

**Extended Abstract**

## Opinions of Administrators, Teachers, and Parents on the Evaluation of the Effectiveness of the Addiction Programs Implemented in Secondary Schools\*

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### Abstract

This study aims to use the opinions of administrators, teachers, and parents to evaluate the effectiveness of an addiction prevention educational program devised for and presented middle school students. A case study was used in the analysis of the data collected. The study group consisted of 156 individuals, including 12 administrators, 128 teachers, and 16 parents. Semi-structured interview forms were used to collect qualitative data. Validity and reliability were assessed through a pilot study. A content analysis was conducted to analyze qualitative data. The findings, revealed that the addiction prevention program was effective in raising participants' awareness about addiction prevention and in increasing their knowledge about substance addiction, technology addiction, and other harmful habits. Teachers, administrators, and parents emphasized that the problem of the addiction prevention educational program was mainly lack of practical activities, lack of adequate support for parent, inadequate time allotted for teaching hours for the students, and lack of activities for implementation. The results suggest that it would be beneficial to organize addiction prevention educational programs in terms of content, implementation, timing, and support for parents, includes practical field studies.

### Keywords

Middle school • Student • Addiction • Addiction Prevention Program • Program evaluation

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In addition to the rapid developments experienced in the communication and technological fields that have begun to threaten every country, substance use and addiction have collectively found themselves as one of the most critical global malaises affecting every society (Babor et al., 2010, p. 27). Addiction is defined as those behaviors causing problems in an individual's physical, biological, and psychological characteristics and that culminate in disrupting that individual's personal balance (Karaman & Kurtoğlu, 2009; Kandemir, 2012; Tosun, 2008). Addiction may also be defined as the irresistible desire felt toward an entity, individual, or object or the state of being under the effect of another guided will. Addiction results in an abnormal behavior or set of behaviors related to a person's cognitive functions (Uzbay, 2009). Addiction may also refer to an individual's use of any particular substance that leads to satisfaction and pleasure upon consumption (Balseven, Özdemir, Tuğ, Hancı, & Doğan, 2002). Substance refers to all natural or synthetic materials that affect one's cognitive and physical functions and that ultimately cause psychological and behavioral changes in one's organ systems while also causing a false sense of wellness in the same individual (Turkish National Police - Department of Anti-Smuggling and Organized Crime [EGM KOMDB], 2005, p. 94).

Substance addiction is expressed as the state where in order to obtain a specific effect of a pleasure-causing substance, an individual chooses not to stop using the substance despite psychological, social, and physical problems resulting from continued use of the substance and where withdrawal symptoms are observed in said individual when not the substance is not consumed (Arıkan, 2011, p. 243; Uzbay & Yüksel, 2003, p. 485). The progression of addiction depends on an individual's personal characteristics, the duration of substance use, the type of substance used, and whether other family members use the substance. The addictive potential of every substance varies (Ceyhun, Oğuztürk, & Ceyhun, 2001).

Since curiosity and peer pressure – through imitation and/or observation – are two of the most significant factors leading one to addiction (Can, 2007, p. 186), it is only inevitable that the number of addicted individuals exponentially increase in societies. It was revealed in a study conducted on 103 substance addicts in Turkey that one's circle of friends was the reason behind 82.1% of initial substance use (Türkan, 2011, p. 72). Substance use is more widely observed in those young individuals who live in an environment where addictive substances are consumed and who have friends using narcotic substances (Kulaksızoğlu, 2008; Ögel, Taner, Eke, & Erol, 2004). According to data published by the World Health Organization, nearly 75% of accident-, suicide-, and murder-related deaths among 15-24 year olds were a result of substance use (World Health Organization, 2014).

Reasons inciting young individuals to use addictive substances include speed of urbanization, increases in population, a weakening of socio-cultural ties, and the lack of

