

Emerging Lethal Pandemic in Secondary Schools Regarding Challenges, Parental Involvement and Institutional Responses

Dr. Saltiel Khololo Collen Mataboge¹

Department of Educational Leadership and Management
University of South Africa, 1 Preller Street, Muckleneuk, 0003.
South Africa

ORCID:0000-0001-7805-9123

Received: Aug 06, 2026

Accepted: Sep 03, 2026

Published: Sep 04, 2026

Abstract

Substance abuse among secondary school students has increasingly emerged as a lethal and complex social pandemic that poses serious threats to students' physical health, psychological wellbeing, academic performance and overall school safety. **The purpose** of this conceptual study is to critically examine the underlying causes of student substance abuse, the institutional challenges confronting schools and the role of parental involvement in prevention and intervention efforts. Drawing on interdisciplinary perspectives from education, public health, sociology, and developmental psychology, the study interrogates how socio-economic inequalities, peer pressure, family dysfunction, community drug accessibility and inadequate school-based support structures contribute to escalating substance use among adolescents. **The critical question** guiding this study is: What structural, socio-cultural, and institutional factors shape substance abuse among secondary school students, and how can parental involvement strengthen prevention and intervention strategies? **A qualitative research** design was adopted, utilising scholarly books, peer-reviewed journal articles, policy documents and international best practices as primary data sources. **An interpretive paradigm** guided the analysis to enable in-depth meaning-making and synthesis of existing theoretical and empirical insights. **The findings** indicate that schools face significant constraints, including limited policy enforcement capacity, insufficient psychosocial resources, weak school-parent partnerships and persistent tensions between punitive and rehabilitative responses to substance-related misconduct. Parental involvement emerged as a critical yet underutilised protective factor capable of reinforcing behavioural expectations and supporting restorative interventions. **The study contributes** to academic discourse by proposing an integrated conceptual framework that foregrounds parental engagement, ethical school leadership, and multi-sectoral collaboration as central to addressing student substance abuse. Implications for policymakers and implementers include strengthening school-family partnerships, enhancing psychosocial support services and institutionalising preventative and restorative approaches. Nonetheless, **the study is limited** by its reliance on secondary data, warranting future empirical research to capture lived experiences within diverse school contexts.

Keywords: substance abuse, secondary schools, parental involvement, student wellbeing, institutional responses

I. INTRODUCTION

Substance abuse remains a pervasive global public health concern that significantly undermines the developmental potential of students and the core mission of educational institutions [1]. Institutions of learning, far from being immune, have become environments in which alcohol, tobacco and illicit drug use adversely affect students' academic performance, psychological well-being and overall school safety [2]. The apparent decline in moral standards within many educational settings is not merely a rhetorical claim but reflects documented patterns of increased substance use that correlate with decreased academic engagement and achievement. Studies synthesizing international evidence reveal that substance use among high school students is significantly associated with lower academic performance, decreased study time and cognitive impairments that compromise learning outcomes [3].

The implications of substance abuse for instructional leadership and institutional effectiveness cannot be overstated. Chronic absenteeism, classroom disruption and diminished student motivation challenge teachers' capacity to deliver curricula effectively and to sustain high expectations for student achievement [4]. Moreover, substance-using students frequently display compromised working memory and reduced concentration which in turn diminish instructional gains and contribute to broader institutional objectives failing to materialize [5]. Within secondary and higher education alike, academics, teachers and administrators report that managing substance misuse diverts critical time and resources from pedagogy toward crisis response and behavior management [6].

Given this unfavourable backdrop, educational leadership must adopt strategic, evidence-based interventions that operate at multiple ecological levels [7]. Whole-school prevention models and environmental approaches that engage school communities in reducing high-risk behaviors have shown promise. Such comprehensive frameworks not only address substance legalization and access but also strengthen student commitment to schooling, thereby mitigating risk factors associated with use [8]. Real-world institutional campaigns like the year-long anti-drug initiative at Symbiosis International University targeting emotional well-being and peer support illustrate how coordinated, sustained efforts can mobilize educational stakeholders to foster healthier campus cultures. Critically, instructional leaders must integrate preventive education, early detection and targeted support for at-risk students into institutional policy [9].

