



A Study on Substance Abuse Prevention

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ABSTRACT

This study aims to examine options to increase the supportive power of parents, teachers, school administrators, and counselors who directly interact with children and adolescents and have a fundamental responsibility to protect them from the risks of substance abuse and evaluate the effectiveness of associated training programs. The study design is a cross-section survey with a total sample 45,807 participants (13,973 primary and secondary school teachers, 601 school administrators, 429 counselors, and 30,804 parents). For each group, specialized educational programs were prepared according to the assumed information needs and implemented accordingly. At the end of the implementation, each group was asked to evaluate the degree to which they benefitted from their own program. When the sample group responses pertaining to the education they received, it was found that in general when the overall education was examined, no responses fell below 90% where 99.58% found the educational programs "very beneficial" and 90.43% found the educational programs "beneficial".

Keywords: substance abuse, prevention, parents, school

INTRODUCTION

Substance Abuse Prevention is highly valued today due to individual and public mental health issues. Research in this area began with limited studies examining the traits of addicts, the risks leading to addiction, existing prevention programs and their effectiveness, and has continued with studies pertaining to keeping addiction under control, the monitoring of the supply and demand of this issue, and the increasing pace of addiction at both national and global scale. According to the United Nations Office on Drugs and Crime (UNODC), the 2005 World Drug Report, which reports one of the most comprehensive study outcomes on this issue, 200 million people between the ages of 15 and 64, or 5 % of the world population, have used an addictive substance at least once during the 12-month period prior to the publication of the report, and the number of users have steadily increased in the last 15 years. In the report, a large proportional increase during 2003–2004 was reported (UNODC, 2005); however, when the UNODC 2010 report is examined, it can be seen that in 2008, the number of people between the ages of 15 and 64, who used drugs at least once during the last one year, has increased to between 155-250 million. This number is approximately 3.52 % - 5.68% of the world's population (UNODC, 2010). In the 2013, the World Drug Report claimed that number of drug

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State of the literature

- Research reports on countries, regions and the world scale has emphasized that children and young people are confronted early with the use of addictive substances.
- In the context of preventing substance abuse, it is necessary to learn the developmental characteristics of children and adolescents, the process of formation of addiction, the risk factors for substance use, and the protective approach and attitudes.
- In the prevention of substance abuse, school staff who are the teachers, the education administrators and the school counselors play an important role together with parents.

Contribution of this paper to the literature

- The implementation conducted among parents, teachers, school administrators and counsellors has in general been found to be beneficial.
- The speed of evolving and changing trends in substance use and addiction make it imperative that the family and school system have up-to-date knowledge and effective approaches.
- It is clear that only legal applications to combat substance abuse and addiction won't be enough. To effective struggling against addiction, addiction prevention programs must be extensive and must ensure awareness at the individual and public level.

users and medicine abuse based disorders remained stable; however, the increase seen was largely related to an increase in the world's population (UNODC, 2013).

For European countries, the most comprehensive research on alcohol and drug abuse is carried out by ESPAD (The European School Survey Project on Alcohol and Other Drugs). In this study, drug abuse among students between the ages of 15 and 16 in 35 European countries were analyzed. The study found a decrease in substance abuse in Western European countries but an increase in Eastern European countries between 2003 and 2007 (ESPAD, 2009). However, according to another study conducted in 36 European countries by ESPAD (2011), findings suggest a decline in cigarette use between 1999 and 2007. Also in the 2011 ESPAD report, no changes between 2007 and 2011 were reported. While there was almost no change in the use of non-prescription sedatives and tranquilizers, the same situation remained valid during 2011; however, a slight rise in the use of intoxicating inhalants was reported. When comparing the findings of the 2011 ESPAD with the 1995 ESPAD report, it was found that the ratios of periodic heavy use, life-long use of marijuana and illegal drugs barely changed or had slightly increased in many countries in 2011. With some exceptions, Eastern European countries are shown as areas where the percentage of use has increased, whereas in Western European countries, with the exception of the Ukraine, a distinct reduction in drug abuse has been reported (ESPAD, 2011).

