

Parental perceptions of the school's drug prevention education program (PPDa)

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ABSTRACT

The PPDa Programme educates students, educators, and parents about drug hazards and how to avoid them. This survey investigates parents' perspectives on the school's PPDa Program, focussing on three key areas. This study will first investigate parents' understanding of drug prevention education and school PPDa programs. The study also measures parents' willingness to participate in school PPDa activities. Third, we analyse the school's PPDa program implementation issues from the perspective of the parents to examine their impressions. We used a phenomenological study to examine parents' subjective views of the school's PPDa program. For the study, we actively recruited nine Klang Valley parents of level two primary school students. We acquired data through personal record analysis and interviews. Atlas.ti 24 helped the researcher identify eight key topics. Three main themes have examined parents' attitudes, engagement, and challenges in schools' PPDa Programme implementation. This study found that their children's mass media communication and personal contacts significantly influence parents' evaluations of the PPDa Program. This study's findings can help the government, relevant organisations, communities, and schools improve PPDa Programme activities and interventions to educate students and parents about drug dangers.

Keywords: Learning module, static electricity, augmented reality, design thinking

INTRODUCTION

The issue of drug addiction among teenagers and children demands significant consideration due to the decreasing age at which drug usage begins, with cases as young as 10 years old being reported. Early exposure of children and adolescents to drugs, along with the presence of risk factors such as simple access to drugs, antisocial behaviour, family history of addiction, academic failure, smoking, family conflict, and economic problems, significantly contribute to the likelihood of them engaging in drug use at a young age (AADK, 2022). The primary objective of the PPDa programme is to educate students, educational staff, and parents about the perils of drug misuse and equip them with the physical, mental, emotional, and spiritual resilience necessary to resist engaging in drug-related activities.

We conducted this study to explore how parents perceive the PPDa program at the school. This study aims to investigate parents' viewpoint by examining their knowledge of drug prevention education and their awareness of PPDa activities at school. Furthermore, the study also examined parents' perceptions by assessing their inclination or eagerness to participate jointly in PPDa activities at school. Additionally, the school examines parents' perspectives by considering the challenges encountered during the implementation of PPDa programs.

LITERATURE REVIEW

This study will utilize Adler's Individual Therapy Theory, a counseling and psychotherapy theory, to address the research problem. This theory believes that the family plays an important role in the formation of personality during childhood. Alder thinks that the love and interest of parents is important to help the development of a healthy personality. According to this theory, the goal of superiority is a person's individual goal and the feeling of inferiority is the feeling of low self-esteem that will cause a person to fail in facing all the challenges of life. Children who are too spoiled will feel helpless and need to depend on others, causing these children to feel inadequate and suffering from an inferiority complex. Children improve their superiority through social interaction that will develop their social interest and level of empathy towards society (Melati Sumari et al., 2015). Alder's perspective posits that students' experiences are shaped by their perception and evaluation of external events or phenomena. Within this framework, while students have autonomy in shaping their own lifestyles, they are invariably impacted by the lifestyles of their parents (Sapora & Ruhaya, 2019/2021).

Parents' perception of the PPDa Programme at School

A recent study, as emphasised by Israelashvili (2019), indicates that parental engagement in educating children and adolescents about substance misuse prevention is highly encouraged. According to the findings from the National Survey on Drug Use and Health (2017), teenagers who view monthly cannabis use as risky tend to have strict parental supervision, perceive low levels of cannabis use among their peers, encounter peer disapproval of cannabis use, place a high value on education, and engage in more extracurricular activities (Mariani & Williams, 2021).

Studies conducted at Portland State University have demonstrated that the legalisation of medical marijuana has a substantial impact in decreasing the disapproval of the drug among parents, peers, and teenagers. Conversely, the severity of the penalty for marijuana possession can greatly enhance the disapproval of the drug among parents and peers. When parents and peers reject drugs, young people are likewise likely to reject drugs. Research conducted by Eunbyeor Sophie Yang (2022) has revealed that the impact of cannabis legislation varies based on the disapproval of the drug by parents, classmates, and teenagers from varied racial and gender backgrounds.

Parental participation in the PPDa program at school

The study conducted by Đurišić and Bunijevac (2019) has demonstrated that excellent educational institutions establish a very efficient collaboration with parents. Hence, the collaboration of school, family, and community is a crucial element in the education of students. In order to effectively implement the PPDa Programme at school, it is essential to actively engage parents in the process. According to Newton et al. (2017), combined student- and parent-based programs have shown promising results in delaying or reducing adolescent alcohol and/or other drug use. Zainal et al. (2019) found that the Family and School Together Programme effectively enhances the relationship between mothers and teenage children. This program also leads to positive changes in teenagers' behaviour, reduces stress, and decreases the likelihood of school dropouts. This demonstrates the significance of examining parental engagement in the PPDa Programme as a means of averting school pupils from becoming entangled in drug misuse incidents.

Parents' comprehension of the components that impact shifts in youth attitudes resulting from watching videos on drug misuse encompasses YouTube as a catalyst, assistance from family members, and the potential of YouTube to shape user attitudes. Hence, it is recommended that parents actively participate in addressing drug addiction among school pupils rather than solely relying on instructors to undertake this obligation (Kamaruddin & Shahrudin, 2022).

The findings of the literature review Sharma et al. (2023) have emphasised the pressing necessity for ongoing study, inventive preventative methods, and efficient policies to combat adolescent drug misuse and foster a wholesome environment for people, families, and communities.

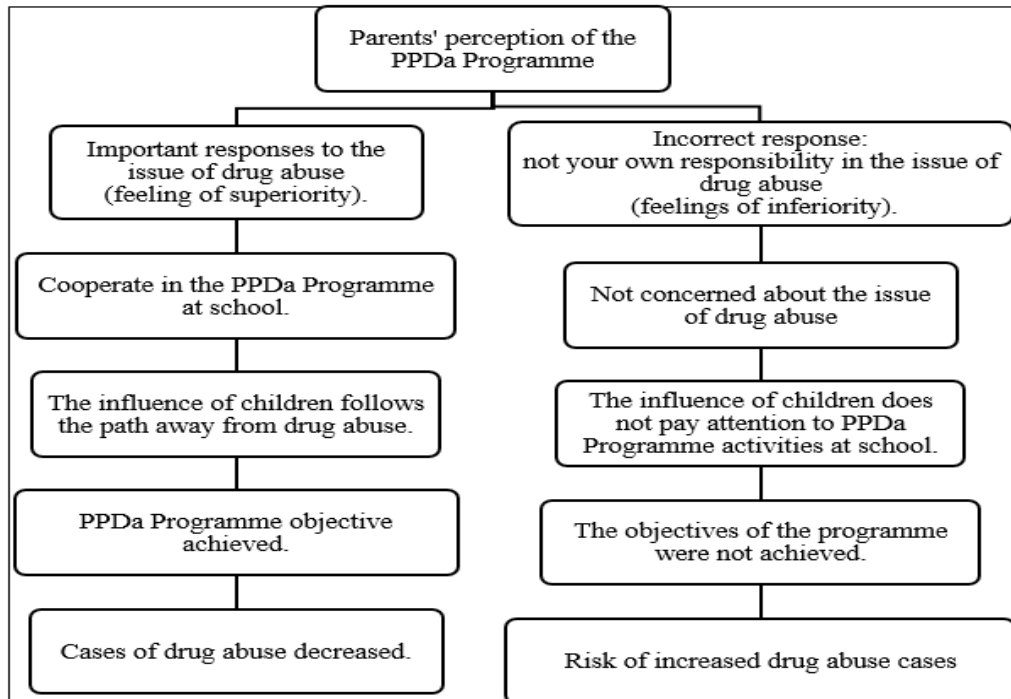


Figure 1. Theroretical framework of the study based on Alder's individual therapy theory

Examining the challenges of implementing the PPDa program from a parental standpoint

Parents often experience a greater sense of engagement in their children's education when the school acknowledges and values their presence on campus. Parents demonstrate increased engagement in their children's education when the school is open to collaborating and discussing matters pertaining to their children (Vellymalay, 2017). Therefore, it is imperative to conduct a study on the implementation of the PPDa programme in schools from the parents' standpoint in order to identify measures that can be made to enhance parental engagement.

