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THE INFLUENCE OF PSYCHOLOGICAL-SOCIAL EMPOWERMENT TRAINING ON STUDENT'S ATTITUDE TOWARD ALCOHOL AND DRUG USE AND SENSATION SEEKING OF AT-RISK STUDENTS

***Syed Abu Zar Anwari¹ and Fahimeh Rezaei²**

¹*Department of General Psychology, Science and Research Branch, Islamic Azad University, Saveh, Iran*

²*Department of Psychology, Farhangian University, Nasibe Branch, Tehran, Iran*

**Author for Correspondence*

ABSTRACT

This study aimed to demonstrate the effectiveness of psychosocial empowerment training on student's attitude toward alcoholic beverage and drug use and sensation seeking of at-risk students. The questionnaire of attitude toward the drug and risky and protective factors of standardized drug use by Mohammad Khani is used to determine and select the at risk students of last year guidance school. After implementation of questionnaire, 30 participants who had got higher scores on this test were selected and were divided randomly into two groups of 15. The experimental group were taught in 11 sessions of 90 minutes and the next as control group received no training. At the end of training, a test was conducted on two experimental and control groups and the results showed that the experimental group had better post-test scores, in comparison to the control group in relation to their attitudes toward drug use. The results indicated the positive impact of the selected training programs of psychological - social empowerment on attitude toward drug use of at-risk students.

Key Words: *Psychosocial Empowerment, Drug Use, Attitude*

INTRODUCTION

In old world, training was exclusively to reading, writing and arithmetic but in current world, training in its strictest meaning is in direct relation with the science. Also, training along with socialization is the process through which individuals acquire the knowledge, skills, values and behavior patterns of their own society (Gulshan, 2000). Empowerment: The concept of empowerment in various sciences including; sociology, psychology, management, etc have been discussed and in each of them is defined in particular aspect. Also in psychology science, empowerment is merely not taken into account from an aspect also even in the management different aspects are considered to empowerment. One type of this empowerment is psychological. Psychological empowerment itself is divided into four dimensions: Effectiveness, Meaningfulness, self-organizing.

Psychosocial empowerment includes training a set of abilities to individuals that provide area of compatibility and positive and useful behavior and enables individual to accept his responsibilities and social roles and without hurting himself and others effectively encounters with demands, expectations and daily problems, especially interpersonal relationship (Serami, 2009). In psychosocial empowerment discussion actually mental originating from the mental performance and consequently the performance of organ's different parts indicates the human brain's life. Psychology is defined as the scientific study of individual behavior and mental processes (Lahi, 2013).

According to the present survey, which is about student's attitudes towards drug and alcohol use, so they should be defined briefly. The World Health Organization 4 defines drug addiction as: a set of physiological, behavioral and cognitive phenomenon during that utilization of a drug or a class of drug has much more priority for an individual than other behaviors that once had higher value. The main descriptive characteristics of the dependence syndrome are the desire for utilization of drugs, alcohol, tobacco which are often formidable and sometimes vanquished (Edwards *et al.*, 1981).

Considering the fact that students constitute the bulk of society population who as future maker of each territory have undeniable role in progress and lack of progress of each country. Also, they have always

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influenced on various circumstance of our country due to their important role. Therefore, identification of at risk students and also students with high level sensation seeking who more likely enter to social dangerous programs such as consumption of drugs, psychoactive substances and alcoholic beverages are very important and teaching this students about attitudes toward drugs and alcoholic beverages and their psychosocial empowerment could create a new vision and approach in their mind and thought by increasing their awareness level.

So, they can effectively and efficiently deal with unknown events and upcoming happenings that are facing them in the future years of adolescence and youth so that they can continue their healthy physical, social growth and education because the ultimate goal of education is to develop individuals who are socially and culturally and educationally healthy and desirable in society. Considering that more than a quarter of the society population consists of students (Majid, 2010) as well as they are concentrated samples in schools to achieve the accurate statistics in current and future times. For this reason, the effectiveness of psychosocial empowerment training in statistical population of students is examined.

