problem solution.

* Theories Analysis is the ability to systematically conceptualize all compositions.

5. Synthesis is referred to the ability to modify things or sub-composition for its innovations, creations and value improvements, i.e.

* Item Synthesis is the communication of expression or writing of thoughts and sensation to others.

* Plan Synthesis is the proposal of the responsible work plans or projections.

* Relation Synthesis is the establishment of the relation set to explain behavior of learning, which is the cognitive domain of learner, as following figure.

Behavioral Steps of Learning

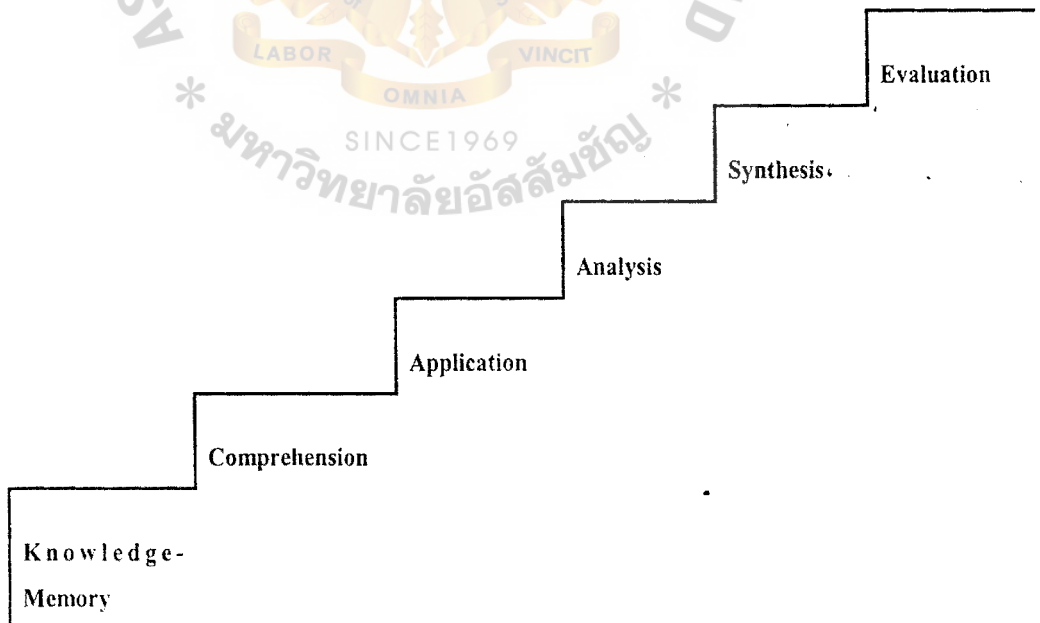


Figure 1: Behavioral Steps of Learning

Source: Tassaniya Pinklai, 2543:7 referred in Thaweesit Siddhikorn, 2535:28

Orientation Section, The Department of Academics (2543:71) states about techniques of students' supervision during the behavioral changes.

Friend...the spiritual support of students who is changing the behavior.

Friend...the supplier of proper data to students.

Friend...the supporter of student's pride.

Behavioral Modification is the proper reinforcement and punishment to each individual to increase necessary behaviors and to reduce the unnecessary behavior.

Nature of Behavioral Modification

1. Focusing on observable and assessable behavior.
2. No labeling as aggressive, stupid, rogues, and smarts names.
3. Every behavior is learnt from the past experiences and changeable to learning process.
4. Focusing on situation and present orientation.
5. Focusing on reward rather than punishment.

Duty of students' Representative

1. Acknowledging problem.
2. Setting plans.
3. Implementing the plans.
4. Evaluating the plans.

Necessary skills of students' supervision during behavioral changes,

1. Listening skills.
2. Questioning skills.
3. Spiritual support skills.
4. Refusal skills.
5. Caution skills.

Acquired Cognitive Domain for the students' leader

- Determining the problematic persons and finding the solution.
- Accepting that all can positively changed.

Sucharit Pianchob and Watcharee Sapmee (2536: 196-197) observe the necessity of the behavior in Secondary students as:

1. Healthy behavior by avoidance of every addiction e.g. dried alcohol, sleeping pills and suppressant, etc.
2. Learning behavior, attentive to study and punctuality to work.
3. Personal conducts and honesty to self.
4. Treating others, and gratefulness for the benefactors.
5. Behaviors of politics, public administration, religion, orders and traditions, Thai culture, the awareness of the significance of nation, religion and monarch.

Behavioral Assessment

Surang Khowtrakul, 2541: 185-186 cites the theory of behaviorism in human behaviors being divided into 2 types, i.e.

1. Respondent Behavior is referred to behavior reacting to stimulants, and it is perceivable.
2. Operant Behavior is human or animal behavior emitted without stimuli but affect the environment.

Respondent Behavior is called Classical Conditioning Theory, the Operant behavior is called Operant Conditioning Theory.

Assumption of behaviorism is

1. Every behavior is gained by learning and observing.
2. Each behavior is the collection of liberates learning.
3. Reinforcement helps gaining behavior.

Behavior Modification according to conditional theory of Operant Conditioning by Burrhus Skinner, an American, is the use of reinforcement or punishment to increase necessary behavior and to reduce the unnecessary behavior.

The Board of the National Research (2535: 31-32) cites that there are 2 ways of behavioral studies, i.e.

1. Direct Behavioral Studies are divided into

1. Direct Observation is the announcement in the class and the teacher uses observation about students involvement. Such an observation might not perceive the actual expression of the students.

2. Naturalistic Observation is the want of an individual to observe the behavior by not disturbing the behavior of the observer and the observer does not realize being observed. Such an observation will gain actual behavior but restrictions are the redundancy of observations.

2. Indirect Behavioral Studies are

1. Interviews, which study from questioning individual or groups and it is the direct encountering. Interviews help knowing the behavior of an individual, which is divided into 2 types i.e. direct / formal interviews, and indirect/ informal interviews.

2. Questionnaire is the proper method to study behavior of big groups and it is used as confidential behavioral studies and the person feel secure of its confidentiality.

3. Experiment is the behavioral studies under the control of the actual situation. Laboratory control gain restricted data and it is sometimes impractical to the actual situation.

4. Recording helps to know each individual behavior by allowing each individual to take daily behavior records e.g. behaviors of health, environment and prevention of narcotics.

Knowledge of Narcotics

Types of Narcotics Drug

Types of narcotics are divided according to nature (Sub-Lt. Sombat Jongroongruangpattana, 2542:31-32)

1. By origin

1. Natural narcotics e.g. opium, marijuana and madder leaves, etc.

2. Synthetic narcotics e.g. heroin, sleeping pills, suppressants, deceptive.

2. By potent effect against the body

1. Brain suppressant e.g. heroin, morphine and psychanol.

2. Nervous stimulant e.g. amphetamine, and madder leaves which awaken the nerves and come frantic. The deceptive e.g. LSD, and mescaline hallucinate the users and the multi-potent drugs of both suppressing and stimulating nature e.g. marijuana.

3. By substance used in medicine, which is divided into 6 types, i.e.

1. Opium and its products e.g. morphine, opium subtraction, heroin and cocaine including other synthetic substances with similar property e.g. phethidine, and methadone, etc.

2. Suppressants, which is directly potent to the central nervous system e.g. phenobarbitone, psychanol, and solnerltuvibal including other sleeping pills and new synthetic substances e.g. glutamide and metagualone.

3. Stimulant i.e. amphetamine, cocaine and madder leaves,

4. Deceptive i.e. LSD, DMT, STP and some kinds of spirits, which vary the receptive nerves.

5. Evaporates i.e. benzene, thinner, and glues.

6. Alcohol e.g. liquors, and beer is classified as addiction. Further, cigarettes are also counted since when it is not used, it gives the same symptom.

Supattra Suphab (2524:58-69) describes narcotics as follows:

1. Opium is the first endemically addictive substance extracted from the skin of raw opium seed. It contains sticky black brown or black milk with raw smell, particularly with bitter taste. The principal substance that makes opium an addictive substance is alkaloid. The opium gives 2 types of alkaloid, i.e. the type of releasing substance of drunkenness and addiction, which is called Chenanthrene Alkaloid e.g. morphine which releases muscle contraction.

2. Morphine is the substance that makes opium addictive and it is the origin of many drugs. It is useful in medicine but with white to gray color, tasteless, and sharp bitter than opium.

3. Heroin is more deadly than morphine and opium. Pure heroin is acutely potent by inhaling.

4. Suppressant used in anesthetizing the nerves and constraining the emotion, i.e.

1. Psychanol
2. Pentobarbital
3. Amobarbital
4. Meprobamate: a suppressant among youth and sleeping pill
5. Many nerve stimulants e.g. amphetamine, caffeine, cocaine and madder leaves.

1. Amphetamine or Yaba or diligent pills
2. Madder leaves to arouse the nerves
6. Hallucinates, which fancy the nerves e.g. LSD, mescaline, DMT, STT and marijuana.
7. LSD, which is synthesized from fungi earlier and later it was produced using other ingredient in synthesizing.
8. Marijuana is a kind of plant.
9. Alcohol is the product of leavening of the flour and sugar with yeast of oppressing property to the central nervous system.
10. Evaporates from chemical for inhaling and causing immoderation, and drifting and if being overdosed, it will cause mental morbidity, e.g. thinner, glue, benzene, dry-clean substance.
11. Cigarette holds the potent property - the nicotine.

Symptoms of Addiction

The addicted symptoms by observation are as follows (Pornpimol Janplab, 2538:49-50)

1. The effect of opium could be seen through emaciation, jaundice, greenish lips, bleary, stupor, drowsy, dim pupil, less-hungry, senseless, drift, slow pulsation, slow heart-beat, pointless.
2. Morphine used symptoms – at first injection, it is pain relief and drowsy with early sleeping. Its symptoms are aesthetic, passive, and environment-disoriented, while the diminutive will be seen with aggressiveness, enigmatic, restless, irritating, apprehensiveness and losing weight.
3. Heroin used symptoms can be seen as losing weight, yellow eye,

darken face, vague sight, darken skin, sharp deweighting, degenerated brain, restless, drifted emotion, trepidation, slow breathing. The overdosed person might face death. Initial symptom of the use will be shown with drowsiness, riddle, sound sleep, and sometimes insomnia. The diminutive will be seen with suffering, struggling, mucus and tear, heavy perspiration, sharp pains at the stomach, torso and muscles, deafening, blurring, and maniac. Some might be subject to spasm and unconscious.