The AADK should enhance its public awareness campaign to address the ongoing issue of the people's limited comprehension and appreciation of the message regarding the hazards of drug usage. The current situation has been shaped by diminished community engagement, the spread of individualistic mindsets, inadequate religious instruction, and a lack of confidence in law enforcement institutions (Wan Abu Mansor & Che Hassan, 2018). A research should be done to examine the problems faced by parents in increasing their participation in the PPDa Programme in their children's schools, from their perspective.

Nazariah et al. (2019) conducted a study that highlights the necessity of creating a family intervention program to mitigate the risk of online drug consumption. The program should focus on five key areas: self-knowledge, family dynamics, internet and new media, and legal aspects. A study conducted in South Africa has highlighted the significance of resource-restricted environments, such as limited treatment resources and low-income resources, in shaping the subjective experience of parents with substance users (Seneca & Isaacs, 2023). A study must be conducted to examine the perception of parents participating in the PPDa Programme at school, in order to identify the challenges, they encounter when engaging in school PPDa Programme activities. This study aims to provide insights for the development of a comprehensive family intervention by implementing PPDa Programme activities in schools.

METHODOLOGY

This study was conducted using qualitative methods. The purpose of this study is to investigate parents' perspectives on the PPDa Programme in primary schools located in the Klang Valley region. The participants in this study are the primary caretakers of children who are enrolled in grades four, five, and six (Level two). The study employed a phenomenological research design.

Study sampling

Creswell (2013) has said that there is no predetermined context indicated for the entire sample of qualitative investigations conducted utilizing the phenomenological approach. The determination of the sample size is contingent upon the point at which the study findings become saturated. Saturation is the point at which no new knowledge is generated by more respondents or research participants. When choosing the sample size, it is crucial to ensure that the entire sample size accurately represents the significance of a limited number of persons who have encountered the phenomenon under investigation. Figure 2 provides a concise overview of the process used to recruit study participants.

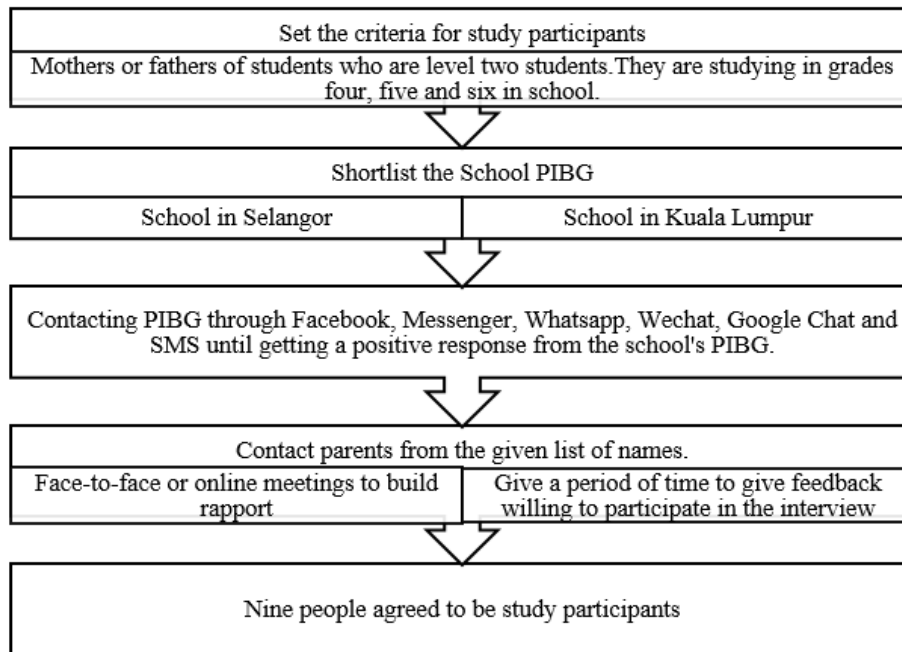


Figure 2. The process of selecting study participants

The study used purposive sampling, which involves selecting participants based on specific criteria, in order to effectively achieve the research objectives. The criteria specify that the study participants must be parents of students who are in the second level and are currently studying in grades four, five, or six at school. This study employs two regularly utilized data collection approaches in qualitative research: person interviews and document analysis.

The process of managing data

The researcher employed a data management form to organize the interview information acquired. The available forms include Interview protocol form, Interview summary sheet, Document summary form and Case session report. Simultaneously, the researcher will triangulate the data by amalgamating information obtained from interviews and documents. The data collection method is summarized in Figure 3.

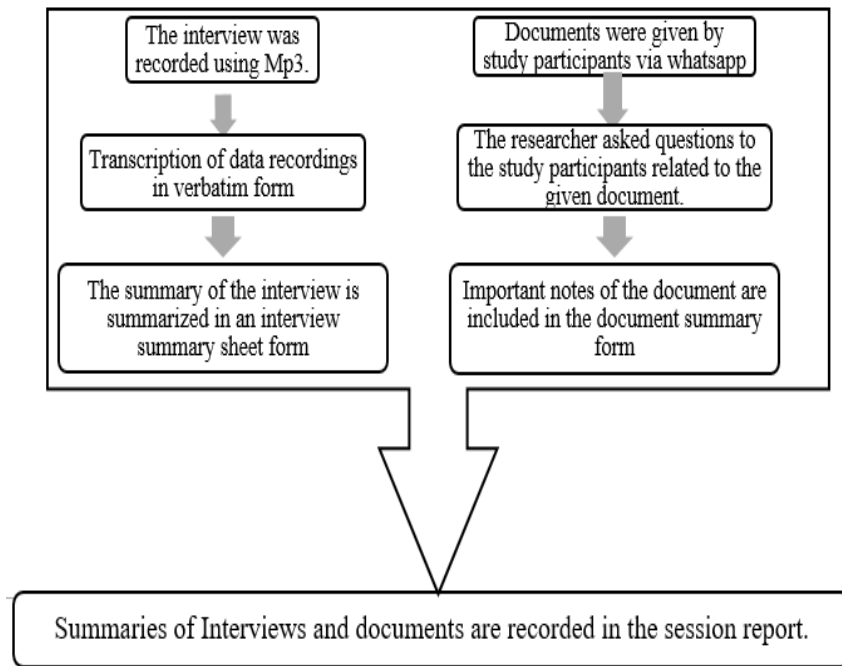


Figure 3. Data collection process

The process of analyzing data

The process of data analysis begins with data exploration and continues through to data construction. The researcher employs the Atlas.ti 24 program to scrutinise and interpret the study data (Friese, 2014). This software facilitates researchers in doing a comprehensive analysis of the acquired data to extract themes systematically.

The descriptive coding procedure commences with a thorough and repeated examination of the transcripts of each study participant, aiming to gain a comprehensive understanding of the perceptions held by the participants. Blomberg & Volpe (2019) propose a deductive approach to data analysis, wherein one examines and investigates the data from a broad to specific perspective. This involves identifying the main concepts derived from the interview results and subsequently categorising the data accordingly. This procedure can alternatively be seen as a 'grand tour' prior to examining the data more comprehensively (Morse & Richards, 2002). This procedure necessitates the researcher to meticulously peruse the transcript in order to comprehend the fundamental nature of the data, while simultaneously enhancing the researcher's ability to analyse the acquired data.