free-time activities available for young individuals (Albayrak & Balci, 2014). Further reasons for substance addiction may be cited as one's having a weak personality and a desire to escape from one's problems, having a character dependent on external factors, feeling worthless, being emotionally immature, being pleasure oriented, having a circle of friends with negative behaviors, and other similar situations (Kulaksızoğlu, 2008). While changes in socio-economic makeup play an important role in increases in substance use, experiencing hardships in living conditions resulting from unemployment and poverty, having a low level of education, being deprived of social opportunities, and experiencing inner-family problems due to economic factors complicate young individuals' efforts to resist using narcotic substances and may also propel them into a state of hopelessness. Individuals experiencing such issues are more likely to incline toward using addictive substances (Walker, 2010, p. 5). Addictive substances are chemical type materials able to cause a range of behavioral, psychological, and physical changes in an individual (Özcan, Taş, & Çetin, 2013, p. 155). Addictive substances are tobacco (cigarettes), alcohol, opiates (e.g., morphine, heroine, codeine, methadone, and meperidine), stimulants (e.g., amphetamine, cocaine, ecstasy, and caffeine), substances effecting the central nervous system [e.g., barbiturates, meprobamate, benzodiazepine (diazepam), akineton], hallucinogens [e.g., LSD (lyseric acid diethylamide), mescaline, psilocybin, DMT (dimethyltryptamine), DET (diethyltryptamine), DOM (dimethoxymethamphetamine), MDA (methylenedioxyamphetamine)], inhalants (volatile hydrocarbons) [e.g., paint thinner, benzene, gasoline, adhesives (e.g., Bally and Uhu adhesives)], marijuana and similar substances, and phencyclidine (PCP) (Ögel, 2010).

Individuals may be addicted to a number of addictive substances, including cigarettes, alcohol, narcotics, and other similar substances. In addition to cigarettes, alcohol, narcotics, and similar substances, game addiction, computer addiction, television addiction, shopping addiction, Internet addiction, and other similar addictions may be mentioned (Kim & Kim, 2002).

Since its foundation, the Turkish Green Crescent Society has, in its fight against addiction, developed the Addiction Prevention Training Program of Turkey (APTPoT) in an effort to start a society-wide prevention program by amassing school and family centered methods with the goal not only of eliminating the insufficiencies of prevention projects currently undertaken in Turkey but also of creating awareness about and impeling all layers of society into action against addiction using up-to-date scientific approaches regarding prevention works (Ministry of National Education – Addiction Prevention Training Program of Turkey [MEB TBM] Applied Education Program Evaluation Report, 2015).

With the general purpose of reducing the risk of individuals without addictions from starting down the addiction process, the Addiction Prevention Training Program

of Turkey (APTPoT) is an educational program based on scientific approaches. The program seeks to provide all interested parties, and children and young individuals in particular, with preventative training services. Seeking to increase awareness in individuals and society of tobacco addiction, alcohol addiction, substance addiction, and technology addiction, APTPoT endeavors to use this information and awareness to deter use of the above mentioned substances. Through strengthening and supporting its *preventive* aspect, APTPoT furthermore seeks to equip individuals with knowledge and skills so as to lead a healthy life and prevent illness. This is the first time in Turkey that an addiction prevention program for such a large target population has been developed. Taking into account Turkey's sociological makeup, its needs, and current educational system, this program has been developed with the support of field experts so that it may be applied throughout Turkey (TBM, 2015).

APTPoT programs were initiated on January 3, 2014 following the signing of a joint protocol by the Ministry of National Education and the Green Crescent. APTPoT programs were extended for five more years as of June 23, 2017 through the signature of the Addiction Prevention Training Project Implementation Protocol of Turkey (MEB, 2015). Between March 9 and June 10 of 2015, an 18-hour in-service training program was organized for guidance counselors employed in schools under the Ministry of National Education in every province of Turkey as part of the Addiction Prevention Training Program of Turkey. The APTPoT Applied Education Program was realized from November 10 to December 1 of 2015 conducted by APTPoT trainer guidance counselors who had successfully completed the APTPoT Trainer's Training Program held in Antalya, Turkey. The training program's content, devised specifically for guidance counselors, was composed of five areas: (i) Healthy Living, (ii) Technology Addiction, (iii) Tobacco Addiction, (iv) Substance Addiction, and (v) Alcohol Addiction. The 12-session APTPoT Applied Training Program, held over the course of three days for four sessions per day, was realized throughout Turkey. A total of 848 training groups participated in the program and 10,116 sessions were administered. Training groups were composed of a minimum of 12 and a maximum of 40 individuals. After participating in the 18-hour APTPoT Applied Training Program and receiving their In-service Training Certificates, a total of 28,349 guidance counselors earned the right to be APTPoT Implementers. As part of the training programs, in addition to 29,000 books being distributed throughout Turkey, APTPoT Trainer Sets composed of educational roll-up banners and swallowtail flags were sent to 97 locations. Through the agency of Green Crescent branches, information about APTPoT was presented in 34 provinces (Ministry of National Education – Addiction Prevention Training Program of Turkey [MEB TBM] Applied Education Program Evaluation Report, 2015).

