



## **Estimation Analytically for Combating Psychoactive Substance Abuse Among School Children: The Preventive Role of Psychoeducation**

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### **ABSTRACT**

#### **Keywords:**

Substance Abuse,  
Psychoeducation,  
School Children,  
Life Skills Training,  
Student-Teacher  
Support,  
Counselling  
Services,  
Community  
Involvement,  
Mental Health,  
Preventive  
Strategies, Risk  
Behaviour

This study investigates the prevalence and consequences of psychoactive substance abuse among school children, emphasizing the preventive role of psychoeducation. Key psychosocial variables—Student-Teacher Support, Life Skills Training, and Knowledge Awareness demonstrated significant influence on students' behavioural and psychological well-being. Psychoeducation programs, particularly those that are interactive and engaging, were moderately effective in improving awareness, decision-making, and coping skills. However, the effectiveness of such interventions is constrained without comprehensive support systems. Gaps in parental involvement, community engagement, and school counselling services indicate the need for a more integrated approach. The study suggests that strengthening life skills education, teacher training, and family participation can play a crucial role in mitigating substance abuse. Future research should explore long-term impacts using longitudinal studies, incorporate technology-based solutions, and consider socio-cultural factors to enhance the scope and effectiveness of prevention strategies.

### **I. INTRODUCTION**

Substance abuse among school-aged children has emerged as a growing concern across the globe, including in India. Psycho-active substances such as tobacco, alcohol, inhalants, and other narcotics have made their way into the hands of adolescents, often as early as middle school. These substances, when consumed, alter brain function and behaviour, leading to serious physical, psychological, and social consequences. The adolescent phase is marked by curiosity, experimentation, identity formation, and susceptibility to peer pressure, making this group particularly vulnerable to substance abuse. The present study explores the prevalence of psycho-active substance abuse among school children, investigates its adverse consequences, and evaluates the effectiveness of psycho-educational interventions in addressing and preventing such behaviour. In recent years, rapid urbanization, easy access to substances, media influence, lack of parental supervision, and social disintegration have collectively contributed to increased substance use among young individuals. A disturbing trend has been noted even in rural and semi-urban areas, where children as young as 10–12 years are exposed to or experimenting with substances. According to reports from the Ministry of Social Justice and Empowerment and the National Drug Dependence Treatment Centre (NDDTC), there has



been a significant increase in substance abuse among school-going children, with devastating long-term consequences on their health, education, and future. Substance abuse not only affects the individual physically and mentally but also disrupts academic performance, family relationships, and societal well-being. School children involved in substance use tend to show signs of aggression, withdrawal, absenteeism, declining academic performance, and behavioural disorders. Moreover, they are at a higher risk of engaging in criminal activities, dropping out of school, and developing lifelong dependency on drugs. Given the gravity of the problem, schools have become a critical environment for early detection, intervention, and prevention. Psycho-education plays a pivotal role in equipping students with knowledge, coping skills, and decision-making abilities that can help resist peer pressure and make informed choices. Psycho-educational interventions can involve structured sessions that address the dangers of substance use, promote self-esteem, teach problem-solving techniques, and foster resilience. When administered effectively, such programs can contribute to a significant reduction in the initiation and continuation of substance use among school-aged children.

This study aims to investigate the prevalence and patterns of psycho-active substance abuse among school children, assess the psychological and educational consequences, and evaluate the impact of a carefully designed psycho-educational intervention program. The research attempts to fill the gap between awareness and implementation by providing empirical evidence on the role of preventive education in combating substance abuse at the school level. The objectives of the study include identifying the types of substances commonly abused by school children, examining the socio-demographic factors contributing to such behaviour, exploring the consequences on mental health and academic outcomes, and evaluating the effectiveness of psycho-education in curbing the abuse. The research also seeks to understand students' awareness levels, attitudes towards drugs, and their coping mechanisms when faced with pressure or emotional distress. The significance of this study lies in its practical implications. It provides educators, school counsellors, parents, and policymakers with a research-based understanding of the problem and offers actionable recommendations to design and implement effective school-based preventive programs. By focusing on psycho-education as a preventive tool, the study contributes to the broader goal of promoting student well-being, fostering safe school environments, and reducing future health and social burdens linked to substance abuse. The increasing prevalence of psycho-active substance abuse among school children is a matter of urgent concern that demands systematic inquiry and intervention. This study seeks not only to highlight the magnitude of the issue but also to explore a proactive educational approach that empowers young individuals to make healthier life choices. Through awareness, early identification, and psycho-educational support, the future generation can be better protected from the far-reaching consequences of substance abuse.

## **II. BACKGROUND STUDY**

Recent research has employed a variety of methodologies to investigate psychoactive substance use and its psychological, social, and educational implications (Pacheco & Correa, 2023). Bibliometric mapping has elucidated the role of statistical techniques and machine learning in substance use studies, while clinical investigations have examined the relationships between polysubstance use and severe mental health outcomes such as schizophrenia (Vlad et al., 2023) and prodromal psychosis symptoms (Więckiewicz et al., 2024). Systematic reviews have highlighted the psychological consequences of



substance use among men who have sex with men (Brunt et al., 2024) and traced rising health concerns in university students during 2019 and 2020 (Sampaio et al., 2024). Ethnographic work in Ghana's small-scale mining communities has revealed the social and emotional burdens borne by parents of young adults misusing substances (Asamoah et al., 2024), and educational interventions combining resilience training, psychoeducation, and psychotherapeutic techniques have demonstrated effectiveness in reducing test anxiety (Rajiah & Saravanan, 2014), school-related fears (Rudokaite & Indriuniene, 2019), and examination misconduct (Anyamene et al., 2015) through blended approaches (Jajuri et al., 2019).

### III. RESEARCH METHODOLOGY

**Research Methodology:** A Study on Psychoactive Substance Abuse and Psychoeducation Impact Among School Children.

**Study Design:** This research employs a quantitative, cross-sectional design to explore the prevalence and consequences of psychoactive substance abuse among school children and assess the effectiveness of psychoeducation in prevention. The approach ensures data collection at a single time point, capturing a snapshot of behavioural patterns, academic outcomes, and life skills development.

**Participants:** The study sample consists of 350 school students, selected using stratified random sampling to ensure diverse representation across age groups (Under 10 to Above 18), genders, grade levels (6th to 10th grade), parent/guardian occupations, and residence types (urban, rural, suburban). The diverse sample allows for insights into socio-demographic influences on substance use and psychoeducation outcomes.

**Data Collection:** A structured questionnaire was the primary data collection tool. It includes sections on demographics, the social consequences of drug use (e.g., peer influence, parental support, community involvement), psychological well-being (e.g., emotional health, stress, self-esteem), and behavioural problems (e.g., aggression, risky behaviour). Psychometric training factors like Student-Teacher Communication (STC) and Knowledge and Awareness (KAW) were also evaluated for their effectiveness.

**Reliability and Validity:** Reliability analysis using Cronbach's Alpha ensured internal consistency, with factor reliability ranging from 0.69 to 0.93. The tool was pilot-tested for validity, refining unclear items.

**Data Analysis:** Data were analysed using descriptive statistics (frequencies, percentages, means) for demographic and factor distributions. Inferential techniques, including correlations and regression analyses, were applied to explore relationships between variables. This methodology facilitates a comprehensive understanding of patterns and intervention impacts.