The researcher utilised Atlas.ti 24 software to analyse the acquired study data. During the process of descriptive coding, the researcher assigned codes to all information that was deemed relevant for understanding the study participants. The researcher utilises the language of the study participants as a means of encoding information, or alternatively, devises a novel code employing the researcher's own terminology.

Topic coding is the subsequent phase. Researchers refrain from discarding data during this stage. Researchers primarily prioritise codes that offer categorical distinctions, which indicate the development of ideas that convey similar meanings. Subsequently, the researcher proceeds to segregate and classify the codes that were generated during the preliminary phase, known as analytical coding. This stage pertains to the process of winnowing, as described by Creswell (2013) and Seidman (2019).

Researchers must condense datasets and establish data categorisation systems from extensive data sets. This procedure entails interrogating the data, discerning and documenting data patterns, and classifying these codes into categories according to the study's conceptual framework. Simultaneously, it is necessary to preserve codes that are unrelated to the conceptual framework of the study, as these may yield additional data that arises and becomes evident during the course of the study (Blomberg & Volpe, 2019).

Subsequently, the researcher proceeds to refine the focus by identifying significant themes within the study's data. The researcher identified themes that either aligned with the themes found in the literature review or were discovered during the data coding process in the initial stages (Merriam &

Tisdell, 2016; Corbin & Strauss, 2015). The researcher performs a peer review to ensure that topics relevant to the study's requirements are implemented. The researcher engages in a comparative analysis and discussion of the topic results with supervisors and fellow researchers in the same field in order to enhance the findings of the study. Scientists construct a network to gain a clearer understanding of the connection between topics and categories derived from data analysis. Figure 3.4 provides an overview of the data analysis process, beginning with data exploration and concluding with the development of themes.

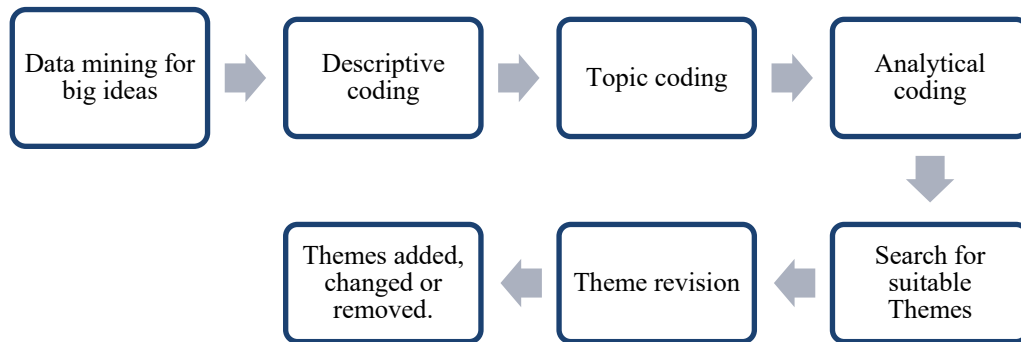


Figure 4. Overview of the process of analysing data

When considering reliability, other approaches have been utilised, including expert evaluation, reflective journaling, audit trail, and the comprehensiveness and thoroughness of the data. This study aims to provide valuable insights to the government, relevant agencies, communities, and schools in order to enhance the effectiveness of PPDa Programme operations. These insights will focus on raising awareness about the hazards of drugs, not only among students but also among parents.

RESULT AND DISCUSSION

The nine participants in this study are parents whose children are enrolled in level two education, which encompasses grades 4 to 6. The study participants can be classified based on their age, gender, race, number of children studying at level two, degree of education, place of residence, kind of work, and family status.

Table 1. Demographic information of the study participants

	Age	Gender	Races	No of children (Level 2)	Education	Location	Occupation	Family condition
PK1	46	L	C	1	PHD	Kajang	Gov servant	ok
PK2	32	P	C	1	Diploma	Semenyih	Logistic	ok
PK3	30	L	C	1	F 3	Selayang	Mechanic	Divorce
PK4	53	L	C	1	F 2	Kajang	Sosial worker	ok
PK5	47	P	C	1	Diploma	KL	Bussiness	ok
PK6	42	P	M	2	Master	KL	Teacher	ok
PK7	38	P	M	2	Master	Rawang	Teacher	ok
PK8	40	P	M	1	Master	Bangi	Teacher	ok
PK9	39	P	I	1	Master	Kajang	Gov servant	ok

Upon completion of the data analysis procedure, a total of eight themes have been discovered to provide answers to the three study objectives. Each theme is accompanied by a corresponding sub-theme for research enquiries, outlined as follows:

- i. How do parents see the PPDa Program at school?
- ii. What is the level of parental involvement in the PPDa Program at school?
- iii. What are the implementation challenges of the PPDa Program in schools as perceived by parents?

Overall, the study's findings indicate that parents typically go through a sequence of recognising and comprehending the PPDa Program when their children begin studying at level two. The involvement of children and parents in PPDa activities has started to foster parents' curiosity about this program. The parents' perspective of the PPDa Program can be evaluated based on three primary dimensions: affective, cognitive, and behavioural. The topic of parents' awareness, the significance of the program implemented in schools, and the heightened parental attention to this program were derived from the summarisation of these three key aspects.

The PPDa Program will lead to an increase in parental participation due to the attention offered by parents. Furthermore, parents will assume a crucial role in imparting drug prevention education to their children due to their recognition of the significance of their engagement with the school in enhancing the efficacy of the PPDa Program.

Parents perceive many concerns and challenges that the school encounters in enhancing the efficacy of this program. Hence, it is crucial to establish a strong collaboration between parents and the school in order to address the existing problems and difficulties, as well as to provide ideas for future initiatives, thereby enhancing parental involvement and the program's efficacy.

Essentially, the themes are organised in a flow chart format, which facilitates the researcher's ability to explain the findings of the study to the participants' experiences, as depicted in Figure 6.

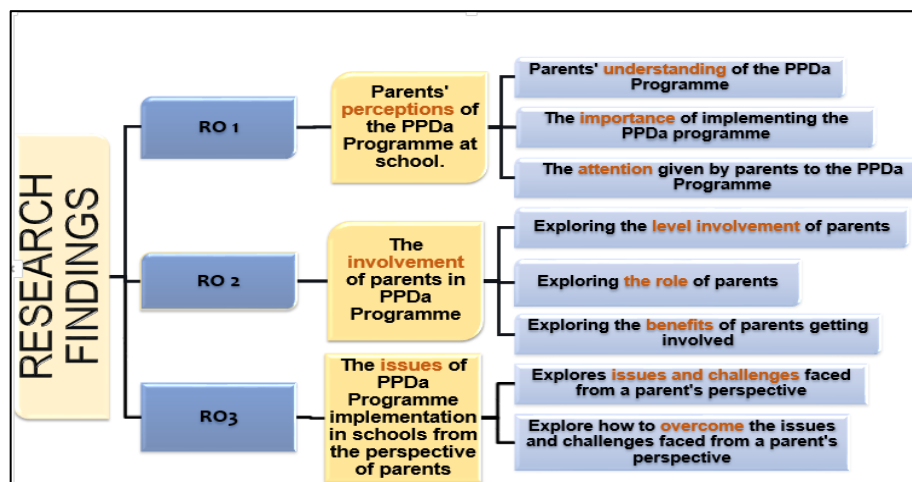


Figure 5. Illustrates the main elements that emerged from the research findings

Parents' perception of the PPDa Programme at school

An analysis of parental perceptions towards the PPDa Programme at school can be conducted when the children of the study participants begin their studies at level two. The perception of study participants is heavily influenced by affective factors, cognitive processes, and behavioural responses to each event. The data analysis reveals that three primary themes have surfaced to address the inquiry on parents' perceptions of the PPDa Programme at school. The three concepts encompassed are:

- i. Parents' comprehension of the PPDa Programme at school.
- ii. The significance of the school adopting the PPDa program from the viewpoint of the parents.
- iii. The level of parental engagement with the PPDa Programme at school.