In addition, the Mediterranean School Survey Project on Alcohol and Other Drugs (MedSPAD) examined drug use among 15 and 17 years old students in Algeria, Morocco, Lebanon, Tunisia, and Egypt. Findings from the study found that initial drug use began at a young age and made recommendations for the development of an effective policy and school based prevention programs, which need to be implemented for the younger students (Omaria and Toufiq, 2015). According to the Turkish Monitoring Center for Drugs and Drug Addiction

(TUBIM, 2013), substance abuse in Turkey appears to be lower compared with other countries, studies have reported that the issue of substance abuse is at a gradual increase and that the larger youth population appears to be significant and serious risk factor (Evcin, 2014). Similarly, Ülger et al., (2015) emphasized the importance of implementing public health surveys for the development of alcohol control policies as well as the development of well-designed studies examining alcohol consumption in young age groups.

To examine the drug use and abuse situation in Turkey among the younger generations, a large amount of statistical data has been obtained from various outlets. One of the most extensive studies, conducted in 2011 by TUBIM, included 8045 people between the ages of 15 and 64 from 25 provinces in Turkey. Findings from this study suggest that 2.7% of people have tried an illegal addictive substance at least once (TUBIM, 2012). During the initial stage of this study where students from 15 provinces between the ages of 15 and 17 participated, it was found that 17% used alcohol in the last month, 3.6% used marijuana at least once in their life time, 8.6% used an intoxicating inhalant, 1.6% used heroine, 1.4% used cocaine, and 3.3% used benzodiazepines TUBIM, 2012). In 2010, in the province of Ankara, it was found that 5.0% of participants between the ages of 15 and 64 used non-prescription tranquilizers and 0.8% used marijuana (TUBIM, 2011). Also, the same report indicated that within the last month alone, among 31,272 students Istanbul, 20% were cigarette smokers, 21% were marijuana users, and 3.3% were life-long and one time users whereas the use of cocaine, methamphetamines and ecstasy ranged between 1.0% to 1.6% (TUBIM, 2011).

In a study on the prevalence of tobacco, alcohol, and drug abuse among primary and secondary school students, it was found that drug abuse has decreased at the primary school level in Turkey among adolescents between the ages of 15 and 17 (Ögel et al., 2004). Also, the study reported that the average age in which people started to smoke, use alcohol and drugs has fallen to 13; the average age of first time marijuana, heroin, ecstasy, and sedative pill use among students was 13; 16 % of primary school students have smoked at least once their whole lives and that the average age in which people started to smoke among this group of children was 11.

Although the number of users and addicts have been reported to be stable, every year new psychoactive substances are added to the market (TUBIM, 2013). Substance and drugs addicts no longer have the need to search for new substances due to the fact that new markets are always welcoming new users. Each year new research is conducted on the prevention of drug and illegal medicine abuse and the sector, which is trying to broaden its research in the area of drugs and addictiveness, also continues to grow. The 2012 Turkey Drug Report claims that the percentage of substance abuse in Turkey, compared to other countries is low (TUBIM, 2012); however, national and international reports suggest that Turkey continues to be affected by drug trafficking and the percentage of drug confiscation in Turkey has risen (World Drug Report 2013; TUBIM, 2012). For these reasons, it is no longer sufficient to deal with the substance abuse issue simply at a national level only. The issue needs to be evaluated on a much wider scale, such as the United Nations or the European Union. As a result, Turkey

cooperates with the Social and Economic Council of the United Nations (SECUN), the World Health Organization (WHO), the United Nations Office of Drugs and Crime (UNODC), the European Monitoring Centre for Drugs and Drug Addiction (EMCDDA) and similar organizations.

The necessity to protect people, especially children and adolescents, from coming into contact with harmful substances is especially clear when it comes to the use of substances and substance addiction. Findings from many similar research projects (Doğan, 2001; Taşçı et al., 2005; Yaşan and Gürgen, 2004; Yüncü et al., 2007) in the area of addiction also clarify that substance addiction is a threat for both children and adolescents and to the public's health in general. It has also been shown that this threat extends beyond the individual scale into the public domain with psycho-social effects like reducing the focus of power, diminishing the ability to deal with issues, the reduction of willpower, and the diminished concern for fitness, health, and education (Fuscaldo et al., 2013). Another important outcome of substance abuse research is the significance regarding family relationship qualities. Many studies point to the decisive role of family attachment and family attitudes (Cohen, 2009; Cooper et al., 1998; Morsünbül, 2009). According to some studies, substance abuse appears when there is an insufficient concern from the family, insecure attachment within the family (Rick and Vanheule, 2006; Tanter et al., 2002) or unkind attitudes in families (Özmen and Kubanç, 2013). Other important findings are associated with the continuity and positive attitudes with respect to the school tending role of the social environment (Kumpfer and Turner, 1991), the protective effects of mindfulness (Brewer et al., 2013) and the availability of prevention programs in school, which include life skills training (Velasco et al., 2015). Findings from research impose important responsibilities that require a multimodal cooperative network between parents, teachers, school administrators, and counsellors with regards to protecting children and adolescents against existing risks.