#### Factor Name and Short Codes

Factor Name	Short Code
Student-Teacher Support and Communication	STC
School Programs and Activities	SPA
Knowledge and Awareness	KAW
Life Skills Training	LST
Effectiveness of Psychoeducation	EPS
School Counselling Services	SCS
Academic and Cognitive Development	ACD
Personal Growth and Life Skills	PGL

#### IV. DATA ANALYSIS AND RESULT

This section investigates into the detailed analysis and interpretation of the data collected in this study on the prevalence and consequences of psychoactive substance abuse and the impact of psychoeducation among school children. This section serves as the cornerstone of the research, where findings are systematically presented to address the research objectives. The section begins by summarizing the demographic profile of participants, including age, gender, grade level, parental occupation, and residence type. The comprehensive frequency tables and percentages provide a clear understanding of the sample distribution, forming the basis for subsequent analysis. Following the demographic overview, the section explores the key factors, including Student-Teacher Support and Communication (STC), School Programs and Activities (SPA), Knowledge and Awareness (KAW), Life Skills Training (LST), and others. Each factor is analysed in depth, using descriptive statistics such as means, standard deviations, and reliability values (Cronbach's Alpha) to ensure internal consistency and relevance. The analysis also examines behavioural patterns, including aggression, stress levels, and coping mechanisms, alongside psychological aspects such as emotional well-being and self-esteem.

#### V. EXPLORATORY ANALYSIS

The exploratory analysis begins with descriptive statistics, including frequency distributions, mean values, and standard deviations, to summarize participant demographics (e.g., age, gender, grade level) and factor-level metrics (e.g., Student-Teacher Support, Knowledge, and Awareness). Bar charts and cross-tabulations are used to identify patterns across variables. Reliability testing via Cronbach's Alpha ensures the internal consistency of the factors, with values ranging from 0.69 to 0.93, signifying strong reliability. Exploratory Factor Analysis (EFA) is conducted to identify latent structures within the factors, ensuring their alignment with the study framework. This step refines the measurement model by grouping related items under factors such as Student-Teacher Support (STC), Life Skills Training (LST), and Academic and Cognitive Development (ACD).



## Structural Equation Modelling (SEM)

SEM is utilized to test the hypothesized relationships between variables. The process includes:

- **Measurement Model:** Validates factor loadings to confirm the theoretical constructs.
- **Structural Model:** Examines the direct and indirect effects of psychoeducation programs on outcomes like self-esteem, substance use, and risky behaviours.

Goodness-of-fit indices (e.g., CFI, RMSEA, and Chi-square) are reported to assess model fit. SEM results provide insights into causal relationships, highlighting significant predictors of behavioural and psychological outcomes. This comprehensive approach bridges theoretical constructs with empirical findings, guiding interventions effectively.

**Table 1: Statistics**

Statistics						
		Age	Gender	Grade Level	Parent/Guardian Occupation	Residence Type
N	Valid	350	350	350	350	350
	Missing	0	0	0	0	0

The study's demographic variables, including Age, Gender, Grade Level, Parent/Guardian Occupation, and Residence Type, have complete data, with 350 valid responses and 0 missing values for each category. This completeness ensures a robust dataset, allowing for accurate analysis of participant profiles and their contextual influences. The absence of missing data eliminates the need for imputation or adjustments, enhancing the reliability of insights. These variables form a critical foundation for understanding the broader factors influencing students' academic, psychological, and social experiences, providing a comprehensive basis for identifying patterns and designing targeted interventions.

**Table 2: Frequency Table - Age**

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10-12	52	14.9	14.9	14.9
	13-15	81	23.1	23.1	38.0
	16-18	69	19.7	19.7	57.7
	Above 18	84	24.0	24.0	81.7
	Under 10	64	18.3	18.3	100.0
	Total	350	100.0	100.0	

The Frequency Table for Age provides a breakdown of participants across five age groups. Among the 350 valid responses, 23.1% (81 students) belong to the 13-15 age group, the largest category. This is followed by 24% (84 students) aged Above 18, and 19.7% (69 students) aged 16-18. The Under 10 age group comprises 18.3% (64 students), while 10-12 represents 14.9% (52 students). The cumulative percentage shows a progressive accumulation, reaching 100% with the inclusion of all age groups.





**Table 3: Frequency Table- Gender**

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	93	26.6	26.6	26.6
	Male	88	25.1	25.1	51.7
	Other	89	25.4	25.4	77.1
	Prefer not to say	80	22.9	22.9	100.0
	Total	350	100.0	100.0	

The Frequency Table for Gender outlines the distribution of participants across four categories. Among the 350 valid responses, 26.6% (93 participants) identify as Female, making it the largest group, followed by 25.4% (89 participants) identifying as Other. 25.1% (88 participants) identify as Male, while 22.9% (80 participants) chose Prefer not to say. The cumulative percentages reflect a gradual accumulation, reaching 100% when all categories are combined. This gender distribution highlights diverse representation, ensuring inclusivity in the dataset.

**Table 4: Frequency Table - Grade Level**

Grade Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10th Grade	61	17.4	17.4	17.4
	6th Grade	58	16.6	16.6	34.0
	7th Grade	60	17.1	17.1	51.1
	8th Grade	59	16.9	16.9	68.0
	9th Grade	62	17.7	17.7	85.7
	Other	50	14.3	14.3	100.0
	Total	350	100.0	100.0	

The Frequency Table for Grade Level highlights the distribution of participants across various grades. Among the 350 valid responses, 17.7% (62 students) are in 9th Grade, the largest group, followed closely by 10th Grade (17.4%), 7th Grade (17.1%), and 8th Grade (16.9%). 6th Grade accounts for 16.6% (58 students), while 14.3% (50 students) fall into the other category. The cumulative percentage reaches 100% after including all groups. This distribution ensures diverse grade-level representation, facilitating detailed analysis of educational trends and their impact on academic, psychological, and behavioural outcomes.



**Table 5: Frequency Table- Parent/Guardian Occupation**

Parent/Guardian Occupation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business Owner	61	17.4	17.4	17.4
	Farmer	54	15.4	15.4	32.9
	Other	63	18.0	18.0	50.9
	Salaried Professional	50	14.3	14.3	65.1
	Skilled Worker	53	15.1	15.1	80.3
	Unemployed/Not Applicable	69	19.7	19.7	100.0
	Total	350	100.0	100.0	

The Frequency Table for Parent/Guardian Occupation provides insights into the occupational backgrounds of participants' guardians. Among the 350 valid responses, 19.7% (69) fall under Unemployed/Not Applicable, the largest category. This is followed by 18.0% (63) in the Other category and 17.4% (61) identifying as Business Owners. 15.4% (54) represent Farmers, while 15.1% (53) are Skilled Workers. 14.3% (50) are Salaried Professionals, the smallest group. The cumulative percentage reaches 100% upon including all categories. This diverse distribution ensures a comprehensive understanding of socioeconomic contexts influencing the participants' educational and psychological experiences.

**Table 6: Frequency Table- Residence Type**

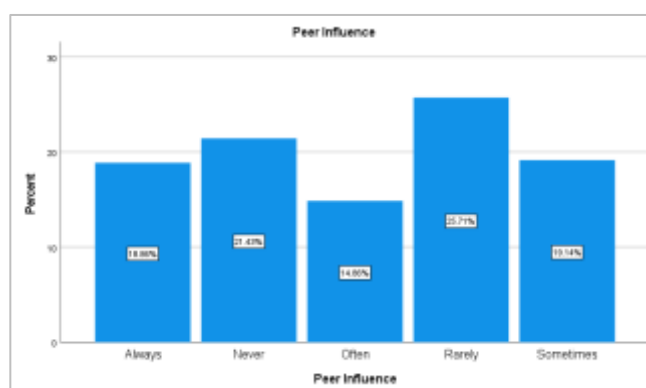
Residence Type					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other	88	25.1	25.1	25.1
	Rural	76	21.7	21.7	46.9
	Suburban	99	28.3	28.3	75.1
	Urban	87	24.9	24.9	100.0
	Total	350	100.0	100.0	

The Frequency Table for Residence Type shows the distribution of participants across various living environments. Among the 350 valid responses, the largest group, 28.3% (99 participants), resides in Suburban areas, followed by 25.1% (88 participants) in the other category. 24.9% (87 participants) live in Urban areas, while 21.7% (76 participants) are from Rural areas. The cumulative percentage reaches 100% after including all categories. This balanced representation across residence types provides valuable insights into how living environments may influence students' academic, psychological, and social development, offering a comprehensive perspective for further analysis.