Parents' comprehension of the PPDa Programme at school

Based on the conducted interviews, each study participant provided a definition of the PPDa Programme based on their past experiences or interactions with children and instructors at school. The summary findings from the nine study participants reveal their overall and nonspecific comprehension of the initial exposure they had. The study participants' knowledge is described by the sub-themes.

- a) The Ministry Programme focusses on Education and Drug Prevention. It aims to impart knowledge about the detrimental effects of drugs and thereafter educate students on the importance of abstaining from drug use.

Parents' comprehension of the PPDa Programme is significantly shaped by previous encounters and the exchange of educational resources or child sharing, as well as by information disseminated through mass media channels. PK8 considers the PPDa Programme to be a significant drug education and prevention initiative aimed at imparting knowledge about the detrimental effects of drugs and educating students to abstain from drug use.

"The PPDa project is an educational initiative aimed at preventing drug and inhalant abuse. It provides students with information and strategies to avoid engaging in behaviours that can have detrimental effects on their lives."

(12:3 ¶ 10, PK8)

- b) A platform for disseminating information about the hazards of medications, particularly pertaining to traditional drugs and the most recent pharmaceutical substances.

The participants' comprehension of the PPDa Programme as a medium for communicating information about the hazards of drugs is corroborated by PK1 and PK6.

"I am experiencing significant concern and I believe that the PPDa programme is an exceptionally significant platform." If the school maximizes the utilization of this platform to effectively communicate information regarding the perils of drug abuse, it is feasible, with divine intervention, to avert children from succumbing to drug addiction."

(10:10 ¶ 5, PK6)

"Initially, when referring to the present medications, we would commonly use the term opium to describe them when we were younger. However, we are uncertain about the exact nature of these drugs." Currently, there is a wide range of novel medications available in the market. If we observe that young individuals have commenced taking novel substances."

(1:47 ¶ 38, PK1)

- c) Stay informed about the activities of the PPDa Program, which engage all stakeholders and are implemented within educational institutions.

The PPDa Programme is an initiative that utilizes PK 2 sharing and triangulation with photographs to bring external individuals to the school for the purpose of delivering Anti-Drug lectures.

"In my opinion, the school's PPDa activity gives me the impression that some members from the relevant department will come to the school to tell students that drugs are illegal and dangerous to health."

(3:5 ¶ 8, PK2B)

This statement is also supported by PK 5 sharing.

"Yes, yes, as far as I know there was a talk, and apparently the school principal also invited groups like the police chief and the police, and then, uh, apparently there was an exhibition that had been made several times."

(8:1 ¶ 7, PK5)

On 28 February 1983, the Anti-Drug Cabinet Committee assigned the Malaysian Ministry of Education with the task of designing and executing the Drug Prevention Education Program (PPDa) in schools. This program primarily caters to children, instructors, school staff, and parents. The study's findings indicate that parents have a limited understanding of the significance of their participation in the PPDa Program. The study participants' perception of the PPDa program is that the school bears greater responsibility for its effectiveness. Nevertheless, prior research has indicated that parents are recommended to actively participate in addressing drug addiction among school pupils rather than solely relying on instructors to bear that burden (Kamaruddin & Shahrudin, 2022).

The significance of the school adopting the PPDa program from the viewpoint of the parents.

The primary objective of implementing the PPDa Programme in the school is to enhance students' understanding of the perils associated with drugs by providing them with early exposure to knowledge regarding the hazards and negative consequences of drug use.

"So, for me, it is very important to educate about the dangers of drugs from the beginning, which is primary school, so that students have awareness and stay away from drugs and how to avoid the influence of bad friends."

(4:35 ¶ 64, PK3)

"But for me as a mother, this programme is very important to be seen to be actively applied to students, especially to primary school students because I can know indirectly that my son's classmates have many issues or cases involving primary school students related to symptoms cigarettes and vape symptoms."

(10:7 ¶ 5, PK6)

PK 7 sharing suggests that providing teachers with instruction about the hazards of drugs for early student exposure is more efficacious than relying solely on parents.

"It is very important to me. The reason is that if there is no exposure from the school itself, when the children are with us, they don't want to listen very much. But when it's with the teacher, he's like more of a teacher and he's more accepting. Sometimes we say the same thing but when the teacher says it, he is very excited to share it at school. So when the school holds the PPDa programme, I think he really helps the students to better understand and accept the truth."

(11:6 ¶ 24, PK7)

Previous research indicates that the early exposure of children and teenagers to drugs, along with the presence of risk factors such as easy access to drugs, antisocial behavior, family members with a history of addiction, academic failure, smoking, family conflict, and economic difficulties, significantly increases the likelihood of them engaging in drug use at a young age (AADK, 2019). The findings from PK 3 sharing also indicate the significance of providing students with early exposure to various drugs and their associated risks, in order to prevent their susceptibility to manipulation by adults in the future.

4.1.3 Parents' attention to the school's PPDa programme.

Upon the enrollment of their children at level two, the study participants, who were parents, started to take notice of the PPDa Programme at school. Furthermore, the dissemination of data regarding the evolution of drug patterns and the surge in instances of drug usage serve as the primary catalyst for parents to heighten their awareness of this matter. Research participants believe that parents are now more attentive to the activities of the PPDa Programme in order to ensure that their children can lead a healthy and happy life free from drug use in the future.

The PPDa Programme in schools has successfully captured the attention of parents due to the rising prevalence of drug addiction and the negative consequences of drugs shown in the public media.

"Ah, but if I were a parent and took seriously that drugs are dangerous, I would be more concerned, and maybe pay more attention to support PPDa's activities, and to understand and get to know them more."

(7:15 ¶ 23, PK4B)

The PPDa Programme in schools has successfully captured the attention of parents due to the rising prevalence of drug addiction and the negative consequences of drugs shown in the public media.

"What is interesting about this programme is that I can tell from my son's narration. For example, the younger brothers and sisters said okay mama, the drug substance is from the Poppy Tree."

(12:15 ¶ 27, PK8)

Prioritizing the welfare and achievement of children is paramount to every parent. As a result, the research participants actively participate and cooperate with the school in this program to guarantee that future children live a healthy and happy life without any substance usage.

"Actually, as a parent, of course I hope that my children can live a healthy life, focus on their studies at school, and live a healthy and happy life in the future."

(7:23 ¶ 35, PK4B)

The heightened emphasis placed by parents on the PPDa program stems from their primary concern that their children lead a contented and prosperous life devoid of substance abuse. Teenagers who engage in drug misuse are more likely to have greater rates of physical and mental illness, as well as a decline in overall health and well-being, according to a study by Schulte and Hser (2013). Ritchie et al. (2024) have reported that drug usage can result in both direct and indirect fatalities.

Based on Alderian theory, the way parents perceive things can have an impact on their children's thoughts and personality when it comes to the risks associated with drug misuse (Melati Sumari et al., 2015). Parents are deeply concerned about the rising prevalence of addiction cases each year. The mass media serves as a crucial conduit for parents to access news and information regarding the perils associated with drugs. Recently, the school has also been utilizing mass media as a venue to disseminate information about the school's PPDa Program activities to both students and parents. Kamaruddin and Shahrudin (2022) found that parents' comprehension of the elements affecting shifts in juvenile attitudes towards drug usage videos includes YouTube serving as a source of inspiration, receiving support from family members, and YouTube's ability to shape user attitudes. Hence, it is recommended that parents actively participate in addressing drug misuse among adolescents in schools.

Parental Involvement in the PPDa Programme at school.

When parents begin to focus on the progress of the PPDa Programme at school, their participation in this program also grows indirectly. The converse situation arises when certain parents remain convinced that the problem of drug usage would not manifest in their surroundings. Parents play a crucial role in educating children about drug prevention. The advantages of parents' participation in the PPDa Programme are clear when viewed from the perspective of research participants who are parents. The data analysis reveals that the nine research participants' engagement, role, and advantages derived from their involvement in the PPDa Programme activities vary among each other.