MATERIALS AND METHODS

A cross-sectional survey design was used where school administrators, teachers, counselors, and parents of the students in educational institutions within the Province of Antalya (primary and secondary schools, private schools and institutions, and Guidance and Research Centers) formed the population for this study. The sample included the entire population, which was comprised of 30.804 parents, 13.973 teachers, 601 school administrators, and 429 counselors with a total of 45.807 participants.

Application Process

The application process commenced in April 2010 and was completed at the end of 2011. The study was carried out in four main stages. In the first stage, a focus study group that was made up of 21 counselors was formed and given an 18-hour training on “the formation of public awareness towards substance addiction, the magnitude of the drug issue in Turkey, the reduction in the demand for drugs, and the addiction process and risks” with the participation of experts from various disciplines. In the second stage, the main training program was

designed by the researcher, with the help of a second expert group consisting of counselors, where the education was transformed into 4 separate training manuals for “counselors”, “parents”, “teachers”, and “school administrators”. During this stage, a 30-hour training program was given to the focus study group on how to implement these programs. After this training, the training of “school administrators” and “counselors” took place in addition to the focus study group. In the third stage, counselors who had went through the training process trained the teachers in primary and secondary schools and the parents of students in these schools. The duration for the second and third stages was set at 3 hours. After each implementation, participants were asked to evaluate the training they received. In the fourth stage, data associated with the implementation was gathered and evaluated by the researcher.

Instrumentation Used in the Study

Four separate manuals relating to parents, teachers, school administrators, and guidance teacher/counselor training programs were developed. In each manual, information about what was meant about substance addiction, how the addiction process formed, a list of substances that were addictive, the developmental traits of children and adolescents relevant with the issue, the general risks that can occur during the developmental process, the risk factors that can lead to substance addiction, supportive and risky attitudes, and the steps that can be taken when the risks appear, and the legal processes involved with substance abuse issues.

The teacher, school administrator, and counselor manuals included information regarding the importance of prevention activities and what should be done in case of emergencies, which were not included in the parent manual. Sections that were omitted in the other manuals were included in the manuals prepared for the counselors. These sections were “prevention and research advised in cases when addiction is suspected or has actualized”. Since the topic “developmental traits related to childhood and adolescence” was present in their teacher training, it was not included in their manuals.

Data Collection Procedures

The researcher prepared four separate evaluation forms parallel to the contents of the training programs in order to identify whether the participants of the “counselor”, “parent”, “teacher” and “school administrator” training programs benefited from the training or not. The participants were asked to state how beneficial each topic, which took place in their training program, was to them. Their answering options were “very beneficial”, “beneficial”, “not beneficial” and “not beneficial at all”.

FINDINGS

Findings Related to the Parent Training Program

In this study, a total of 30,804 participants who were the parents of students studying in primary and secondary schools located in the provincial district of Antalya and participated

Table 1. Parent Training Program (N= 30.804)

Information Within the Program Contents	'Very Beneficial'	'Beneficial'	'Not Beneficial'	'Not Beneficial At All'
Information regarding substances which are addictive	79.42*	20.16	0.34	0.07
Information regarding components which cause addiction	68.97	24.63	0.34	0.09
Information regarding the risk factors which lead to addiction	70.68	25.89	0.45	0.03
Information regarding traits of the Pre-school and Primary School periods	68.49	27.30	0.92	0.23
Information regarding adolescence	70.43	25.65	0.69	0.21
Information regarding risk factors for children and adolescents	65.23	28.01	0.49	0.12
Information regarding issues that have to be taken into consideration when communicating with children	69.52	27.56	0.46	0.11
Information regarding things which need to be done in case substance use is suspected for children or adolescents	66.93	29.64	0.29	0.08
Information on how to approach a child or adolescent when substance use is discovered	72.21	24.15	0.45	0.13
Information regarding the appropriate attitude towards a child or adolescent who is discovered to be a substance user	67.07	29.63	0.33	0.01
Information regarding legal matters related to substance addiction	73.56	22.04	0.91	0.19

* All values are reported as percentages

in the parent training program. 24,465 people, which accounts for 79.42 % of the parents who participated in the training program, stated that the information on "substances which are addictive" was "very beneficial" to them. In this program, 0.21% (n=71) of the participants indicated that "information regarding adolescence" was reported to be "not beneficial at all". The percentages of the other answers relating to the program contents that were to be "not beneficial at all" varied between 0.1 %- 0.23 In the evaluation form of the parent training program, missing data ranged between 0.01 % - 6.15 % due to items under different topics which were not responded to. Results of the frequency analysis for this training can be found in **Table 1**.

