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Effectiveness of "Psychosocial Strengthening Program" on Risk and Protective Factors of drug use and increasing of psychological health among high risk Adolescents

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ABSTRACT. In the present research Effectiveness of "Psychosocial Strengthening Program" On Risk and Protective Factors of drug use and increasing of psychological health among high risk Adolescents has been investigated. The considering sample in the research was 30 students of first grade of Sanandaj's guidance school who has been selected by multi-stages cluster sampling method and were replaced in two groups of experiment (n=15) and control (n=15). The experiment group students attended in Psychosocial Strengthening Program training sessions but the control group students didn't so. Two groups were compared through using Risk and Protective Factors of drug use questionnaire and psychological healthy questionnaire based on covariance analyze statistic test. The present research findings show that there is a meaning full difference between the student's attitude high risk related to drug use, social skills, self-controlling skills and psychological health before and after Psychosocial Strengthening Program training. The statistical analyzes show that Psychosocial Strengthening Program training has been effective on the positive attitude toward drug use. Low social skills and low self-controlling skills as the drug use risky factors and psychological health. Therefore it seems this program as a protective factor causes drug use decreasing and psychological health increasing among high risk Adolescents in coming years.

1. INTRODUCTION

Adolescence is a critical era witch the use of drug and alcohol should be consider particularly because endanger the people's health and life quality (kounenou, 2010). Despite of this general concept most of the Adolescents have had a nice growth, a minority of them as a group high risk (Osill et al, 2013). The researches have showed that the students high risk owning low psychological health are incompatible in individual relations and are endangered by smoking, marijuana, alcohol and the other Substance (Bonino, Catalina, & Ciariano, 2005). The psychological health is overall satisfaction from life, feeling of solidarity and continuity in life and emotional balance. The psychological health is an individual's situation who the behavior corresponding and compatibility is in a high level (Diener, Oishi, & Lucas, 2003). The high risk Adolescents because of the individual risk families, social and school are more enclose by drug use. During recent years the Adolescents families, social and school are more enclose by drug use (Mohammadkhani, 2007). During recent years the Adolescents percentage high risk has been increased in most of the countries (World Drug Report, 2010). The statistic shows that the use of drug in Adolescents has increased in country and the age of drug us has lowered comparing past (Ghavidel et al, 2012; Mohammadkhani, 2011). The drug and alcohol us incidence in Adolescents related to educational performance decreasing (Bradley, Greene, 2013), violence and Delinquent (Elias-Lambert et al, 2015), sexual abuse and HIV (Matos & Equipa do Projecto Aventura Social) and approaches the more dangerous and addicting drugs in the next years (World Drug Report, 2010). The preventive field experts according to these findings emphasize the preventive programs should intervention the kids and high risk Adolescents in low ages (Mohammadkhani, 2011). The

researchers show that the most effective approaches for preventive of drug abuse have been derived from socio-mental theories and have noticed to socio-mental - Risk and Protective Factors for drug use start (NIDA, 2003).

The risk factors are those which increase the drug abuse possibility in contrast the protective factors are those which nullify the risk factors effects and therefore decrease the possibility of drug use (Turbin et al, 2006). The investigation in individual risk factors field show the people with low social and self-effectiveness (Mirmehdi & Karimi, 2012), activation and sensation seeking high degrees (Schlauch et al, 2012), the positive attitude toward drug use and weak self-concept (Mohammadkhani, 2007) are more high risk by drug use. Also owning mental health and negative attitude toward drug use is counted as drug use protective factor (Knyazev, 2004). In late of 1970 and by no, noticeable researches approaching Competence enhancement have been done which teach singly social and individual skills or bending with social resistance skills. This approach is based on Bandura's (1985) social learning theory and Jessor's (1977) problematic behavior theory.

