

RESEARCH
ARTICLE**A sociological study of the role of school and vocational guidance counselor in preventing drug abuse among secondary school students.****Fella Boudour**

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Doi Serial<https://doi.org/10.56334/sei/8.8.9>**Keywords**

role, school and career guidance counselor, prevention, drug abuse, secondary school student.

Abstract

The school is a basic social institution that seeks to create generations and develop their intellectual and social capabilities, but this function may be subjected to disruption when pathological phenomena that threaten the student in his entity and fate, foremost of which is drug use, is a secondary education student who lives in personal, social and educational changes more vulnerable to this danger, and from here the importance of the role of the guidance and school and vocational counseling advisor is highlighted as an effective Educationally contributes to accompanying students by relying on preventive programs in a regular scientific way, which helps the student avoid the victim of this dangerous scourge. Accordingly, this research paper aims to reveal the role of the school and vocational guidance counselor in preventing drug abuse among secondary school students from a sociological perspective.

Citation

Boudour F., Draouet W. (2025). A sociological study of the role of school and vocational guidance counselor in preventing drug abuse among secondary school students. *Science, Education and Innovations in the Context of Modern Problems*, 8(8), 52-60; doi:10.56352/sei/8.8.9. <https://imcra-az.org/archive/375-science-education-and-innovations-in-the-context-of-modern-problems-issue-8-vol-8-2025.html>

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Received: 05.01.2025

Accepted: 06.03.2025

Published: 27.06.2025 (available online)

Introduction:

The educational institution is one of the most important formal social systems that reflects the dynamism of society and its various interactions. It is not limited to the transfer of knowledge and the development of academic competencies, but rather serves as an environment for building character, guiding behavior, and shaping the student's social and psychological identity. However, these functions are now threatened by the growth of negative phenomena within schools, most notably drug abuse, which now affects a significant segment of learners, particularly in secondary education, due to its complex social characteristics. The spread of this phenomenon within the school environment

does not constitute a threat to the health and safety of students, but rather represents a direct danger to the national educational project, as it causes academic failure, behavioral deviation, and the disintegration of relationships within the institution. From this standpoint, the need for effective intervention by various stakeholders in the educational field arises, most notably the school and vocational guidance counselor, as he is an essential system that possesses the tools for diagnosis, guidance, and psychological and social support. This enables him to contribute to building a preventive school environment that aims to develop life skills in students and motivate them to make informed decisions that avoid falling into the scourge of addiction and delinquency. However, on the other hand, counselors will not achieve the desired goal of their presence in educational institutions without having a practical and effective guidance program dedicated to protecting students from falling into delinquency. Accordingly, this study seeks to analyze the roles they play, concerned with understanding the structural and cultural factors surrounding the student and influencing his behaviors and choices.

Accordingly, this research paper aims to explore the role of school and career guidance counselors in preventing drug abuse among secondary school students. In this context, the following question can be posed:

What is the role of school and career guidance counselors in preventing drug abuse among secondary school students from a sociological perspective?

Based on this research question, the researchers seek to identify the most important strategies employed by school and career guidance counselors to prevent drug abuse among secondary school students—from a sociological perspective.

To achieve this realistic and important scientific objective, this study used a descriptive approach, which relies on studying the phenomenon as it exists in reality. It focuses on accurately describing it and clarifying its characteristics by collecting, analyzing, and interpreting information, and then presenting the results in light of these findings.

First - Controlling the study concepts

1- Role:

There are many definitions offered by scholars in the field of social sciences, including:

Ralph Linton's definition: "He believes that status is the set of rights and duties, and role is the dynamic manifestation of status. To exercise these rights and duties is to fulfill the role." This is the definition used by Parsons in his book "The Social System," Radcliffe Brown in his book "Structure and Function in Primitive Society," and Robert Merton in "Social Theory and Social Structure."¹

2- School and Career Guidance and Counseling Counselor:

He is known as an educational guide, mentor, or social worker. This is due to the multiplicity of academic specializations, professional tasks and activities, or institutions in which he works. This has led to a multiplicity of definitions that refer to him, the most important of which we present here.

The Ministry of National Education defines the counselor as: "the person responsible for implementing and following up on the guidance program, as the counselor has certain personal qualities and characteristics that have a decisive impact on the success or failure of the guidance process."²

According to Khadija Benflis' definition, a guidance counselor is: "An employee in the education sector and a member of the educational team who assists in implementing the school guidance program. They seek to observe the student's personality, identify their ambitions, and identify and highlight their interests. They also help them understand themselves and their surroundings. The guidance counselor also monitors certain medical cases and refers them to specialists if necessary." From the above, it is clear that a guidance counselor is a professional who officially undertakes the task of guidance and counseling within educational institutions, as defined by official regulatory texts. This role aims to help students resolve their psychological, educational, social, and educational problems, either individually or collectively. The goal is to help them avoid falling into social ills in general and drug abuse in particular, enabling them to successfully build their future academic and professional careers.

3- Prevention:

Prevention is defined as: "preventing an undesirable event from occurring, or preventing it from happening."³

¹ - Atef Ghaith, Dictionary of Sociology, Dar Al-Ma'rifah University, Egypt, 2006, p. 67.

² - The Algerian Republic, Ministry of National Education, Directorate of Communication, Guidance and Evaluation, Collection of School Guidance Texts, 1993, p. 8.

³ - Rashad Ahmed Abdel Latif: Preventive Methods for the Problem of Drug Abuse, 1st ed., Naif Arab University for Security Sciences, Riyadh, 2008, p. 11.