Statement of Problem

We live in a time when a variety of psychological and social harms such as violence, availability of drugs and psychotropic substances, alcoholic beverages and misconduct relationships has been appeared. Obviously student's prolonged exposure to these risky situations can lead to their debilitation. Accordingly, the most important mission of community of intellectuals, educators, psychologists and school counselors and companions of education refers to prepare students for living in complex era in order to obtain the ability to deal effectively with the unpleasant, problems and harms and do not conveniently surrender to deviations (Hamid, 2011).

Stanley Hall also called the adolescence period as the rebirth because the most developed human characteristics and the primary features of human civilization appear at this stage (Sahebalzamani, 1978).

The adolescence is a sensitive and critical period and hence, type of training method plays a crucial role in shaping his future personality.

The recent studies don't indicate that the adolescence period is necessarily along with the storm and psychological pressure. Some psychologists believe that if people see teenager nervous and irritable, this image can be caused by two reasons: First, many parents have invasion in granting independence to teenagers and maybe do not have accurate understanding about the teenager's urgent need to independence. Therefore, they see their children offending and rebel. Secondly, in the mass media, especially in movies teenagers often have been introduced as aggressive, self-alienated and even anti-social. For example, in many western movies teenage girl runs away from home or teenage boys join to offender's group or use drugs so these faces that are made from teenager are not fair (Ahadi and Jamhery, 2001).

One of the most serious problems of many children with behavioral disorders refers to drug abuse. The public usually pay attention to the consumption of unconventional substances; however use and abuse of alcohol, tobacco and alcoholic beverages are very common. There is evidence that adolescents with behavioral disorder have higher rates of drug abuse compared to their peers in schools. Substance use is a growing and worrying problem.

Consider the features of drug consumers: low self-esteem, depression, inability to deal with social experience and stress (Kork and Gallagher; translated by Kakavand, 2011). In addition to the general culture that teenage can encourage drug abuse in some communities, teenagers are influenced by a set of other factors that provide the area of substance abuse for them which include: medical problems, social isolation, depression, and the presence in a disorganized family.

The basic problem that the present study seeks to examine is that after implementation of studies and training, the psychosocial empowerment of students to what extent can affect on their attitude towards the use of drugs and alcohol beverages.

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Literature Review

Sale *et al.*, (2003) in a longitudinal study had evaluated the relationship between the risky and protective factors and substance use in at risk adolescents. The findings showed a direct relationship between the norms of friends and parents about the substance use and drug use behavior in adolescents. Individual protective factors especially the link with family and school was a powerful mediator in substance use. The results show that multidimensional prevention program that emphasizes on strengthening the anti-drug use attitudes in adolescents and the importance of parental monitoring and control and establishing a deep bond between the teenagers, family, peers and school that can be the most effective program to prevent and reduce the substance use patterns among at risk adolescents. Frauenglass *et al.*, (1997) in a study in framework of ecological model examined the relationship between family support and pattern of alcohol, cigarettes and hashish consumer friends and membership in a criminal group in 236 eighth grade students. Results indicated that social support of family decreases influence of deviant friends on problematic behaviors, particularly smoking and hashish. Existence of deviant friends has an intimate relationship with teenager's problematic behaviors such as consumption of cigarettes, alcoholic beverages, hashish and participation in criminal groups. Wills *et al.*, (2001) in a study examined the theoretical model of early onset of substance use (cigarettes, alcohol and hashish) on 1810 sixth and seventh grade students with a mean age of 11-12 years. Results showed that behavioral dimensions associated with drug use. The structural model analysis showed that these dimensions through self-control constructs have a direct effect on substance use. Good self-control was associated with higher academic performance and had direct relationship with less consumer peers and low substance use in adolescents. On the other hand, weak self-control had direct relationship with negative life events of adolescents and weak bonding with peers. Academic performance and life events had a direct impact on adolescent's substance use. Kuperminc and Allen (2001) in relationship between social orientations had investigated the social problem solving skills, demographic variables such as gender, age, minority status, family income, family status and problematic behavior. The evaluation results indicated that positive social orientation plays an important role in the criminal behaviors rate and involvement in drug use. The findings of this study indicate that understanding belief and attitude of adolescent towards their ability in performing the efficient behavior to recognize their decisions to engage in problematic behaviors is very important. Substance use in adolescence has close relationship with poor social skills and only indirect relevance with social orientation.