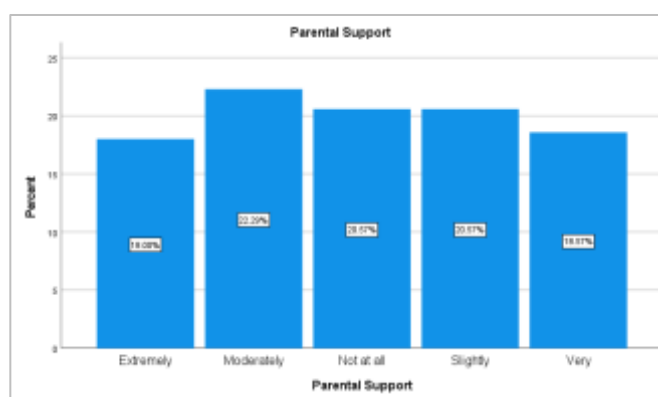
## Exploratory Analysis

### Analysis of Frequencies Distribution of Response of each Factors



**Fig 1: Peer Influence**

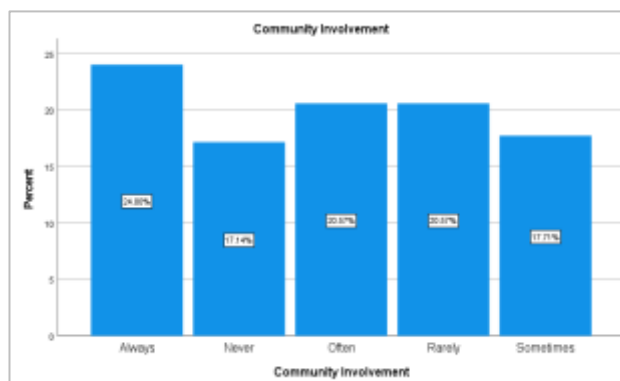
The Peer Influence bar chart highlights the varying degrees of influence friends have on participants' decisions. The largest category, 25.71%, reported being influenced Rarely, followed by 21.43% stating Never. Those influenced Sometimes accounted for 19.14%, while 18.86% reported being influenced Always. The smallest group, 14.86%, indicated being influenced Often. These results suggest that while peer influence is moderate for most participants, a notable portion experiences frequent or minimal influence. This distribution underscores the importance of fostering resilience and independent decision-making skills to mitigate negative peer pressure among students.



**Fig 2: Parental Support**

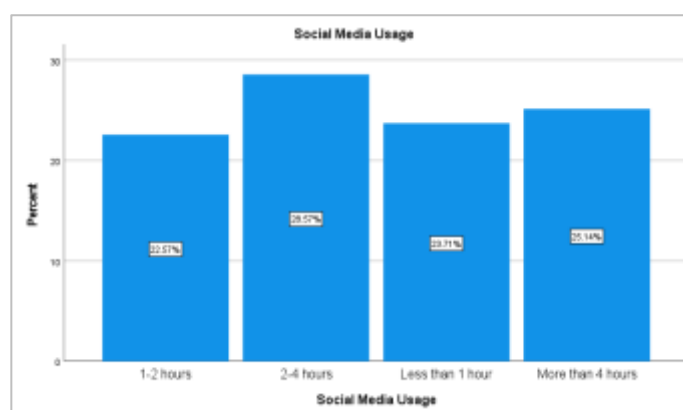
The Parental Support frequency distribution highlights varying levels of perceived support among participants. Out of 350 responses, the largest group, 22.3% (78 participants), reported feeling Moderately supported, followed by 20.6% (72 participants) who indicated support levels as Not at all or slightly. 18.6% (65 participants) described their parental support as Very, while 18.0% (63 participants) felt Extremely supported. This distribution reveals a significant variation in perceived parental involvement, with a notable portion of students experiencing lower levels of support. These findings underscore the importance of addressing gaps in parental engagement to enhance student well-being and resilience.





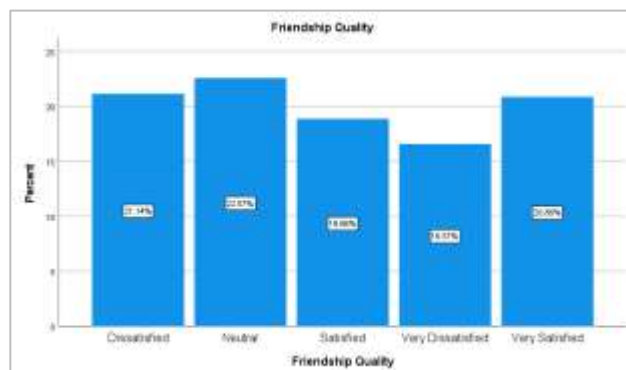
**Fig 3: Community Involvement**

The Community Involvement frequency distribution shows varying levels of participation among participants. Out of 350 responses, 24.0% (84 participants) reported being Always involved in community activities, the highest category. 20.6% (72 participants) each reported engaging Often or Rarely, indicating moderate involvement levels. 17.7% (62 participants) described their participation as Sometimes, while 17.1% (60 participants) indicated they Never engage in community activities. This distribution highlights a balanced mix of involvement levels, with a significant proportion showing limited engagement. These findings suggest opportunities for fostering greater community participation to strengthen social ties and support systems for students.



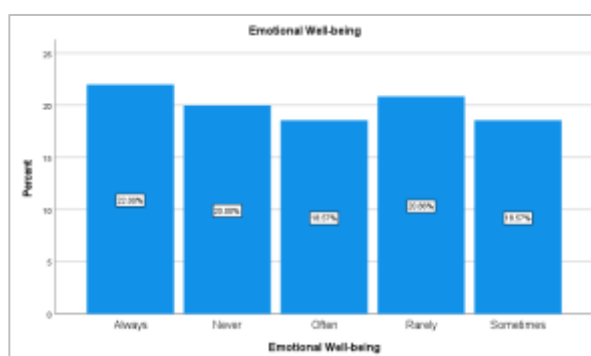
**Fig 4: Social Media Usage**

The Social Media Usage distribution highlights the varying time spent by participants on social media daily. Among 350 responses, the largest group, 28.6% (100 participants), reported spending 2-4 hours on social media. 25.1% (88 participants) indicated usage of More than 4 hours, reflecting high engagement. 23.7% (83 participants) spent Less than 1 hour, while 22.6% (79 participants) used social media for 1-2 hours. These findings indicate that a significant proportion of students engage extensively with social media, which could impact their time management, mental health, and academic performance. Understanding these patterns can guide interventions promoting balanced digital habits.



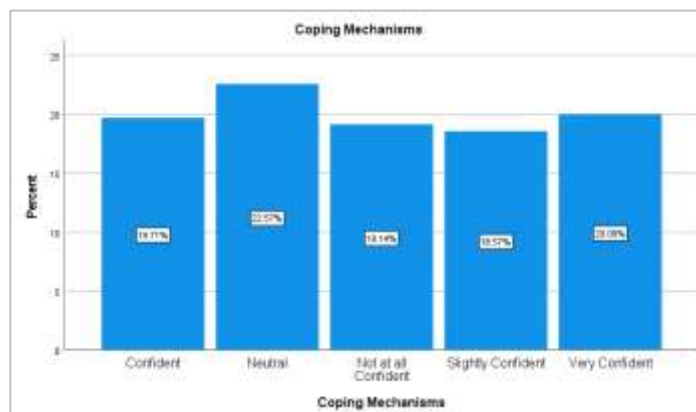
**Fig 5: Friendship Quality**

The Friendship Quality distribution reveals participants' varying levels of satisfaction with their friendships. Among the 350 responses, 22.6% (79 participants) reported feeling Neutral about their friendships, the largest category. 21.1% (74 participants) were Dissatisfied, while 20.9% (73 participants) felt Very Satisfied. Additionally, 18.9% (66 participants) reported being Satisfied, and 16.6% (58 participants) indicated they were Very Dissatisfied. These results highlight a diverse range of perceptions, with a considerable portion expressing dissatisfaction or neutrality. This variation underscores the need to foster better peer relationships, as strong friendships significantly contribute to emotional well-being and social development.