Findings Related to the Teacher Training Program

13.973 classroom and field teachers from primary, secondary and private schools in the provincial district of Antalya participated in this study. 8.480 individuals accounted for 60.68 % of the teachers, and stated that the most beneficial information for them was the "importance of prevention facilities". In the teacher training program, 1.12% of the participants (n=157) reported the "information regarding what to do in case of emergency" as "not beneficial at

Table 2. Parent Training Program (N= 30.804)

Information Within the Program Contents	'Very Beneficial'	'Beneficial'	'Not Beneficial'	'Not Beneficial At All'
Information regarding substances which are addictive	55.94*	40.93	1.42	0.45
Information regarding components which cause addiction	56.05	41.04	1.43	0.39
Information regarding the risk factors which lead to addiction	55.17	41.70	1.35	0.62
Information regarding traits of the Pre-school and Primary School periods	46.87	48.43	2.73	0.65
Information regarding adolescence	48.88	47.49	1.78	0.60
Information regarding risk factors for children and adolescents	54.16	42.57	1.51	0.50
Information regarding the importance of prevention facilities	60.68	35.98	1.46	0.35
Information regarding the symptoms seen in students who use substances	57.36	39.42	1.56	0.29
Information on how to behave when one encounters a student who uses addictive substances	56.61	39.71	1.92	0.65
Information on how to approach parents of students who are substance abusers	53.08	42.67	1.88	0.36
Information regarding what to do in case of an emergency	50.66	45.20	1.91	1.12
Information regarding legal matters related to substance addiction	53.38	41.89	2.19	1.03

* All values are reported as percentages

all". The percentages of the other answers related to the program contents, which were found to be "not beneficial at all", varied between 1.03 % - 0.29 %. In the evaluation form of the teacher training program, missing data ranged between 1.09% - 1.53% and may have occurred due to items under different topics which were not responded to. Results of the frequency analysis for this training can be found in **Table 2**.

Findings Related to the School Administrator Training Program

601 school administrators from primary and secondary schools and special education schools and institutions in the province of Antalya participated in this study. 61.73% (n=371) of school administrators stated that the most beneficial information for them was the "the approach towards parents whose children are substance abusers". In the school administrator training program, 0.49% reported that the "information on how to approach parents of students who are substance abusers" was "not beneficial at all". Percentages of other answers related to the program contents and denoted as "not beneficial at all" varied between 0.00% - 0.33%. Missing data from the school administrator training program ranged between 2.02% - 3.67%, which may have occurred as the result of due items being under different topics which

Table 3. School Administrator Training Program (N=601)

Information Within the Program Contents	'Very Beneficial'	'Beneficial'	'Not Beneficial'	'Not Beneficial At All'
Information regarding substances which are addictive	50.08*	45.92	0.83	0.16
Information regarding components which cause addiction	50.58	45.75	0.99	0.33
Information regarding the general risk factors which lead to addiction	48.41	47.92	1.16	0.49
Information regarding the traits of the Pre-school and Primary School periods	42.42	49.41	5.82	0.16
Information regarding adolescence	51.08	43.26	2.82	0.16
Information regarding risk factors children and adolescents	53.91	40.76	1.99	0.33
Information regarding the importance of prevention facilities	56.23	39.26	2.32	0.00
Information regarding the symptoms seen in students who use substance	58.56	37.93	0.83	0.00
Information on how to approach parents of students who are substance abusers	61.73	33.44	1.99	0.16
Information regarding what to be done in case of an emergency	49.08	45.09	3.16	0.16
Information regarding legal matters related to substance addiction	53.41	40.93	1.99	0.00

* All values are reported as percentages

that were not responded to. Results of the frequency analysis for this section of training can be found in **Table 3**.