Exploring the involvement of parents in the PPDa Programme at school.

Parent involvement in the PPDa Programme at school can occur in three different ways. These activities include participating in volunteer work, effectively parenting, and maintaining good communication with the school.

- a) Parental participation on a voluntary basis (Volunteerism)

Study participants have the option to participate in the PPDa Programme at school by actively engaging in activities such as joining the school PIBG or being invited as a speaker to share their expertise and experience.

"I got knowledge from the rehabilitation center here. Every time, I add to my knowledge and experience when pastors or ex-addicts share their experiences and convictions at the sharing session every Sunday. In addition, I myself am a former drug addict who received treatment at a rehab center. So I myself know more about the dangers of drugs than anyone else."

(4:15 ¶ 40, PK3)

a) Parental involvement (parenting)

PK1 and PK8 study participants assist and mentor students in engaging in poster drawing and scrapbooking competitions, both within their school and throughout the district. This argument can be further supported by the dissemination of photographs depicting children's poster competitions, correspondence related to the competition, images of trophies, and photographs capturing the children's prize-giving ceremony conducted by PK 1 and PK 8.

"I want my daughter for this competition and guide her with the drawing, encourage her to participate in the competition."

(1:17 ¶ 28, PK1)

"As a parent, I follow the school news, usually before my child wants to participate in an external competition. The teacher will choose the winner from the school competition first so the teacher will choose the best to represent the school."

(12:10 ¶ 19, PK8)

b) Parental involvement in school communication.

The involvement of this form influences the interaction between the study participants and the school. Research participants are able to engage in effective contact with schools, specifically PK 7 and PK 8, which enables them to work with instructors and provide ideas during conversations concerning PPDa Programme activities. This collaboration takes place during PIBG meetings or Family Day events at school.

"Rawang is not a city like a village, it has a small village town, maybe they are happy to take time off if there is any programme, the school hall is full. That's like mutual support, it's parent support."

(11:30 ¶ 64, PK7)

"The school's relationship with students and parents is very good at my girl's school. Seems to interact very well. It looks like the interaction between students, teachers and parents is very good."

(12:24 ¶ 33, PK8)

The level of engagement from study participants is enhanced when the school embraces the ideas put forth by parents. Conversely, if the contributions of study participants are not valued, as seen in the cases of PK 2 and PK 9, their involvement diminishes. The study participants will value the chance to collaborate with the school in order to proactively combat drug misuse among pupils.

"The relationship with the school is now simple."

(3:3 ¶ 4, PK2B)

"Not very active giving opinions and participating in school activities."

(3:4 6, PK2B)

"Okay, to be honest I think I go to school no more than 4-5 times a year."

(14:9 20, PK9)

The data analysis of the study participants reveals a constraint on parental involvement in the PPDa Program at school. The participation of research participants in this program is primarily unilateral and indirect, with parents freely engaging in a parenting role and effectively communicating to foster a positive relationship with the school. Prior research has indicated that parental participation as volunteers in their children's elementary school is limited (Hartini & Haron, 2017). The level of parental engagement in schools should be enhanced in accordance with the desires of the school and the ministry, which seek parental and community involvement in promoting their children's academic success. Children's good accomplishments can serve as a deterrent to their involvement in drug-related activities such as truancy and loitering. According to Vellymalay (2017), there is a positive correlation between parents' perception of their school's appreciation for their involvement and their level of engagement in their child's education. Parents demonstrate increased engagement in their children's education when the school actively collaborates in discussing subjects pertaining to their children.

Investigating the parental role in delivering Drug Prevention Education to their children

According to Alder's Theory, parents have a crucial part in shaping a child's personality through their parenting style and the overall environment inside the family. The school earnestly desires parents to actively collaborate with the school in delivering drug prevention education to their children, encompassing:

1. Parents serve as exemplary figures for children to emulate.

Parents who serve as role models are more effective in delivering drug prevention education. This is because parents serve as role models for their children. The conduct of parents does really influence the conduct of their offspring. The role of parents is equally weighty as that of instructors in school when it comes to empowering drug prevention education, ensuring consistency and alignment between parental and school education efforts. As per PK 2, parents also have a significant responsibility as educators.

"My generation, my parents just said drugs are dangerous without further explanation so my children's generation, for loving parents now have to answer their many questions about why drugs are dangerous...haha...We know drugs are dangerous. Everyone already knows to stay away from drugs but if parents can include news, real cases and discuss with their children the effects of the incident..the future of severe addicts, may lie in the hospital for life waiting for the time of death only because they receive treatment too late..."

(2:49 71, PK2)

2. Parents engage in meaningful interactions with their children in order to proactively deter drug misuse.

All participants of the interview research are occupied with their professional responsibilities while also attending to the welfare of their family members. As per the PK 3 collaboration, spending quality time with children is a crucial aspect of drug prevention education, whether it is through educating them at home or expanding their participation in the PPDa Programme at school.

"In my view, I will accompany the children to participate in PPDa activities at school and I will interact with the children in those activities."

(4:9 26, PK3)

PK 8 dedicates time to escorting youngsters on visits to the jail, where they witness the consequences faced by a drug user and smuggler incarcerated for their crimes. PK 8 contends that such trips can enhance children's consciousness of the perils of drugs through the exchange of experiences with their peers at school.

"Okay, like my husband and I always take the children to visit many places, like prison. Effects of drug abuse on addicts in prison. We have applied what are the risks faced, what kind and what and why is drug abuse. So that knowledge will give memory to our children." "Okay, like my husband and I always take the children to visit many places, like prison. Effects of drug abuse on addicts in prison. We have applied what are the risks faced, what kind and what and why is drug abuse. So that knowledge will give memory to our children."

(12:31 ¶ 48, PK8)

3. Parents need to ensure the accuracy of information about the dangers of drugs from the mass media.

The data from PK 6 and PK 9 demonstrates that parents have a crucial role in guaranteeing the veracity of the information that children access from websites regarding the hazards of drugs.

"Once when there was Tik-tok talking on the web about drugs, cigarettes and vaping, the information was not filtered. As parents, close to home we have to ensure the validity of the information they get from the mass media."

(10:30 ¶ 24, PK6)

"Especially because of school now, it's more important. because, as I see it, children are now more exposed to accurate or inaccurate information from the mass media."

(14:7 18, PK9)

The study's findings indicate that parents can influence the PPDa Program by serving as role models for their children, who may then emulate their behavior. In addition, parents also have a crucial responsibility in dedicating meaningful time to their children in order to prevent drug misuse. Ultimately, it is imperative for parents to verify the veracity of drug-related information disseminated by the mainstream media. El Kazdough et al. (2018), found that adolescents who possess excellent coping skills tend to have parents who are more engaged, nurturing, and supportive. These types of parents are frequently more equipped to identify indications of distress in their children and provide guidance and assistance, thereby decreasing the probability of drug and substance usage.

The Social Influence Model is a PPDa model that posits that individuals acquire knowledge and experience via the process of role modeling. The D.A.R.E program in the United States is structured around this model, which incorporates the police as a positive influence. Hence, the significance of parents acting as exemplary figures, such as PK 1, PK 4, PK 5, PK 6, and PK 8, is crucial in serving as a positive impact to prevent pupils from engaging in drug addiction. Ishak (2018) asserts that highlighting the role and duty of parents as exemplars for children, neglecting to establish a positive model will result in adverse consequences for children. Parents that adopt an authoritative parenting style, characterized by a combination of firm control and support, can effectively prevent their children from encountering social difficulties (Omar & Zakira, 2019).