Al-Jahni defined it as: "The programs offered in the school, including seminars, workshops, introductory bulletins, records, and visits."¹

Therefore, prevention refers to the set of activities provided by counselors within educational institutions (secondary schools) with the aim of protecting students from the danger of drug abuse through guidance, awareness, accompaniment, and continuous follow-up.

4- Dealing:

Regarding the word "abuse," it is "the illegal, irregular, and non-periodic use of drugs. Individuals use them to induce a change in mood or mental state, but without reaching the level of complete dependence".²

5- Drugs:

Drugs are defined as: "chemical substances that cause drowsiness, abnormal sleep, or loss of consciousness to relieve pain. Therefore, stimulants and hallucinogenic drugs are not considered drugs, while alcohol and wine are considered drugs".³

Drugs are also defined as: "A group of psychoactive substances prohibited by law and included exclusively in the international agreement known as the Single Convention on Narcotic Drugs of 1961 AD. According to the National Center for Criminal Research in Cairo, drug abuse is the use of any drug in any of the forms known in a given society to obtain a specific psychological and mental effect".⁴

6 - Secondary education student:

The student is defined as: "the focus of the communication process within the classroom. His role is to acquire skills, knowledge, and experiences that are commensurate with his comprehension abilities, with the aim of increasing his knowledge base and developing his personality".⁵

In this research paper, it refers to all secondary school students of both genders at all three levels in all their scientific specializations.

Second: School and Career Guidance and Counseling Advisor

1- Hiring a school and career guidance counselor

Previously, guidance counselors were working in school and vocational guidance centers until the issuance of Ministerial Circular No. 219/91 dated September 18, 1991, regarding the appointment of school and vocational guidance counselors in secondary schools. This circular stated that "evaluating school and vocational guidance practices highlights the need to reconsider the concept of guidance and its methods, and to move it from the field of administrative management of students' academic paths to the field of psychological and educational follow-up, and to contribute effectively to raising the level of educational performance of educational institutions and the individual performance of students."⁶

The cultural perception of education is embodied in adherence to the traditional model. Many believe that education should be part of a society's cultural identity, embodied in direct interaction between teacher and student. Therefore, e-learning is considered a threat to this traditional identity and contributes to hindering the digital transformation in education. This also reflects the emphasis on tradition in some societies that reject change.

2- Characteristics and qualities of a school and career guidance counselor:

¹ - Al-Jahni Mansour bin Muslih, The Role of Schools in Protecting Their Students from the Dangers of Drugs, College of Graduate Studies, Naif Arab University for Security Sciences, Beirut, Lebanon, 2012, p. 9.

² - Hussein Hanaa and Ababou Fatima, Family Factors Leading to Drug Addiction among Girls, Master's Thesis, Faculty of Humanities and Social Sciences, University of Mentoui, Constantine, 2016, p. 100.

³ - Abdul Aziz bin Abdullah Al-Buraithan, "Social Services in the Field of Drug Addiction," Dar Al-Hamed, Amman, 2014, p. 12.

⁴ - Ismaili Yamina, and Nadia Baibaa, "The Role of Psychological Counseling in the Treatment and Control of Drug Addicts," Diwan of University Publications, Ben Aknoun, 2011, p. 23.

⁵ - Fakher Aqel, "A Dictionary of Psychology," Arab Institution for Studies and Publishing, Beirut, 1979, p. 13.

⁶ - People's Democratic Republic of Algeria, Ministry of National Education, Official Bulletin of National Education, School and Vocational Guidance during the Period 1962-2001, p. 12.

The characteristics and qualities of a counselor on a personal, professional, and social level are among the most important factors that directly contribute to the success or failure of the guidance and counseling process. They are as follows:

2.1- Personal characteristics:

The personal characteristics of a school and career guidance counselor are:

- * Good appearance and grooming.
- * Sincere sincerity and the ability to discover themselves to the extent appropriate to accommodate others.
- * Patience, deliberation, and open-mindedness.
- * Emotional balance and the ability to deal rationally with their emotions.
- * The ability to listen well to others.
- * Openness to change for continuous development and improvement.
- * The ability to use methods, techniques, and strategies.
- * Broad cultural awareness.
- * Knowledge of and commitment to professional ethics.¹

2.2- Professional characteristics: These are highlighted by the following capabilities:

2.2.1- Ability to prepare a guidance program: He has a theoretical framework upon which to interpret human behavior, in addition to being familiar with various methods of gathering information, being familiar with the requirements of the developmental stage that students are going through, and being familiar with the tests used in the counseling process, their application, and the interpretation of their results.

2.2.2- Achieving the objectives of the guidance program: This means that the guidance counselor will inform the student of the academic fields that suit him and the requirements of various professions, help him solve the daily problems he faces, and build good relationships with teachers, the educational institution's administration, and its staff.

2.2.3- Guidance cell management: This means asking questions related to the problem the student is experiencing, in addition to using non-verbal behavioral methods (gestures and facial expressions), and verbal behavioral methods (praise and encouragement, and the ability to discuss flexibly).

2.2.4- Building trust between the counselor and the student: This means the guidance counselor's ability to establish effective relationships with others, accept the student as an individual with potential, maintain confidentiality, and make objective judgments.

2.2.5- Making peaceful decisions: This can be achieved by helping the student define his goals, providing him with the necessary instructions to clarify his strengths and weaknesses, and encouraging him to continue until he achieves his goals.