Findings Related to the Guidance Teacher/Counselor Training Program

429 guidance teachers/counselors from the primary, secondary and private schools, and Guidance and Research Centers in the province of Antalya participated in the training program for guidance teachers/counselors. A total of 44.75% (n=192) reported that the most beneficial information was "legal matters related to substance addiction" whereas the percentages of those who indicated that they did not benefit from any of the contents within the program ranged between 0.23% - 0.46%. In the evaluation of the answers given by counselors, missing data ranged between 3.28% - 7.25% among the different topics, which may have occurred due to empty slots within the answer sheets. Results of the frequency analysis for this training can be found in **Table 4**.

Table 4. Counselor Training Program (N=429)

Information Within the Program Contents	'Very Beneficial'	'Beneficial'	'Not Beneficial'	'Not Beneficial At All'
Information regarding substances which are addictive	37.52*	52.91	2.09	0.23
Information regarding the addiction process	39.62	52.44	1.63	0.23
Information regarding risk factors for children and adolescents	39.86	54.31	0.46	0.46
Information regarding the importance of prevention facilities	38.69	52.21	2.56	0.23
Information related to protective and preventive studies against addiction	41.72	51.98	2.79	0.23
Information related to studies which demonstrate what to do when addiction is suspected	44.28	49.18	2.33	0.23
Information related to studies which can be done with students who have been identified as addictive substance users	43.82	49.88	1.86	0.23
Information regarding legal matters related to substance addiction	44.75	49.41	1.39	0.46

* All values are reported as percentages

DISCUSSION AND CONCLUSION

Within the studies of substance addiction prevention, findings related to the training program are discussed under separate titles for each group.

Discussion of the Findings Related to the Parent Training Program

One of the most important duties of parents is to raise healthy children. However, in attempting to do this, risk factors that threaten the child and adolescent development, including the risk factors that may lead them towards developing an addiction are fed by the family's circumstances. Many scientific studies have suggested that negative parenting attitudes, insufficient family management, addiction within a family, domestic violence, negligence, being exposed to sexual or physical abuse, and similar factors have been instrumental in the development of becoming an addict (Canada National Crime Prevention Center, 2009; Ilhan et al., 2002). In studies conducted with addicted individuals, findings demonstrate that the family structure plays a key role in the use of addictive substances (Brook and Gordon, 1990; Windle 1996). In line with this study, 96.3 % of the 30,804 parents, who participated in the drug addiction prevention implementations, indicated that they benefited mostly from the topic on factors causing addiction, which can be seen as a promising indicator because it shows the importance is given to the topic.

As most personality theories have suggested, individual behavioral tendencies are related to their personality traits. The family's role in the formation of these traits is undeniable. It has been found that the negative attitudes of parents, while raising their

children, provoke the formation of negative personality traits within the child and cause the child or adolescent to demonstrate risky behaviors (Erbinç et al., 2002; Önal et al., 2011; Quendig and Kuntsche, 2013; Simons et al., 1995; Şendil, 2003). Kulaksızoğlu (1999) claimed that the factors associated with the development of an addiction include possessing an insubstantial and weak personality, the desire to avoid distress, being extremely externally controlled, perceiving oneself as worthless, being emotionally immature, being pleasure-oriented and having bad habits (TUBIM, 2010). Many researchers have concluded that factors such as personality traits, accepting role models, perceptions of self-sufficiency, excessive amounts of self-confidence, and insufficient coping skills have had predictive value in the formation of substance addiction (Erbinç et al., 2002; Kadden and Litt, 2011; Merrill and Thomas, 2012; Quendig and Kuntsche, 2013).

Substance abuse has been explained as the attachment to false things (Cohen 2009). Parents' misbehavior, insufficient interest toward their children and/or overprotective behaviors have denoted as risks associated with substance use. Children with secure attachment styles are able to control their instincts and as a result, this style of attachment serves as a protective coefficient against substance abuse (Cooper et al., 1998; Drapela and Mosher, 2007; Lopez, et al., 2008). Also, parents' attention and attachment styles have been shown to reduce the risk of substance use (Tanter et al., 2002). Families have the prime responsibility to protect their children from exposure to physical abuse and prevent the development of low self-esteem. Research has shown that traumatic childhood experiences play a role in the development of low self-esteem, which is likely to increase the proclivity of developing issues related to substance abuse (Toker et al., 2011).

As Çavuşoğlu and Bahar (2010) indicated, effective use of the family support system is a key protective factor. Similarly, families who preferred to use an understanding approach in dealing and solving adolescents' problems appeared to be more supportive in dealing with issues associated with drug abuse (Wills and Yaeger, 2003). Consequently, researchers have proposed to prepare educational seminars for families and substance abuse prevention programs that specifically included families (Koçhan and İlhan, 2015; Morsünbül, 2009). When all of these explanations are evaluated together, the importance of family structure and family relations are set forth.