The results of the studies involving participants from PK 3, PK 5, and PK 9 indicate that parents also serve as filters for internet information on drug dangers. As to the findings of Suhaniya Kalaisilven and Fauzi Sukimi (2019), a significant majority of 94 percent of parents had knowledge on. Engaging in social media activities can serve as a deterrent for children to become entangled in societal issues. The parenting approach additionally aids in mitigating the issue of substance abuse.

Exploring the benefits of parents getting involved in the PPDa programme

According to the experiences shared by nine study participants, parents will greatly benefit from actively participating in the PPDa Programme at school. Some of the advantages include:

- a) Parents are more inclined to get information regarding the most recent drug abuse concerns.

Based on the findings of the PK 4 study, parents are more likely to experience greater satisfaction in receiving information about current drug misuse issues by actively participating in the PPDa Programme at their child's school.

"Now there are many addicts from the professional group involved in drug abuse cases. So PPDa activities are very important to be implemented starting from primary school."

(6:10 ¶ 13, PK4)

- b) Parents' awareness of the dangers of drugs increases.

Parents of PK 1 research participants reported a heightened level of seriousness towards drug misuse after engaging in activities offered by the PPDa Programme at school.

"We can take appropriate measures to prevent. If we don't know what the trend of drug abuse is, we can't take any preventive measures."

(1:52 ¶ 40, PK1)

- c) In the PPDa Programme events at the school, there is a strong bond between the parents and the school.

The inclusion of parents in PPDa Programme events fosters a strong link between the parents and the school.

"We can observe children's development when we involve ourselves in PPDa activities at school. We give advice from our survey of children at school. Which one is good we praise. Which one is not good, we should not be mean but we try to talk to our children like Oh mother it looked like this earlier, if you are wrong don't do this, because you carry the name of family honor."

(10:53 51, PK6)

"As a mother of growing children, the PPDa programme at school helps me in understanding the development of my children holistically. This includes cognitive, emotional, social, and physical aspects."

(13:6 ¶ 17, PK8B)

The study findings indicate that parents who participated in the study will have increased happiness while receiving up-to-date drug information, becoming aware of the latest drug hazards, and establishing a strong connection between parents and the school. The study conducted by Đurišić and Bunijevac (2019) has demonstrated that high-performing schools establish successful collaborations with parents. Hence, the collaboration of school, family, and community is a crucial element in the education of students. In order to effectively implement the PPDa Program at school, it is crucial to actively engage parents in the process. Zainal et al. (2019) conducted a study which found that the Family and School Together Program effectively enhances the relationship between mothers and teenage children. This program also leads to improvements in positive behavior among teenagers, reduces stress levels, and can potentially decrease school dropouts.

PPDa Programme implementation issues in schools from the perspective of parents

After conducting interviews with nine study participants, the researcher found that the initial reaction of the participants to the research question was that the school does not face any problems in implementing the PPDa Programme. However, PK4 was perplexed and inquired as to why certain schools are able to effectively implement this program while others are not actively engaging their children in it. Upon thorough examination, the research participants gained a comprehensive understanding of the problems and difficulties encountered by the school, as well as strategies to address and overcome them. They also proposed activities that could enhance parental engagement. The study

question revolves around two main aspects: firstly, investigating the issues and challenges encountered, and secondly, examining strategies to overcome these obstacles.

Investigating the issues and challenges encountered

According to the viewpoint of the study participants, the problems and difficulties encountered by the school can be categorized into two distinct groups as follows:

- a) Challenges and difficulties encountered from a parental standpoint.

Based on the involvement of PK 8 study participants, it has been observed that some parents lack clarity regarding the genuine objective of the PPDa Programme implemented in schools. Furthermore, the lack of clarity in children's sharing and the presence of announcements or media from the school that are only in one language significantly impact parents' focus on the objectives of this implemented programme at school.

"And when we talk to the child, he doesn't understand what the speaker is saying because the school invites an external speaker, right? He's at that language level, maybe the students don't understand..."

(12:48 ¶ 67, PK8)

PK 6 states that societal stigma surrounding drug usage is a contributing reason to parents' lack of attention towards this program, both in schools and in their daily lives.

"If we do a PPDa programme and invite parents to come, the response may not be warm because some parents say, come on, this issue is not very important or my child is still young, my child will not be involved in drugs. Yes, yes He wants to think like this, ah - my children are good children, it is not possible to smoke drugs."

(10:60 ¶ 63, PK6)

"In addition, there are also a number of parents who know the importance of knowledge to stay away from drugs but are lazy and embarrassed to face programmes that have a drug-related theme. They are afraid of being labeled by society as having a drug abuse problem."

(10:63 ¶ 67, PK6)

The insufficient parental attention also impacts the proportion of parents participating in the PPDa Programme. Furthermore, the parents' busy schedules, which need them to allocate time for work and family responsibilities, impact their choice to participate in the PPDa Programme at school or vice versa, as revealed in PK 2 interviews.

"Most parental participation is influenced by the time factor. If time allows, I believe most parents will find time to attend."

(3:14 ¶ 24, PK2B)

- b) The school encounters many issues and obstacles.

According to the survey participants, the teacher's workload increases significantly due to academic demands and their involvement in multiple school activities throughout the year.

"This is because teachers have a lot of responsibilities in terms of school duties, so the enthusiasm for organizing the PPDa programme is not achieved."

(10:40 ¶ 36, PK6)

"...can't rely on the teacher alone because the teacher is the only one and can't ensure that all the students in a class of 40 students understand better."

(2:19 ¶ 29, PK2)

PK 1 believes that presenting information in the media through infographics and in a multilingual manner can be overwhelming for the responsible instructor. Furthermore, the study participants also perceive that not all teachers possess expertise in drug prevention education and possess innovative computing skills.

"So teachers need to have knowledge about this. So, if you don't know, it might be a big challenge to create a drug programme because the world of drug abuse has changed."

(1:48 ¶ 38, PK1)

"But he will add a burden to the teacher because he has to make an infographic."

(1:60 53, PK1)

"...will increase the burden on teachers, but language is indeed a challenge for parents."

(1:67 ¶ 59, PK1)

Furthermore, the study participants expressed the viewpoint that there exists a problem in which certain school administrators allocate less focus to the PPDa Programme in schools in comparison to other academic programmes. The study participants discovered that this phenomenon likely occurred due to the school's extensive yearly program, resulting in an inadequate distribution of program funding to implement the PPDa Program.

"On the other hand, if the school rarely organizes PPDa activities at school and the parents also do not attach importance to the activities of this programme, then the children will also only know and will not focus properly during the PPDa talks or exhibitions held at school."

(8:23 ¶ 27, PK5)

"The school poster color competition itself does not exist so far. Maybe the school did it but didn't inform. Up to now, I can't get any more information from them. But for other programmes, it's held as usual."

(11:33 ¶ 70, PK7)

"As far as I know, there are still no PPDa activities being carried out this year. I think maybe the school did not emphasize the importance of the PPDa programme at the beginning. Maybe give more importance to programmes that can improve academic performance. There may also be running but the child is not good at telling stories or the message fails to reach the parents."

(14:14 ¶ 24, PK9)

Hence, the AADK must enhance the efficacy of its ongoing public awareness campaign as the general public still lacks comprehension and fails to fully acknowledge the imparted information regarding the perils of drug usage. The current situation has been shaped by diminished community engagement, the spread of individualistic mindsets, inadequate religious instruction, and a lack of confidence in law enforcement institutions (Wan Abu Mansor & Che Hassan, 2018).

Exploring ways to overcome the issues and challenges

According to the viewpoint of the study participants, both the school and PTA (Parents-Teachers Association) have a significant impact in addressing the problems and difficulties encountered in the

PPDa Programme implemented in schools. The collaboration between the school and the PTA aims to tackle the issues and difficulties related to the PPDa Programme, specifically focusing on finding innovative ways to promote PPDa Programme information to the general public through mass media channels. This program can be further enhanced in implementing PPDa program activities with more innovative approaches. In addition, schools can also reach out to pertinent external agencies to provide courses and LADAP in order to enhance teachers' expertise and understanding. The PTA can also assist in fundraising and soliciting support personnel. Finally, it is crucial for schools and parents to collaborate in supervising children's conduct to prevent engagement in drug-related activities.