2.2.6- Understanding social behavior: The ability to understand the requirements of the dimensions of the social and cultural environment in which the student lives, understand the prevailing moral values, and benefit from previous experiences.²

2.3- Social characteristics:

Social characteristics associated with the effectiveness of a school and career guidance counselor include:

- * The ability to establish good social and human relationships with others.
- * A love of socializing, a sense of responsibility toward them, and an interest in helping them solve their problems.
- * The ability to lead, guide, and cooperate with others.
- * A deep understanding of the social values and norms that govern behavior, relationships, and attitudes. The solutions proposed to the counselee must be consistent with their values.
- * The ability to form friendships easily and to understand and get along with others.³

3- Duties of the school and career guidance counselor:

Ministerial Resolution No. 827/91 defined the duties of the school and vocational guidance counselor, issued at the beginning of the 1991/1992 academic year. This is the date on which it was decided for the first time to appoint school and vocational guidance counselors and integrate them into secondary schools. Pursuant to this resolution, they were assigned all tasks related to guiding students, informing them, and following up on their school work. The counselor's duties fall within the framework of the activities of the educational team affiliated with the institution

¹ -Rafida Al-Hariri, Educational and Psychological Guidance in Educational Institutions, Dar Al-Masirah for Publishing and Distribution, Amman, 2011, p. 19.

² - Ahmed Abdel Latif Abu Asaad, Counseling Skills, Dar Al-Masirah for Publishing and Distribution, Amman, 2009, p. 19.

³ - Saeed Hosni Al-Azza, "A Guide for the Educational Counselor in Schools," Dar Al-Thaqafa for Publishing and Distribution, Amman, 2009, p. 66.

(secondary school). He also deals with many parties, most notably the student group, by carrying out various tasks according to the diversity of the students' needs and the different target groups, and activities that are integrated with each other and presented within four axes: information, guidance, counseling, and evaluation.¹

4- Fields of school and vocational guidance and counseling

4.1- Religious and moral guidance and counseling:

It aims to intensify efforts aimed at developing Islamic values and principles among students and to invest appropriate scientific means and methods to employ and qualify those Islamic principles and ethics and translate them into behavioral practices that appear in all of the student's actions. It also aims to achieve educational adaptation for the student and to enlighten the student about the available educational and professional opportunities and the needs of society in light of the development plans set by the state.²

4.2- Educational guidance and counseling:

It aims to help the student draw up and define his educational plans and programs that are compatible with his potential, readiness, abilities, interests, goals and ambitions, and to deal with the academic problems that may confront him, such as academic delay, slowness and difficulty of learning, so that the counselor seeks to provide appropriate guidance services and good educational care for the students.

4.3- Social guidance and counseling:

This field is concerned with the growth and proper socialization of the student, his relationship with society, and helping him achieve integration with himself and with others in the family, school, and social environment.

4.4- Psychological guidance and counseling:

It aims to provide the necessary psychological assistance to students, especially those with special needs, through direct psychological care that focuses on the student's personality, abilities, aptitudes, and inclinations, and providing them with insight into the developmental stage they are going through and its psychological, physical, and social requirements, and helping them overcome their problems.³

4.5- Preventive guidance and counseling:

It aims to raise awareness and enlighten students and protect them from falling into some problems, whether health, psychological or social, and to work to remove their causes, train students and develop their self-confidence, and preserve their religious, moral and personal foundations.

4.6- Educational and vocational guidance and counseling:

It is the process of helping the student to choose the scientific and practical field that suits his energies, readiness and abilities, and balancing them with his ambitions and desires to achieve the student's educational adaptation, and enlightening him about the available educational and professional opportunities and the needs of society in light of the development plans set by the state, and forming positive attitudes towards some professions and businesses, and stimulating their interests in scientific, technical and artistic journals, and helping them to achieve the highest degrees of psychological and educational compatibility with their environments and educational and practical fields in which they encounter.⁴

5- Psychological counseling methods

Psychological counseling is based on the principle that human behavior can be changed and modified by following the following approaches:

5.1- Development approach: This approach seeks to achieve increased individual efficiency and support compatibility to the maximum extent possible.

5.2- The preventive approach: This approach seeks to provide psychological protection from psychological problems and disorders.

¹ - People's Democratic Republic of Algeria, Ministry of National Education, National Education Guidance Law No. 04-08 of January 23, 2008, Article 66, p. 14.

² - Raeda Khalil Salem, School and Society, School Community Library, Amman, Jordan, 2006, pp. 177-178.

³ - Abdullah Al-Tarawneh, Principles of Educational Guidance and Counseling, Yaf Scientific Publishing and Distribution House, Amman, Jordan, 2009, pp. 23-24.

⁴ - The same previous reference, p. 25.

5.3- Therapeutic approach : Some problems and disorders may be difficult to predict and actually occur. This approach requires a more precise specialization in therapeutic guidance when compared to the developmental and preventive approaches, and it is the most expensive of the three approaches in terms of time, effort, and money.¹

6 - Steps for preparing a guidance program

There are several steps that those involved in the guidance process must follow when preparing a guidance program. These steps can be identified in the following elements:

6.1 - Determine needs: There are many problems that face the individual in his life, especially those related to the academic and professional field, and they differ according to the groups and individuals with all the sediments they carry in the minds, and the obstacles that their environments carry and the possibilities they provide. Therefore, it was necessary to begin by determining the needs of the individual and the group according to the requirements of the social, cultural and natural environment. It is certain that these needs are many, and there is no doubt that this does not constitute an obstacle if the guide is able to determine the needs in an objective and scientific manner.

