

CHAPTER V :

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter can examine the study by relating the theory and previous studies discussed in the literature chapter. Ideally, the discussion of research findings should be written according to the order of objectives or research questions. The finding of this research needs to be discussed critically to symbolize the scholarship of a study conducted. All discussions are based on Chapter I, Chapter II, Chapter III and Chapter IV, which the researcher in detail has presented. The findings of the study are concluded in line with the research questions. The importance of the study and implications for the field of study should be stated—research recommendations for the future. Research can also suggest an innovation or idea based on new research.

5.2 Discussion of Findings

5.2.1 The levels of acceptance of the overall PPDa program

The level of acceptance refers to the degree to which the respondents are happy and willing to participate in the PPDa programs conducted in the schools. For this research, only four programs were selected, namely

- i. *Program Skim Lencana Antidadah Pasukan Berpakaian Seragam Sekolah Menengah (SLAD)*
- ii. *Program Mesej 5 Minit Antidadah,*
- iii. *Program Ujian Urin Pelajar Sekolah*
- iv. *Program Sumber dan Sudut atau Lorong PPDa*

Concerning Table 4.5, all the programs have scores above 4.0. This implies that the level of acceptance among the respondents is very high. These findings should encourage school counsellors to continue doing what they have been doing so far. Counsellor efforts are necessary for disseminating information and increasing awareness of drug dangers in schools. Pendidikan Pencegahan Dadah (PPDa) focuses on schools because of the study's results. Drug addicts start trying drugs while still in bench school, aged 13 to 17 years (Ais, 2013).

5.2.2 Student attitudes towards illicit drugs

The researcher adopted the tripartite model in Figure 1 to conceptualize attitude towards illicit drugs. Items in the research instruments were formulated so that a high score would indicate a positive attitude (liking) towards illicit drugs. On the other hand, a low score will indicate an aversion toward illicit drugs. Hence attitude in the context of this study will consist of three domains, namely cognitive, affective and behavioral. Table 4.6 shows that the mean score for overall attitude is 1.33 and a standard deviation of 0.23. This is indeed a meagre score when the mid-point is 2.5. This finding implies that the respondents generally do not 'like' illicit drugs. Generally, school students in this study do not like using illicit drugs. Hence, even though drug-abuse cases happen among school children, the results of this study give us hope.

5.2.3 The difference in the level of acceptance of the overall PPDA program based on the student gender

Based on the independent sample t-test results, it was found that there was no significant difference in the level of acceptance of the overall PPDA program between male and female respondents. The acceptance level is the same for male and female students. The mean score for female respondents ($M= 4.22$, $SD= .36$) is slightly higher than the male counterparts ($M= 4.19$, $SD= .38$). This result implies that school counsellors do not need to plan special programs meant for different gender. However, the study of Jenkins (1995) in Abd Sukor Shaari, Yahya Don and Yaakob Daud (2004) found that gender factors significantly influence student commitment to school programs.

5.2.4 The difference in student attitude toward illicit drugs based on the student gender

Based on the independent sample t-test results, it was found that there was no significant difference in the attitude towards illicit drugs between male and female respondents. The mean score for female respondents ($M= 1.31$, $SD= .24$) is slightly lower than the male counterparts ($M=1.35$, $SD= .21$). This result implies that the female respondents dislike' illicit drugs more than male respondents. However, the difference is statistically not significant. Hence school counsellors do not need to plan special programs meant for different gender.

5.2.5 The difference in the level of acceptance of the overall PPDa program based on the student's socioeconomic status.

The result of ANOVA on the level of acceptance of the overall PPDa program is based on students' socioeconomic status. The research found significant differences in the level of acceptance between the group 1001-3000 and 1000 and less, 5001-7000 and 7001 and more. The mean score for the group 1001-3000 is the lowest, $M=4.08$, $SD=.37$. The result implies that this group of respondents has the lowest acceptance. The group with the higher economic status, 5001-7000 and 7000 above has the highest scores $M=4.36$ and $M=4.34$. As far as the data is concerned, we can only imply that those from the higher socioeconomic groups seem more favorable toward the PPDa programs.