The Competence enhancement approach acclaims that the Adolescents with weak social and individual skills not only are vulnerable against the drug use Incentive factors but also tend applying drug use as an alternative for compatible strategies. The emphasized examples of this approach sample include problem solving skills, decision making, general social skills, assertiveness skills and the skills of resistance against anxiety and mental pressure (Botvin & Griffin, 2004). Although a little studies in the field of preventive approaches effectiveness comparison from drug use has been performed but the findings show the empowerment approach in comparing with the other approaches like: a) Informative approach that emphasizes on the informing about drugs, its negative signs and consequences and negative attitude toward drug use in the frame of film, addressing and etc. b) The affective training approach that emphasizes on the training and Affective revolution (Botvin, Griffin, & Williams, 2015). c) Alternative approach that emphasizes on the resistance with boringness and exhaustion. d) The Social influence approach that emphasizes on the resisting skills training, mental immunization, expectations revising based on the norms, as well as it's the most comprehensive approach and stabilizes on a vast range of the risky behaviors like offence alcohol use and drug abuse (Jessor & Jessor, 1977; Cuijpers, 2002). The investigations show that the Competence enhancement approach is capable of preventive and decreasing drug use by life skills training presentation (Giannotta et al, 2014).

The Life Skills Training (LST) program is a multi-component skills competence enhancement based preventive intervention that emphasizes drug resistance skills training within the context of a generic personal and social skills training model. This training program teaches the Adolescent that how resist against temptation or drug abuse offering from peers by encouragingly behaviors skills, Making decision and critical thinking (Botvin & Griffin, 2004). With passing of two decades the findings of the performed investigations show that the school-based life skills training program that teach individual and social skills like encouraging skill and resistance against the others insistence for using drugs, the right decision making skill and self-effectiveness, and they are effective in preventive of drug abuse (Chen et al, 2014; Flay, 2009). Mr. Mohammadkhani et al (2008), investigated the life skills training on the drug use risk factors in the high risk Adolescents. the findings of the investigations showed that the life skills training has created a meaningful difference in Adolescent's trend to drug use and drug use individual risk factors like self-image, self-controlling skills and social skills, control local and attitude toward drug use. as well as the mentioned evidences Botvin and his colleagues got this conclusion through a research that life skills training to students can have meaningful effects on the anti-drug use and abuse behavior attitude. Mr. Taremian and Mr. Mehriar's (2008) research findings show that the life skills training can negate the student's attitude toward drug as a protective factor causes decreasing of drug use in the coming years. Mr. Raisee and et al (2012), research findings show that the life skills training has a positive effect on the children's mental health of divorced families.

The Psychosocial Strengthening Program (Mohammadkhani, 2011) based on the life skills learning is a well-built program that has been designed base on the research literary I the world and Iran and with the goal of high risk Adolescents mental immunization and has been initiated by united nations drug consumption (UNODC) and the country fighting committee against drug. According to what it said the main research question is Psychosocial Strengthening Program is effective on the drug use preventive and risky factors and psychological health increasing among Adolescents.

2. INVESTIGATING METHOD

The present research is a semi-tentative project sort of pretest and posttest with control group. The present statistical population is consist of all male first grade guidance schools students in governmental schools of Sanandaj state, who were educating during 90-91. The considering sample in the research was 30male students of first grade guidance school whom have been selected through multi-steps cluster sampling method .In this way in the first stage between 1 and 2 districts, the later was picked up haphazardly. In the second stage two guidance schools were picked up randomly in the mentioned district. The demographic information questionnaire were distributed among all students after assuring the participants about the confidential data and a sample made of 30 people who were more high risk were selected and were located randomly in two groups of experiment (n=15) and control (n=15).

3. RESEARCH TOOLS

Demographic information questionnaire: This researcher's questionnaire includes questions about age, mean and failing record, education rate and family financial status, smoking and alcohol use record and etc.