4. Marijuana used symptoms – the chronic of marijuana use will be met as being talkative, widening pupils and restless, loud and big laughing, unreasonable, always hungry, drunkenness-like, drowsy, and stupefied. The hallucination is the symptom of the over in taking.

5. Madder leaves users show symptoms to be met with anesthetized nerves, enjoying, sprain relief, tedious, not weary, and awakening. When there is rain, it will be met with shivering. Never use in-taker will be met with stupefying, parched mouth, insomnia, vomiting and down to sleep.

6. Amphetamine users show symptoms to met with explosion, claptrap, giggling, deappetitizing, restless and parched lips, stench breath, widening pupils, heavy perspiration, lip licking and heavy smoking.

7. Barbiturate users show symptoms to met with drowsiness, stupefied, drunken-like speech, inactive, frustration, quarrelsome, cursing, and sometimes vomiting and drunkard-like with immoral deeds.

8. Heavy hallucinated addicts prefer to commit suicide, unexpected action, e.g. self-hurting.

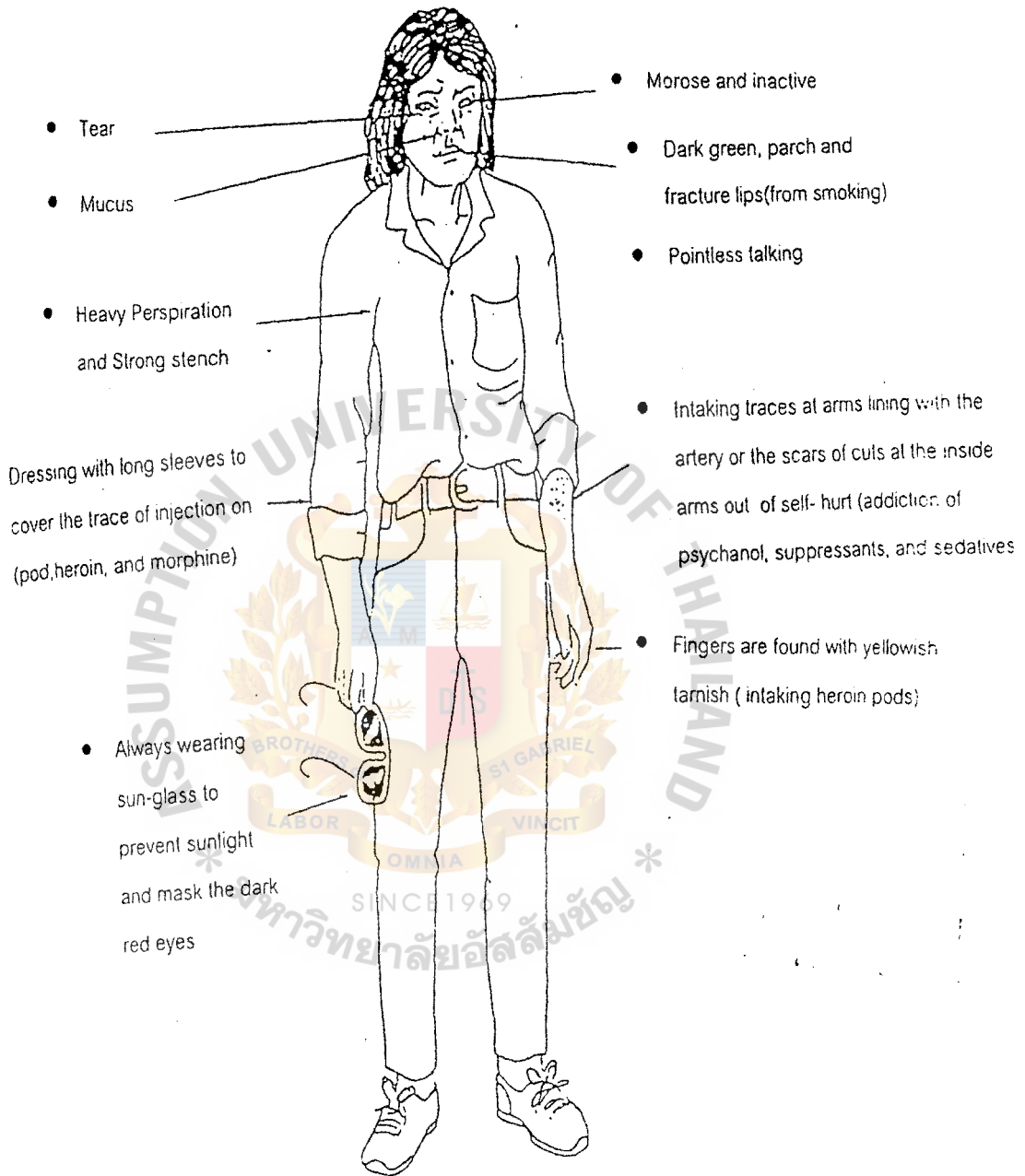


Figure 2: illustrate natures of addict (front)

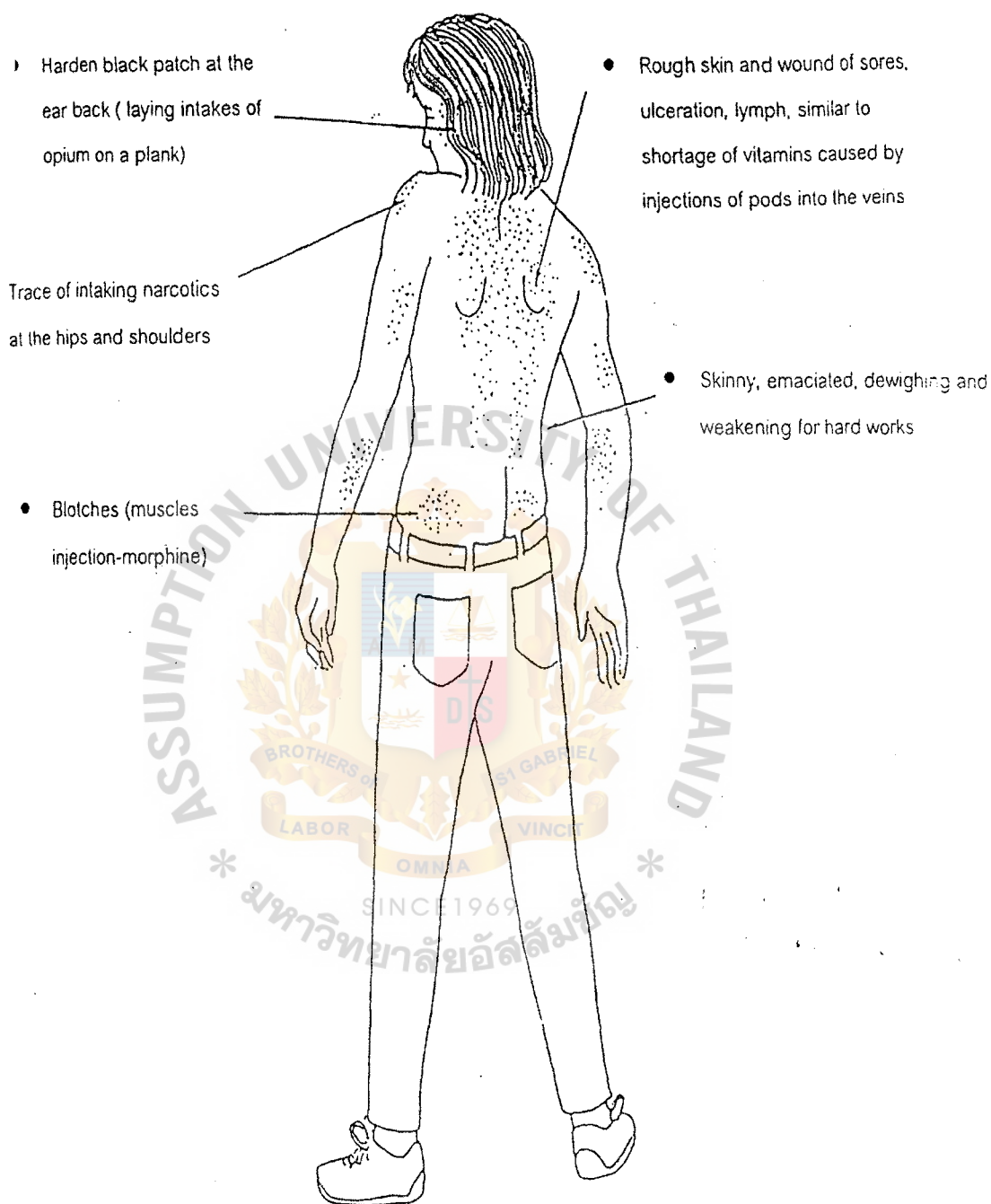


Figure 3: illustrate natures of addict (Back)

Etiology of Addiction (Supattra Suparb, 2542 : 69.)

Addiction to narcotics is caused by problems of the society, economy, culture and emotional and mental sensitivity. It is divided as follows

1. Social situation and the growth of narcotics – social environments affect the behavioral changes of individual. Rather than adapting to the social situation, it is found out that some social matters should be adapted and improved to fit individual and natural requirement.
2. Economic situation – it is found out that narcotics are popular among wealthy population group, that governmental authority cannot reach.
3. Cultural aspect- human behavior is complicated and varies according to the situation. Had it been ignored to implement data corresponding to the lifestyle, it should not have affected the behavioral changes into positive practices.
4. Emotional aspect – most addicts think that narcotics help relieving mental suffering, pains, or new experiment-oriented e.g. fun, curiosity and experimental.

Danger of Narcotics Drug (Supattra Suparb, 2542: 70.)

Narcotics are lethal to hygiene and damages health, morals and public order.