6. 2 - Choosing and arranging priorities: Problems are not equal in severity, and some problems can be overcome, while others require quick solutions. Therefore, this step is primarily concerned with identifying priorities among the problems identified in the first step, then arranging them according to importance, and what can be postponed and what cannot be postponed.

6.3 - Defining and writing goals: Defining and clarifying the goal is one of the most important steps that facilitates the mentor's progress through the mentoring process in an organized and active manner, as he knows in advance what he ultimately wants to achieve. Writing it down is a documentation process that always reminds him of the goal and enables others to continue the work in the event that he is unable to continue. Also, after setting the goals, it is necessary to determine the capabilities, budget, and services required to implement this mentoring program.

6.4 - Implementation: This step is the exact start date for implementation, and the success of the following steps depends on it. It is also important to coordinate the implementation steps so that there is no conflict between them and no obstruction to the guidance work. In order for the implementation process to be completed, there must be means, techniques and tools, and the ability to use them and choose the appropriate means or technique that allows for achieving the goal in the best possible way.

6.5 - Evaluation: No matter how good the planning is, how clearly defined the objectives are, and how appropriate the means used to achieve them seem, it is only possible to be sure by evaluating the results in light of the established objectives. It is the appropriate means for judging the previous steps. Evaluation includes issuing judgments, and it is what ultimately judges the extent of the correctness of defining the problems and arranging them according to priority, and the correctness and accuracy of the objectives, and the means and strategies followed to achieve those objectives.²

Therefore, it is the duty of the guidance counselor to stop from time to time to evaluate what has been accomplished, identify what has not been accomplished, and suggest solutions to improve the guidance process.

Third - Drugs

1- Drug classification

Not all drugs come from the same source, are of the same type, or have the same effect on humans or the nervous system. These substances also differ in terms of their danger, their usefulness in medical treatment, or their natural or synthetic source. There are several classifications of drugs established by scientists and researchers in the field of addiction or drug abuse. These classifications include the following:

1.1- Natural drugs: They are a group of drugs that humans obtain from nature without any artificial modification. They are plants that contain narcotic substances. The most important of these plants are:

"Opium, hashish, khat, banco, and marijuana."³

1.2- Mixed drugs: It can be prepared by mixing some natural substances with other chemical substances, including: morphine, heroin, codeine, and cocaine⁴.

1 - Zahran Hamid Abdel Salam Psychological Guidance and Counseling, 2nd ed., Alam Al-Kutub, Cairo, 1980, p. 37.

² - Ikhlas Muhammad Abd al-Latif, Guidance and Psychological Counseling in the Field of Sports, Book Center, no place of publication mentioned, 2002, p. 122.

³ - Abu Mughdhib Abed Abdullah, and Al-Zuraad Faisal Muhammad Khair, Addiction to Alcohol, Drugs and Psychotropic Substances (Diagnosis and Treatment), 1st ed., Al-Yamamah Printing and Publishing, Damascus, 2001, p. 74.

⁴ - The same previous reference, p. 74.

1.3- Chemical: They are drugs manufactured from different chemical substances and are not of plant origin. They have the same effect as natural and mixed narcotic substances, but their harm to the body is more severe than them. These include: "pain relievers, tranquilizers such as pethidine, methadone, and major and minor tranquilizers" ¹.

2- Factors leading to drug abuse

The reasons for drug abuse vary from one addict to another, from one society to another, and from time to time. However, there are primary reasons and reasons that contribute to abuse. The following are the most important reasons that lead to drug abuse.

2.1- Presence of the drug: The availability and presence of drugs is a strong indicator of drug abuse and addiction. Perhaps the best example of this is the rates of alcohol abuse and addiction worldwide. Without its widespread availability and prevalence, the highest rates of alcohol abuse and addiction in the world would not have been recorded. The availability of drugs has a direct relationship with the law and the prevailing ideologies in society.

2.2- Personality: Personality has an impact on drug abuse and addiction. A weak or incomplete personality manifests itself in deviant behaviors, which may include the abuse of certain types of drugs. The latter also indicates a personality disorder, the essence of which is centered on the user suffering from feelings of anxiety, depression, lack of self-confidence, despair, and loss of the ability to confront frustration. He is also not prepared to solve the problems he faces in life in a natural way. Gillick believes that the weaker an individual's personality is, the more he tends to abuse drugs, as he finds psychological comfort and forgetfulness of these problems. ²

2.3- Family: The family plays a major role in shaping the personalities of children, and neglecting this may be one of the indicators that can be used to predict drug abuse or delinquency in general. Family disorder, violent family disputes, drug abuse by one or both parents, and weak family supervision represent images that may lead, in one way or another, to drug abuse.

2.4- Group of companions: The group of friends has an effective influence on the personality of each member of the group and affects the personality of each individual in some way. Through interaction with the group of friends, ideas are transmitted, and behaviors are learned, whether positive or negative, such as smoking or taking drugs. ³

2.5- Media: Media is often associated with being an outlet for leisure time, and therefore it must be a positive means regardless of the content of the media material and its benefit, and it must not be negative, directly or indirectly, so that it leads to behavioral deviations such as teaching drug smuggling, trafficking or use, and the impact it has in an interesting way that calls in some way to experimentation and exploration, as imitation and emulation are a phenomenon that exists in societies, as young people imitate and emulate people whom they have taken as role models, or imitation is due to the media, as they see violence, aggression, drug and alcohol use in films.