Discussion of the Findings Related to the Teacher Training Program

Due to its geographical location, Turkey has become a transition point for drug trafficking and therefore faces the issue of substance use due to this. It has been recently noted that substance use in Turkey is at a gradual decrease; however, the average age at which people start to use substances has dropped below 15 (TUBIM, 2012; UNODC 2005; Zor, 2005) When relevant publications are examined, findings demonstrate that the age in which people start to use substances has dropped. In general, substance users have a low success or performance rate at school or are left out of the education system at an early period. In 2009, the youngest person who applied for admissions to a substance abuse rehabilitation center as

an outpatient client among 107,178 patients was 11 years old. In the same report, it was indicated that 65 % of the outpatients were primary and secondary school graduates (TUBİM, 2010).

Yaşan and Gürgen (2004) conducted a study in South East Anatolia where they analyzed adolescents who used intoxicating inhalants. The average age of the participants was 13.8 and the average age they started to use substances was 10.8. It was shown that 83.5 % of the study group had not completed their education. Tokdemir et al., (2003), who conducted a study among high school students in the province of Elazığ, which is located in the Eastern Anatolian region, examined the prevalence of psychoactive substance use in a sample of 1100 students. Results from the study suggested that students obtained 50.7 % of the substances from school or a friend from the street and that the adolescents who were unsuccessful at school had a high rate of psychoactive substance use.

In addition, Yiğit and Khorsid (2006) reported that in their study of alcohol use and addiction among 300 Ege University Science Faculty students, 76% of the students used alcohol, 8.8% had an alcohol addiction, and 14% were alcohol abusers. They also identified that the rate of alcohol addiction was higher among students between the ages of 17 and 19.

According to the cognitive-emotional and the social learning theories, the most important factor in dealing with substance abuse is the individual's attitude related to drugs and this attitude is the key predictor of substance use (Petraitis et al., 1995). In addition, as per the social ecological viewpoint, an individual's perception about school being an unpleasant and stressful environment as well as dropping out from school are among the most important reasons for children and adolescents to turn to substances (Kumpfer and Turner, 1991). Despite the possible conclusion that positive perceptions regarding school and the awareness of substance will prevent the use, research supports their effectiveness in prevention. For example, Brewer et al., (2013) reported that although not limited to substance abuse, with the increased awareness obtained through mindfulness training, the risk of engaging in and developing addictive behaviors tend to decrease. As a result, the role of educational personnel becomes of great importance in the prevention of substance abuse.

When the above data is taken into consideration, a general concern arises as adolescence is a period of transition and when adolescence itself is analyzed, the need and emphasis on prevention studies becomes of grave importance. In order to protect children and adolescents from these risks and prepare them for the future, it is very important that they remain in the official education system for a sufficient amount of time. During this process and duration, teachers are the key figures who are in close contact with the child and adolescent's life from a both cognitive and psycho-social aspect. Eisenbraun (2007) claimed that it was not appropriate for educators to have a passive role in prevention and interference studies. Thus, making teachers conscious or aware is just as important as the support that should be provided to the family as well. For the same reason, the fact that 8480 people out of the 13,973 who participated in the substance addiction prevention implementations, which accounted for

60.68 % of the teachers, indicated that the most beneficial information for them was that the information on “the importance of prevention facilities”. This too is accepted to be a positive indicator.

Discussion of the Findings Related to the School Administrator Training Program

The report prepared by the United Nations Drug and Crime Office has put forward that drug abuse is still prevalent worldwide (UNODC, 2005). Much research conducted in Turkey has also shown that substance use rates has increased and the age at which people start to use substances has dropped (Assembly Research Commission Report, 2008; TUBİM, 2010; Ögel et al., 2004).

It is the government’s responsibility to establish politics to guide families and institutions that provide social, health, and legal services for addiction prevention. Educational institutions, being one of the most significant places that carry out these politics, assign immense responsibilities to their administrators.