3.1 Risk and protective factors inventory (RAPI)

This questionnaire is a sieving tool that has been prepared and normalized over 3000 students of the country by Mr. Mohammadkhani (2006). This questionnaire estimates risk factors related to drug in four individual, family, school and society courses. In the present research it's used short form including 56 questions and it's built based on confirmatory and exploratory factors analyze method. The Risk and protective factors questionnaire includes 9 scopes that their stability ratio is between 66% to 90% and owns a proper constructing and denotative measurement. The used scales in the research includes below: 1) The self-controlling scale (self-management): This scale includes 8 questions that has been designed in order of Adolescent's problem solving skills, decision making and resisting skills estimation. This scale owns an excellent denotative and constructing justifiability and its stability has been reported 88% based on Cronbach's alpha ratio. In this research the examinant's responds marked based on a 5 degrees Likert scale (top agree- agree-neutral- disagree-top disagree). The maximum is 40 and minimum is 8 in the scale. 2) Social skills scale: this scale includes 8 questions that has been designed in order of social skills, decisiveness estimating and Adolescents ability in illogical others offers . This scale owns an excellent denotative and constructing justifiability and its stability has been reported 90% based on Cronbach's alpha ratio. In this research the examinant's responds marked based on a 5 degrees Likert scale (top agree-agree-neutral-disagree-top disagree). The maximum is 40 and minimum is 8 in the scale. 3) Attitude toward the drug scale: this scale includes 10 questions that has been designed the sort of Adolescent's attitude toward smoking, alcohol and else substance. This scale owns an excellent denotative and constructing justifiability and its stability has been reported 85%besed on Cronbach's alpha ratio. In this research the examinant's responds marked based on a 5 degrees Likert scale (top agree- agree-neutral- disagree-top disagree). The maximum is 50 and minimum is 10in the scale (Mohammadkhani, 2006).

3.2 Psychological health questionnaire

This questionnaire includes 17 questions and divided two subgroups of tests (T1) and (T2). (T1) includes the first 5 questions and the exact life satisfaction translation .this test has been applied in many intercultural studies and owns a high validity and reliability ability (Myers & Dinner, 1995). (T2) includes the rest 12 questions that is an adoptive of mental psychological health scale .totally 17 questions of seven spectrums from completely disagree (mark1) to completely agree(mark7) is considered and the examinants were asked estimate their agreement and disagreement rate toward each question. The higher marks indicates the higher psychological health and the lower ones indicates less psychological health. In this research the stability rate using Cronbach's alpha measurement respectively for psychological health subscales includes life satisfaction and mental good life and psychological health total score were 88%, 92%and 92%.

4. THE PERFORMANCE METHOD

In this research the training sessions in 11 sessions of 90 minutes held once a week. The experiment group delivered 8 prominent skills based on the Psychosocial Strengthening Program guide book (MohammadKhani, 2010). While the control group delivered no kinds of intervention. A summery from the Psychosocial Strengthening Program training session's contents is presented in (Table 1).

Table 1. Psychosocial Strengthening Program training session's contents

Session	Subject	Content definition
1	Health value	Introduction, psychology Strengthening book familiarization, self-care, why health is good, a medical object determination, health different aspects, prevention, assignment and risk estimation
2	Proper decision making	Deciding concept, step to step deciding methods, step to step Deciding practice, assignment
3	Danger-looking and drug use	Valorization, how much you are after danger, dangerous, more Dangerous, the most dangerous, drug usage role in danger-Looking and its consequences, issues summarization, assignment
4-5	Stress resistance and negative emotions	Stress concept and risky factors, behavior and feeling recognize, Consequence and excite relation, emotion adjusting technics and Issues summarization and assignment
6-7	Effective relation	Effective relation skills, effective relation elements, effective Relation skills sorts, family interview, issues summarization, Assignment
8-9	Healthy interpersonal relations	Healthy relation creating, vital elements in creating healthy relation, self-expressing art, self-expressing practice, issues Summarization and assignment
10	Refusing skills and peer's insists	Peer refusing skills, its components and assertiveness skills, no-saying skills index preparation, no-saying skill practicing, Hard situations recognizing, issue summarization and assignment
11	Self-esteem	Self -respect concept, self's positive qualities and abilities recognizing, effective factors recognizing on the self-esteem and its improvement methods, issues summarization and assignment

This program includes life skills training guide book, student's workbook, councilor's guidebook: Protection strategies from drug use in student's high risk. Psychosocial Strengthening program training was performed as group and by active training technics like brainstorming, group activity and discussing, question designing, role playing and behavior practicing at school by councilor of school who has spent this program training era.