According to the survey participants, PPDa information may be effectively spread in schools by many creative mediums such as short movies, infographics, and bilingual material.

"And in addition to that, short videos can also be made and inserted into social videos. We can see, for example, short videos made by other government ministries, for example the ministry of information that makes short videos. Maybe the school doesn't make it, doesn't make it up to that standard. But make as far as making short videos and put in no more than 2 minutes. This way, parents can watch videos more easily than reading."

(1:62 ¶ 53, PK1)

"If we look on Facebook, Instagram and so on, there is information in the form of infographic design. If the information is made in an infographic, parents will be more interested in reading it because it is interesting."

(1:61 ¶ 53, PK1)

According to participants PK 5 and PK 7, the school has the option to partner with PTA to arrange educational trips to exhibitions hosted by AADK and Rehab Rehabilitation Center. This will provide pupils with the chance to learn about the risks associated with drugs through visual means. As a result, the students' confidence increases and they develop a firm belief in the detrimental effects of drugs on an individual's health, profession, family, and future. PK 4 posted a photograph depicting a family's visit to a Drug Rehabilitation Center.

"Because sometimes, if we only use books or videos to tell these stories, they may not be as detailed. This way, our children can see the so-called detoxification process and the physical and psychological stress that addicts may face in their lives."

(9:12 ¶ 13, PK5B)

"Because I don't know how to say that things are dangerous and like this boy he wants to know and wants to see what things are dangerous."

(11:23 ¶ 58, PK7)

Schools have the ability to develop an application that may disseminate PPDa Programme activities, while also fostering possibilities for engagement among students, parents, and teachers within the school community.

"Okay, so unless your school has its own way of communicating information, to make it very clear a school might send out flyers for kids to take home first. Er, inform the parents of some key points first in the brochure such as "Do we as parents think that our children will not face drug abuse in the future? Maybe in the future your child will enter the society and may face such things. So what should we do?"

(7:18 ¶ 31, PK4B)

Parents also have a role in promoting their children's sharing of the contents of PPDa Programme activities and posters in the PPDa corner, in order to enhance parents' comprehension of their children's grasp of the activities.

"Parents can encourage children to tell stories during dinner and while in the car. This can also strengthen the relationship between parents and children because there are topics to be discussed as well. Parents can also know their child's thoughts during the discussion."

(2:30 ¶ 41, PK2)

The school can augment the parents' Whatsapp group or PTA's Facebook page by incorporating Powerpoint slides of webinars and lectures. This would allow parents who are unable to attend to access and review the webinar content at a later time.

"Parents who did not attend the talk programme can be given information through the whatsapp group. That's a way for them to get information about drug abuse and ways to help, prevent their children from getting involved in drug abuse."

(1:57 ¶ 51, PK1)

The PK 4 collaboration proposed that the school incorporate PPDa Programme activity slots into several other programs, such as new student orientation day, family day, sports day, and similar events. The reason for this is that there are several parents participating in various programs, providing the school with an opportunity to promote the PPDa Outreach Programme to them.

"In my opinion, the school can organize PPDa activities in conjunction with family day because most parents will be present at the celebration and it is easier to receive a welcome from the parents."

(7:17 ¶ 31, PK4B)

The school can collaborate with PK 1 study participants and the PIBG to invite external agencies such as the AADK Agency, PDRM, and KKM to provide training courses for teachers. These courses will enhance their knowledge in the latest drug abuse issues and develop their proficiency in using computer programs like Canva and Video maker.

"Training can be done at AADK, maybe with PDRM, or maybe the Ministry of Education can organize, or schools can organize training. He can do long-term training, or short-term training. A few days for teachers to update what the trend of drug abuse is now."

(1:53 ¶ 42, PK1)

According to the study participants, the school has the ability to gather funds for the program and seek assistance from the school PIBG in carrying out PPDa Programme activities within the school. PK 4 engaged in photo sharing, showcasing his involvement in delivering an anti-drug presentation to parents.

"So if the school involves the participation of parents then the two challenges above can be overcome in addition to a close relationship can also be forged at the same time between the school and parents and parents and children."

(9:22 ¶ 19, PK5B)

Participants in the PK 2 study discovered the significance of collaborating with the school to monitor children's conduct and prevent them from succumbing to drug misuse.

"before this, what I saw was that one side was trying to educate like a teacher at school...parents educate in their own way...each one did not collaborate and continue...The

effect on children staying away from drugs was less effective...Parents could only make sure the child goes to school safely and returns home only... time at school needs the attention of the school..."

(2:27 ¶ 39, PK2)

According to the Malaysian Communications and Multimedia Commission (2022), social media is the primary source of information for 94% of internet users in Malaysia. The school might utilize its mass media channels to disseminate information about the PPDa Program and invite parents to participate in it. Research findings indicate that parents demonstrate greater engagement in their children's education when they are regularly informed about school meetings, activities, and programs that require parental attendance (Vellymalay, 2017).

The findings of the literature review Sharma et al. (2023) emphasize the pressing requirement for ongoing study, inventive prevention methods, and efficient policies to combat adolescent substance addiction and foster a wholesome environment for individuals, families, and communities. The current PPDa Program incorporates key external agencies to broaden drug prevention strategies, enhancing teachers' expertise and including more inventive activity plans that engage kids and parents.

In summary, the research findings can be categorized into three primary themes and eight sub-themes based on the researcher's research questions. The study participants' sharing outcomes can be summarized as follows:

Table 2. Summary of the overall themes, sub-themes and study participants

Research Question 1: What are parents' perceptions of the PPDa Programme at school?									
Theme & sub theme 1:	PK1	PK2	PK3	PK4	PK5	PK	PK	PK	PK
Parents' understanding of the PPDa Programme at school.						6	7	8	9
a) Ministry programmes related to Education and Drug Prevention.	/	/	/			/		/	/
b) A platform to convey information on the dangers of drugs.	/	/				/			
c) Know the PPDa Programme's activities.		/		/	/				/
Theme & sub theme 2:	PK1	PK2	PK3	PK4	PK5	PK	PK	PK	PK
The importance of schools implementing the PPDa programme from the parents' perspective.						6	7	8	9
Increase students' awareness about the dangers of drugs.		/	/	/	/		/		/
Theme & sub theme 3:	PK1	PK2	PK3	PK4	PK5	PK	PK	PK	PK
The attention given by parents to the PPDa Programme at school.						6	7	8	9
pay more attention to the activities of the PPDa Programme so that the future children live healthy and happy without drugs	/	/	/	/	/	/	/	/	/

Research Question 2: How are parents involved in the PPDa Programme at school?

Theme & sub theme 4:	PK1	PK2	PK3	PK4	PK5	PK	PK	PK	PK
Exploring the involvement of parents in the PPDa Programme at school.						6	7	8	9

a) volunteering (Volunteerism)			/	/		/		/	
b) parenting	/		/					/	
c) good communication with the school.	/	/	/	/	/	/	/	/	/
Theme & sub theme 5:	PK1	PK2	PK3	PK4	PK5	PK	PK	PK	PK
Exploring the role of parents in providing Drug Prevention Education to their children						6	7	8	9

a) Playing a role as a role model.	/	/	/	/	/	/	/	/	
b) Quality time with children		/	/	/	/	/		/	
c) ensure the appropriateness and accuracy of information on the dangers of drugs from the mass media.		/		/	/	/			/
Theme & sub theme 6:	PK1	PK2	PK3	PK4	PK5	PK	PK	PK	PK
Exploring the benefits of parents getting involved in the PPDa Programme						6	7	8	9

a) Glad to get information.	/	/	/	/	/	/			
b) Parents' awareness of the dangers of drugs increases	/			/		/	/		
c) A close relationship exists						/		/	

Research Question 3: What are the issues of PPDa Programme implementation in schools from the perspective of parents?