1. Physical, emotional and mental danger – it causes uneasiness, restlessness, unhappiness, physical weakness, sluggishness, awakening, deweighing in short period, leading to ailments and intervening diseases such as, cirrhosis, tuberculosis, skin disease, impersonality, deviant behavior and tendency to accident.
2. Economic danger – addicts are lazy and the workplaces are unlikely to employ them, which affect the national and personal revenues through spending for narcotics uses.
3. Social danger – addicts destroy family prestige including being rejected by relatives and societies. Money and properties are unfruitfully spent.
4. Public administration danger – government has to uselessly spend large amount of annual budget in the suppression of narcotics and centers have to be established for treatments.

Preventive Methods of Narcotics

Participative Concept of Community and School in the Prevention of Narcotics

(Jiraphat Traithipjaras, 2543:14)

Concepts of community and school participation in the prevention of narcotics in schools are found in the research of the Department of Narcotics Suppression that narcotics in schools clearly maintain the networks with the external agencies. Problem analyses must be empirical since narcotic problems are involving with other problems e.g. gambling, pornography and quarrellings. The preventive solution is therefore depended on the collaboration of all parties internally and externally, i.e. governmental sectors, which are police, arm-forces, and health authorities including private sectors/ communities, and public to join forces in deescalating such problems. Source of participation according to the Constitution of the Kingdom 2540 stipulates that public holds sovereignty and the monarch as head exercises it through the parliament. The present Constitution determines 5 public participations as follows

1. Participation of information
2. Participation of thought
3. Participation in decision-making
4. Participation practices
5. Participation in information inspection.

The assembly of public in forms of organizations will be the powerful in inspection and for a better solution (Wanton Jan-iam, 2543: 47.) Community and School participation is divided into 3 types as follows (Jiraphat Traithipjaras, 2543:14)

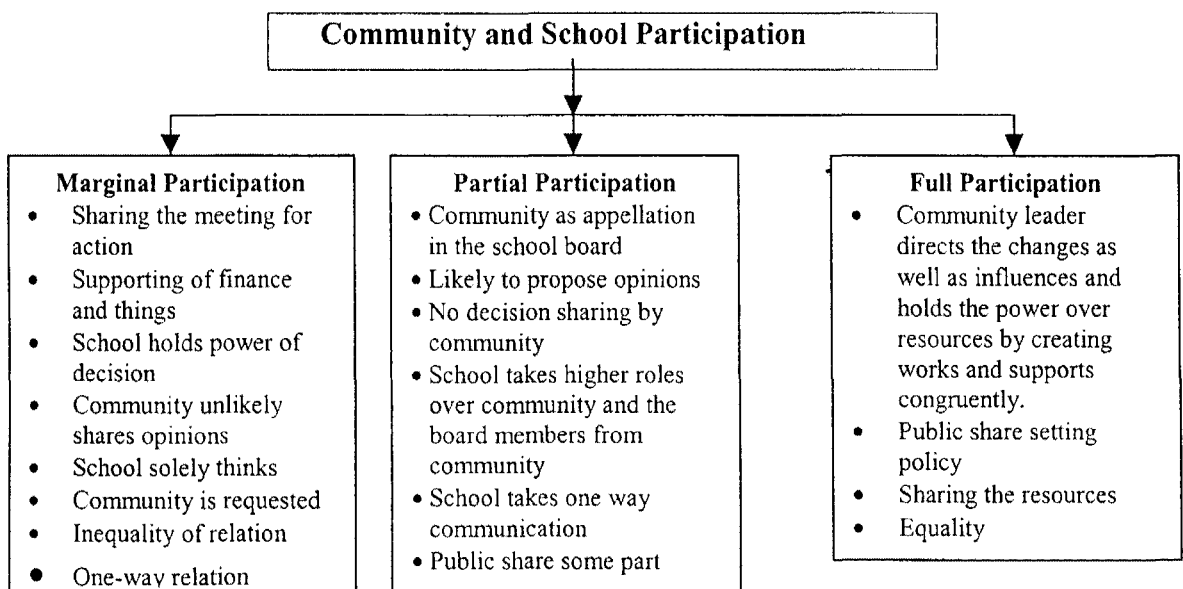


Figure 4: *Learning Paradigm of Community and School Participation*

Source: *Department of Academics, 2543: 15*

1. Marginal Participation - the joint-activities between community and school, which meet with restriction and turns unlikely, unfulfilled participation.

2. Partial Participation - public participation or educational activities of more vigorous than marginal participation e.g. the school panel, which is counted by the state as justification in Thai educational provision.

3. Full Participation - each party completely shares influences over the activities and participation.

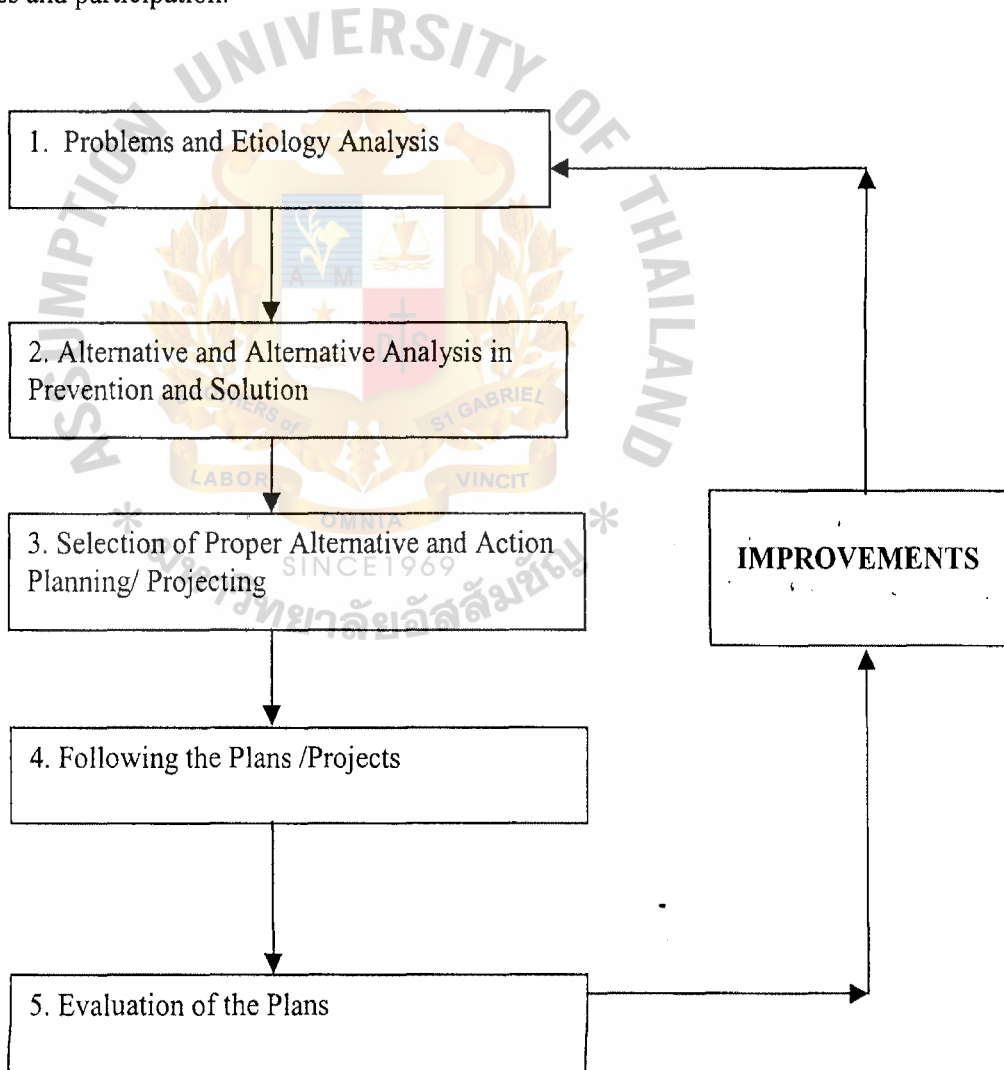


Figure 5: *Systematic Process in Prevention and Solution of Narcotics in School*

Source: *Department of Academics, 2543: 12*

It is found, in Figure 5, that community and school participation help cultivating and formulating students knowledge, ability of protection and solutions of narcotic problems to achieve the required attributes and for the perfect man of the society. The System Analysis, a scientific method is included and relationship between factors of the system is studied aiming at exploring approaches, optional analysis and the findings of proper approaches to gain the best benefits in following the action plan, on account of the factors of the system are dynamic – congruous movement.

Policy of the Ministry of Education in the Campaign of Prevention and Solution against Narcotics

Policy of the Ministry of Education according to Development Plan 8, which emphasizes the development of quality process and allowing more community participation as follows (Jirawan Thianthongdee, 2542:33)

Policy in prevention of narcotics has been framed into 4 measures as follows

1. All agencies under the Ministry of Education must implement the prevention and solution of narcotics in schools collaborating with communities.
2. Media produced by the Ministry of Education is suited to youths.
3. All units must have a clear narcotic prevention project for the government to accept and support with a budget.
4. New projects must determine clear target group for experimental studies of their effects before implementing the organizing activity approaches of life skills and participatory learning.

From the situation of narcotic problem in school at present, its violence is escalating among youth groups, who are the assets of the nation and the risk group to narcotics. Causes are found out that they are personal and environmental problems.

Personal problems are curiosity, experiments, imitation of peers, being acceptable, enjoyment, being enticed, medical treatments, showcase, life sarcasm and no knowledge, and etc. Environmental problems are improper fostering, separated family,

cold family, and addictive behavior, living amid narcotics selling, and association with addicts, etc.

Schools should encourage improving environment to support the immunity establishment thus providing knowledge of narcotics prevention in schools.

Project of White Schools (Office of Project of White Schools, Ministry of Education, 2543: 17)

The Ministry of Education has enlisted in the project of honoring His Majesty the King to make the community free of narcotics, which is the project supervised by the Bureau of Narcotics Suppression, Office of the Prime Minister. The Ministry of Interior has implemented on the occasion of His Majesty 72nd Birthday on December 5, 2542 under the motto, “ Love His Majesty and care for the younger generation, and denounce narcotics”. The Ministry of Education has organized the Project of White School to honor His Majesty implementing the concepts of 4 coordinations and 2 supports. Each must know each role. The 4 coordinations imply administrators, teachers, parents and students, and the 2 supports imply police with arm forces and the community. The rise of students is emphasized to handle the narcotics problems by themselves and also mobilize community for collaboration. Previously, the representatives of the community sought the help from local police, arm-forces and community to assist the project of White School, to halt the expansion of narcotics in the 4,000 target schools at all levels under the supervision of the Ministry of Education. The Ministry, the army, the Royal Thai Police Headquarter, the Office of Narcotics Suppression, all governors and the committee of the project of White School kingdomwide (Office of Project of White School, 2543:6) collaboratively take roles in the Project of White School to counter narcotics 2543.

