

Abstract

Objective: The aim of this study was to analyze the content of primary and junior high school textbooks in terms of attention to the components of drug addiction prevention. **Method:** The research method was descriptive. The statistical population of this study includes all primary and junior high school textbooks published in 2017. Regarding the nature of the subject, sampling was not done and the entire statistical population was investigated. The Course Book Content Analysis Inventory was the instrument used for data collection in this study and its validity has been confirmed by relevant educationalists and experts. **Results:** Totally, in the primary school and junior high school course books, 176 different aspects of addiction had been mentioned where 165 ones (93.75%) were related to the eighth grade, 9 cases (5.1%) were related to the seventh grade, and 2 cases (1.13%) were related to the ninth grade. In the primary school period, no mention of the components of addiction prevention has been made. The component of "complications arising from addiction" took up the maximum frequency of 97 (55%) while each of the components of the "methods of addiction prevention", "crime and laws pertaining to addiction", and "history of drug use" with 6 frequencies (3.4%) had the lowest content. **Conclusion:** The findings of this study indicate that the components of addiction prevention have not been paid sufficient attention in the primary school period and the seventh and ninth grades of the junior high school and, thereby, more attention should be assigned to these components.

Keywords: addiction, drugs, course books, content analysis

Content Analysis of Primary and Junior High School Course Books in terms of Attention to Components of Addiction Prevention

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**Research on Addiction
Quarterly Journal of Drug
Abuse**

Presidency of the I. R. of Iran
Drug Control Headquarters
Department for Research and Education

Vol. 12, No. 50, Winter 2019

<http://www.etiadjournal.ir/>

Introduction

The increasing rate of drug addiction and drug abuse has greatly affected the socio-psychological, economic, and health status of different countries and societies (Barfi, 2005; Eslamdoust, 2013). In recent years, the dimensions of this issue have reached a worrisome level both in Iran and across the world. Young people are the most vulnerable group in this regard. Due to the identity crisis, psychological crises caused by social problems, adventure, hedonism, and diversity seeking, young people are more exposed to drug use than other social groups. The statistics of United Nations Office on Drugs and Crime show that the age of narcotic drug and psychotropic drug abuse among young people and adolescents is decreasing in such a way that this problem is considered the third global crisis (Masoumi, 2010).

According to reports, the age of onset of drug use in Iran is between 14 and 16 years old, and schools in Iran are about to be infected with narcotics. The results of research in this area indicate the prevalence of at least one time drug use in 5% of the junior high school students in Tehran and the tendency of 25% of the school student population to drug use in this city (Miri Ashtiani, 2006). The majority of the adolescents who start taking drugs in the early years of adolescence will continue drug use in the coming years. Therefore, the need to design effective programs for preventing substance abuse in adolescents is strongly felt (Botvin, & Griffin, 2006). If adolescents are taught that substance abuse is not accepted by the general public and is not socially acceptable in society, the probability of the initiation and persistence of drug use among adolescents decreases (Thombs, 1999). Preventive drug addiction programs are more effective when they start from younger ages, especially before adolescence (Jazini, 2016). Therefore, the prevention of drug abuse in these age groups has attracted specialists and planners' attentions (Goldstone, 1987).

According to the above-mentioned points, adolescents and young people's tendency to substance abuse and drug addiction is one of the critical problems of the current century in the societies. This has led the majority of countries in the world, including Iran, to fight this phenomenon by increasing budgets, strengthening military and law enforcement levers, restricting and controlling borders, and reviewing judicial and penal systems. However, in spite of the efforts made in this area, the implementation of these programs has not received adequate and effective feedback. Therefore, most countries have embarked on developing drug control and prevention programs because of the ease and effectiveness of prevention programs (primary level). In this way, the emphasis on the Education System (whose users are millions of students in an age-sensitive school) is very important (Valadbegi, & Entezami, 2013). Indeed, drug prevention training in curriculum is one of the basic goals of education towards bringing up a healthy and creative generation of society. In order to make prevention programs effective, the way the content and gist of books are presented to students is important (Jamali & Ghorbani, 2008). These programs

should be designed in such a way that students get protected against the situations that facilitate drug use. Informing different people about the causes of drug use, the effects of drug use, and the physical and psycho-social risks of drug use, as well as the familiarization of people with social and familial problems caused by addiction should be among the other goals of the educational programs (Sharifi, & Reza'ea, 2009). Currently, the best places to carry out preventive programs are educational centers, such as schools (Tschann et al., 1994). Schools are the settings where families are linked with the educational and health promotion system. Therefore, the design of preventive interventionist programs in the curriculum of schools will certainly bring more long-term desirable outcomes than any other programs (Behrad, 2015).