Hypotheses

1. There is significant difference between changing attitude toward drug in experimental group before and after the psychosocial empowerment training.
2. There is significant difference between changing attitude toward drug in control group compared to experimental group after the psychosocial empowerment training.
3. There is significant difference between changing attitude toward alcoholic beverages in experimental group before and after the psychosocial empowerment training.
4. There is significant difference between changing attitude toward alcoholic beverages in control group compared to experimental group after the psychosocial empowerment training.
5. There is significant difference between sensation seeking in experimental group before and after the psychosocial empowerment training.
6. There is significant difference between sensation-seeking in control group compared to experimental group after the psychosocial empowerment training.

MATERIALS AND METHODS

Research Method

The present study is experimental in terms of the control rate of researcher on research's variables because in which the psychosocial empowerment training process takes place in order to examine the effect of this training on student's attitudes and their sensation seeking and identify at-risk students.

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Sample

The statistical population consists of all male students in third grade secondary school of EslamShahr who are studying in governmental and non- governmental schools in 2012-2013 academic years. The desired population size is 2610.

Determining the Statistical Sample Community (Cochran's Formula)

$$n = \frac{\frac{t^2 pq}{d^2}}{1 + \frac{1}{N} \left(\frac{t^2 pq}{d^2} - 1 \right)} = \frac{\frac{3/84 \times 0/05 \times 0/05}{0.0025}}{1 + \frac{1}{2610} \left(\frac{3/84 \times 0/05 \times 0/05}{0.0025} - 1 \right)} = \frac{100}{1/0037} = 97$$

Therefore, the sample size of 100 people was determined according to the above mentioned subjects, financial equipment, limited time and manpower required to questionnaire implementation and more importantly its scoring and interpretation (4 classes, which finally data of 96 questionnaire was analyzed, evaluated and scored). In the for-mentioned statistical population, according to the sample (n = 100, 4 classes) cluster sampling method will be preferred. Accordingly among the boy's secondary schools of EslamShahr city, two schools were randomly selected. In the next stage two classes were randomly selected from each school and the questionnaire of risky and protective factors of substance abuse on students was implemented in selected classes and finally 96 questionnaires were analyzed and scored and 4 questionnaires that were filled imperfectly so should be certainly excluded from calculations rolling.

Data Collection Tools and Method

In order to create scientific and rational support through library studies, the theoretical principle of psychosocial empowerment, the concept of attitude, the concept of sensation seeking and drug use and abuse and alcoholic beverages were collected inside and outside the country and also at risk students and their sensation seeking were reviewed. After library studies by using the field method, the risky and protective factors of substance use questionnaire was standardized and prepared by Mohammad Khani by their more precise studying and investigation, the existed status regarding student's attitudes toward drugs use and alcoholic beverages, as well as students who are at risk and their sensation seeking has been identified. Training package includes life skills training handbook; student workbook; consultant handbook: strategies for preventing drug abuse in at risk students: identification, assessment and intervention. Handbook contains 8 skills that are taught in 11 sessions and each session lasting 90 minutes.

Training package of psychosocial empowerment of at risk students with the list:

Lesson One: Health value trained in one session of 90 minutes

Lesson Two: healthy decision making. In one training session for 90 minutes

Lesson Three: Risk-seeking and consumption. In one training session for 90 minutes

Lesson Four: Coping with stress. In two training sessions each session for 90 minutes totally 180 minutes

Lesson Five: effective communication. In two training sessions of 90 minutes totally 180 minutes

Lesson Six: healthy interpersonal relationships in 2 sessions of 90 minutes totally 180 minutes

Lesson Seven: Peer pressure and refusal skills in one training sessions for 90 minutes

Lesson Eight: Self-esteem in one training session for 90 minutes.

Risky and Protective Factors of Substance Use Questionnaire

Questionnaire is a screening tool to assess risky and protection factors of smoking, alcoholic beverages, and other drugs use in adolescents 13-18 years old which is prepared and normalized by Mohammad Khani (2005-2007).

The primary version of this questionnaire was consisted of 125 items and 23 subscales. However, based on the reanalysis of the original data and the factor analysis results of questionnaire in at risk population and subsequent implementations, the number of items was reduced to 110 items and 18 subscales which assesses the variables associated with drug use in four domains: individual, family, school and social. Each question has five options: completely agree, agree, no idea, disagree and completely disagree.