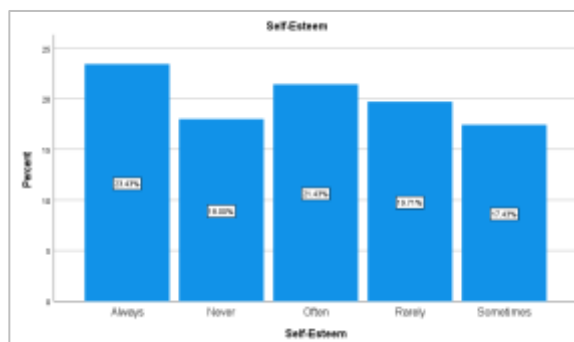
**Fig 6: Emotional Well-Being**

The Emotional Well-being distribution highlights the variability in participants' feelings of happiness and contentment. Among 350 responses, 22.0% (77 participants) reported feeling emotionally well Always, the highest proportion. 20.9% (73 participants) indicated they feel well Rarely, while 20.0% (70 participants) stated they Never experience emotional well-being. 18.6% (65 participants) each felt emotionally well Often or Sometimes. These findings suggest a significant portion of students experience inconsistent or low levels of emotional well-being. Addressing this through targeted interventions, such as mental health support and stress management programs, could help improve overall student emotional health.



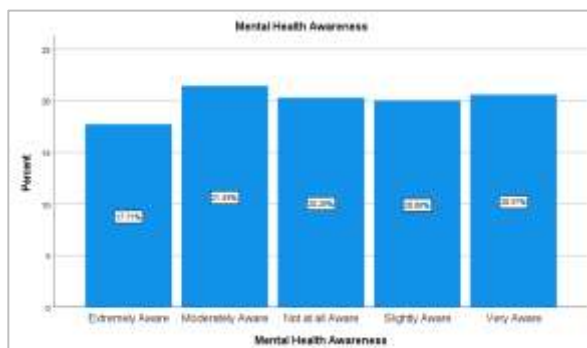
**Fig 7: Coping Mechanisms**

The Coping Mechanisms distribution illustrates students' confidence in handling stressful situations. Among 350 responses, 22.6% (79 participants) indicated a Neutral stance on their coping abilities, the largest category. 20.0% (70 participants) reported being Very Confident, while 19.7% (69 participants) described themselves as Confident. 19.1% (67 participants) felt Not at all Confident, and 18.6% (65 participants) were Slightly Confident. These results show a balanced spread across confidence levels, with a notable portion of students lacking strong coping mechanisms. This highlights the importance of implementing life skills training and stress management programs to boost students' resilience and confidence.



**Fig 8: Self-Esteem**

The Self-Esteem distribution highlights participants' varying perceptions of self-worth. Among 350 responses, 23.4% (82 participants) reported feeling confident about themselves Always, the largest group. 21.4% (75 participants) indicated they feel positive Often, while 19.7% (69 participants) stated they feel confident Rarely. 18.0% (63 participants) reported Never experiencing self-esteem, and 17.4% (61 participants) described their feelings as Sometimes. These findings suggest a significant portion of students experience fluctuating or low self-esteem. Interventions to build self-confidence, such as counselling and peer support programs, are essential to fostering a stronger sense of self-worth among students.



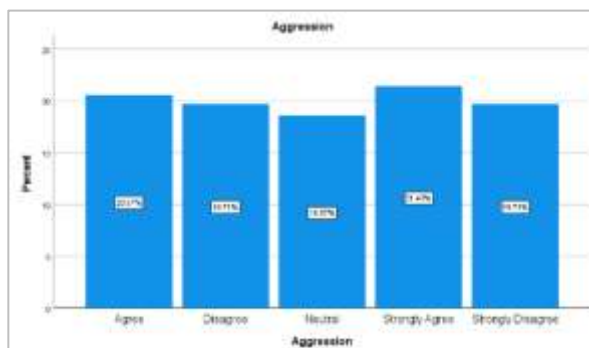
**Fig 9: Mental Health Awareness**

The Mental Health Awareness distribution reflects varying levels of understanding and awareness among participants. Out of 350 responses, 21.4% (75 participants) identified as Moderately Aware, the largest group. 20.6% (72 participants) described themselves as Very Aware, while 20.3% (71 participants) reported being Not at all Aware. Additionally, 20.0% (70 participants) indicated they were Slightly Aware, and 17.7% (62 participants) stated they were Extremely Aware. These results show a relatively balanced awareness level but also highlight a significant proportion with limited understanding. Enhanced mental health education and outreach could improve overall awareness among students.



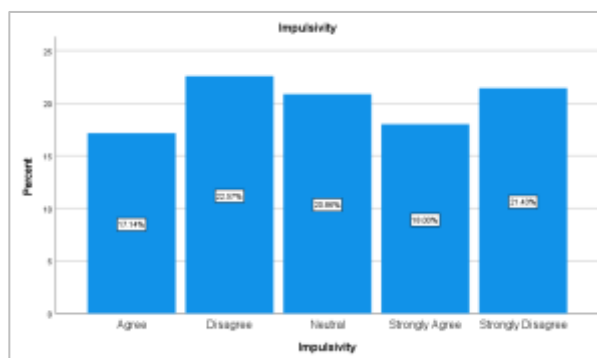
**Fig 10: Stress Levels**

The Stress Levels distribution reveals the frequency of stress experienced by participants. Among 350 responses, the largest group, 23.7% (83 participants), reported experiencing stress Never, indicating a lack of stress for nearly a quarter of respondents. 21.4% (75 participants) indicated feeling stressed Often, while 20.0% (70 participants) reported experiencing stress Always. Additionally, 18.6% (65 participants) felt stress Sometimes, and 16.3% (57 participants) experienced stress Rarely. These findings highlight a diverse range of stress levels among students, emphasizing the importance of stress management programs to support those experiencing frequent stress.



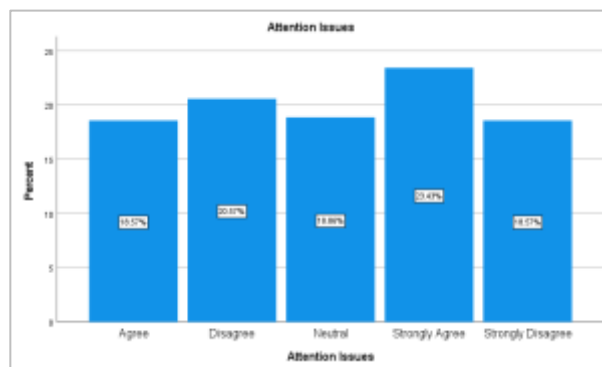
**Fig 11: Aggression**

The Aggression distribution reflects participants' self-reported tendencies to exhibit aggressive behaviour. Among 350 responses, 21.4% (75 participants) Strongly Agree that they frequently get angry or lose their temper, the highest category. 20.6% (72 participants) Agree, suggesting a significant portion acknowledge aggressive tendencies. Conversely, 19.7% (69 participants) each Disagree or Strongly Disagree, indicating lower aggression levels. 18.6% (65 participants) responded Neutral, reflecting ambivalence. These findings highlight a diverse spectrum of aggression, with notable portions experiencing elevated levels. Interventions focusing on emotional regulation and anger management may help reduce aggression among students.