To date, several studies have been carried out in this domain. For example, Ebrahimi Ghavam, & Mohammadi (2016) examined the Curriculum Analysis of the course book, entitled Social Studies in the eighth grade of first-high school based on the drug prevention approach and showed that the components of "causes of drug use tendency " and "drug types" in this book have not been assigned enough attention. In a study, Zia-o-ddini, Zarezadeh, & Heshmati (2006) investigated the prevalence of substance abuse among high school students in Kerman and indicated that drug abuse was seriously high at the younger ages and organized training methods can be operative in this regard. Zavar, Habibi, & Hasanvand (2016) analyzed the content of educational addiction prevention packages of the welfare organization and showed that some addiction prevention components were not taken into account in addiction prevention training packages. Valadbeigi, & Entezami (2013) examined status of student addiction prevention programs with a social work approach and showed that the programs that have executed in schools with aim of addiction prevention have been non-coherent, cross-sectional, and short-term and have lacked necessary efficiency. In this vein, Jazayeri, Rafi'ea, & Nazari (2015) studied students' attitude towards addiction in the secondary schools of Tehran and showed that 25 percent of students had tendency to drug use and about 5 percent of them were estimated to be drug users. In a similar study, Bahreini Boroujeni, Gha'ed Amini-Harouni, Saeedzadeh, & Sepehri Boroujeni (2014) examined the effectiveness of four training methods of drug abuse prevention in attitude change towards addiction and drug use among male high School Students. They reported that the methods of personal attendance in life skills training courses and training through film have a higher priority in changing students' attitude towards addiction and narcotics. Masoudi Boroujeni, Baghiani-Moghadam, Sharififard, & Fallahzadeh (2012) investigated the preventive behaviors of addiction and drug abuse based on health belief model among high school students in Boroujen District and showed that the awareness of the factors related to addiction prevention can significantly affect students' preventive functions. Solhi, & Abolfathi (2013) also examined the Effect of Addiction Prevention through Health Belief Model on Knowledge and Understanding of

Students in Saveh High Schools (first graders) and showed that education through the Health Belief Model with the aim of drug abuse prevention can raise awareness and create positive perceptions in people; and this is a cost-effective strategy in primary prevention of drug abuse.

Hall, & Zigler (1997) reviewed a series of preventive educational programs for children and suggested that such programs should be more closely coordinated with how children grow and socialize in order to be more effective. Rajayi, & Bayazi (2006) investigated the Impact of an Addiction Prevention Program on Adolescents' Self-esteem, Attitude, and awareness in Substance Abuse and showed that this training course reduced people's tendency towards drug abuse. Zahbiyoun, & Hosseini (2017) also studied the Effect of Parenting Style and Family Communication Patterns, Commitment to School, and Self-esteem on Addiction potential among female High School Students and concluded that the design of preventive interventions for the improvement of the relationship between adolescents and parents can reduce and prevent addiction potential in them.

Overall, previous research has shown that students have a tendency to drug use and training at school is effective in reducing students' tendencies to drug use. In schools, course books play a key role in conveying concepts to students. Textbooks in centralized educational systems (including the Iranian educational system) are used by teachers and students every day and are sometimes emphasized by teachers as the basis of the curriculum (Altabach, 1991) in such a way that the majority of educational activities are carried out within the framework of textbooks and their content (Yarmohammadian, 2011). In this regard, the content of curriculum is of particular importance because it plays a major role in the realization of goals. The analysis of this content is important for planning, developing, changing, and updating the educational system. We should evaluate textbooks at various school programs while acknowledging the role of training in altering misbehavior into a positive direction; and given that one of the issues heavily pursued by the Drug Control Headquarters is the need to include appropriate content in the area of primary prevention of drug addiction and substance abuse in school textbooks (Karimian, Zavar, & Piri, 2016). Therefore, the main question in the present research is formulated as follows: To what extent the components of addiction prevention have been taken into account in the content of primary and secondary school course books?

Method

Population, Sample, and Sampling Method

A descriptive research method was used in this study. In this research, content analysis was used based on the nature of the subject. Kerlinger has considered content analysis as a research method for the objective, regular, and quantitative description of variables (as cited in Biabangard, 2005). The registration unit in this research is content. The statistical population of this study included all

primary and junior high school textbooks published in the academic year of 2017-18. In this study, all textbooks were reviewed. The Course Book Content Analysis Inventory was for the content analysis review of textbooks. To determine the validity of Course Book Content Analysis Inventory, the face validity, content validity, and expert opinion were used. Thus, the primary form of content analysis of elementary school books was submitted to five experts in this field (faculty members of social sciences and educational sciences) to change and correct them according to the components under discussion. Retest method was used to assess the reliability of the inventory. The content analysis form was simultaneously and separately was submitted to the content analyst and another specialist and they were asked to independently analyze several lessons from some of the course books. The correlation coefficient of the data obtained from the simultaneous analysis conducted by the main researcher and the specialist was calculated and the correlation coefficient of 0.86 was obtained.