Technological, scientific, and social changes render is necessary for a country to develop policies endeavoring to cultivate more highly qualified individuals to keep

pace with these changes. In addition, just as advancements in the field of educational sciences render it necessary and mandatory to improve educational programs so too is it necessary to determine to what degree these newly developed educational programs respond to these needs. Program evaluation studies need to be conducted for every program that has passed the design and implementation phase gauging to what extent the program meets the needs of society and individuals (Kumral, 2010). Educational program evaluations are necessary to have knowledge about a planned change (Cansu, 2010). Just as innovations and evaluations are similar concepts, the evaluation process itself may also provide beneficial feedback concerning an innovation implemented in the program being evaluated. As such, it is essential that one ascertain whether a program that has been implemented is effective and beneficial. This is possible through a program's evaluation. A program evaluation may be defined as the data collection process where a variety of measurement tools are used to gauge the effectiveness of educational programs, the process where the data obtained is compared with the determinant criterion and then interpreted, and the decision-making process concerning a specific program's effectiveness (Erden, 1998, p. 10). The high level of importance attributed to evaluation is due to its being the final and most integral link in of a program's development. As such, a program's evaluation should be conducted as a planned and systematic continuous activity (Fer, 2000).

In the province of Düzce, Turkey, the evaluation of a program devised for middle school students that was implemented during the 2015-2016 academic year is important for efforts to improve the effectiveness and efficiency of a program to be implemented this year. The general aim of this study is to assess the effectiveness of an addiction prevention educational program devised for and presented to middle school students based on the views of teachers, administrators, and parents.

## Method

### Research Model

This study followed a case study design, a qualitative research method. Case studies offer researchers the opportunity to collect rich and detailed, albeit ungeneralizable, data from a variety of sources ranging from, for example, more than one individual to an entire school (Lichtman, 2006, p. 73–77). Case studies are in-depth investigations of one or more event, environment, program, group, society, or other bounded system (Stake, 1995, p. 2; Yin, 2003, p. 13). Seeking to assess the effectiveness of an addiction prevention educational program designed for and presented to middle school students, this study has adopted a descriptive case study approach. The unit of analysis in this study is an addiction prevention educational program designed for and presented to middle school students.

### **Research Study Group**

The study group consisted of 105 administrators, 1,224 teachers, and the parents of middle school students in whose schools the addiction prevention educational program was implemented. All schools included in the study were located in the province of Düzce, Turkey. In determining the study group, the purposive sampling technique, criterion sampling was used. Criterion sampling involves selecting persons, events, objects, or cases meeting the predetermined criteria related to the sample's problem at hand (Büyüköztürk, Akgün, Karadeniz, Demirel, & Kılıç, 2014). Criterion sampling seeks to study all cases meeting a predetermined set of criteria (Yıldırım & Şimşek, 2013, p. 112). As such, the study group for this research consisted of a total of 156 individuals selected based on the determined criteria. Of the total participants, 12 were administrators, 128 teachers, and 16 parents.

### **Data Collection**

In order to collect participants' views on the effectiveness of the substance addiction program, three interview forms composed of open ended questions were separately prepared for administrators, teachers, and parents were distributed to their respective participants. The interview forms prepared for administrators and teachers contained seven questions whereas those for parents contained four. Opinions on the interview forms were sought from three separate experts and interviews with a pilot group composed of two administrators, three teachers, and two parents were conducted to gauge questions' comprehensibility. Following expert analysis and pilot interviews, questions were brought to their final form. During interviews, the questions contained in the interview forms were posed to the participants in subsequent order. The researchers took great care not to influence the participants in their responses. Participants were addressed using their names during interviews and each participant was given a code name during the analysis and reporting stages of the study.

### **Data Analysis**

The researchers conducted all interviews and collected all data using the interview forms themselves. A content analysis was conducted on the data collected from interviews at every single stage in order to reveal explainable concepts and relations. The frequencies of opinions were obtained by collecting participants' opinions obtained through the interviews under specific titles. Finally, categories and themes were constructed by grouping similar expressions together. Miles and Huberman's (2015) Agreement / (Agreement + Dissensus) x 100 formula was used to verify the reliability of the data obtained through content analysis. Reliability between researchers was found to be 92%.