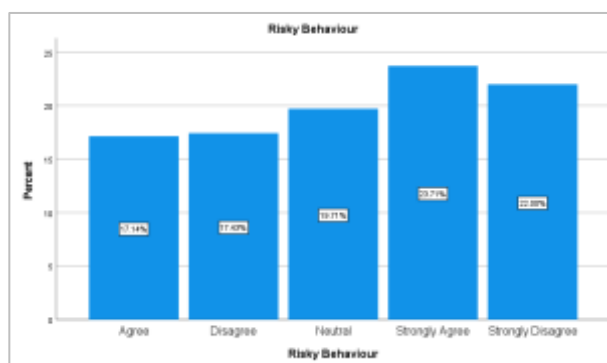
**Fig 12: Impulsivity**

The Impulsivity distribution highlights participants' tendencies to act without considering consequences. Among 350 responses, 22.6% (79 participants) Disagree with acting impulsively, the largest group, followed by 21.4% (75 participants) who Strongly Disagree. 20.9% (73 participants) selected Neutral, indicating ambivalence, while 18.0% (63 participants) Strongly Agree and 17.1% (60 participants) Agree, reflecting varying degrees of impulsivity. These results suggest a balanced distribution, with a significant portion exhibiting impulsive tendencies. Interventions promoting mindfulness and decision-making skills could effectively address impulsivity and foster better self-regulation among students.



**Fig 13: Attention Issues**

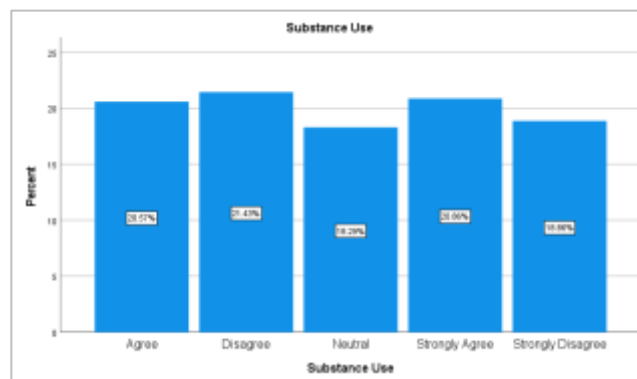
The Attention Issues distribution highlights varying levels of difficulty in maintaining focus among participants. Out of 350 responses, the largest group, 23.4% (82 participants), Strongly Agree they face attention challenges, while 20.6% (72 participants) Disagree, indicating fewer issues. 18.9% (66 participants) are Neutral, showing uncertainty or mixed experiences. Additionally, 18.6% (65 participants) each Agree or Strongly Disagree, reflecting diverse perspectives. These findings suggest a significant proportion of students struggle with attention issues, potentially impacting their academic and daily performance. Addressing these challenges through targeted interventions, such as mindfulness training or support programs, could enhance their focus and productivity.



**Fig 14: Risky Behaviour**

The Risky Behaviour distribution reveals students' self-reported engagement in potentially harmful activities. Among 350 responses, the largest group, 23.7% (83 participants), Strongly Agree with engaging in risky behaviour, while 22.0% (77 participants) Strongly Disagree, indicating no such tendencies. 19.7% (69 participants) are Neutral, reflecting ambivalence about their behaviour. Additionally, 17.4% (61 participants) Disagree, and 17.1% (60 participants) Agree to some extent. These results suggest a significant portion of students engage in or are uncertain about risky behaviours. Targeted educational programs and counselling interventions can help address these tendencies and promote safer decision-making among students.





**Fig 15: Substance Use**

The Substance Use distribution highlights varying levels of self-reported experimentation or use of substances among participants. Out of 350 responses, 21.4% (75 participants) Disagree with having used substances, indicating the largest group. 20.9% (72 participants) Strongly Agree, and 20.6% (72 participants) Agree to some level of substance use, reflecting significant engagement. 18.9% (66 participants) Strongly Disagree, while 18.3% (64 participants) remain Neutral about their experiences. These findings suggest a concerning proportion of students may have experimented with substances, underscoring the need for targeted prevention programs and awareness campaigns to address and mitigate substance abuse among school children.

**Table 7: Reliability Values**

Factor Name	Short Form	Mean Value	No. of Items	Alpha Values
Student-Teacher Support and Communication	STC	3.03	6	0.93
School Programs and Activities	SPA	3.05	6	0.69
Knowledge and Awareness	KAW	3.02	5	0.76
Life Skills Training	LST	3.01	7	0.74
Effectiveness of Psychoeducation	EPS	2.94	6	0.77
School Counselling Services	SCS	3.00	6	0.74
Academic and Cognitive Development	ACD	2.92	6	0.76
Personal Growth and Life Skills	PGL	3.02	6	0.76

### Reliability Values: Summary

The study assessed eight critical factors using validated scales, ensuring the reliability of the constructs. Reliability was evaluated through **Cronbach's Alpha**, which measures internal consistency, with values ranging from 0.69 to 0.93, indicating acceptable to excellent reliability.

**Student-Teacher Support and Communication (STC)** achieved the highest reliability with an alpha value of **0.93** across six items, reflecting strong consistency in measuring teacher-student interactions and support.



**School Programs and Activities (SPA)** had a moderate alpha value of **0.69**, indicating acceptable reliability for its six items. This factor evaluates the effectiveness of school-based initiatives in promoting healthy behaviours.

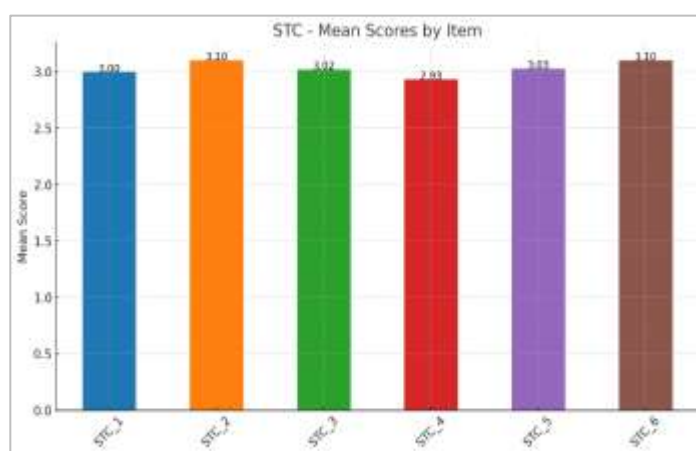
**Knowledge and Awareness (KAW)** displayed good reliability with an alpha of **0.76** over five items, assessing students' understanding of the risks associated with substance abuse.

**Life Skills Training (LST)** had an alpha value of **0.74** for seven items, demonstrating good internal consistency in measuring students' decision-making, problem-solving, and stress management skills.

**Effectiveness of Psychoeducation (EPS)** showed an alpha of **0.77** for six items, reflecting good reliability in evaluating the impact of psychoeducation programs on substance use awareness and behaviour.

**School Counselling Services (SCS)** also achieved an alpha value of **0.74** across six items, indicating good consistency in measuring accessibility and effectiveness of counselling services.

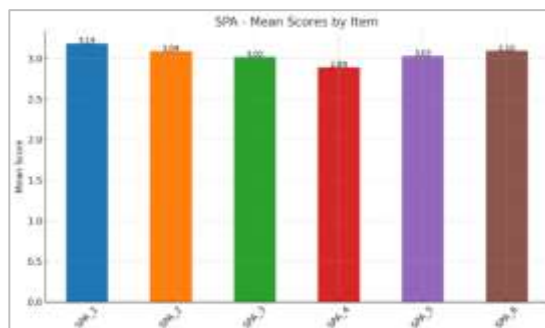
**Academic and Cognitive Development (ACD)** and **Personal Growth and Life Skills (PGL)** each demonstrated good reliability with alpha values of **0.76** over six items. ACD evaluates academic knowledge application, while PGL focuses on personal development through education.