5. FINDINGS

Under studying issues in the present research included 30 students in range of 15 to 17. Considering the record of drug use in the family, 70% percent of the students owned smoking record, 65% alcohol use record and 40% had drug use record in the families. The defining findings of experiment and control groups in the pretest and posttest stages for each of the below drug use protective and risk factors scales and psychological health has been presented in the (Table 2).

Table 2. Defining findings of experiment and control groups in the pretest and posttest

Variable	Test turn	Experiment group		Control group	
		Average	SD	Average	SD
Self-controlling	Pretest	26/7	4/1	24/8	3/9
	Posttest	18/2	1/9	25/1	4/5
Positive attitude toward drugs	Pretest	29/8	3/8	31/1	1/9
	Posttest	20/9	3/6	31/9	1/6
Social skills	Pretest	24/6	2/9	26/1	3/9
	Posttest	17/7	2/2	26/8	4/1
Psychological Health	Pretest	57/5	4/6	56	6/5
	Posttest	69/2	7/6	56/9	6/4

In order of experiment and control groups meaning difference test and dependent variables (self-controlling, positive attitude toward drug, social skills and psychological health) and controlling pretest effect it was used multi-variables covariance analyze. As it's observed from (Table 3), the multi-variables covariance analyze findings demonstrates the F multi-variable value 90/15 is meaningful from statistical concept of $p < 0/001$. So it can say that at least there is a meaningful difference between experiment and control groups in one of the dependent variables.

Table 3. Covariance analyze findings, the total difference of two groups in dependent variables posttest

Source/indicator	Criterion statistic	Statistic value	F(proportion)	DF(theory)	DF(fault)	P
Group	Pillai	0/95	90/15	4	21	0/001
	Lambda	0/05	90/15	4	21	0/001
	Wilkes					
	Hotelling	17/17	90/15	4	21	0/001

To investigate the Psychosocial Strengthening Program effectiveness on the dependent variables (positive attitude toward drug, self-controlling skills and social skills) it was used from multi-variables Covariance analyze. As it observed in (Table 4), the multi-variables covariance analyze findings demonstrate that there is a meaningful difference between experiment and control groups from the Aspect of (positive attitude toward drug, self-controlling skills and social skills) variables.

Table 4. Multi-variables analyze findings, variables difference in the groups

Dependent variable	Total squares	Freedom degree	Square average	F	Meaningfulness
Self-control	483/6	1	483/6	81/1	0/001
Negative attitude toward drug	698	1	698	88/6	0/001
Assertiveness	452/2	1	452/2	60/9	0/001

To investigate Psychosocial Strengthening effectiveness on the psychological health it was used the mono-variable covariance analyze. As it observes in the (Table 5), the mono-variable analyze findings demonstrate that there is a meaningful difference between experiment and control groups from the aspect of psychological health. ($F=47/7$. $P<0/001$).

Table 5. Mono-variable covariance analyze findings to investigate Psychosocial Strengthening Program Effectiveness on the psychological health

Effect source	Squares total	Freedom degree	Square average	F	Meaningfulness
Pretest	674/5	1	674/5	26/1	0/001
Group	1230/5	1	1230/5	47/7	0/001
Fault	696/9	27	25/8	-	-

6. CONCLUSION

The present research has been done to Psychosocial Strengthening Program on the risk and protective factors of drug use and psychological health increasing. The outcomes of present research show that the Psychosocial Strengthening Program as a protective factor causes negative attitude increasing toward drug use among high risk Adolescents. Based on Brow's opinion (2007), these findings compromise with the other researcher's (Tareman, 2008; Mohammadkhani, 2006; Pourchenari & Golzari, 2008; Wenzel, Weichold, & Silbereisen, 2009). The Adolescent's decision influenced by their attitude for using drug. The positive or negative attitude forming due knowledge bending, information, believes and Adolescent's Affective about drug and on the other hand the amount of value they gain.as well as, from psychological viewpoint the people trend do what the majority and reference groups esteem it valuable(Pourshahbaz & colleagues, 2005). The Psychosocial Strengthening Program main object is making change in three knowledge, attitude and student's behavior grounds. Psychosocial Strengthening Program includes attitude effect on the drug use in risk seeking and it's consequences and peer's group effective pressure role on our esteeming and attitude shape from drug use and risk seeking.in this program the norms and anti-drugs attitudes, the skills and information that are particular for drug use and consequences perceiving and drug use danger consequence discussed I group by brainstorm method in classroom. The Psychosocial Strengthening Program teaches resisting skills against drug like: refusing skill and no-saying methods against peer's pressure and social pressure to students. So the students get aware of their self-esteeming from drug with resisting skills training and values effect role on the attitude toward drug by brainstorming technics, role play and group discussions, as well as their knowledge and attitudes challenge directly.