2.6- Weak religious restraint: Weak religious restraint affects a person's personality, creating a lack of concern for issues of what is permissible and what is forbidden. If a believer's heart is not filled with faith, he will gradually turn to forbidden things. However, there are other motivations that contribute to the weakness of religious restraint and lead to deviating towards drugs, such as the belief that they are not forbidden, or the presence of factors that are linked and interact with this factor, such as the other factors we will discuss in this topic. ⁴

2.7- Deviant behavior: Many academic studies indicate a relationship between drug use and other forms of deviant behavior. Drug use itself is considered deviant behavior. There are three approaches to the nature of the relationship between drug use and crime, as follows:

***The first trend:** Drug use leads to crime: This trend stems from the basic premise that drug users always need money to buy drugs, which often leads them to resort to deviant means to secure that money. Numerous studies have revealed that the rate of committing crimes after drug use is higher than before use, and thus an individual becomes a criminal due to addiction, but does not become an addict due to crime.

***The second trend:** Crime leads to drug abuse: According to this trend, engaging in deviant behavior leads to drug abuse. Drug abuse among criminals is considered a normal behavior, and perhaps a natural result of the deviant lifestyle itself. Numerous studies have shown that drug abuse is a result of deviance, and that the greater the degree of dependence on the drug, the greater the rate of crime.

¹ - Al-Hamidani, Ayed Ali Obaid, The Horrors of Drugs in Arab Societies, 2nd ed., Government Press, Kuwait, 2004, p. 21.

² - Abdul Aziz bin Abdullah Al-Buraithan, Social Service in the Field of Drug Addiction, Dar Al-Hamed, 2014, p. 93.

³ - Issam Tawfiq Qamar and others, Contemporary Social Problems, Dar Al Fikr, Amman, 2008, p. 73.

⁴ - Baha' Al-Din Khalil Turkiya, Contemporary Social Problems, Dar Al-Masirah, Amman, 2015, p. 152.

***The third trend:** It believes that crime and drug abuse are the result of a third factor, and their co-occurrence indicates the presence of other factors causing them. Therefore, it can be said that drug abuse is indirectly linked to crime, and this is what was confirmed by the recent Egyptian study, which revealed that members of the experimental group were more likely to commit deviant behavior patterns, especially with regard to financial crimes such as theft and its types.

In addition to these reasons, there are other reasons that vary depending on the environmental and social conditions in which the individual lives, as well as the various changes that may occur to him or to the environment in which he lives, which may lead him to use drugs and become addicted to them.

2.8- Smoking and drinking alcohol: Studies have confirmed the existence of a relationship between smoking and alcohol consumption habits on the one hand and drug use on the other. It is not an exaggeration to say explicitly that smoking and alcohol consumption pave the way for drug use for those who have the motivation or incentive to use it. Smoking and alcohol consumption represent the first step in breaking the psychological barrier within the individual in his dealings with drugs later on.¹

2.9- Academic failure: A student's inability to adapt to the educational system and follow his lessons regularly in the classroom creates boredom and fatigue from studying, as well as aversion and frustration, which may lead him to fail in school, and consequently drop out and deviate from social norms.

3- The harms of drug abuse

The harms of drugs are many and varied. It is scientifically proven that drug abuse harms the physical and mental health of the abuser, and that a person who abuses drugs is a burden and a danger to himself, his family, his community, morals, production, security, the interests of the state, and society as a whole. Rather, it has grave dangers in affecting the political entity of the state. The most important effects and harms caused by drugs can be divided into the following:

3.1- Health damages: Modern science has proven that drug abuse negatively impacts an individual's physical, psychological, and mental health through the following:

- It causes weakness and emaciation in the user.
- It causes serious damage to the heart and respiratory system.
- Continued drug abuse can lead to cirrhosis of the liver and pancreatitis.
- Impaired brain function.
- Impaired vision.
- Severe anemia.
- Muscle spasms, which can later lead to paralysis.
- Overdosing on the drug can lead to death.²

3.2- Social damages: The spread of drugs is a catastrophe, and drug use is a scourge and a social disease. Its most complex social consequences include:

- Family disintegration.
- Loss of family ties.
- Loss and dissolution of morals.
- Widespread unemployment in society.
- The spread of begging, prostitution, theft, and other social problems.

3.3- Psychological and mental damage: Drugs affect consciousness, behavior, and the immune system as follows:

3.3.1- Awareness: Drugs have a clear impact on consciousness in more than one way:

- Decreased or absent consciousness (opium, heroin).
- Stimulating and activating consciousness (cocaine, amphetamines).
- Disturbed perception of reality and hallucinations (marijuana, hashish).

3.3.2- Behavior: The addict becomes preoccupied with taking drugs and forgets other life concerns. He suffers when he cannot find the drug he is taking. The addict's condition worsens if his body becomes accustomed to the drug, so its effect on him decreases. Consequently, the dose he takes increases, making the situation worse.

¹ -Muhammad Mahmoud Al-Jawhari, and Adly Mahmoud Al-Samri, Social Problems, Dar Al-Masirah, Amman, 2011, p. 37.

² -Essam Tawfiq Qamar and others, previously cited reference, p. 16.