Many studies examining school systems and substance abuse relationship have referred to the importance of young people’s perceptions about the school as a determinant for intimacy towards risky behaviors. Some of the findings from research have clearly shown that negative attitudes related to school are an important indicator. Researchers has associated low school achievement and poor social environment as an influence on young people’s substance use during adolescence (Lopez et al., 2008). In examining the struggle against addiction, it’s important to analyze existing successful examples and practices in other countries and develop a model that encourages and incorporates collaboration with the school, friends, and social environment into the family’s network (Pilar, 2008; Whitsell et al., 2013). As noted earlier, experimentation with substances or engaging in risky behaviors associated with substance use can be prevented with effective approaches and applications like life skills training. Carrying out these kinds of training in schools are under the responsibility of school administrators. Insufficient Direction, motivation, and presentation on behalf of administrators will lead to the development of an insecure school and insecure social environment. For example, Velasco et al. (2015), a school based life skills training program was broadly implemented in 33 countries around the world and was found to be effective. However, the fact that school administrators are equipped with administrative skills is not sufficient under today’s circumstances. Many studies have been conducted on effective administrator characteristics and skills in which they need to possess. A common finding from this study is the variety and importance of the administrators’ duties.

Discussion of the Findings Related to the Counselor Training Program

In this study, 429 counselors (44.75%) indicated that most beneficial topic of the training was information on “legal matters related to substance addiction”. When the counselors’ “very beneficial” and “beneficial” answers were evaluated together, it is seen that in general, the rate of benefiting from all topics range between 90.43% - 94.17 %. In the same way, when the “not

beneficial” and “not beneficial at all” answers were evaluated together, counselors who stated that they did not benefit from any of the topics varied between 0.92% - 3.01%. This finding is similar to those in Ogel et al., (2004) where 508 counselors, 2599 classroom/field teachers, and 284 parents were examined. The study was conducted in nine provinces in Turkey on the prevalence of tobacco, alcohol and substance use, and the effectiveness of teacher and parent training on substance addiction prevention. In the study, which used pre and post-tests, it was noted that counselors had benefited the least from the training. The average of correct answers given by the counselors in the pre-test was higher than the other two groups, which suggests that they had prior knowledge. Also, within the Antalya substance addiction prevention study, it was assumed that the topics which the counselors did not benefit from were prior information, since they had already studied these topics during a teacher training program.

It is known that many psychosocial and experience based factors play a role in substance use and addiction; moreover, adolescence is a critical period regarding both development and substance use. Stanton and et al., (1982; as cited in Avci, 2011; Gladding, 2012) state that adolescents who have a hard time adapting to their new academic and social environment sometimes find themselves in a fake identity perception known as addiction and pseudo individuation, and accept themselves successful in an environment consisting of failure. During this period, many factors like the influence of friends, academic issues, adaptation problems, and negative personality traits create risk. During adolescence, curiosity and the influence of friends, causes the experimental use of various substances, which has been note in many studies (Coşkun et al., 2008; Ögel and et al., 2003; TUBİM, 2010). While Korkut (2004) claims that adolescents are more sensitive towards substance addiction and that substance use during this period is normative, Ögel (2007) explains the same situation as a collective behavior in which peer groups socio-culturally control and shape the individual. Ögel (2007) also states that during this period, the risk of experimenting with addictive substances is a serious problem as it is impossible to stay away when one’s friends, are using. Based on similar reasons, Balseven et al., (2002) suggests that when the risk group consists of individuals between the ages of 12 and 22 or 15 and 24 every kind of protection and prevention program is indispensable.

There are also many findings that put forth both the need to cope with stress and the predictive effects of an individual’s beliefs related to one’s self and substance use. In a study conducted by Chabrol et al. (2004) 285 high school students’ marijuana use and loyalty were evaluated. Findings indicate that while beliefs showing tolerance towards the use of marijuana are predictive, in marijuana addiction, beliefs related to relief/remedy are the only predictive factors. Additional research with similar findings was conducted by Orak et al. (2007) on 1047 high school students. Findings reported that 55.9 % of the smokers, 28.9 % of the alcohol drinkers and 50 % of the drug users believed that substance use helped them cope with stress. As it can be seen, this belief is likely to increase the power of substance use in coping with stress. In other words, these studies show that individuals do not believe they can cope with stress by themselves.