Project Year of Narcotics Free-Academic Year 2544

(Office of Narcotics Suppression)

Thailand has to face many changes. The sustainability and prolongation of the self—balance is the unit of the mobilized force not to allow the social disorder. Sharing the

problem solution in the present day is the social integration or the 5 forces of homeland containing: -

1. Social force
2. Cultural force
3. Intelligent force
4. Moral force
5. Organizational force

1. **Social force** - the harmony and the social uniqueness on collaboration in many forms of community, families of every unit in economy and environment. Human needs socialization since human is personally free and must be balanced in sharing living to strengthen the society.

2. **Cultural force** - it is the foundation of society. Opening the door of schools to community helps economic, social and environmental development with balance in association with educational development.

3. **Intelligent force** – any individual, any organization, any society, which are able to keep a balance in the current of changes must acquire intelligence i.e. continue learning, and good learning process. Had there been no intelligence to keep the balance of self, there would have crisis e.g. partiality, no skills in learning, unable to follow learning turning the nation weakness. Present learning should emphasize learning of reality and consistency to illustrate the connectedness or the integrated learning.

4. **Moral force** - to build the moral force in corresponding to education. Morals is the practice for good living under the punishment of social customs, knowing how to distinguish good and bad, which is the major measures of narcotics prevention in school.

5. **Organizational force** – good governance should contain forces of state, private and community to share roles involved in education.

Measures of narcotics prevention in school are, therefore, to allow students realize it and call for all parties' collaboration.

Related Research

Senior Lieutenant Madame Sriprakai Tattanont (2539, Abstract) studies the knowledge, intent and conduct in relation to narcotics prevention among secondary students of Matayomsuksa 3, and level of Matayomsuksa 6 in a co-education school under the supervision of Department of Formal School System, In the province of Nakhonpathom. It has been found out that students have good knowledge in narcotics prevention.

Pin Kho (2540; Abstract) studies the effectiveness of the hygiene program against the behavior of narcotics prevention in students of junior secondary school level of Matayomsuksa 1 of Bangpa-in Secondary School " Rajanukrao 1", province of Ayudhya. It is found out that experimental group has statistically significant average score of knowledge and practice in narcotics prevention higher than the pre-test score at the .05 level. The average scores of knowledge, intent and conduct in relative to narcotics prevention among the experimental group have statistically significant higher average score than the control group at .05 level.

Praiwan Sridhep (2541; Abstract) studies the efficiency of project of counseling peers in relation to behavior of narcotics prevention of the Physical Exercise College. It is found out that the sample group of the vocational certificate in the Program of Sports and Health including the Program of Commerce Year 1, Semester 1 of Academic Year 2540 of Bangkok Physical Exercise College have better improvement in behavior of narcotics prevention. Very good level has been gained in relation to knowledge, intents or conducts.

Jirawan Thianthongdee (2542, Abstract) studies narcotics prevention behavior of students in secondary school level of Matayomsuksa 4 of the school under the supervision of the Department Formal School system, Dusit Zone, Bangkok. It is found out that students gain good level in relation to knowledge, intents or conduct in relative to narcotics prevention, while conducts in narcotics prevention of students

with positive relationship have statistically significant differences in the learning achievement against the knowledge of narcotics prevention at .05 level.

Bhavinee Yooprasert (2540; Abstract) studies the factors influencing the uses of addicted to substance among youth students in Bangkok. It is found out that students of Matayomsuksa 1-6 have knowledge of the uses of addicted to substance, in particular the students of Matayomsuksa 3 use most the alcoholic substance. The second are cigarettes, marijuana, evaporates, and amphetamine. Major factors influencing the group and non-use-group are peers, family member, leisure spending, values, and students' income, and belief, which gain equational relationship and segmental effectiveness at 12.95%

Malai Buengswang (2540; Abstract) investigates the study of educational administration system of the narcotics prevention in secondary schools under the supervision of the Formal School Systems in the province of Samutprakarn. It is found out that administration process in narcotics prevention in the secondary schools have been planned determining the written objectives for the supervisory section to handle the work of narcotics prevention, providing knowledge and understanding in relation to objectives, policy, and target of narcotics prevention.

It is concluded that risk group behavior is concentrated among the young between 13-17 years, who is critical for addiction. Based on Erik H. Erikson, a theorist of Psychology of Social Sciences and Human Development observes that the primary social relationship from birth till death, is the period of 13-17 years. It is the period of acceptance of influence in adaptation and the period of social development influenced by peers (Praiwan Sridhep, 2541:36). The needs in correct behavioral changes in the risk group of students are derived from experiences of interaction with environment or from practice including the students' knowledge in the prevention of narcotics.

In relation to the Thai social situation, youths have to face narcotic problems in schools. The Research Center of The Thai Farmers' Bank has conducted a survey between December 25 to 28, 2543 within Bangkok premises whether Thai youths are

addicted or not from the sample group of 920 students. It is found out that Yaba, heroin, lacquer, marijuana, Ecstasy respectively were popular for addiction (Thai Farmers' Bank, Matichon Weekly, 2544).

It is further found out that during 2536-2537, students requesting admission for treatments are mostly studying at the Junior Secondary level. (Office of Narcotics Suppression, 2539:2.). The results of the survey in misuse of drugs show that in 2542, 51.79% were in Junior Secondary of the public schools (Office of Narcotics Suppression, 2539:50) and they are the fundamental vitality of the society.

In relation to strengthening immunity in the prevention of narcotics in schools can be witnessed in providing knowledge and understanding. The jeopardy of narcotics to be able to find solution and acquiring necessary behaviors i.e. citizenship, competence, happiness, being quality youth and an asset to societies before causing damages to self, Social and national security.

Besides, schools in collaboration with the Ministry of Education, the Supreme Commander Headquarter, the Office of Narcotics Suppression and the Royal Thai Police Headquarter have been projecting the White Schools Project to launch the campaign of free narcotics schools (Project of White Schools, Ministry of Education, 2543:17). In continuity, the academic year of 2544 is proclaimed the Year of Narcotic Free in Schools (Wittayacharn, 2544: 10) emphasizing to establish 5 forces of homeland i.e.:

- 1) Social Force, which is brainstorming between family and school.
- 2) Cultural Force, which is the opening threshold from school to community allowing community to take part in organizing education.
- 3) Intellectual Force, which is the establishment of a culture initiating skills of happiness in learning and the correct application of knowledge improving the Thai society.
- 4) Moral Force, which is the cultivation of the moral principles applicable to daily life.

5) Organizational Force, which is organizing both government and private sectors including communities.

Had these 5 forces of homeland been built in school, there would have been social unity to maintain self-equilibrium in the quick change of critical changes and for the sustainability of Thai society. (Praves Vasi, 2544:71)



Chapter III

Research Methodology

The methodology of the investigation of “A Study of the Risk Group of Narcotic Students’ behavior: The Prevention at Assumption College” is as follows

- * Population
- * Sample
- * Instrumentation
- * Research Methodology
- * Statistical Application

Population

1,030 students of Assumption College were respondents, 514 students are studying in the secondary 2 and 516 students are studying in the secondary 3 a case study of Assumption College, Bangrak.

Sample

This study uses the whole population to be the sample.

Instrumentation

1. Primary sources have been collected from books, texts, and documents, related researches.

2. The Questionnaire of “**A Study of the Risk Group of Narcotic Students’ behavior: The Prevention at Assumption College**” was formed and divided into 5 parts, i.e.:

Part 1: Personal Background of Students.

Part 2: Knowledge of Narcotics among Students.

Part 3: Student’s behavior and Knowledge of Narcotics among Students.

Part 4: Opinions of Students Regarding Narcotics Prevention.

Part 5: Additional Suggestions of Students Regarding Narcotics Prevention.

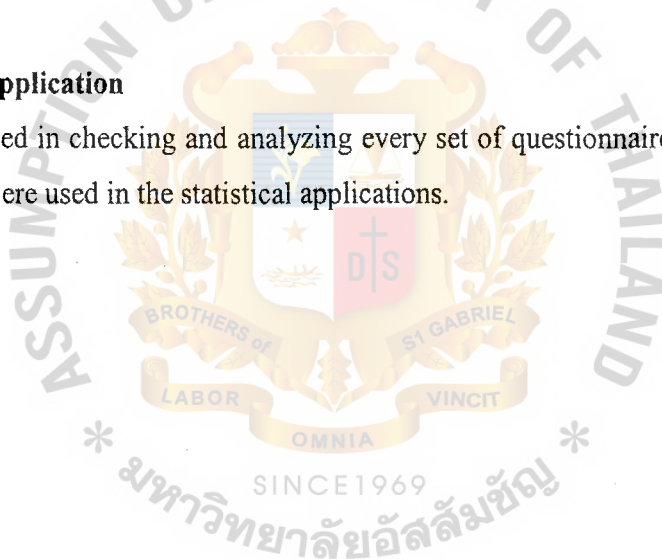
The Questionnaire has been checked by experts namely Rev. Bro. Leochai Lavasut, Rev. Bro. Thinnaratana Komkris and Mr. Weerachon Premisri, Chief of Follow-up and Evaluation (Administrative 10) of Bank of Agriculture and Cooperative and Honorary Advisor to Board of Consumer Protection.

Research Methodology

1. Primary related sources have been collected.
2. Experts have checked its content validity.
3. The researcher has approached the Sections of R&D and the Supervision committee in Assumption College and 1,030 sets of questionnaire have been delivered for data collection among students. 1,014 sets have been returned.

Statistical Application

SPSS was used in checking and analyzing every set of questionnaires. Frequency and percentage were used in the statistical applications.