Results

In the elementary school course books, no mention of addiction and its related concepts had been made. The descriptive statistics of content analysis of the seventh grade textbooks are presented in Table 1.

Table 1: Descriptive Statistics of the Content Analysis of the Seventh Grade Course Books based on Addiction Prevention Approach

<i>Concepts</i>	<i>Thinking and Lifestyle</i>	<i>Empirical Sciences</i>	<i>Other books</i>	<i>Total Percentage</i>	
Concepts related to addiction	0	0	0	0	0
Complications of addiction	0	3	0	3	33.3
Causes of addiction tendency	4	0	0	4	44.4
Addiction prevention methods	2	0	0	2	22.3
Crime and laws related to addiction and narcotics	0	0	0	0	0
History of drug use	0	0	0	0	0
The role of colonialism in the spread of drugs	0	0	0	0	0
Total	6	3	0	9	100

According to Table 1, in the seventh grade course books, addiction components are mentioned nine times in two books, namely Thinking and Lifestyle; and Empirical Sciences. The components of the "causes of addiction tendency" with 4 frequencies, "complications of addiction" with 3 frequencies, and "addiction prevention methods" with two frequencies have been the most frequent components. In the course books of this grade, other components of drug addiction prevention have not been mentioned.

The descriptive statistics of content analysis of the eighth grade course books are presented in Table 2.

Table 2: Descriptive Statistics of the Content Analysis of the Eighth Grade Course Books based on Addiction Prevention Approach

<i>Concepts</i>	<i>Thinking and Lifestyle (both)</i>	<i>Thinking and Lifestyle (boys)</i>	<i>Social Sciences</i>	<i>Other books</i>	<i>Total</i>	<i>Percentage</i>
Concepts related to addiction	11	8	6	0	25	15.2
Complications of addiction	29	31	34	0	94	57
Causes of addiction tendency	6	6	4	0	16	9.7
Addiction prevention methods	0	0	3	0	3	1.8
Crime and laws related to addiction and narcotics	0	0	6	0	6	3.6
History of drug use	6	0	0	0	6	3.6
The role of colonialism in the spread of drugs	14	1	0	0	15	9
Total	66	46	53	0	165	100

According to Table 2, in the eighth grade course books, addiction components have been mentioned 165 times where 66 cases pertain to Thinking and Lifestyle (both), 53 cases pertain to Social Sciences, and 46 cases pertain to Thinking and Lifestyle (boys). In this educational grade, the components of the "complications of addiction" with 94 frequencies, "concepts related to addiction" with 25 frequencies, "causes of addiction tendency" with 16 frequencies, "role of colonialism in the spread of drugs" with 15 frequencies, "crime and laws related to addiction and narcotics" and "history of drug use" each with 6 frequencies, and "addiction prevention methods" with three frequencies have been the most frequent components.

The descriptive statistics of content analysis of the ninth grade course books are presented in Table 3.

Table 3: Descriptive Statistics of the Content Analysis of the Ninth Grade Course Books based on Addiction Prevention Approach

<i>Concepts</i>	<i>Celestial Messages</i>	<i>Other books</i>	<i>Total</i>	<i>Percentage</i>
Concepts related to addiction	0	0	0	0
Complications of addiction	0	0	0	0
Causes of addiction tendency	0	0	0	0
Addiction prevention methods	1	0	1	50
Crime and laws related to addiction and narcotics	0	0	0	0
History of drug use	0	0	0	0
The role of colonialism in the spread of drugs	1	0	1	50
Total	2	0	2	100

According to Table 3, in the course book of "Celestial Messages", the components of addiction prevention have been mentioned twice (the component of "addiction prevention methods" and "the role of colonialism in the spread of drugs", each with one mention).

The descriptive statistics of content analysis of course books in all grades are presented in Table 4.