Burger (2006) points out that every year millions of Americans seek out professional help to quit smoking, but only a small percentage of them are able to succeed and explains that the reason behind this unsuccessful attempt is their lack of trust in their own ability to quit. Bandura states that the expectancy of result and persuasion means the expectation that a situation can become true and one can make it become true defines the individual's behaviors and its results (Bandura, 1997). Burger (2006) reminds us that researchers point out that the belief in one's self-sufficiency is useful when one tries to overcome problems related to substance use. Of course, what is meant here is that a healthy perspective is related to self-sufficiency. An overestimated perception of self-sufficiency, means the same as not being able to appropriately define one's boundaries, which is risky. Research on this issue was conducted by Erbinç et al., (2002) who analyzed views on substance use among young adults who have tried and are still using drugs and found out that these individuals possessed an extreme and dangerous amount of self-confidence.

When findings that handle substance from a personal characteristic perspective are examined, it can be seen that an unrealistically high and risky amount of self-confidence, just like the low perception of self-sufficiency, are fundamental problems. In the literature on self-sufficiency, Kadden and Litt (2011) state that self-sufficiency is the individual's belief in the ability to actualize behavior to provide a desired effect and, in many studies, they also state that self-sufficiency is a predictive factor in the treatment results of substance addiction.

Being able to manage your behavior, which is an important factor of being healthy and staying away from substance addiction, is closely related to the self-organization capacity, just like self-sufficiency. Bandura defines self-organization capacity as the organization of behaviors by establishing internal standards (Koç, 2009). The three main items of self-organization are: observing oneself and behaviors, making decisions about one's own behavior and reacting to one's own behavior (Koç, 2009). In other words, in order to think properly and behave properly the establishment of self-organization is necessary. In doing so the individual will be able to step forward accordingly to his/her specified aims. Wilson and MacLean (2013) also state that controlling oneself or the capacity of being able to behave according to aims (Duckworth and Kern, 2011) play an important role on many health-related issues (de Ridder et al., 2012) like smoking. This approach suggests the importance of life skills training, which provides individuals with the necessary competences in dealing with existing risks (Fraguela et al., 2003; Perry and Kelder, 1992). Life Skills Training programs can be prepared from various perspectives depending on the necessities and requirements. With regards to the etiology of the tendency to use a substance was correlated with life skills (Kodjo and Klein, 2002). In the fight against addiction, life skills training was found to be an effective form of education (Errecart et al., 1991; Perry and Kelder, 1992) and current applications have been tested worldwide (Botvin et al., 2003; Gazioğlu and Canel, 2015). Prevention programs have an important role in delaying the age of onset in substance use and makes it difficult to start other items (Botvin and Griffin, 2004). In a study on preventing the use of inhalants and

other harmful legal products in youth, researchers found that life skills training based program had a preventative effect (Johnson et al., 2009).

It is imperative that prevention program results are obtained through objective and reliable methods. Cuijpers (2000) indicates that the essential problem in evaluating prevention programs arises due to having different formats, aims, targeted substances, age groups, and basing intervention programs on different theoretical models. Many studies have also reported the unreliability of outcomes based on unreliable evaluations.

Of the counselors who participated in the Antalya Substance Addiction Prevention program, 90.9% claimed that they benefited most from the importance of prevention facilities; 94.7% indicated that they benefitted from the suggestions about the protective and preventive studies related to addiction, which is similar to the findings above; 91.46 % reported that they benefitted from the suggestions about studies that can be done when addiction is suspected; and 93.7 % noted that they benefitted from the suggestions on what to do with students who have been identified as addictive substance users. These findings show that counselors are aware of the importance of the planning and execution of prevention facilities and also that the training was beneficial.

In the Antalya Province substance addiction prevention study sample, the implementation conducted among parents, teachers, school administrators and counsellors has in general been found to be beneficial even though the study had two limitations, which were the study was at the main prevention step and it only provided information. Köknel (2001), who dealt with addiction from a global perspective, states that the communication and correspondence devices of our century have created a new cultural synthesis, an "alcohol and substance sub-culture" has been formed, and that adolescents, using alcohol and substances from various countries possess similar personality and family structures, common group aims, behaviors, values and attitudes due to the fact that they have been exposed to the effect of this common culture. The characteristics of our time demonstrate that not only information but also habits and tendencies to behave in a certain way have been rapidly becoming common. In respect to this situation, it is clear that studies only based on providing information about prevention and protection, only regional precautions or legal precautions will not be sufficient. It is imperative that school curriculums must involve the family and school-based competency training programs (Spath et al., 2002) in the fight against substance abuse and addiction. It can be seen that if addiction is dealt within a wide perspective and that preventive studies on this topic are conducted from the perspective of all dimensions such as media, education, health, social and legal dimensions in a systematic way, the result will be much more effective.

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