Chapter IV

Presentation, Analysis and Interpretation of the Data

The investigation of “A Study of the Risk Group of Narcotic Students’ behavior: The Prevention at Assumption College” was determined to study the risk group of narcotic students’ behavior, to study students’ behavior in the risk group and the prevention of narcotics in Assumption College, and to find the proper approaches in setting policy of narcotic prevention of narcotic and solution among group of students. Findings were:

1,030 students of secondary level 2 and 3 from Assumption College were respondents in data collections using the questionnaire. 1,014 or 98.4% sets have been returned, which were 50.4% from the secondary 2, and 49.6% were from the secondary 3.

Samples	Questionnaire		Percentage of Return
	Distribution	Return	
Secondary Level 2	514	500	97.3
Secondary Level 3	516	492	95.3
No Level Specified	-	22	-
Total	1,030	1,014	98.4

The presentation was divided into 5 parts as follows

Part 1: Student’s Personal Information.

Part 2: Knowledge on Narcotics of Students.

Part 3: Student’s behavior.

Part 4: Opinions of Students in Relation to Narcotics Prevention.

Part 5: Additional Suggestions.

Part 1: Student Personal Information

1. Family Status of the Students

31.7% were the youngest child in the family, 33.6% were the eldest child of the family, and 22.6% and 6.7% were the respectively middle child and the only child of the family.

Table 1: Family Status of Students

Descriptions	No. of Students	Percentage
The youngest	368	37.1
The eldest	334	33.6
The middle	224	22.6
The only child	67	6.7
Total	993	100.0

21 students declined to answer

2. Number of Siblings in the Family

44.1% had 2 siblings, 33.2% had 3 siblings, 14.8% had ore than 3 siblings and 7.9% were the only child in the family as shown in Table 2.

Table 2: Number of Siblings in the Family

Descriptions	No. of Students	Percentage
2 siblings	437	44.1
3.siblings	329	33.2
More than 3 siblings	147	14.8
Only child	78	7.9
Total	991	100.0

23 students declined to answer

3. Family Status

For 90.8% of the respondents, parents stay together, 4% are separated, 2% fathers had deceased and left only mothers. Further, of the parents stayed together but with frequent quarrels, the mothers died and the fathers had re-married, the mothers died and left only the fathers and both father and mother died were 1.2%, 1.0%, 0.8%, and 1% respectively as shown in Table 3.

Table 3: Family Status

Descriptions	No. of Students	Percentage
Parents staying together	902	90.8
Separated parents	40	4.0
Deceased fathers and left only mothers	20	2.0
Parents stayed together but with frequent quarrels	12	1.2
Mothers died and the fathers had re-married	10	1.0
Mothers died and left only the fathers	8	0.8
Both father and mother died	1	0.1
Total	993	100.0

21 students declined to answer

4. Relation among Family Members

For 51.7% of student was harmonious and some occasionally quarreled, 39.3% were harmonious, 0.9% frequently quarreled as shown in Table 4.

Table 4: Relation among Family Members

Descriptions	No. of Students	Percentage
Harmonious but some occasionally quarreled	512	51.7
Harmonious	389	39.3
Occasionally quarreled,	59	6.0
Frequently quarreled	9	9
Indifferent	21	2.1
Total	990	100.0

24 students declined to answer

5. Residence of Students

87.7% stay with parents, 6.3 % with mother, and relatives were 3.0% and 1.9% respectively. However, there was only 1 who stays alone.

Table 5: Residence of Students

Descriptions	No. of Students	Percentage
Stay with parents	874	87.7
Stay with mother	63	6.3
Stay with relatives	30	3.0
Stay with father	19	1.9
Others	10	1.0
Alone	1	0.1
Total	997	100.0

17 students declined to answer

6. Environment of Students

44.4% resided near the community. 26.1% were near a commercial center, 16.6% were near a temple, 5.1% near official establishments, 6.3% were others that couldn't be specified, and only 1.5% resided near the entertainment complex.

Table 6: Environment of Students

Descriptions	No. of Students	Percentage
Community	437	44.4
Commercial center	257	26.1
Temples	164	16.6
Others	62	6.3
Official establishments	50	5.1
Entertainment complex	15	1.5
Total	985	100.0

29 students declined to answer

7. Budget for Expense of Students

53.3% received their daily pocket money of 81 Baht per person as an average, 38.6% received weekly pocket money of 479 Baht per person as an average, 5.8% received a monthly pocket money of 2,650 Baht per person as an average, and 2.1% could draw with unlimited amount as shown in Table 7.

Table 7: Budget for Expense of Students

Descriptions	No. of Students	Percentage
Daily	534	53.3
Weekly	387	38.6
Monthly	58	5.8
Unlimited amount	21	2.1
Others	2	0.2
Total	1,002	100.0

12 students declined to answer

Part 2: Knowledge and Concepts on Narcotics of Students

1. What Type of Narcotics is the Nicotine?

91.6% responded on cigarette and 8.4% did not know about it.

Table 8: What Type of Narcotics is the Nicotine?

Descriptions	No. of Students	Percentage
Cigarette	909	91.6
Marijuana	66	6.7
Madder leave	17	1.7
Total	992	100.0

22 students declined to answer

2. The Precise Definition of Narcotics

53.3% selected the prolong uses, and it would endanger health, other 46.7% did not understand the definition of narcotics and selected the definition that problems could not solved after using, as shown in Table 9.

Table 9: The Precise Definition of Narcotics

Descriptions	No. of Students	Percentage
problems could not solved after using,	83	8.3
with prolong uses, it would endanger health	531	53.3
After uses, it causes addiction	383	38.4
Total	997	100.0

17 students declined to answer

3. What is the Affect of Narcotics Uses to the Body?

97.5% responded correctly that more addictive drugs were required. 2.5% did not know about the affect as shown in Table 10.

Table 10: What is the Affect of Narcotics Uses to the Body?

Descriptions	No. of Students	Percentage
More addictive drugs were required	974	97.5
Gaining physical balance	22	2.2
Gaining creative ideas	3	0.3
Total	999	100.0

15 students declined to answer

4. What Kind of Narcotics are Closely Spread near Students?

64.3% selected yaba (amphetamine), 35.1% selected lacquer, and 0.8% selected morphine as shown in Table 11.

Table 11: What Kind of Narcotics are Closely Spread near Students?

Descriptions	No. of Students	Percentage
Yaba (amphetamine)	623	64.0
Lacquer/thinner	342	35.1
Morphine	8	0.8
Total	973	100.0

41 students declined to answer

5. Who will be affected by the damages of narcotic uses?

96.0% responded that they were users, families, communities, and the nation, 2.1% affected the users and families, and 1.9 % affected the users, families and the communities respectively, as shown in Table 12

Table 12: Who will be affected by the damages of narcotic uses?

Descriptions	No. of Students	Percentage
The users, families, communities, and the nation	955	96.0
The users, and families,	21	2.1
The users, families, and communities	19	1.9
Total	995	100.0

19 students declined to answer

6. Opinions of Students on Narcotics

96.1% realized that narcotics harmed body and mind, 98.8% realized that narcotics easily led to crime, 94.9% realized that smoking made no manly personality, 97.4% realized that inhaling evaporated substances caused intoxicated, emotionally depressed and psychological disorder. Only 35.6% of students trusted the class advisor as first consultant on narcotics.

Table 13: Opinions of Students on Narcotics

Descriptions	Answer "Yes"		Answer "No "	
	Students	Percentage	Students	Percentage
1. Narcotics harm health physically and psychologically	959	96.1	39	3.9
2. Narcotics easily lead to crime	985	98.8	12	1.2
3. Smoker own manly personality	51	5.1	947	94.7
4. Inhaling evaporates cause intoxication, emotionally depressed, and psychologically disorder	970	97.4	26	2.6
5. First trusted person is the class advisor	354	35.6	639	64.4

Part 3: Students' Behavior

1. Students' Behavior

60.0% of students arrived at school between 7.00 - 8.00 hrs.

Table 14: Arriving at the School

Descriptions	No. of Students	Percentage
Before 7.00 hrs.	396	39.6
Between 7.00-8.00 h.	601	60.0
Between 8.00-9.00 h.	4	.4
Total	1,001	100.0

2. Place visited by students

99.9% of the students visit most café, and the second: 63.1% visit the commercial centers as shown in Table 15.

Table 15: Place visited by students

Descriptions	No. of Students	Percentage
Café	1,003	99.9
Pub	10	1.0
Discotheque	7	0.7
Restaurant	43	4.3
Friend's house	149	14.8
Commercial Center	634	63.1
Cinema hall	155	15.5
Others	111	11.3

3. Frequency of visits to entertainment complexes was 34.5%

Table 16: Frequency of visits

Descriptions	No. of Students	Percentage
Rarely	289	29.3
Often	288	29.2
As routine	340	34.5
Other	69	7.0
Total	986	100.0

4. Whom did the students most visit with?

64.7% of students visit with their families.

Table 17: Frequency of most visit with

Descriptions	No. of Students	Percentage
Family	648	64.7
Friends from another schools	64	6.4
Friends from residential areas	38	3.8
Friends from the same school	294	29.4

5. When do the students prefer to visit the places in item 2 ?

61.5% visited on holidays between 12.00-18.00 h., 20.3% visited between 8.00-16.00 h., 16.8% and 1.4% visited between 18.00-24.00 h., and 21.00-02.00 h. respectively.

Table 18: Time preferable to visit the places in item 2

Descriptions	No. of Students	Percentage
12.00 – 18.00 h.	604	61.5
8.00 – 16.00 h.	199	20.3
18.00 - 24.00 h.	165	16.8
21.00 - 02.00 h.	14	1.4
Total	982	100.0

6. Which behavior is relative to most students?

53.5% preferred to stay with a small group of 2-4 friends, 37.6% preferred more than 5 friends as shown in Table 19.

Table 19: Behavior relative to student most

Descriptions	No. of Students	Percentage
Preference to stay with a small group of 2-4 friends	522	53.5
Preference to stay with a group bigger than 5 friends	367	37.6
Preference to stay alone	61	6.3
Others	26	2.7
Total	976	100.0

7. The most intimate group of friends

53.7% were from the same classroom, 30.3% were from the same school, others were neighbors, or friends from another school as shown in Table 20

Table 20: The most intimate group of friends

Descriptions	No. of Students	Percentage
Same classroom	524	53.7
Same school	296	30.3
Neighbor	92	9.4
Another school	45	4.6
Other	19	1.9
Total	976	100.0

8. Books of Preference

The cartoons were leading preferences followed by sports, entertainment, general documentaries, literature, war, general and crime. 4.1% of students read politics as shown in Table 21.