3.3.3- Immune system: Drugs weaken the immune system and make the addict vulnerable to disease. All types of drugs have a serious impact on the motor system, disrupting perception and causing a decreased sense of pain. They also make the person like an animal, lacking willpower, paralyzed in thought, and unable to move normally.¹

3.4- Economic damages: There are numerous economic consequences that can result from drug abuse, including:

- Reduced productive efficiency for the user.
- Decreased production at the national level, resulting in significant financial losses. This is because the state spends significant amounts of money on combating drugs, which could be better utilized for economic and productive purposes, raising the standard of living of both society and the individual.
- Weakened economic prospects for the individual due to spending their income on drugs.
- Weak and declining labor productivity, both quantitatively and qualitatively, results from frequent absence from work and lateness, along with increased illness and malaise, in addition to an increased incidence of accidents, their severity, and the resulting financial losses.²

Fourth: **Theoretical approaches that explain the phenomenon of drug abuse**

In light of the functional approach, the school is a device for controlling social behavior by transmitting social norms and collective values such as discipline, responsibility, respect for oneself and others, reproducing social cohesion by integrating individuals within a unified culture that prevents disintegration and deviation, and distinguishing between normal and deviant behavior with the aim of monitoring deviations and addressing them before they become widespread.

Within this sociological perspective, the role of the school and vocational guidance counselor plays an important role in supporting the school's preventive function.

1- "Emile Durkheim": The school as a device for social control:

Emile Durkheim believed that school is not merely an educational space, but rather a social institution that performs a central function in transmitting social values and norms. It works to integrate students into society and makes them aware of the limits of acceptable and unacceptable behavior.

In the context of drug abuse, this phenomenon is seen as an expression of the school's failure to fulfill its disciplinary function. Here, the guidance counselor plays a role in restoring the school's function by organizing awareness-raising and educational interventions that return the student to the path of discipline and control, thus reducing the chances of deviant behavior.

2- Talcott Parsons: The social system and the function of stability

Parsons believes that all social institutions contribute to the stability of the social system through four basic functions: adaptation, goal achievement, integration, and maintaining the cultural system. These functions can be projected onto the school as a space for reproducing social stability. When the school suffers from a dysfunction in its integration function, the student becomes vulnerable to alienation and detachment from the school's values. This also increases the likelihood of engaging in deviant behaviors such as drugs.

The role of the guidance and counseling counselor is considered to be a corrective one within the system, attempting to accommodate students at risk of disruption by helping them achieve their future educational and professional goals and enhancing their integration into the school system.

3- "Uri Bronfenbrenner": The Ecological Theory of Behavior

Bronfenbrenner explains human behavior, including addictive behavior, as a result of interaction between the individual and a group of environmental systems, namely: the microsystem (family, school, and friends); the middle system (the relationships between these systems); the external system (the media, laws, etc.); and the macrosystem (the values and general culture prevailing in society).

¹ - Essam Tawfiq Qamar and others, previously cited reference, p. 7.

² - Tariq Al-Sayed, Social Deviation, University Youth Foundation, Alexandria, 2008, p. 166.

Therefore, drug abuse is not understood solely as an individual disorder, but rather as a result of interactive factors between the school environment, the family, and society. In this model, the guidance counselor represents a link between environmental systems, especially between the student, the school, and the family, by diagnosing the circumstances surrounding the student, which helps modify the environmental factors that drive deviant behavior.

Environmental analysis therefore indicates that effective preventive intervention must include the student and his immediate environment, with multi-stakeholder cooperation: school, family, and civil society.

By examining these approaches, it becomes clear that the role of the guidance counselor represents a fundamental pillar within the school system. He performs not only a technical and administrative function, but also plays a crucial educational role in maintaining the stability of the social system by activating value control and respecting educational standards. His absence or weakness in his role opens the door to deviant phenomena such as drug abuse, which underscores the need to recognize his socio-educational status within the educational institution.

Fifth - The role of the school and vocational guidance counselor in preventing drug abuse among secondary school students

There is perhaps no more truthful saying than, "An ounce of prevention is worth a pound of cure." By prevention, we mean all the precautions taken to anticipate the occurrence of a problem or the emergence of certain complications from an existing problem. Therefore, perspectives must be diverse and intertwined in formulating a preventative policy against dangerous drugs and medications. In this regard, the United Nations is keen to differentiate between the levels of preventative action, which are:

- 1- Primary prevention (immunization): It refers to a set of measures aimed at building psychological and social capacities to prevent drug abuse from occurring in the first place.
- 2- Secondary prevention: It means early intervention by detecting early signs of risk, which can be used to stop the progression of drug abuse so that the individual does not reach the stage of dependence.
- 3 - Tertiary Prevention: It is primarily aimed at protecting the addict from further medical, psychological and social deterioration.¹

There is no doubt that the role and responsibility of the counselor is determined by primary prevention of this pathological phenomenon by clarifying the dangers resulting from drug abuse and the methods of prevention in a systematic, purposeful and directed manner. This is not an easy or simple role, as it requires careful planning and diligent, serious and effective work that is appropriate to the nature of the educational stage and age, and the personal characteristics and needs of each student.

Therefore, before the counselor begins his interventions to carry out preventive work to protect secondary school students from drug abuse, he must first conduct a comprehensive survey in the institution in which he works to identify the problems facing students and identify vulnerable groups, which are the groups that face a number of problems such as psychological disorders, the presence of an addict in the family or one of the peers, bad friends, and students who smoke in all academic years. Then, he must outline a preventive guidance program based on the fact that the most effective way to address the problem is to prevent the formation of the habit in the first place, and the necessity of working as a team with all those who belong to the educational institution. Parents and some specialists are also involved in the preventive process so that it is comprehensive, useful, and effective.

The prevention process must be based on a prepared and continuous plan, not intermittent, as promoters of these substances use various methods to promote, disseminate, and abuse these substances.