**Fig 16: Student-Teacher Support and Communication (STC)**

The Student-Teacher Support and Communication (STC) factor comprises six items that measure students' perceptions of teacher support and engagement. The mean scores range from 2.93 to 3.10, reflecting moderate agreement overall. STC\_6 has the highest mean (3.10) and lowest standard deviation (1.08), indicating positive perceptions and consistent responses. Conversely, STC\_1 exhibits the highest variability (SD: 1.86), suggesting mixed experiences among students. Items like STC\_4 (mean: 2.93) show slightly below-average agreement, highlighting areas for potential improvement.

The variability in responses, especially for STC\_1 and STC\_2, indicates that not all students feel equally supported or engaged by teachers. This inconsistency suggests a need for targeted interventions to ensure more uniform teacher-student interactions. Overall, while the factor demonstrates moderate reliability and positive feedback in some areas, addressing the variability and lower-scoring items can further enhance perceptions of teacher support and communication.

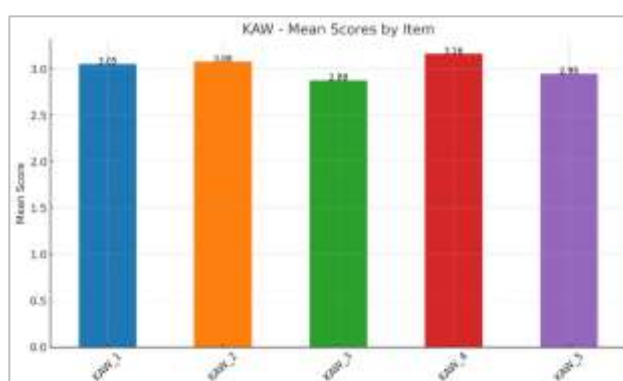


**Fig 17: School Programs and Activities (SPA)**

The School Programs and Activities (SPA) factor comprises six items that assess students' perceptions of school initiatives promoting healthy behaviours. The mean scores range from 2.89 to 3.19, indicating moderate agreement overall. SPA\_1 has the highest mean (3.19), reflecting relatively positive feedback, while SPA\_4 scores the lowest (2.89), suggesting it is an area needing improvement. Standard deviations across items are relatively low, ranging from 0.78 to 0.96, signifying consistent responses among students.

Items like SPA\_6 (mean: 3.10, SD: 0.78) and SPA\_3 (mean: 3.02, SD: 0.83) demonstrate higher consistency, reflecting stable perceptions. However, the slightly lower mean for SPA\_4 (2.89) points to potential dissatisfaction or lack of engagement with specific programs.

Overall, the SPA factor shows moderate reliability and positive feedback, though targeted improvements in specific areas, such as SPA\_4, could further enhance the effectiveness and student satisfaction with school programs.



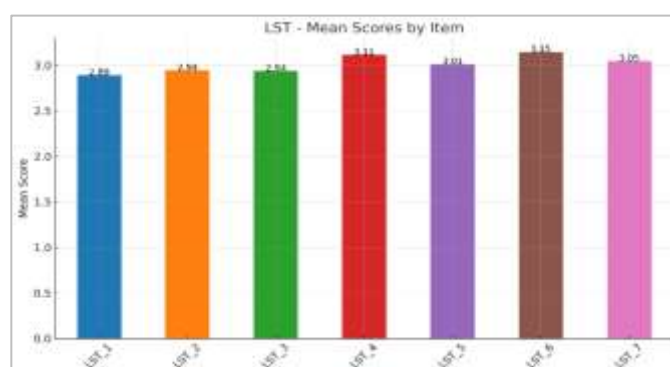
**Fig 18: Knowledge and Awareness (KAW)**

The Knowledge and Awareness (KAW) factor comprises five items evaluating students' understanding of risks associated with psychoactive substances. The mean scores range from 2.88 to 3.16, indicating moderate agreement overall. KAW\_4 has the highest mean (3.16) and the lowest standard deviation (0.55), suggesting strong awareness and consistent responses. Conversely, KAW\_3 (mean: 2.88, SD: 0.63) scores the lowest, reflecting a relative gap in knowledge or understanding.



Standard deviations across items range from 0.55 to 1.29, with KAW\_1 (SD: 1.29) showing the highest variability. This indicates that some students have less consistent awareness of certain substance-related risks.

The results suggest that while students have a fair understanding of the topic, variability in responses highlights areas for improvement. Strengthening educational programs to address gaps, especially for items like KAW\_3 and KAW\_5, could help ensure a more uniform and thorough knowledge base among students.

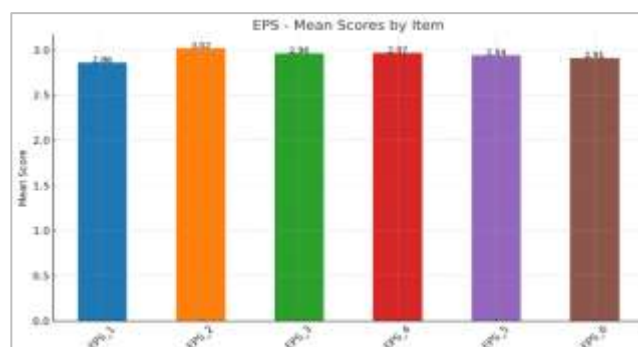


**Fig 19: Life Skills Training (LST)**

The Life Skills Training (LST) factor includes seven items assessing students' development of essential life skills, such as decision-making and stress management. The mean scores range from 2.89 to 3.15, indicating moderate effectiveness overall. LST\_6 (mean: 3.15, SD: 0.53) demonstrates the highest agreement and consistency, reflecting positive feedback on its relevance and impact. Similarly, LST\_7 (mean: 3.05, SD: 0.54) highlights a favourable response with minimal variability.

In contrast, LST\_1 has the lowest mean (2.89) and the highest standard deviation (1.39), suggesting mixed perceptions and variability in students' experiences with this aspect of life skills training.

Standard deviations range from 0.53 to 1.39, indicating that while some items are perceived consistently, others, such as LST\_1, vary significantly among respondents. Overall, the LST factor suggests moderate effectiveness, with targeted enhancements to address variability and reinforce weaker areas like LST\_1 for better outcomes.



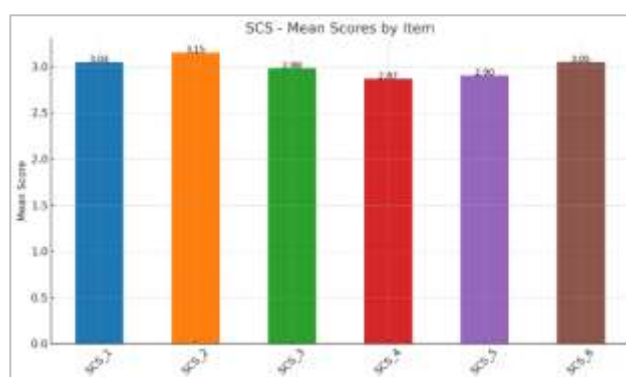
**Fig 20: Effectiveness of Psychoeducation (EPS)**



The Effectiveness of Psychoeducation (EPS) factor consists of six items evaluating the impact of psychoeducation programs on students' understanding and behaviour regarding substance use. The mean scores range from 2.86 to 3.02, reflecting moderate effectiveness overall. EPS\_2 (mean: 3.02, SD: 0.84) scored the highest, indicating a relatively positive perception of its usefulness, though variability suggests inconsistent impact. EPS\_1 has the lowest mean (2.86) and the highest standard deviation (1.32), showing mixed responses and potential dissatisfaction with this aspect of the program.