## **Findings and Interpretation**

The aim of the research is, based on the views of teachers, administrators, and parents, to assess the effectiveness of an addiction prevention educational program designed for and presented to middle school students. Participants' views on the effectiveness of the addiction prevention program in question were analyzed and through the inclusion of direct quotes stated by participants on the interview forms, interpreted.

### **School-Organized Activities Related to Addiction Prevention**

As part of the study, participants' views on school-organized activities related to addiction prevention were analyzed and collected under two themes, namely educational and social activities. While the APTPoT program (f=92), brochure preparation (f=65), and student-oriented workshops (f=51) were listed as educational activities, athletic activities (f=32) were cited as social activities.

### **Problems Encountered during the Implementation of the Addiction Prevention Program**

Participants' views on problems faced during the implementation of the addiction prevention program in question were analyzed and collected under two themes, namely participational issues and implementational issues. Listed as participational issues were lack of participation (f=114) and parent unwillingness (f=103) whereas other teachers and administrators lack of taking responsibility (f=107) were cited as implementational issues.

### **Positive Aspects of the Addiction Prevention Program**

Participants' views on the positive aspects of the addiction prevention program were analyzed and collected under two themes, namely target population and implementation. Building awareness (f=101) and providing information (f=98) fell under the theme of target population whereas the fact that the study was systematically conducted (f=96) and its materials were readily available (f=82) were included under the theme of implementation.

### **Negative Aspects of the Addiction Prevention Program**

Participants' views on the negative aspects of the addiction prevention program were analyzed and collected under two themes, namely target population and program related issues. Fear of causing students to desire emulating their friends in using narcotic substances (f=27) and causing curiosity (f=12) were aspects that fell under the target population theme whereas continuous mention being perceived as encouragement (f=41) and the program's being detailed and intensive (f=27) were those aspects falling under the theme of program related issues.

### **Support Received as part of the Addiction Prevention Program**

Participants' views on the support received in relation to the addiction prevention program were analyzed and collected under two themes, namely internal support and external support. Mentioned as internal support were no support received from the school's administration (f=111), no support received from teachers (f=103), workshops on healthy living given by the science teacher (f=12), and workshops on technology addiction given by the informatics teacher (f=7). Cited as external support were material support received by the Green Crescent Society (f=2) and support received by Düzce University (f=2).

### **Recommendations for Increasing the Effectiveness and Level of Detail of the Addiction Prevention Program for the Following Year**

Participants' recommendations for increasing the addiction prevention program's effectiveness and level of detail were analyzed and collected under two themes, namely recommendations to the program's stakeholders and recommendations related to the program's implementation. Recommendations to the program's stakeholders were that teachers' act as role models (f=81), that other teachers be officially assigned specific duties so that they might take on responsibility (f=56), and that volunteer groups composed of students be formed (f=54). Recommendations related to the program's implementation were that students' receiving an hour of counseling be reinstated (f=92), that program-related activities be prepared (f=64), and that small-group projects be carried out.

### **Discussion, Results, and Recommendations**

This study examined the views of teachers, administrators, and parents to assess the effectiveness of an addiction prevention educational program designed for and presented to middle school students. Participants stated that educational activities (e.g., workshops, presentations, material preparation, and modules) and social activities (e.g., athletic activities, projects, visits to relative organizations, and institutional cooperation) were carried out in their schools in line with the addiction prevention program. In their study, [Ertüzün, Koçak Uyaroğlu, Demirel, and Koçak \(2016\)](#) cite the importance of spare-time activities for one receiving treatment for addiction both during and after the treatment process for substance addiction. In a separate study, [Özgen \(2016\)](#) found that students participating in sports used technology at a normal level, recommending that students participate in athletic activities in order to avoid technology addiction. In their study, [Ögel, Armağan, Eke, and Taner \(2007\)](#) found that those who had never tried addictive substances preferred to participate in social activities with a specific purpose. In our study, it was found that athletic activities are an important tool used in schools to prevent addiction. In

another study, [Hazar, Mamak, and Çınar \(2015\)](#) found that in contrast to our findings, participation in athletic activities had a direct relationship with addiction, that the academic achievement of those participating in sports was lower than that of those who did, and that the Internet and total addiction scores of those who participated in sports were higher than those who did not.