Accordingly, we find that the school and vocational guidance counselor relies on several guidance methods and approaches while carrying out his preventive educational role to provide optimal care for students in order to protect them from falling into the scourge of drugs, which is represented in the following

- 1- **Diagnostic role:** Through the use of diagnostic tools such as questionnaires, interviews, observations, case studies, in order to monitor vulnerable and at-risk groups, and to follow up on the psychological and social status of secondary school students.
- 2- **Awareness and educational role:** This is done by organizing awareness campaigns within educational institutions in cooperation with stakeholders such as school medicine, psychologists, and associations to prepare interventions and workshops on the dangers of drugs, and developing life skills (such as refusal skills, decision-making, self-control, etc).

¹ -The prevention process must be based on a prepared and continuous plan, not intermittent, as promoters of these substances use various methods to promote, disseminate, and abuse these substances.

3- **Guidance and supportive role:** Providing listening and psychological support to students experiencing marginalization, stress, or social problems, building a relationship of trust with the student to strengthen their psychological and social resilience.

4- **Coordination and collaborative role:** Collaborating with the administration, parents, and social workers to compile a file on the student at risk, and coordinating efforts to care for them.

The elements of intervention of the school and career guidance counselor to achieve prevention can be identified as follows:

1- Procedural interventions with students

✓ The counselor should work to utilize and exploit all available means. Here we point out the importance of the role of school media, whether through media classes, or by preparing periodic explanatory bulletins, and holding competitions on methods of prevention and treatment and the harms of these substances. Occasions should be invested in preparing for these activities with the participation of all categories of students, given the scientific and practical importance of collaborative group work, which has been emphasized by many recent academic studies.

✓ Making effective use of students' free time to get closer to them, making it easier to identify their problems when they arise, helping them confront them, and working to build a positive self-image.

✓ Educating students about their abilities and developing them, familiarizing them with the professions available in the labor market and the skills required by these professions, helping them choose a career that will bring them future satisfaction. This diverts their attention away from areas of deviation and the pitfalls of social ills.

✓ The counselor also plays an educational and moral role by developing students' religious awareness, encouraging them to develop the ability to control their behavior, instilling moral values in them, and addressing problems resulting from imitating youth with deviant behaviors.

✓ Assisting students in resolving their school and family problems by conducting group and individual counseling sessions, depending on the type of problem and need. □ Using group counseling, behavioral counseling, and cognitive-emotional therapy to refute misconceptions about drugs and replace them with realistic and logical ideas, consistent with healthy behavior and prevailing societal values.

✓ Focusing on students experiencing academic, social, and economic problems, as they are vulnerable groups who may be influenced by bad friends and resort to experimenting with or using these substances.

✓ Teaching students ways to control emotions and behavior, as well as ways to achieve their goals and discover their talents.

✓ Educating students in a comprehensive manner without neglecting any aspect of their personality. It is not appropriate to focus on the educational aspect, for example, while neglecting the mental, psychological, or moral aspects. In other words, counselors must nurture students mentally, physically, socially, intellectually, and psychologically.

✓ Teaching students methods of scientific thinking and creating an atmosphere of competition among them.

✓ Teaching students ways to acquire healthy habits so they can maintain their health and avoid disease.

✓ Solving various problems, such as violent behavior in all its forms (physical, verbal, and symbolic, in particular) such as bullying), in addition to social isolation (such as introversion and shyness), and low academic achievement.

✓ Paying attention to individual differences among students, depending on their social environment, culture, and economic status.

✓ Providing scientific seminars that highlight the dangers of drug abuse, with the help of psychologists and doctors, to further clarify the seriousness of the phenomenon.

✓ Continuously supporting collaboration between counselors, psychologists, and social partners, particularly the Parents' Association, with the aim of spreading awareness and preventing this dangerous phenomenon.

✓ Giving greater attention to free school activities that contribute to student training and relief (such as scientific, artistic, sports, and religious activities).

✓ Improving the level of school services (health, entertainment, and food).

✓ Helping students express their emotions and the psychological pressures they are experiencing through counseling interviews.

✓ Replace negative student attitudes with appropriate positive ones toward themselves, their academic project, and their future career.

✓ Modify or improve the school environment in cooperation and coordination with the high school's educational and administrative team, with the aim of alleviating the pressures that affect the student's attitudes and behavior toward themselves and others.

- ✓ Assist first-year high school students in adapting to the new school environment in all its dimensions and variables, while providing psychological support and ongoing guidance for students taking official exams (the Baccalaureate exam).
- ✓ Provide guidance services that develop positive attitudes toward academic curricula among students, and teach them sound study habits, good time management, and the proper use of free time.
- ✓ Working to discover students' talents, abilities, and interests, and working to direct and exploit them in a way that benefits the student in particular and society in general. Many high-achieving and talented individuals have deviated due to the lack of psychological and educational support that would enable them to achieve their ambitions.
- ✓ Help students choose the type of study or career that best suits their talents, abilities, interests, and societal needs. This also includes informing them about available educational and professional opportunities and providing them with information and admission requirements. This is to avoid placing them in an undesirable field, which can lead to frustration and refusal to study, and consequently, dropping out of school and becoming friends with bad friends.
- ✓ A group of students can be encouraged to form a school social club that includes a group interested in preventing drug abuse. These groups should be monitored by the school's educational and administrative team, which should encourage the implementation of ideas and programs generated by the students (learning by modeling).
- ✓ Activate the documentation and media unit in educational institutions, with the assistance of teachers and educational supervisors, and provide it with all necessary information related to educational outlets and career paths. This should address various real-life issues, especially those that have negative impacts on students' lives and society, such as violence, drugs, theft, etc.
- ✓ Organizing and facilitating media weeks at school to raise awareness about drugs and their negative effects on individuals, and presenting ways to combat them. This is accomplished by designing a series of posters by students with a talent for drawing.
- ✓ Organizing and facilitating field visits to hospitals to observe groups that have been victims of drug use and the tragic psychological and physical conditions they have reached. This can be accomplished through videos or real photos, which can help students feel ostracized and rejected.
- ✓ Advising students in school settings not to experiment with drugs out of curiosity while with peers outside of school, as this is a step toward drug use and, eventually, addiction.
- ✓ Students should also be encouraged and motivated to focus on physical education, music, and drawing, as these activities help them release their emotions.