5.2.6 The difference in student attitudes towards illicit drugs is based on the student's socioeconomic status

The ANOVA result on students' attitudes towards illicit drugs is based on socioeconomic status. The research found significant differences in attitudes towards illicit drugs between the group 7001 and above with 1001-3000 and 3001-5000. The mean score for the group 7001 and above is the lowest $M=1.18$, $SD=.17$. The result implies that this group of respondents is most negative towards illicit drugs. Those who came from families with better incomes are more aware of the dangers of illicit drugs. The group with the highest economic status, 1001-3000 and 3001-5000, have the highest scores, $M=1.37$ and $M=1.35$. As far as the data is concerned, we can only imply that those from the higher socioeconomic groups are significantly more negative towards illicit drugs when compared with those from lower-income families.

5.2.7 The relationship between the levels of students' acceptance of the PPDa program with student attitudes toward illicit drugs

In the previous chapter, the level of acceptance negatively correlates with the attitude towards illegal drugs, with the Pearson Correlation coefficient being $r = -0.71$. This is a strong negative relationship. The negative linear correlation is consistent with many previous studies (Gressad & Loyd, 1986; Loyd & Gressard, 1986; Zulkifli Abdul Manaf & Raja Maznah Raja Hussain, 1994 and Jusni Nasirun, 1995). The Pearson product-moment coefficient of 0.639 suggests an adequately strong relationship for any attitude test (Gay, 1996). Nevertheless, many authors have often pointed out (Gay, 1996; Schumacher & McMillan, 1993) that a significant correlation coefficient may suggest a cause-effect relationship but does not necessarily establish one. It implies that students who dislike drugs tend to accept the PPDa program highly. However, a significant association does not imply a causal relationship. Therefore, the researcher cannot state whether the high level of acceptance in the PPDa program, including students' physical and mental involvement, has resulted in a negative attitude towards illegal drugs.

5.3 Limitation

This study has several limitations, namely,

- i. The results could not be generalized to another population in other areas as the sample of this study was students from the selected schools in Pahang only.
- ii. This is a perception study. Hence if the respondents perceived differently, then the results will be different. Hence, the researcher has taken measures to ensure the instrument has high validity and reliability.

- iii. The short time has limited researchers to carry out more in-depth studies efficiently.
- iv. The questionnaire used may have its weaknesses. This is because the questionnaire has been translated from English to Malay to make it easier for respondents to understand the questions. Because of this, there may still be translations that are not very accurate or differ from the meaning available.

5.4 Recommendations of Study

Further research can be conducted better to understand some of the findings in this study. Some of these suggestions are expected to provide new guidance for future researchers to conduct a more detailed study on student acceptance of the PPDa program and students' attitudes towards illegal drugs. Among them are:

- i. Respondents from a higher socioeconomic status were found to have a higher level of acceptance towards the PPDa program and a more negative attitude towards illicit drugs. Further research can be conducted to determine the possible cause of the difference.
- ii. The study's results also show that the level of acceptance of the PPDa program negatively correlates with attitudes towards illegal drugs. Some further research needs to be conducted to determine whether the two constructs have a causal relationship.
- iii. Researchers in the future can also see a more deliberate effort that is needed, especially by the division or unit in schools, especially in Pahang, to find a genuinely suitable approach to give exposure to counsellors about

their significant role in increasing the level of student acceptance to the PPDa program and student awareness about the dangers of drugs.

5.5 Summary

In conclusion, this chapter has discussed the study's findings, limitations, and recommendations. Based on this study, several findings have been identified, including:

- i. The level of acceptance among respondents is generally high. In other words, respondents liked the program.
- ii. The attitude towards illegal drugs among respondents is generally negative. In other words, respondents do not like illegal drugs.
- iii. There is no significant difference in the level of acceptance of the PPDa program or attitudes towards illicit drugs based on gender.
- iv. There is a significant difference in the level of acceptance of the PPDa program and attitudes towards illicit drugs based on the family's socioeconomic status.
- v. There is a negative correlation between the acceptance of the PPDa program and attitudes towards illegal drugs.