The outcomes show that the Psychosocial Strengthening Program leads social skills increasing as protective factor in the high risk Adolescents. these findings compromise with the other researcher's (Mohammadkhani et al, 2008; Botvin, 2000; Faggiano et al, 2008). Paves, Pedersen, Hammer and Labrie's (2012), research shows that weak social skills, interpersonal relation maintain incapability and sympathetic relation shortage are those of factors are effective in the Adolescent's trend to alcohol and drug use. Therefore nowadays the protective programs struggle to improve the social skills among Adolescents exposed drug use, danger. The Psychosocial Strengthening Program (MohammadKhani, 2010), includes the effective relation skills, effective interpersonal relation skills, self-expressing and no-saying skills by training technics (brainstorm, behavior practice, role play, group discussion). All of These factors cause Adolescents turns to drug less. The learning sessions could affect the student's relation and interpersonal skills, self-expression art and teaches no-saying against peer's illogical asks and pressures and by this led to improve Adolescent's social skills high risk.

The outcomes show that the Psychosocial Strengthening Program causes self-controlling skills increasing among high risk Adolescents .these findings compromise Mohammadkhani (2006) and Botvin's (2000). The investigates show that the low self-controlling is one of the drug use risk and the other risky behaviors factor (Mohammadkhani, 2007; Botvin & Kantor, 2007; Smorti,

2014). Self-controlling skills include decision making skills, problem solving, resisting skills and excites management. These skills are taught in training sessions by (brainstorm, role play, group discussion, simplification and behavior practices) technics. These sessions could affect the effective factors on the healthy deciding, distress management and negative excites in students and teaches them the effective deciding , distress management technics and negative excites stages like focusing practicing, deep breathing , relaxing and remolding technic and by this way causes improving self-controlling as drug use risk factor in high risk Adolescents.

The outcomes show that the Psychosocial Strengthening Program causes psychological health increasing in the high risk Adolescents. these findings compromise Botvin and colleague's (2003), Martin and John's (2009) Raisee and colleague's (2012) .the researches have shown that the Adolescents with psychological health problems are endangered by alcohol and drug use. These low self-esteem Adolescents are inconsistent in the interpersonal relations and get conflicted (Bonino, Catalina, & Ciariano, 2005). Self-accept, effective relation skills, interpersonal relations skills and self-expression are the basic factors in psychological health definition and cause psychological health growing in the man (Lin et al, 2004). Jalali and Purahmadi (2010) showed that the self-esteem and people's psychological health get increased affected by self-expressing training. Mohammadkhani's (2010) Psychosocial Strengthening Program includes effective relating skills training, interpersonal relating skills and self-expressing .the sessions could familiar the students with effective relations, kinds of effective relation skills elements and concepts and teach them the effective interpersonal skills and self-expressing skill by class practices and because of these skills improve the psychological health in the students. since Mohammadkhani's Psychosocial Strengthening Program hadn't been measured before and a few researches have been done about efficient protection programs for people , therefore the present research was formed and meanwhile the findings confirm effectiveness of Psychosocial Strengthening Program on the drug use Risk and Protective Factors ,additionally the psychological health can supply the background for development and generalization and stabilization of this program as a proper program overall the country schools. In this research the concentrated interference was on the individual and researcher failed to extend the other effective factors in drug use and psychological health including families, educational and social surrounding factors. To investigate long-period effect of Psychosocial Strengthening program it should use the other drug use protective and risk factors components like: self-concept, control local, connection to school, connection to family and social surrounding irregularity and continue supplementary and extracurricular sessions in coming years.

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