Table 21: Books of Preference

Descriptions	Percentage of like	Percentage of dislike
1. cartoons	68.5	31.5
2. sports	37.4	62.2
3. entertainment	30.7	69.3
4. general documentary	28.4	71.6
5. literature	17.9	82.1
6. war	16.4	83.6
7. general	13	87.0
8. crime	10.1	89.9
9. politics	4.1	95.9

9. Leisure Spending

Most students spent their leisure time playing games, followed by listening to music, spending time in sports, movie, strolling in the commercial centers, reading, touring, concert, visiting the pub and café respectively.

Table 22: Leisure Spending

Descriptions	Percentage of like	Percentage of dislike
Games	68.2	31.8
Music	63.8	36.2
Exercises by playing games	50.8	49.2
Movie	41.6	58.4
Strolling at commercial centers	40.0	60.0
Reading	31.1	62.9
Touring	26.9	73.1
Concert	4.7	95.3
Visiting the pub	1.9	98.1
Visiting the cafe	1.6	98.4

10. Nature of Friend Groups

Most friend groups preferred playing computer games followed by playing sports, courting, tuition and so on and the least was the involvement in addiction as shown in Table 23.

Table 23: Nature of Friend Groups

Descriptions	Percentage of like	Percentage of dislike
Preferring computer games	59.0	41.0
Games and sports	53.8	46.2
Courting girl friends	34.1	65.9
Taking tuition	29.4	70.6
Truants	7.8	95.2
Gambling	4.3	95.7
Listening to dhamma,	3.8	96.2
Nightlife	2.5	97.5
Alcoholic drinking	2.5	97.5
Using additives e. g cigarette, and suppressants, etc.	1.6	98.4

11. Nature of Association

Students preferred talkative friends followed by sportsman, polite, and reserved, whereas, they unlikely preferred noisy and popular friends.

Table 24: Nature of Association

Descriptions	Percentage of like	Percentage of dislike
Talkative	53.0	47.0
Sportsman	43.0	57.0
Polite	40.1	59.9
Reserved	10.2	89.8
Popular	5.3	94.7
Noisy	4.5	95.5

12. Reactions when knowing friends are addicted

If students knew their friends were addicted, most would part from them followed by persuading to withdraw, reporting the authority, reporting to the class advisor, ignoring, and least was to spread news among friends .

Table 25: Reaction when knowing friends are addicted

Descriptions	have	Not have
Part from the addicted friend	38.5	61.5
Persuade to withdraw	35.9	64.1
Report the authority	23.1	76.9
Report the class advisor	21.4	78.6
Ignoring	7.8	92.2
Spread news among friends	7.5	92.5

13. Students' Behavior in Relation to Narcotics Prevention

Students fully participated in narcotics prevention and avoided as well as were watchful to addicted friends, as shown in Table 26.

Table 26: Behavior in Relation to Narcotics Prevention

Descriptions	Answer "Yes"	Answer "No"
Fully collaborate with the school in narcotics Prevention	98.1	1.3
Avoidance all narcotics when joining White School Project	96.1	3.9
Reject the persuasion of the addicted friends	62.3	7.7
Watchful to addicted friends	66.5	33.5

Part 4: Opinions of Students in Relation to Narcotics Prevention

1. Approaches of Narcotics Prevention

Most students did not think of experiencing narcotics. Some attempted to avoid addicted friends, and the smallest group would avoid alcoholic friends.

Table 27: Approaches of Narcotics Prevention

Descriptions	Answer "Yes"	Answer "No"
Never think of experiencing narcotics	72.4	27.6
Avoid association with addicted friends	41.1	58.9
Avoid association with alcoholic friends	17.1	82.9

2. Method to Avoid Narcotics

Most students spent leisure time playing sports. Some study data of narcotics and reading entertainment book was least taken.

Table 28: Method to Avoid Narcotics

Descriptions	Answer "Yes"	Answer "No"
Spend leisure time playing sports	78.5	21.5
Study data of narcotics	25.7	74.3
Read entertainment books	17.1	82.9

3. Behaving when beginning being addicted

Most students would seek first the advice from parents followed by class advisors and meditation. Where as to seek advice from friends and buying remedial medicine would unlikely be taken as shown in Table 29.

Table 29: Behaving when beginning being addicted

Descriptions	Answer "Yes"	Answer "No"
Seek advice from parents	63.5	36.5
Seek advice from class advisor	31.4	68.6
Compose and contemplate	24.2	75.8
Seek advice from friend	9.2	90.8
Buy remedial medicine	1.8	98.2

4. The key person of narcotics prevention in school

Students agreed that the key person in narcotics prevention in school was teachers, parents, community but police and military took least roles as low.

Table 30: The key person of narcotics prevention in school

Descriptions	Answer "Yes"	Answer "No"
Student	50.3	49.7
Teacher	60.2	39.8
Parents	50.3	49.7
Community	32.1	67.9
Police	24.7	75.3
Military	9.6	90.4

5. The narcotics prevention in school

Students suggested that approaches to prevent narcotics were requiring the collaboration from all parties of the school followed by organizing activities to promote ability, and aptitudes of students and finally being watchful to the students' behavior.

Table 31: The narcotics prevention in school

Descriptions	Answer "Yes"	Answer "No"
Collaboration from all parties	62.4	37.6
Organize activities to promote ability	42.8	58.2
Be watchful to student behavior	28.3	71.3

Part 5: Additional Suggestions

Additional suggestions had been proposed to the risk group in the school.

1. In case of being persuaded to take any types of drugs were arranged as follows

Table 32: Reactions of Students upon being persuaded for narcotics uses

No	Descriptions	Total
1	Refusal	470
2	Avoidance /seclusion	331
3	Indifferent	150
4	Remark and show ill-impact	89
5	Parting and no involvement	60
6	Report teacher	57
7	Report teacher and parents	32
8	Report police	22
9	Report parents	17
10	Uncertain of self	2

Notes: 2 samples responded the uncertainty of self – one wrote, “no attempt or not sure to attempt” while the other wrote, “ not sure whether to follow the persuasion of friends”

It was found out that most students rejected the idea of consuming drugs though some were trying to persuade them to do so. Besides refusal, they would remark the persuader as well as showing the ill-impact of the narcotics and to withdraw otherwise both had to meet parting particularly with addicted friends. However, when being persuaded, most students selected to seek advice from parents, and teachers. If it were outside the school, they would meet the police or parents. Some of the secondary level 2 selected to respond “uncertain of self”.

2. *Students participating in the project of narcotics prevention in school*

Table 33: Approaches of students participating in the project of narcotics prevention in school

Descriptions	Total	
	Frequency	Percentage
Uninvolving in drug uses and turning to sports activities	175	54.01
Collaborate with anti-narcotics campaign of the school, and official units such as holy water avowing, campaigning the anti-narcotics, club of anti-narcotics and so on	87	26.85
Collaborate to prevent the spread of narcotics	4	1.23
Report teachers when seeing buyers and distributors	61	18.83
Seek knowledge on narcotics ill-effect	7	2.16

It was found out that the samples not only rejected narcotics uses but also turned to sports activities. As well as joining the anti-narcotics activities with the school and the official units including preventing the spread of narcotics in school and teachers would be notified if buyers and distributors were found. Students suggested that, knowledge of ill effect of narcotics should be provided in school.

3. *The school prepares the environment to help students in narcotics prevention. Suggestions were respectively arranged as follows*

Table 34: Arrangement of Environment to help Students in Narcotics Prevention

No	Descriptions	Total
1	Recreation activities, particularly sports	131
2	Planting trees in school	125
3	Sportfield provided in school	119
4	Clean environment free seclusion for negative association	115
5	Activities arranged for students to know ill- effect of narcotics	108
6	Providing areas for sports and leisure and rooms for activities during the breaks	40
7	Search and separate the addicts for treatment	20
8	Teacher assigned for dutiful watching	13
9	Organize happy learning with no stress	12
10	Compassionate students in school with no quarrel, intimidation, and free from violence, immorality and pornography	6
11	Short-circuit television fixed in places for watching situations in school	6
12	Organize attractive-stay classroom	5
13	Strict check for entry of the school with individuals	4

It was found out with the additional suggestions in relation to the arrangement to facilitate students in narcotics prevention as follows.

1. Environments containing

- * Planting trees in school
- * Sportfield provided in school
- * Clean environment free seclusion for negative association
- * Providing areas for sports and leisure and rooms for activities during the breaks
- * Compassionate students in school with no quarrel, intimidation, and free from violence, immorality and pornography
- * Organize attractive-stay classroom

By the survey, it was found out that the school should provide the activity rooms e.g. music rehearsal room and fitness rooms. In relation to the establishments: the school should provide garden to create green areas easing the eyes and cleanness should be heeded in the school.

2. Learning Conditions were referred as providing happy learning without stress. It was found out that the school should fix more physical exercise periods and teacher should not oppress the students by imposing severe punishment, less encouragement in learning competition, reasonable homework, humor breaks in class, avoid strong reprimands, and teachers should not smoke. Nevertheless, the school should encourage guidance activities as advising in narcotics prevention.

3. Enhancement Activities containing

1. Recreation activities, particularly sports.
2. Activities arranged for students to know ill effects of narcotics.

It was found out that the school should not only promote soccer but also provide Sportfield for exercise e.g. basketball and volleyball courts and so on. It is also included the indoor games e.g. Chinese chess, and Chinese board. The school provided with full sport equipment and promoted clubs. The activities of anti-narcotics should be organized as exhibitions or notice board inviting guest speakers or Buddhist monks. Further, the school should provide activities to leverage students ability, particularly music contest and given them opportunity for competition and expression, and inviting music bands to play in school. The library should accommodate diversified books and

organize quiz competitions and significantly, the school should keep the Project of White School.

4. Security Measures in school containing

- 1. Search and separate the addicts for treatment.
- 2. Teacher assigned for dutiful watching.
- 3. Strict check for entry of the school with individuals.
- 4. Short-circuit television fixed in places for watching situations in school.

It was found out that the school should impose security measures, e.g. physical check, urine check and check all equipment rather than studying devices.