Table 4: Descriptive Statistics of the Content Analysis of Elementary School and Junior High School Course Books based on Addiction Prevention Approach

<i>Concepts</i>	<i>Elementary school</i>	<i>Seventh degree</i>	<i>Eighth degree</i>	<i>Ninth degree</i>	<i>Total Percentage</i>	
Concepts related to addiction	0	0	25	0	25	14.2
Complications of addiction	0	3	94	0	97	55.1
Causes of addiction tendency	0	4	16	0	22	12.5
Addiction prevention methods	0	2	3	1	6	3.4
Crime and laws related to addiction and narcotics	0	0	6	0	6	3.4
History of drug use	0	0	6	0	6	3.4
The role of colonialism in the spread of drugs	0	0	15	1	16	9
Total	0	9	165	2	176	100

According to Table 4, in primary and junior high school course books, the components of addiction prevention have been mentioned 176 times. The eighth, seventh, and ninth grades have taken up 165, 9, and 2 frequencies, respectively. However, in the elementary school periods, no attention has been paid to the components of addiction prevention. In the elementary school and junior high school periods, the components of "complications of addiction" with 97 frequencies, "concepts related to addiction" with 25 frequencies, "causes of addiction tendency" with 22 frequencies, "the role of colonialism in the spread of drugs" with 16 frequencies, and the three components of "crime and laws related to addiction and narcotics", and "history of drug use" and "addiction prevention methods" with 6 frequencies have held the highest frequencies, respectively.

Discussion and Conclusion

With a realistic look at the issue of drug addiction, we come to the understanding that substance abuse has existed since centuries, and no country is now safe from the issue of drug abuse. According to the official statistics of the Drug Control Headquarters on school student addiction in Iran, 2.2% of high school students have taken hashish. Also, 2.5% have taken ecstasy, 2.9% have taken opium,

0.4% have used heroin, and 0.7% have used crystal (Alayi Karayem, Kadivar, Mohammadkhani, & Alayi Karayem, 2011).

There are currently three strategies to limit substance abuse, i.e. legal strategy, therapeutic strategy, and training-educational strategy. Legal strategies include legal means to prevent the spread or use of drugs. Therapeutic strategies are also used after addiction in order to restore addicts to the normal state and have them stop addiction. However, the training-educational strategy is a preventive approach, which has a very high status (Sigle, & Senna, 1997). The education system plays a major role in the addiction prevention strategy. In all educational systems, in particular the centralized educational structures, textbooks are practically used as the most important tool and educational medium for transferring the concepts, meanings, and values to students. In fact, the content of course books is considered as an important element of the curriculum and is a means to achieve the education goals (Maleki, 2003). Accordingly, the inclusion of appropriate content in the area of primary prevention of drug addiction and substance abuse is one of the basic requirements of curriculum in the course books. Therefore, course books should be taken into account and evaluated in terms of the components of addiction prevention.

In this study, elementary and junior high school course books were evaluated in terms of the degree of attention paid to the components of drug addiction prevention. The findings of this study showed that no attention was paid to the components of drug addiction prevention in elementary school textbooks (grades 1 to 6). In the junior high school, components of drug addiction have been mentioned in the course books 9 times in total (6 times in the book, entitled *Thinking and Lifestyle* and 3 times in *Experimental Sciences*). In total, in this grade, the component of "causes of addiction tendency" has been referred to four times, each of the components of "complications of addiction" and "addiction prevention methods" has been mentioned twice, and other components have not been considered. In the eighth grade, addiction components have been mentioned 165 times where 66 cases pertain to *Thinking and Lifestyle* (both), 53 cases pertain to *Social Sciences*, and 46 cases pertain to *Thinking and Lifestyle* (boys). In this educational grade, the components of the "complications of addiction" with 94 frequencies, "concepts related to addiction" with 25 frequencies, "causes of addiction tendency" with 16 frequencies, "role of colonialism in the spread of drugs" with 15 frequencies, "crime and laws related to addiction and narcotics" and "history of drug use" each with 6 frequencies, and "addiction prevention methods" with three frequencies have been the most frequent components. In the ninth grade, the components of addiction prevention have been mentioned twice in the course book of *Celestial Messages* (the component of "addiction prevention methods" and "the role of colonialism in the spread of drugs", each with one mention).

The findings of this study indicate that in the elementary school and junior high school, the components of addiction prevention have not been taken into account in a balanced and coordinated manner. For instance, in the elementary period, there is no mention of the components of addiction prevention at all, and in the seventh and ninth grades of the junior high school, just brief mentions of the components of addiction prevention have been made in a highly dispersed mode. In advanced country schools, drug prevention is taught from a very early age in a variety of ways, and training is continually integrated into all topics of the course over the years (Kheradmand, Zamani, & Hedayati, 2010). Accordingly, it is recommended that in Iran, as well as advanced countries, enough attention be assigned to the components of drug prevention in all educational disciplines and in all relevant subjects.

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