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The students by reading the expressions of questions mark the item that explain her condition in the best possible form on the answer sheet.

Reliability and Validity

Investigating the discriminant validity of risky and protective factors of substance use questionnaire by comparing drug user students and non- consumer indicated that this scale can separates these two groups, and has acceptable discriminant validity (Mohammad khani, 2005-2007). Reliability of items number and areas of individual, family, school and social as well as the reliability of the whole questionnaire all is above the 70 hundredths which indicate the acceptable reliability of questionnaire.

Procedure

After the implementation of questionnaire, began to survey them and their scoring was carried out according to points of each item. This questionnaire which assesses the attitude toward the drug use, alcoholic beverages consumption, at risk students and their sensation seeking, those students who receive higher grades are at risk of drug use, alcoholic beverages consumption than other students and also show higher sensation seeking than other students. Therefore researcher selects the 30 students who had earned the highest score in this test (the first 30 students from the highest score to down), and begin the main work of the study. In the next stage, researcher by stratified random method divides these 30 people into two equal groups of 15, a group as the experimental group and the next as control group. Then, after coordination with school officials and preparing the educational environment in a specific time in each week for 90 minutes, the psychosocial empowerment training on students of experimental group was taken place.

Research Findings

Hypothesis 1: There is a significant difference between changing attitude toward the drug in experimental group before and after the psychosocial empowerment training.

Table 1: Summary of dependent t-test to compare the changing attitude of students toward the drug in experimental group before and after the training

attitude of toward the drug use	Paired Samples Test					
	N	Mean	Std. Error Mean	t	Df	Sig
attitude toward the drug before and after the test	15	5/3	2.6	2/05	14	0.05

According to the data of Table 1, the zero assumption is confirmed namely there is a significant difference between the student’s scores about the attitudes toward drug in experimental group before and after training.

Hypothesis 2: There is a significant difference between changing attitude toward drug in control group compared to experimental group after the psychosocial empowerment training.

Table 2: ANCOVA for analyzing the training effect on student’s attitude toward the drug use in experimental and control group

variable	test	Value	Multivariate Tests				Sig.	Partial Eta Squared
			F	Hypothesis df	Error df			
attitude toward the drug	Pillai's Trace	1.1	2.3	19	6	0.03	0.81	
	Wilk's Lambda	0.02	½	18	7	0.04	0.83	
	Hotelling's Trace	3.3	2.08	18	7	0.05	0.9	
	Roy's Largest Root	0.05	2	9	5	0.02	1.1	

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According to the above table, it can be concluded that there is a significant relationship between these two variables namely the psychosocial empowerment training variable has a significant effect on student's attitudes toward the drug use. According to the Eta coefficient about 81% of change in the attitude of students toward the drug was due to the training.

The results of this study are consistent with cognitive theories, reasoned theory and the theory of planned behavior and based on these opinions which emphasis on the role of adolescent's beliefs about the side effect of drug use as a factor for the onset of drug use and know the main factor associated with substance use in adolescents as their information, expectations and attitudes about the substance are consistent and results indicate that psychosocial empowerment training had positive effect on at risk student's attitude and beliefs toward drug use (Mohammad khani, 2010). Also, the results obtained are consistent with the research results of Najafi *et al.*, (2007), Allah *et al.*, (2005).

Hypothesis 3: There is significant difference between changing attitude toward alcoholic beverages in experimental group before and after the psychosocial empowerment training.

Table 3: Summary of dependent t-test to compare the changing attitude of students toward the alcoholic beverage in experimental group before and after the training

attitude toward the alcoholic beverage consumption	N	Paired Samples Test		t	df	Sig
		Mean	Std. Error Mean			
attitude toward the alcoholic beverage consumption before and after the test	15	15.3	3.9	3.9	14	0.001

According to the data of Table 3, the opposite assumption is confirmed namely there is significant difference between the student's scores about the attitudes toward the alcoholic beverages consumption in experimental group before and after training.

Hypothesis 4: There is significant difference between changing attitude toward alcoholic beverages in control group compared to experimental group after the psychosocial empowerment training.