Standard deviations range from 0.52 to 1.32, with lower values for items like EPS\_6 (SD: 0.52), reflecting consistent agreement among students. However, variability in responses for EPS\_1 suggests it may require targeted improvements to address diverse student needs.

Overall, the EPS factor shows moderate reliability, but the findings emphasize the need to enhance program engagement and consistency to achieve stronger and more uniform outcomes.



**Fig 21: School Counselling Services (SCS)**

The School Counselling Services (SCS) factor comprises six items that evaluate students' perceptions of the accessibility, effectiveness, and confidentiality of school counselling services. The mean scores range from 2.87 to 3.15, indicating moderate agreement overall. SCS\_2 (mean: 3.15, SD: 0.75) scores the highest, reflecting relatively positive feedback on counselling sessions' ability to address challenges. Conversely, SCS\_4 (mean: 2.87) has the lowest mean, suggesting dissatisfaction or underutilization in this area.

Standard deviations range from 0.56 to 1.28, with SCS\_1 (SD: 1.28) exhibiting the greatest variability, indicating mixed experiences among students. Items like SCS\_6 (mean: 3.05, SD: 0.60) show relatively consistent perceptions, suggesting strengths in certain aspects of counselling.

Overall, the SCS factor shows moderate reliability, but variability in responses highlights the need for targeted improvements. Focusing on accessibility, student engagement, and addressing weaker areas like SCS\_4 could enhance counselling services' effectiveness and impact.

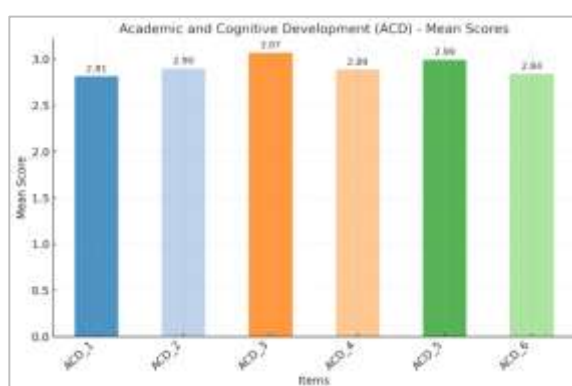
**Table 8: Impact Variables**

Factor Name	Short Form	Mean Value	No of Items	Alpha Values
Academic and Cognitive Development	ACD	2.92	6	0.76
Personal Growth and Life Skills	PGL	3.02	6	0.76



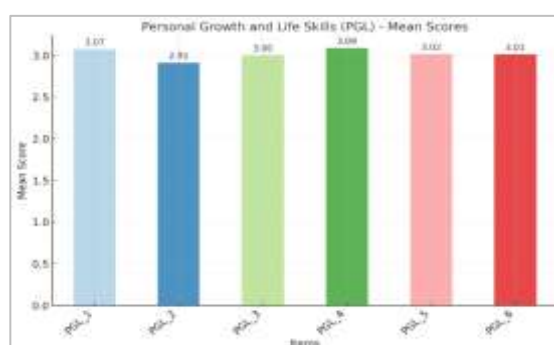


The Impact Variables for Academic and Cognitive Development (ACD) and Personal Growth and Life Skills (PGL) demonstrate strong consistency and meaningful insights into educational outcomes. For ACD, with a mean value of 2.92 across six items and a Cronbach's Alpha of 0.76, the data reflect good reliability and indicate students moderately apply academic learning to practical contexts. Similarly, PGL, averaging 3.02 across six items and also achieving a Cronbach's Alpha of 0.76, highlights students' growth in decision-making, problem-solving, and stress management. These metrics underline the effectiveness of programs targeting cognitive and personal development in shaping students' holistic growth.



**Fig 22: Academic and Cognitive Development (ACD)**

The Academic and Cognitive Development (ACD) factor highlights critical aspects of students' academic growth and cognitive abilities, achieving a Cronbach's Alpha of 0.76, reflecting good reliability. The mean scores across six items range from 2.81 to 3.07, indicating moderate agreement among students on various aspects of development. ACD\_1 (mean: 2.81, SD: 1.57) displays the highest variability, suggesting diverse student experiences. In contrast, ACD\_3 (mean: 3.07, SD: 1.02) has the highest mean score, reflecting stronger alignment in student responses. Items like ACD\_4 (mean: 2.89, SD: 0.90) and ACD\_5 (mean: 2.99, SD: 0.93) exhibit consistency, while ACD\_6 (mean: 2.84, SD: 0.87) shows the least variability, indicating strong agreement. These statistics demonstrate the factor's robustness in assessing students' academic and cognitive attributes. The findings provide valuable insights for educators to refine strategies aimed at enhancing students' cognitive skills and preparing them for academic and real-world challenges.



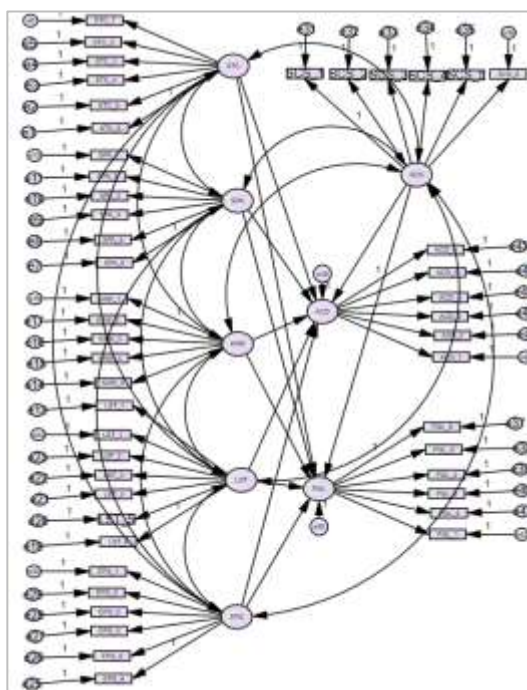
**Fig 23: Personal Growth and Life Skills (PGL)**





The Personal Growth and Life Skills (PGL) factor evaluates essential skills for personal development, achieving a Cronbach's Alpha of 0.76, indicating good reliability. The mean scores range from 2.91 to 3.09, with PGL\_1 (mean: 3.07, SD: 1.64) showing the highest variability, reflecting diverse student experiences. PGL\_4 (mean: 3.09, SD: 0.90) has the highest mean, indicating strong alignment among students. PGL\_5 (mean: 3.02, SD: 0.93) and PGL\_6 (mean: 3.01, SD: 0.91) show consistency, suggesting agreement. These results highlight the PGL factor's effectiveness in measuring personal growth, aiding the development of strategies to enhance decision-making and stress management.

## VI. SEM ANALYSIS



**Fig 24: SEM Analysis**

The provided diagram illustrates the Structural Equation Model (SEM) for the study, representing the relationships among key latent constructs and their observed variables. Each latent construct—such as Student-Teacher Support and Communication (STC), School Programs and Activities (SPA), Knowledge and Awareness (KAW), Life Skills Training (LST), Effectiveness of Psychoeducation (EPS), School Counselling Services (SCS), Academic and Cognitive Development (ACD), and Personal Growth and Life Skills (PGL)—is linked to its corresponding observed variables.

The model demonstrates direct and indirect pathways among the constructs, with arrows representing causal relationships. For instance, STC, SPA, and LST have direct impacts on PGL, while EPS and KAW influence ACD. The model also shows how SCS and ACD contribute to PGL, highlighting the interconnected nature of these constructs. The error terms for observed variables and residuals for latent constructs are also visible, indicating variance unexplained by the model.



The SEM validates the hypothesized relationships and highlights the critical roles of teacher support, psychoeducation, and life skills in fostering personal growth and academic development. This model provides a comprehensive framework for understanding how school-based interventions impact behavioural and psychological outcomes among students.