Both secondary levels 2 and 3 raised advantageous suggestions in the narcotics prevention for the school.

4. *Comments on White Schools Project*

Table 35: Advantages of White Schools Project

Descriptions	Total	
	Frequency	Percentage
No addicted students in school	52	16.05
Secured prevention helps keep away from narcotics	102	31.48
Activities and campaigns of anti-narcotics	31	9.57
Witnessing the ill-effect of narcotics	22	6.79
Decrease narcotics problems	12	3.70
Clean school and free from narcotics	18	5.55
Enhance morality and ethics	1	0.31

Table 36: Disadvantages of White Schools Project

Descriptions	Total	
	Frequency	Percentage
Feeling uneasy and oppressive when being checked	2	0.62
Damaging learning	7	2.16
Loosing time	4	1.23
Still there are addicts.	1	0.31
Inadequacy of public relation	1	0.31

5. *The role-play of students in relation to prevention of narcotics spreading*

Table 37: Role-Play of Students in Narcotics Prevention

Descriptions	Total	
	Frequency	Percentage
Advise and caution to addicted friends	71	15.14
Watchful to student friend and teachers, parents, and police will reported if risk behaviors are found	91	19.40
Avoid experiment, use, buy, and distribute narcotics	293	62.47
Attempt to avoid addicted friends or the addicts	21	4.48
Collaborate and support activities of anti-narcotics	46	9.80
Normally behaving	5	1.06
Take interest to the gang	4	0.85
Playing sports and not to involve with narcotics	27	5.76

6. *Students' opinions if narcotics spread among student groups*

Table 38: Students' opinion on narcotics spread among student groups

Descriptions	Total	
	Frequency	Percentage
1. No association with addicted friends	121	25.80
2. Being the watchdog in narcotics behavior among friends	85	18.12
3. Advise and caution addicted friend	69	14.71
4. After being addicted, the personal and fellow group found the damages	82	17.48
5. Collaborate and support urgently	67	14.29
6. Normally having	16	3.41
7. Having earning from being drugs dealer	1	0.21
8. Leaving school cause of punishment	26	5.54
9. Having smoker friends	1	0.21
10. Others friends might tempted	2	0.43
11. Setting groups associated helping friend.	1	0.21
12. Body Checking every 3 months.	2	0.43
13. Without taking any prevention	1	0.21
14. Giving Chance for addicted students	2	0.43
15. Normally Playing Sports	3	0.64

Chapter V

Conclusions, Discussions and Recommendations

This study is to investigate the students' behavior in risk groups and the narcotics prevention in Assumption College. Respondents are 514 students of Mattayomsuksa 2, and 516 students from Mattayomsuksa 3 for a total of 1,030 students. 98.4% returned their responses. SPSS is used in data analyses. Frequency and percentages are used in statistical applications.

Conclusions

1. Personal Background

Respondents are studying in Mattayomsuksa 2 and 3, who are in the risk groups of social deviant behavior and easily addicted by drug uses.

The respondents are either the youngest or the eldest or the middle child of the family, respectively housing 2-3 siblings and the only child of the family. The family status shows good relationship among family members, harmony, staying together, and at times quarrels. Most surroundings are in a community and few are near to the entertainment complexes.

In relation to expenses, respondents receive likely high budget a day from their families, i.e. either stipend per day, or per week, or per month.

2. Knowledge and opinions of students related to narcotics

Respondents understand the definitions of narcotics that if it has been used for a long period, would endanger users and crave for more drugs. Further, respondents know well how to prevent it realizing that there is 91.6% of nicotine in cigarette, which harms the body, and might lead to more drugs like yaba (amphetamine) is the narcotics

expanding nearest to them. Such narcotics easily lead to crime at 98.8% and affecting users, families, communities and the country at 96.0%

3. Students' behavior

Respondents normally arrive at school between 7.00 and 8.00 h. The places most often visited for 99.9% are the cafes, 63.1% are department stores. Most regularly and occasionally visit with their family from 12.00-18.00 h.

Respondents prefer to associate with small group of friends of 2 to 4 persons. The most intimate friends are of talkative nature. The book most preferred to read is the cartoons and some respondents spend their time playing with computer, playing sports and games and listening to music.

Behaving oneself when knowing that friends are addicts, the respondents will avoid them and persuade them to withdraw from all narcotics and 96.1% is encouraged to participate in the White Schools Project, 92.3% will refuse if being persuaded, and 98.7% are pleased to collaborate with school in preventing narcotics.

4. Opinions of students and narcotics prevention

Approaches which respondents use in preventing narcotics are avoidance of liquor drinking friends, never try narcotics, and spending free time playing games and sports. If respondents begin to be narcotics addicts, they will ask advice from parents and in school to the teachers to play the key role.

5. Opinions of respondents related to narcotic prevention in school.

Respondents comment that the school should arrange proper environment particularly the place for physical exercises, organize activities enhancing learning development such as sports and games, music, and seek measures of security in school.

Respondents will refuse to try narcotics in school if being persuaded and will also advise friends to refrain from them.

Respondents' comment that the school must collaborate with government agencies and workplaces involved in preventing the narcotics being rife in school.

Discussions

It is found in results of analyzing the students' behavior in risk groups and the narcotics prevention in Assumption College that the family is of a small size where the members are happy together, which will be the effective immunity against narcotics even sometimes quarrelling. Such family problems will not affect turning students to narcotics.

Most residences of respondents are located within the community, who have role play and harbor significant surrounding to facilitate narcotics prevention.

It is found out with the expenses respondents received from families that it is high, which is viable for luxurious spending and likely risk of narcotics uses or wrongly spent. It counts that the behavior of respondents is developing during the age of 12-18 years, which corresponded with the concepts of Erickson (1963) (Pornpimol Jiamnakkarin, 2529:75-76) who stated that it is the age of seeking self-identify and will adopt violent and coarse experiences in life. It is the age, which requires understanding, to share ideas and sensation. But, what youth cannot be one own self is the dependency of parental money, and no freedom of spending, which lead to depression. If the family over pays, it will cultivate the prodigal habit and misuse the money.

Respondents understand the definitions of narcotics and know well the ill effect of using narcotics realizing that the narcotics rife expanding nearest to them is yaba (amphetamine) which physically and psychologically worsen health and easily lead to crime. Further, they know that nicotine is the narcotic existing in cigarettes.

It is found in the results that respondents know how to prevent narcotics and can distinguish data, problems, circumvent conditions generating to understand the strength and weakness of narcotic uses against the body of users and affect families, communities and the country.

The respondents' behavior while going to school is regular and enjoys trips during holidays with parents. Places most visited are cafés, which is the entertainment area where it is risky to narcotics uses. The second is department stores, which are the centers where different people are associating and also it is risky for narcotic uses. It is corresponded with the concepts of B.F. Skinner (1904) (Phongphan Phongsopha, 2542:95-101) who states that it is the behavior automatically aroused by external factors. It is the reaction. When there is an action behavior, it will create the internal motivation to act such as eating, and walking. Most human behavior is the conditional learning. Therefore, teachers and parents should give counsels and advice to students to avoid entertainment places by building conditions of watchfulness, distant evaluation, supervision, cautions to avoid the places where students prefer to visit.

In relation to behavior of association with friends, the respondents prefer to associate with 2-4 friends who are most intimate, i.e. classmates as advisor. Further there is the behavior of loving reading but cartoon books, entertainment, common documentary, respectively. These media strongly influence ideas, and sensation of youth.

Respondents prefer to spend free time in playing computer games, particularly the borderless net games in computer, which strongly affect social deviant behavior of youth. Some respondents prefer to play sports and games and such behavior might have been used by school in programs of sports and health, which will help cultivating behavior of narcotics prevention... It counts that respondents have a good level of knowledge, perspective and practice.

When knowing that friends are addicts, the approaches of prevention used by respondents are not to attempt experiencing and to spend free time in playing sports and games. It is likely that parents and teachers play a key role in counseling. Further,

respondents know how to prevent narcotics in school by being the watchdog and persuade addicts to refrain from such a behavior. It counts that students have a good level of narcotics prevention.

It is found in the study that the idea of respondents correspond with the White School Project in relation to the narcotic prevention in school. It requires collaboration from all workplaces by setting target, projection, and publicity of narcotic prevention and environment affecting students.

Recommendations

Respondents harbor behavior of narcotic prevention in school. Parties involved should therefore share roles in the surveillance of risk group such as regular and consistent observation of behavior, treatments, therapy or counseling, recommending visiting places, and association with friends. All parties should participate in setting policy of narcotic prevention and corrections to curtail the jeopardy of societies and of the nation.

The school should organize activities to promote fruitful free time spent to enhance talent and interest of students so that students can express learning potentials, such as social works in schools, communities, sports and games, community activities, and activities leveraging reading. They will allow students how to select good books of their age to read, avoiding pornographic media, and computer games. Students would know how to selectively consume information from Internet as well as exploiting moral principles relating to daily lifestyles to cultivating behavior of narcotic prevention.

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Appendix

QUESTIONNAIRE

Title

A Study of the Risk Group of Narcotic Students' Behavior: The Prevention at Assumption College

Questionnaire has been divided into 5 parts as follows

- Part 1: Personal Background of Students
- Part 2: Knowledge of Narcotics among Students
- Part 3: Student's behavior and Knowledge of Narcotics among Students
- Part 4: Opinions of Students Regarding Narcotics Prevention
- Part 5: Additional Suggestions

- Instruction: Questionnaire of A Study of the Risk Group of Narcotic Students' behavior: The Prevention at Assumption College.
1. It is specially designed for students of Matayomsukka 2 and 3 of Assumption College
 2. The questionnaire is divided into 5 parts
 3. Part 1-4 are choices by marking (✓) in the brackets, while Part 5 is opened for written suggestions as seen actual
 4. The questionnaire is determined to study behavior of the risk group to narcotics in Assumption College. Response will not affect any charges of punishment to any students
 5. * The questionnaire is used as data and is part of the research conducted by the Supervisory Section of Assumption College.