Table 4: ANCOVA results for the training effect on at risk student's attitude toward the alcoholic beverage in control and experimental group

Variable	test	Value	Multivariate Tests				
			F	Hypothesis df	Error df	Sig.	Partial Eta Squared
attitude toward the alcoholic beverage consumption	Pillai's Trace	0.9	1.8	12	16	0.000	0.6
	Wilk's Lambda	0.05	0.02	12	14	0.01	0.4
	Hotelling's Trace	15.9	¾	12	12	0.000	0.9
	Roy's Largest Root	15.9	1.9	6	8	0.04	2.4

According to the above table, it can be concluded that there is a significant relationship between these two variables namely psychosocial empowerment training variable has significant impact on at risk student's attitudes toward alcoholic beverage. According to the Eta coefficient about 60% of change in the attitude of students toward the alcoholic beverage was because of training. The obtained research results were

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consistent with psychological theories such as the research of Allport, Sizer (1991, quoted from Mohammad Khani, 2010) and emphasis this relation.

5. *There is significant difference between sensation seeking in experimental group before and after the psychosocial empowerment training.*

Table 4: Summary of dependent t-test to compare the changing attitude toward the sensation seeking in experimental group before and after the training

Paired Samples Test							
Sensation seeking before and after the test	N	Mean	Std. Error Mean	t	Df	Sig	
0/000	15	9.6	1.9	5.1	14	0.000	

According to the data of Table 4 the opposite assumption is confirmed, it means there is significant difference between sensation seeking scores of students in the experimental group before and after training.

6. *There is significant difference between sensations seeking in control group compared to experimental group after the psychosocial empowerment training.*

Table 5: ANCOVA results for the training effect on sensation seeking of students in control and experimental group

variable	Test	Value	F	Multivariate Tests			
				Hypothesis df	Error df	Sig.	Partial Eta Squared
Sensation seeking	Pillai's Trace	1.9	1.8	16	12	0.02	0.75
	Wilk's Lambda	0.03	1.9	16	10	0.000	0.63
	Hotelling's Trace	2.3	3.9	16	8	0.04	0.3
	Roy's Largest Root	3.9	2.6	8	6	0.04	1.3

The above table indicates a significant relationship between these two variables namely psychosocial empowerment training variable has significant impact on the attitude of at risk students toward sensation seeking. With regard to the Eta coefficient about 75% of change in student's attitude toward the sensation seeking has been due to the training. The obtained research results were consistent with research result of (Johnson *et al.*, 2005) as well as conducted studies on European adolescents (Hibell *et al.*, 2002) and Australia (White and Hayman, 2004). Also, the present research results about the high sensation seeking individual's risk taking are in line with opinions of Marvin Zuckerman (1994) about the desire for various, new, complex and severe excitements and experiences and tend to physical, social, legal and financial adventure for such experience, (which is the feature of high sensation seeking people). These are factors that increase student's desire for high risky behaviors. Studies have shown that high sensation seeking people use much more illicit drugs than low sensation seeking.

Conclusion

The present study tries to investigate the effect of psychosocial empowerment training on student's attitude toward alcoholic beverage and drug use and sensation seeking of at-risk students in order to identify the effect of training in psychosocial empowerment among at risk students. The research results

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indicate that the school-based interventions aim to provide experiences through which increase children's coping ability to deal with environmental stress and unfavorable conditions of living. The life skills training with promotion of mental health and behavioral readiness equip individual with healthy and social behavior.

Therefore, with regard to obtained results the importance of paying attention to psychosocial empowerment training in student's changing attitude toward the drug use and alcoholic beverage and as well as sensation seeking is evident. It seems that psychosocial empowerment training and life skills training is effective steps in this direction which apply the student's talents and abilities in order to take his fate self actively and be selector. Furthermore, the self confidence process in adolescents goes through his correct path and adolescents in addition to make accurate use of the skills accept the responsibility of their actions and feelings and acquire the skills necessary to important life decisions. The results showed that this kind of training programs follow the preferred outcomes in increasing academic performance and reducing risky behaviors among students. Consequently the psychosocial training program such as life skills training should be done in the form of long-term intervention.

Suggestions for Further Research

1. The comprehensive program of life skills training and how practically apply these skills during the in-service courses of teachers and extracurricular activities of students to be implemented to teachers and students.
2. Creating appropriate area for student's activity and participation in all activities of school and academic, cultural and student's organizations... and legalizing them.
3. Updating of information and awareness raising of consultants and their capabilities and skills

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