Participants stated to have experienced participational issues in the addiction prevention program, including students' and parents' unwillingness and lack of participation. Problems related to implementation cited by participants included crowded groups and high number of students, other teachers' not taking up responsibility, the nonexistence of guidance counselors in some schools, the removal and decrease of time with one's guidance counselor, insufficient and inadequate use of time. [Ulusoy \(2017\)](#) found that teachers emphasized students' ability to obtain addictive substances with ease and that families' inadequate attitudes toward substance addiction were influential in one's choice to start using addictive substances. Our findings that parents were unwilling to participate in the program's implementation and provided insufficient support coincided with those of Ulusoy. In their study, [İşmen Gazioğlu and Canel \(2015\)](#) stated that in addiction prevention programs in Turkey, creating enthusiasm for the topic by the individual who is to conduct the program is an aspect that deserves attention. Based on our findings, support from administrators and teachers in particular was not provided during the implementation of the addiction prevention program in question and that their enthusiasm for the topic itself was low. In their study, [Balda and Turan \(2012\)](#) asserted that the fact that time allocated to seeing one's guidance counselor in school has been eliminated impedes this type of far-reaching studies and that time to see one's guidance counselor should be reallocated and included in schools' curricula. In our study, participants were of the same opinion, namely that it is difficult to find a suitable class hour for such a program due to the lesson with school guidance counselors having been eliminated and that time should be allotted in schools' curricula for students to see their guidance counselors.

Participants' views regarding the positive aspects of the program for the target audiences as follows: (i) for students, they mentioned that the program built awareness, provided information, was helpful for one's peers, and encouraged individuals to seek their own information; (ii) for parents, they again mentioned that the program built awareness and provided information; and (iii) for the program itself, they mentioned that teachers and administrators were knowledgeable, that there were increases in the number of students participating in athletic activities as a result of teachers' and administrators' encouragement, that a positive group atmosphere was established, that the activities motivated students, that material support was offered, and that APTPoT's website was content-rich. In their study, [Siyez and Palabıyık \(2009\)](#) stated that the addiction program implemented as part of their research positively influenced

students' knowledge of and their abilities to abstain from using narcotic substances. In our study, the addiction prevention program implemented in schools was also found to increase students' knowledge and awareness levels and would be indirectly effective in preventing students from using narcotic substances.

Concerning the program's negative aspects, participants cited the fear of causing students to desire emulating others and curiosity, the perception that the program's intensive and detailed content may encourage students to try narcotic substances, that the program was only presentation based, and that some schools did not have the proper activities to implement the program's activities. In his study, [Ulusoy \(2017\)](#) stated that one's desire to emulate peers in using narcotic substances, curiosity, and circle of friends were effective factors in substance use. In our findings, the fact that teachers carry the concern that addiction prevention programs may cause such desire and curiosity reinforces teachers' sense of rightfulness and sensitivity to this issue.

During the implementation of the addiction prevention program, participants stated that they did not receive the necessary support either from teachers or school administrators and that the support that they did receive from NGOs was insufficient. In order to conduct the program in an effective and efficient manner, the following recommendations have been made: volunteer groups composed of students should be formed, student centered projects should be prepared and implemented, teachers should be positive role models, teachers should receive education about addiction from competent individuals, small-group educational programs should be given to parents, and parent-teacher communication should be maintained through a variety of activities. In order to ensure and increase the program's success, the following recommendations have been made: the school principal should plan and lead activities, all teachers should take on responsibility by being given formal obligations to fulfill, the program's content should be simplified, small-group projects should be carried out, program-related activities should be prepared, projects' efficiency should be assessed through a variety of measurement tools over specific intervals, students should be allotted time to see school counselors as part of the school curriculum, short clips should be prepared, activities should be reviewed, and awareness should be increased in society through school management, advertisements, and billboards.

The study therefore concludes that the following recommendations would be beneficial: the content and implementation of the addiction prevention program in particular should be updated in line with participants' views, parent support should be provided, student-oriented practical activities should be prepared, application-oriented field studies based on the type of addiction should be conducted, and the guidance class should be reinstated in schools' curricula.

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