Theme & sub theme 7:	PK1	PK2	PK3	PK4	PK5	PK	PK	PK	PK
Explores issues and challenges faced from a parent's perspective						6	7	8	9

a) The parents	/	/	/	/	/	/	/	/	/
i) lack of understanding of the purpose of PPDa Programme activities implemented in schools.									
ii) Society's stigma against the issue of drug abuse									
b) The school	/	/		/		/			
i) Teacher's expertise and responsibility towards the PPDa Programme.									

ii) School administrators lack of attention to the PPDA Programme.

Theme & sub theme 8:

Explore how to overcome the issues and challenges faced from a parent's perspective

PK1	PK2	PK3	PK4	PK5	PK6	PK7	PK8	PK9
					6	7	8	9

/ / / / / / / / /

1) Cooperation between the school and PIBG

a) more creative promotion of PPDA Programme information to the mass media

b) more innovative in implementing PPDA Programme activities.

c) contact relevant external agencies to offer courses and LADAP to improve teachers' skills and knowledge

d) fundraising and support staff assistance

e) monitoring children's behavior away from drug abuse activities.

Ultimately, the consensus among all nine study participants is that the PPDA Program in schools is a crucial initiative that should be implemented with great emphasis and consistency. In order to achieve the desired efficacy of the PPDA Program in schools, it is imperative that all stakeholders, including the government, schools, parents, and students, collaborate and actively participate in the program.

Self Reflection

After the interview session concluded, the researcher had an opportunity to gather the research participants' thoughts and opinions on the entire interview. The objective is to gather the viewpoints of parents regarding the PPDA Programme at school following an extensive dialogue about their encounters with this program. The participants' introspection regarding their parental responsibilities plays a crucial role in the PPDA Programme implemented in schools. This includes raising awareness about the perils of drug abuse from an early stage, engaging in meaningful conversations with their children on this matter, demonstrating a sincere commitment to the programme, and continuously staying informed about the latest developments in drug abuse.

"Today's interview made me think that I will interact more with children related to drug prevention education such as discussing PPDA activities with children at school, encouraging them to enter competitions and so on so that they are aware of the dangers of drugs."

(12:53 ¶ 71. PK8)

Pursuant to PK 5, it was only upon being interviewed that PK 5 became aware of the government's diligent efforts to implement the PPDA Programme in schools.

"I got a lot of information about PPDA activities. First of all, because we know that each of us just needs to speak up, we don't want to take drugs or these things, but we don't expect that the government cares about this issue. It seems that some of your teachers actually took the SPADA

Masters. I really didn't think so, because the government originally focused too much attention on students' subjects."

(8:38 ¶ 38, PK5)

According to PK 7, the participation and cooperation of all stakeholders are necessary for the successful implementation of the PPDa Programme.

"So this kind of interview makes us recall a lot of what we have done, we just want to continue. let's keep going, don't stop because this challenge is like drugs, every day there is a new one."

(11:62 ¶ 104, PK7)

IMPLICATION OF THE STUDY

This study is a qualitative phenomenology study that aims to investigate parents' perspectives of the PPDa Programme implemented at school. This study has significant ramifications for future researchers and profound repercussions for the realm of education.

Implications for future researchers (Theory)

The findings of this study can potentially shape our society by revealing that parental perception can significantly influence the thoughts, feelings, and conduct of kids about the problem of drug misuse. This study utilizes Adler's Individual Therapy Theory, a counseling and psychotherapy framework. This idea posits that the family exerts a significant influence on the development of personality during early life. Alder asserts that parental affection and engagement are crucial for fostering the growth of a well-adjusted character. According to this view, the pursuit of superiority is an individual's primary objective, while the experience of inferiority refers to a sense of poor self-worth that can hinder one's ability to overcome life's obstacles.

Researchers utilize theoretical frameworks to investigate parents' perspectives on the PPDa Programme. In this study, parents who perceive the significance of the PPDa Programme in schools will collaborate with the school due to their understanding that the enhancement of their lives, as well as that of their children and the community, is attained by abstaining from drug misuse. The sense of superiority experienced by parents can impact their children's view of the risks associated with drug use. Conversely, if the interviewed parents perceive the PPDa Programme as less significant and believe that the school and government alone are responsible for battling drugs, then the child's understanding of the risks associated with drugs will also be influenced. Feelings of inferiority arise from distorted perceptions of oneself and the surrounding environment (Mastura & Boon Keat Ooi, 2004). This can lead to a lack of awareness among parents and children regarding drug misuse issues and information, hence increasing the likelihood of becoming involved in drug abuse. Exploring the notions of superiority and inferiority in therapy can assist individuals in overcoming emotions of inferiority and decreasing the likelihood of drug addiction (Jamaludin et al., 2018).

The findings of this study further highlight the significance of parents' position as influential figures for children, as stressed in the Social Influence Model of the PPDa Programme. The healthy development of a child's personality is shaped by the affection and enthusiasm of their parents towards a certain subject. The parents' assessment of the hazards of drugs significantly influences their children's cognitive, affective, and behavioral responses to it.

Implications for the field of education

While numerous previous research have explored the significance and influence of parental involvement in education, none of these studies particularly address the PPDa Programme. Both the school and the parents are currently prioritizing the academic success of the pupils. However, the growing instances of drug misuse have caused significant concern not only among parents, but also within the school, community, and government, prompting them to address this issue with utmost seriousness.

The study's findings indicate that including parents' perceptions into the development of yearly PPDa Programme events in schools will enhance the success of the program. Incorporating the viewpoints of parents, the government and schools can modify the activities of the PPDa Programme to garner increased attention from all stakeholders. Parental engagement also fosters their attentiveness

to the school's implemented programs and collaborates with the school to provide additional reminders and counsel to children regarding drug prevention education.

SUGGESTION FOR THE FUTHER STUDY

To enhance the efficacy of the PPDa Programme in schools, it is imperative for PPDa teachers, Guidance and Counseling Teachers, and school counselors to acquire proficiency in utilizing innovative information technology tools such as Canva, educational game apps, and video editors. This will enable them to captivate parents' interest in the PPDa Programme information. Furthermore, the teachers must also enhance their understanding of the most recent varieties and hazards associated with medications, in addition to their computer proficiency. It is recommended that teachers and counselors who are involved in promoting the PPDa Programme to parents in schools should acquire computer skills and knowledge.

The study findings indicate that the implementation of the PPDa Programme in schools heavily relies on the collaboration and positive rapport between parents and the school. Hence, the researcher suggests conducting a study to investigate the impact of parental-school collaboration on the PPDa Programme in both government schools and international schools. This study proposal aims to examine the variation in parental support for the PPDa Programme in their children's schools.

CONCLUSION

Based on Alder's Theory, parents' perceptions have the potential to shape the cognitive, affective, and behavioral development of children from a young age. This study aimed to investigate parents' perspectives on the PPDa Programme implemented at the school. Due to the increased number of PPDa programme activities for level two kids, a sampling method was employed to select parents of these students as participants for the research study. A total of nine study participants from diverse backgrounds were recruited for this study using WhatsApp and Facebook platforms of Parent-Teacher Associations (PTA) in schools located in the Klang Valley region. The study was conducted using interviews, document analysis, and triangulation with a reflection journal. The findings of this study can provide insights for the future advancement of the PPDa Programme, not only in educational institutions but also in specific government agencies. Additionally, they can inform future research on the planning and implementation of Drug Prevention Programmes in schools, communities, and governments. Organization.

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