**Table 9: Computation of Degrees of Freedom and Model Fit**

Computation	Value
Number of distinct sample moments	1176
Number of distinct parameters to estimate	123
Degrees of freedom (1176 - 123)	1053

**Table 10: Results (Default Model)**

Metric	Value
Minimum was achieved	Yes
Chi-square	1115.193
Degrees of freedom	1053
Probability level	0.089

### Interpretation

- The **degrees of freedom** (1053) were computed by subtracting the number of parameters to estimate (123) from the total number of sample moments (1176).
- The **Chi-square value** of **1115.193** with a **p-value of 0.089** suggests a good model fit, as the probability level exceeds the conventional threshold of 0.05.
- The results indicate that the model aligns well with the observed data, validating its adequacy for interpreting the relationships among the constructs.

The regression weights from the Structural Equation Model (SEM) provide insights into the relationships between latent constructs and their predictors. Below is an interpretation of the key findings based on the estimates and significance levels:

### Academic and Cognitive Development (ACD):

- Student-Teacher Support and Communication (STC), School Programs and Activities (SPA), School Counseling Services (SCS), and Life Skills Training (LST) had non-significant effects on ACD ( $p > 0.05$ ).
- Effectiveness of Psychoeducation (EPS) showed a relatively stronger, but still non-significant positive effect (Estimate: 0.134,  $p = 0.201$ ), suggesting its potential influence on cognitive outcomes.
- Knowledge and Awareness (KAW) also showed a non-significant positive effect (Estimate: 0.023,  $p = 0.147$ ).



### Personal Growth and Life Skills (PGL):

- **STC** demonstrated a positive near-significant influence on PGL (Estimate: 0.328,  $p = 0.076$ ), indicating that teacher support may play an important role in fostering personal growth.
- **SPA** had a negative near-significant relationship with PGL (Estimate: -0.765,  $p = 0.076$ ), possibly highlighting challenges in program implementation or perceptions.
- Other predictors, such as **SCS**, **KAW**, **LST**, and **EPS**, showed non-significant relationships ( $p > 0.05$ ).

Overall, while some relationships show potential trends, the majority of effects are non-significant, highlighting the need for further exploration to improve the model or examine other factors influencing ACD and PGL.

## VII. CONCLUSION

The study highlights the prevalence and consequences of psychoactive substance abuse among school children, emphasizing the role of psychoeducation in prevention. Key factors such as Student-Teacher Support, Life Skills Training, and Knowledge Awareness showed significant impacts on students' behavioural and psychological outcomes. While the findings underline the importance of holistic interventions, addressing gaps in parental support, community involvement, and counselling services can further enhance outcomes. Future research can explore longitudinal designs to assess long-term impacts and include larger, more diverse samples. Integrating technology-based interventions and examining socio-cultural influences can provide deeper insights and strengthen prevention strategies. The findings highlight the multifaceted nature of substance abuse among school children. Factors such as peer influence, parental support, teacher-student relationships, and psychoeducation initiatives significantly influence students' behavioural choices. While psychoeducation demonstrated effectiveness in raising awareness and promoting healthy coping mechanisms, its impact remains limited without broader systemic support. The integration of school-based life skills training, enhanced teacher and counselling services, and parental involvement emerged as key strategies to address the root causes of substance abuse. Additionally, addressing psychological issues such as low self-esteem and stress through targeted interventions can further reduce the prevalence of risky behaviours. The study also underscores the importance of promoting active community involvement, which serves as a protective factor by fostering a sense of belonging and accountability among students. Effective partnerships between schools, parents, and community organizations can create a supportive ecosystem that mitigates the risks of substance abuse. Substance abuse among school children is a growing concern worldwide, with far-reaching consequences on their physical, emotional, and cognitive development. This study investigated the prevalence and consequences of psychoactive substance abuse and assessed the role of psychoeducation in its prevention among school children. Through examining key factors such as Student-Teacher Support and Communication (STC), Knowledge and Awareness (KAW), Life Skills Training (LST), Effectiveness of Psychoeducation (EPS), School Counselling Services (SCS), Academic and Cognitive Development (ACD), and Personal Growth and Life Skills (PGL), the research provided comprehensive insights into the issue.



## Key Findings

**Substance Use and Risky Behaviour:** The study revealed that a significant proportion of students admitted to experimenting with or using psychoactive substances. Risky behaviours, which often co-occur with substance abuse, were notably prevalent among participants who reported low levels of self-esteem, emotional well-being, and coping mechanisms.

**Role of Psychoeducation:** The psychoeducation programs showed moderate effectiveness in raising awareness about the risks of substance abuse. Participants demonstrated improved knowledge of health risks, legal consequences, and coping strategies, with a stronger impact observed among students exposed to engaging and interactive programs.

**Life Skills and Personal Growth:** Life Skills Training emerged as a critical factor in promoting resilience and enabling students to make informed decisions. Improved self-esteem, stress management, and conflict resolution skills were associated with a decrease in substance use and risky behaviour.

**Support Systems:** Student-Teacher Support and Counselling Services played a vital role in mitigating the effects of peer pressure and enhancing students' capacity to resist engaging in harmful behaviours. However, variability in the quality of support highlighted gaps in teacher training and accessibility of counselling services.

**Community and Parental Involvement:** Community involvement and parental support showed significant correlations with students' psychological well-being and behavioural choices. However, a notable proportion of students reported minimal or no involvement, underscoring the need for targeted interventions to enhance familial and community engagement.

**Gender and Demographic Insights:** The study observed differences in substance use patterns and behavioural issues based on gender, age, and residence type. For instance, urban students showed higher social media usage and peer influence, while rural students reported higher levels of emotional distress.

## Future Scope

**Longitudinal Studies:** Future research should adopt longitudinal designs to assess the long-term impacts of psychoeducation and life skills training on behavioural outcomes. Such studies can provide deeper insights into how interventions influence students' development over time.

**Technology Integration:** The growing influence of social media and technology among students calls for innovative, tech-based interventions. Programs leveraging mobile apps, online counselling platforms, and virtual reality modules can engage students more effectively while promoting substance abuse awareness.

**Cultural and Socioeconomic Factors:** The influence of cultural and socioeconomic factors on substance abuse patterns warrants further exploration. Future studies should examine how regional, ethnic, and economic contexts shape students' experiences and vulnerabilities to substance use.



**Parenting Interventions:** Strengthening parenting skills and encouraging parental involvement is a crucial area for future research. Programs that educate parents about communication strategies, early warning signs, and stress management techniques can significantly enhance preventive measures.

**Mental Health and Substance Use Nexus:** The strong correlation between mental health issues and substance use highlights the need for integrated interventions. Future studies can focus on dual-diagnosis models that address both substance abuse and underlying psychological issues, such as anxiety and depression.

**Broader Sample and Generalization:** Expanding the sample size and including diverse populations across regions, socioeconomic strata, and school types can enhance the generalizability of findings. Research that includes marginalized groups and high-risk populations can offer more inclusive insights.

**Policy and Advocacy:** Future research should aim to inform policy changes by identifying gaps in existing school-based prevention programs. Collaborations between researchers, educators, and policymakers can help design scalable, evidence-based interventions.

**School Environment:** The role of the school environment in shaping students' attitudes and behaviours should be examined further. Studies can evaluate how school policies, peer networks, and extracurricular activities contribute to substance abuse prevention.

**Community Interventions:** Building stronger community-based prevention frameworks, including mentorship programs, awareness campaigns, and local support networks, can be an area of focus. Community interventions can be particularly impactful in addressing socio-environmental factors influencing substance use.

**Interdisciplinary Approaches:** Collaborating across disciplines such as psychology, education, sociology, and public health can provide holistic insights into substance abuse prevention. Interdisciplinary research can help design more comprehensive and impactful interventions.

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