Bro. Thaksabutr Kraiprasit
Asst. Director
Assumption College

Part 1: Personal Background of Students

(Select only 1 from the choices in items 1-8)

1. Level of Education
 - ☐ Matayomsuksa 2
 - ☐ Matayomsuksa 3
2. Sibling ranking in the family
 - ☐ the eldest
 - ☐ the middle
 - ☐ the youngest
 - ☐ the only child
3. Numbers of siblings from the same parents
 - ☐ more than 3 persons
 - ☐ 3 persons
 - ☐ 2 persons
 - ☐ only one person
4. Family Status
 - ☐ Parents are living together
 - ☐ the father died left only the mother
 - ☐ the father died and the mother had remarried
 - ☐ the mother died leaving the father alone
 - ☐ the mother died and the father has remarried
 - ☐ Separated parents
 - ☐ Parents died
 - ☐ Parents stay together but often quarrel
5. Relation among family members
 - ☐ Harmonious
 - ☐ harmonious but sometimes conflict
 - ☐ Some quarrels
 - ☐ frequent quarrels
 - ☐ isolated
 - ☐ Others (specified)
6. Currently, whom do you stay with?
 - ☐ Father
 - ☐ Mother
 - ☐ Father and mother
 - ☐ Relative
 - ☐ Peer
 - ☐ Alone
 - ☐ Others (specified)
7. Student's residence is near to
 - ☐ Buddhist/ Christian Churches
 - ☐ Community
 - ☐ Department Store Center
 - ☐ Entertainment Complex
 - ☐ Government establishments
 - ☐ Others (specified)

8. Expenses received...
- ☐ B/ daily
 - ☐ B/ weekly
 - ☐ B/ monthly
 - ☐ unlimited
 - ☐ Others (specified)

Part 2: Knowledge of Narcotics among Students

(Select only 1 from the choices in items 1-5)

1. "Nicotine Substance" is the addictive in
 - ☐ cigarette
 - ☐ marijuana
 - ☐ madder leaves
2. The most correct definition of narcotics is
 - ☐ Cannot solve the problems after uses
 - ☐ Prolonging intakes endanger users.
 - ☐ Intaking causes addiction
3. What is the effect of narcotics?
 - ☐ Need more substance
 - ☐ The body's equilibrium
 - ☐ Gaining new creativity
4. Most widely spread narcotics among students
 - ☐ Yaba
 - ☐ Thinner
 - ☐ Morphine
5. Narcotics uses will have impact on...?
 - ☐ user and family
 - ☐ user, family, community
 - ☐ user, family, community and the nation

(Select only 1 from the choices in items 6-10)

6. Narcotics destroy both physical and mental health
 - ☐ yes
 - ☐ no
7. Narcotics user affects criminal offense easily.
 - ☐ yes
 - ☐ no
8. Smokers have showcase personality ?
 - ☐ yes
 - ☐ no
9. Inhaling materials evaporates from chemicals causes giddy, deteriorated emotions and mental morbidity
 - ☐ yes
 - ☐ no
10. Class advisor is the first reliable person to advise
 - ☐ yes
 - ☐ no

Part 3: Student Behavior and Knowledge of Narcotics among Students

(Select only 1 from the choices in items 1-7)

1. Normal time to leave home for school
 - ☐ before 7.00 hrs.
 - ☐ between 7.00 – 8.00 hrs.
 - ☐ between 8.00 – 9.00 hrs.
 - ☐ between 8.00 – 9.00 hrs.
2. Place of most visited by students
 - ☐ Cafe
 - ☐ Pub
 - ☐ Discotechque
 - ☐ Restaurant
 - ☐ Neighboring home
 - ☐ Department Store
 - ☐ Cinema Halls
 - ☐ Others (specified)
3. How often do you visit the place in item 2
 - ☐ often
 - ☐ frequently
 - ☐ occasionally
 - ☐ Others (specified)
4. Who is mostly associated during visits?
 - ☐ family
 - ☐ school friends
 - ☐ friends from other school
 - ☐ friend from neighboring.....
5. Time selection of visiting the place from item 2
 - ☐ from 8.00 to 16.00 hrs
 - ☐ from 12.00 to 18.00 hrs
 - ☐ from 18.00 to 24.00 hrs
 - ☐ from 21.00 to 02.00 hrs
6. Which of the following behavior likely similar to student
 - ☐ preferring small groups of 2-4 persons
 - ☐ preferring big groups of more than 5 persons
 - ☐ preferring to stay alone
 - ☐ Others (specified)
7. Your closest friend group...
 - ☐ neighbors
 - ☐ classmates
 - ☐ friends from other schools
 - ☐ friends from the same school
 - ☐ Others (specified)

(Select more than 1 from the choices in items 8-12)

8. Your preference in reading
 - ☐ sports
 - ☐ cartoon
 - ☐ entertainment
 - ☐ politics
 - ☐ wars
 - ☐ literatures
 - ☐ criminology
 - ☐ general documentaries
 - ☐ Others (specified)
9. Which activities do you do during your leisure time?
 - ☐ listening to music
 - ☐ playing games
 - ☐ taking trips
 - ☐ reading
 - ☐ watching movies
 - ☐ watching concert
 - ☐ visiting pubs
 - ☐ visiting café
 - ☐ loitering in department stores
 - ☐ exercises by playing sports and games
10. Nature of friend groups
 - ☐ No friend group
 - ☐ addicts of smoking, suppressants, yaba, marijuana, heroin, etc
 - ☐ alcoholism
 - ☐ night trippers
 - ☐ truancy
 - ☐ gambling
 - ☐ computer surfing
 - ☐ special tuition
 - ☐ sports and games
 - ☐ courting
 - ☐ listening homilies in the church
 - ☐ Others (specified)
11. Nature of most preferred friend for association
 - ☐ talkative
 - ☐ polite
 - ☐ reserved
 - ☐ star
 - ☐ popular
 - ☐ Extrovert
 - ☐ Others (specified)
12. How do you react upon hearing that your friend is an addict?
 - ☐ still associate and keep normal having
 - ☐ leave that friend
 - ☐ dialogue to persuade the quitting
 - ☐ inform all friend groups to realize.
 - ☐ notification for arrestment

☐ notification to class advisor to find solution

(Select only 1 from the choices in items 13-17)

- 13. When you are sick, you buy yourself the drug
☐ yes ☐ no
- 14. You refuse your friend in the persuasion on addiction
☐ yes ☐ no
- 15. Being the watchdog in narcotics behavior among friends
☐ yes ☐ no
- 16. When participating in Project of White School, you avoid all addiction.
☐ yes ☐ no
- 17. You are glad to participate with in the school in narcotics prevention
☐ yes ☐ no

Part 4: Opinions of Students Regarding Narcotics Prevention

(Select more than 1 from the choices in items 1-7)

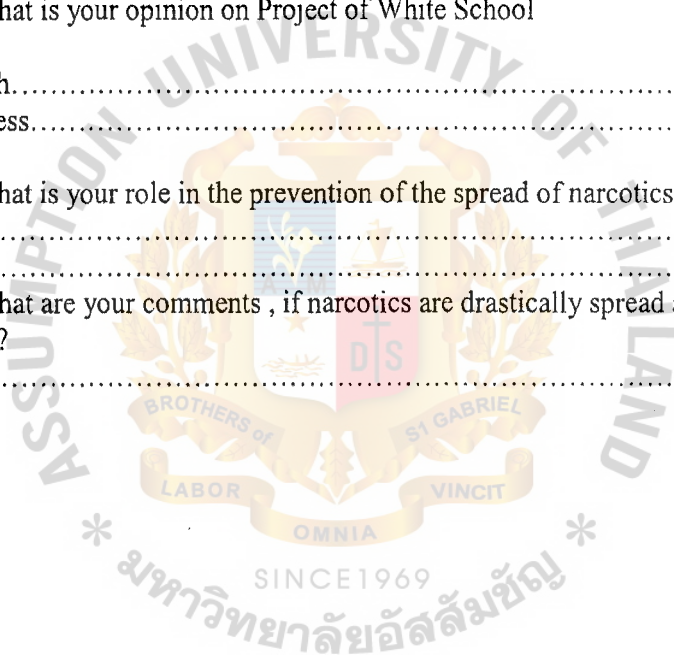
- 1. Approaches of narcotic prevention can be implemented by
 - ☐ No association with alcoholic friends
 - ☐ Avoidance of addicted friends
 - ☐ No second thought of narcotics experiment
- 2. The best way to avoid narcotics
 - ☐ Spending leisure time playing sports and games
 - ☐ Spending leisure time in finding narcotics information from school library, training, TV program and movies
 - ☐ Spending leisure time in reading entertainment magazines
- 3. If being faced with enticement in narcotics and gin showing the symptoms, what should you have?
 - ☐ Pacifying the mind by meditation
 - ☐ Find the drug for self-treatments
 - ☐ Find counseling from class advisor
 - ☐ Find counseling from parents
 - ☐ Find counseling from friends
 - ☐ Others (specified)
- 4. Who has major roles in narcotic prevention in school?
 - ☐ Teacher
 - ☐ Arm-force
 - ☐ Community
 - ☐ Police
 - ☐ Student
 - ☐ Parents
- 5. Which is the method for narcotics prevention in school?
 - ☐ Collaboration of all parties in narcotics prevention
 - ☐ Providing activities to encourage competence and aptitudes of students
 - ☐ Involved person conduct frequent checking student behaviors of addiction.

Part 5:Additional Suggestions

- 1. In case you are persuaded to take drugs what should you do?
.....
.....
- 2. What method do you share in the project of narcotics prevention?
.....
.....
- 3. How should the school organize environment to facilitate students in narcotics prevention?
.....
.....
- 4. What is your opinion on Project of White School

Strength.....
Weakness.....

- 5. What is your role in the prevention of the spread of narcotics?
.....
.....
- 6. What are your comments , if narcotics are drastically spread amongst student groups?
.....
.....



Curriculum Vitae

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1994 Degree of Bachelor of Education (Early Childhood
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1998 – 2000 Assistant Director of Primary Section of
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English Language and Format Approval

This is to certify that this independent study report is approved for

Bro. Thaksabutr Kraiprasit

ID. No. 411-9621

regarding

an English Language Review

Signature: *Bro. Louis Philippe Guimont*

Bro. Louis Philippe Guimont

Reviewer

Date: *18-12-03*

and

Format Check

Signature: *K. Preedeedilok*

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Checker

Date: *22/12/03*

English-Format Approval (IS-Thaksabutr): Forms

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