

The Spread of Drugs in Higher Education

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Abstract

The research aims to examine the spread of drugs in higher education, especially amphetamine which is the rapidly increasing in Thai society, causes and effects, including the sociological perspective to explain, prevent control and solve the problems. The students who participated in this research are regular students of Rajamangala University of Technology Isan, Khon Kaen Campus. The data were collected using questionnaire group discussion and in-depth interview. The quantity data were analyzed using frequency, percentage, mean and standard deviation and using content analysis to analyzed quality data. The result of the study showed that the students had the results of examination on level of knowledge and understanding on drug abuse projected that the majority of sample group attained their knowledge on drug abuse respectively. Despite their uncertainty, the majority of samples presumed that amphetamine, marijuana and grathom (*Mitragyna Speciosa* Korth) would most likely be abused. The reason for first drug abuse is because they want to try and their friends convince them, as well as, they want to relax or solve the problems in life, respectively. The bad effects appearing to the drug addicts shows that their health deteriorates or worsens, as well as, they not only lose their money but also face with worse mental states. The reasons that respondent tried to avoid using drug or refused drug that offered by friends were; not wanting to disappoint or upset their family members, fear of rejection by family members, afraid of being arrested by the police, afraid of losing their educational opportunity and ruining their future respectively. Students therefore defended themselves against drug addiction by refusing to try all drugs. Besides this, the knowledge about the danger and the harm of drugs persuaded them to stay away from drugs.

Keywords : Drugs, Higher Education

1. Introduction

History of education in Thailand was primarily provided by the religious and royal institutions. Basic education gave by Buddhist monks to only boys in classes set up within the compounds of monasteries. King Rama V (1868-1910) who was increased recognition of the need for educated people to staff the growing bureaucracy. Therefore, Thai education system was modernized and made more accessible to the general public and began Education Proclamation in 1898 by the British system and in which two educational paths were stipulated : the academic and vocational.

According to the National Scheme of Education 1992, the structure of the Thai education system is composed of three years of pre-primary education, six years of primary education, three years of lower-secondary education, three years of upper-secondary education (in the field of both general and vocational education) and higher education.

Education approaches are classified as formal, non formal and informal. Formal education services are mainly provided to those within the school system, basic and higher education which and other types of institutions. Thailand has education reform on August 1999, which aims at the full development of Thai people based on a life-long and continuous process as well as a student-centered learning approach.

Higher education in Thailand dated back to late 19th century when King Rama V started to modernize the country. Highly qualified professionals were needed to engage in the civil service. Subsequently, law, medical and engineering schools were established to produce trained personnel for the Siamese government service. The country also saw the first comprehensive Thai university, upgraded from the Civil Service College in 1917. It was given the name Chulalongkorn University after the late King Rama V. several specialized universities were later established in Bangkok after the revolution of 1932, namely, Thammasat University in 1933, and Mahidol, Kasetsart, and Silpakorn Universities in 1942. The main purpose of developing higher education in the early period remained unchanged, to produce manpower for the civil service.

For this reason the rapid changes of the recent world, the expansion of free trade system and integration of economic to create power of bargaining in Region Level, leading to new economy which was necessary to apply knowledge as a major factor in creating the economic growth and permanent development. Only knowledge-based-society and continuous training could develop people's potentiality to keep pace with those changes. Asia-Pacific-Cooperation which Thailand was one member, specified framework of cooperation linking with study of human resource development and economic cooperation clearly focusing on the Education

Reform in instructional effectiveness in school and high quality vocational training in order to create income for people to keep pace with globalization and new socio-economic, the increasing competitiveness affecting people's living status.

To serve the world changing trend and policy of international collaboration and intention of the Constitution of Thailand 1997 and the additional issue. The Ministry of Education specified moving strategy of the new university to prepare man power in basic and medium level in various fields of technique relevant to the enterprise and labor market focusing on University of Technology for producing manpower as the country need in subject, field, skill, and ability of students with collaboration of organization which needed to use manpower from the section of producing, private, public, and community to create clear collaboration process as well as promotion the University of Technology. The important measure of strategy of adjusting the administration and management system as developing collaboration system so that the students could have theoretical knowledge and practice (Ministry of Education : 2008)

Countries of Asia prepared for a major effort to achieve education for all by the end of the century. The new strategy paradigm were ; competitive challenge by regenerating strategies and competing for opportunity share ; finding the future in strategy as forgetting, as foresight and architecture ; mobilizing for the future by strategy as stretch and strategy as a resource accumulation and leverage and getting to the future first by competing to shape future industry structure , competing for core competence leadership, competing as a coalition, maximizing the rate of new market learning and minimizing the time to global pre-emption. Thailand reform education to new strategy paradigm and management for quality and efficiency.