2- Procedural interventions with the educational and administrative team of the secondary school:

- ✓ The school and vocational guidance counselor should hold meetings and lectures on how to deal with the phenomenon with all stakeholders in the school, including the principal, teachers, educational supervisors, and others.
- ✓ Encourage the educational team to demonstrate positive behaviors and adopt exemplary methods.
- ✓ Raise awareness and involve the educational team in resolving student concerns, helping them achieve their goals.
- ✓ Strengthen the relationship with the educational and administrative team, and ensure continuous and effective coordination to ensure the success of the guidance process. Involve the educational team in evaluating the effectiveness of guidance programs designed to prevent this phenomenon, and identify the strengths and weaknesses of these programs with the aim of enriching and developing them.
- ✓ Activate the role of listening and psychological follow-up units at the secondary level to ensure optimal care for the concerns of students experiencing academic, psychological, social, and educational difficulties.

3- Procedural interventions with parents:

- ✓ Conduct information sessions for parents about the dangers of drugs and their impact on a student's personality and future. Urge parents to avoid using treatment methods based on neglect, leniency, or bullying, etc., with their children, as these are the source of the formation and growth of delinquent behavior in the student.
- ✓ Urge parents to raise their children with a moral upbringing based on preserving the blessings of health, sanity, and wealth. It is necessary to correct some misconceptions and misconceptions among parents regarding their role and responsibilities towards their children by focusing on material and educational care and neglecting the educational and social aspects.

- ✓ Also, educate parents about filling their children's free time with beneficial activities and cautioning against using social media without supervision or guidance.
- ✓ Guide parents to achieve healthy psychological development for their children, satisfy their needs, and provide an appropriate environment.
- ✓ Good communication between parents and children is essential, as it is the foundation for successful family relationships. It also helps identify problems early and find immediate solutions before they escalate.
- ✓ Remain calm when listening to the problems facing children, while encouraging a thinking style that leads to problem-solving. Raising children and encouraging them to work hard and take responsibility, while enhancing their self-confidence.
- ✓ Avoid mocking their children and avoid comparing them to others.
- ✓ Avoid punitive methods, such as physical or verbal violence, with children.
- ✓ Advise parents not to waste their children's personal spending.
- ✓ Encourage them to continuously monitor their children's academic progress and coordinate with the high school administration. Encourage parents to be role models for their children by avoiding smoking or using drugs in front of them.

Among the most important results achieved by the preventive educational approach are:

- ✓ Early diagnosis of risky behaviors that may be an indicator of approaching drug use as a preventive measure.
- ✓ Psychological counseling and active listening without making judgments to identify the psychological and social needs that may push the student towards drug use.
- ✓ Organized and continuous awareness and education using various means with the aim of modifying behavior.
- ✓ Individual support for students at risk, in coordination with the family, educational staff, and external services such as school health, when necessary.
- ✓ Analyzing the school environment and environment to identify risk factors, while proposing the necessary measures to enhance the preventive climate within the school.
- ✓ Enhancing the student's decision-making skills based on enhancing self-confidence to face all internal and external pressures.
- ✓ Participating in activating educational clubs and cultural activities as healthy alternatives that fill students' free time and give them a sense of belonging.

Conclusion:

We conclude from the above that the school and vocational guidance counselor plays a pivotal role in preventing the dangers of drugs among secondary school students through the use of cognitive behavioral guidance programs with a preventative dimension. These programs provide psychological, educational, social, and educational services aimed at combating the spread of the drug phenomenon. The goal is to prevent drug use before it becomes a habit or a dysfunction, in order to build a safe school free of social ills.

Through study and analysis, we concluded that effective school media, continuous monitoring, and guidance services provided by school and vocational guidance counselors significantly and tangibly contribute to reducing the spread of drug use among secondary school students.

However, the seriousness of the phenomenon and the multiplicity of its sources and dimensions require the combined efforts of all actors, both within and outside educational institutions, in coordination with families, various social partners belonging to the school health sector, civil society institutions, as well as various cultural, sports and religious clubs, by intensifying seminars and forums with the aim of spreading awareness of the dangers and harms of drug use among students of both sexes, while providing support and care for some cases that have fallen victim to this scourge.

Based on the results of the study, and in view of the scientific and practical importance of the subject, it still needs further study and in-depth research, through the preparation of similar studies that focus on the topic:

□ School quality of life standards and their role in reducing the phenomenon of drug abuse among secondary school students.

Recommendations:

Based on the above, we propose the following recommendations:

1-Activate the role of school and career guidance counselors in schools, as guidance services are a fundamental function of the current educational system.

2-Give the issue of drug abuse prevention the utmost importance in schools and even universities, and continuously raise awareness of the harmful effects of this serious scourge on individual and societal health.

3-Prioritize the concerted and integrated efforts of all educational institutions and civil society organizations to develop joint guidance programs, and engage in rapid and effective intervention at the school level to curb the spread of this phenomenon, warn of its dangers, and raise awareness of its disastrous effects on individuals and society.

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