The educational management in higher education level aimed to create and maintain spirit and academic progress in order to apply academic excellence for developing people and providing academic service for benefit of society and humanity (Wijit Srisa-an, 1980). Therefore , the role of university as higher education institute had to initiate in searching for knowledge as well as transferring knowledge to other to gain more knowledge and apply knowledge for leading society. The good quality of graduate study depended on graduate study management in administration, curriculum, library, information technology and modern media. All of the university in Thailand must be four aspects were learning and teaching management, research, academic service and art and cultural maintenance.

To serve the world changing trend and policy of international collaboration and intention of the Constitution of Thailand 1997. The Ministry of Education specified moving strategy of specific university to prepare man power in basic and medium level in various fields of technique relevant to the enterprise and labor market focusing on University of Technology for producing manpower as the country need in subject, field, skill and ability students with collaboration of organization which needed to use manpower from the section of producing, private, public, and community to create clear collaboration process as well as promotion the specific university. Reflecting on the growing interdependence on a world scale of international and national economics as well as the need to adopt a global approach in order to sharpen the competitive edge of the country, a good number of prominent social critiques as well as educators have voiced their concerns for the quality of Thai higher education.

Present Situation an Problems

- Access to Higher Education
- Quality of Teaching and Learning
- The Unity of Policy
- Investment in Higher Education
- Quality and Development of Faculty Staff
- Efficiency of Administration

Further, there was yet no effective mechanism in monitoring and evaluating the performance of public higher education institutions to see their relevance to the country's development policy and plans. One problem was interested in Thailand since 2000, students with drug convictions have lost access to federal financial aid as a result of a little known provision of the Higher Education Act (HEA). In 2003 the Thai government announced a radical shift in drug policy with the implementation of a War on Drugs. The situation in Thailand was of particular interest because injecting drug use continues to be a leading risk factor for HIV in the country that was previously characterized as having a heterosexual epidemic (Punpanich W, Ungchusak K, Detels R. : 2004) Drugs use, especially use of methamphetamines, has increased rapidly in recently years in Thailand, particularly among young people. The risk of HIV infection in high among drug users in Thailand. Higher Education can play an important role in preventing drugs use and related harm.

2. Objective of the study

The study aimed to :

- 2.1 Examine the spread of drugs in higher education, especially amphetamine which is the rapidly

increasing in Thai society, causes and effects, including the sociological perspective to explain.
2.2 Prevent control and solve the problems.

3. Population

The population of the study was regular students of Rajamangala University of Technology Isan, Khon Kaen Campus who were learning in academic year 2013

4. Sample

The sampling size was 50 students who learned in Engineering Faculty and 50 students in Technical Education Faculty by means of a purposive sampling.

5. Methodology

The data were collected using questionnaire group discussion and in-depth interview. The quantity data were analyzed using frequency, percentage, mean and standard deviation and using content analysis to analyzed quality data.

6. Findings

The result of the study showed that the students had the results of examination on level of knowledge and understanding on drug abuse projected that the majority of sample group attained their knowledge on drug abuse respectively. Despite their uncertainty, the majority of samples presumed that amphetamine, marijuana and grathom (*Mitragyna Speciosa* Korth) would most likely be abused. The reason for first drug abuse is because they want to try and their friends convince them, as well as, they want to relax or solve the problems in life, respectively. The bad effects appearing to the drug addicts shows that their health deteriorates or worsens, as well as, they not only lose their money but also face with worse mental states. The reasons that respondent tried to avoid using drug or refused drug that offered by friends were; not wanting to disappoint or upset their family members, fear of rejection by family members, afraid of being arrested by the police, afraid of losing their educational opportunity and ruining their future respectively. The models of the protection and solution for the drug problems consisted of social regulations project, a training course of drugs project, a sport anti-drug project. The finding indicated that the number of the drug problems decreased while the students were satisfied with the model of the protection and solution for the drug problems in higher education.

7. Conclusion

The reasons that respondent tried to avoid using drug or refused drug that offered by friends were; not wanting to disappoint or upset their family members, fear of rejection by family members, afraid of being arrested by the police, afraid of losing their educational opportunity and ruining their future respectively. Students therefore defended themselves against drug addiction by refusing to try all drugs. Besides this, the knowledge about the danger and the harm of drugs persuaded them to stay away from drugs. The models of the protection and solution for the drug problems consisted of social regulations project, a training course of drugs project, a sport anti-drug project.

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