Training teachers to identify substance-related warning signs, collaborate with health professionals and systematically integrate substance abuse education into the curriculum constitutes a foundational strategy for building resilient and supportive learning environments. Such capacity-building initiatives enhance early detection, promote timely intervention and strengthen institutional responses to student vulnerability [10]. Equally critical is sustained collective action among government agencies, parents, community organisations and educational stakeholders, as coordinated partnerships reinforce pro-academic norms and foster shared responsibility for student wellbeing. Without urgent, coherent, and evidence-based strategies that align prevention, treatment and instructional leadership, the cyclical effects of substance abuse will continue to erode student potential, compromise instructional effectiveness and weaken institutional integrity [11]. However, with decisive leadership, comprehensive policy implementation and community-embedded interventions, a complete halt to this pandemic becomes increasingly attainable, repositioning educational institutions as transformative spaces that promote ethical development, academic excellence and long-term social sustainability.

Literature review

Conceptualising Substance Abuse in Secondary School Contexts

Substance abuse among secondary school students constitutes a complex and multifaceted challenge with far-reaching implications for individual wellbeing, educational attainment, and broader social development. Conceptually, substance abuse denotes the harmful or hazardous use of psychoactive substances including alcohol, tobacco, prescription medications and illicit drugs that results in health impairment, social dysfunction, or academic disruption [12]. Within adolescent populations, substance abuse extends beyond isolated experimentation to include persistent patterns of use that heighten the risk of dependency and adverse developmental outcomes. The distinction between substance use and substance abuse is therefore grounded in the extent to which consumption interferes with adaptive functioning; while experimentation may be developmentally normative, sustained and escalating use signals abuse [13]. Adolescents are particularly vulnerable due to ongoing neurological development, emotional dysregulation and heightened sensitivity to social stressors, necessitating theoretical approaches informed by developmental psychopathology. Consequently, school environments occupy a pivotal position within both risk and protective frameworks, as they shape peer norms, behavioural expectations and engagement in prosocial activities during critical developmental periods [14].

Institutional Responses in Educationally Advanced Contexts

Comparative analysis of institutional responses across educationally advanced countries reveals diverse yet innovative approaches to substance abuse prevention. In Croatia, coordinated drug prevention within

educational settings is embedded in national public health strategies, emphasising universal prevention through life-skills development, healthy lifestyle promotion and constructive leisure engagement [15]. This ecological orientation prioritises social competence, self-esteem enhancement and community participation as protective buffers against early substance involvement. Nevertheless, despite the robustness of policy frameworks, challenges remain in ensuring systematic evaluation and evidence-driven refinement of programmes. In Finland, prevention efforts operate within a comprehensive welfare model that integrates schools, health services and families [16]. Teachers and student welfare personnel actively participate in prevention initiatives, although tensions occasionally arise when parental attitudes conflict with institutional prevention messages. In New Zealand, whole-school wellbeing frameworks exemplified by the Tūturu model reflect a systems-based approach that embeds substance education within broader curricula focused on student connectedness, cultural responsiveness and holistic wellbeing [17]. Collectively, these contexts demonstrate that effective prevention combines universal strategies, targeted early support and sustained engagement across school, family and community systems.

Root Causes and Consequences of Student Substance Abuse

A rigorous understanding of student substance abuse necessitates attention to interacting individual, social and structural determinants. Prominent risk factors include family dysfunction, exposure to substance-using peers, socioeconomic disadvantage and co-occurring mental health challenges [18]. When protective environments are absent, vulnerability intensifies, particularly among learners experiencing limited parental monitoring, ineffective communication, or adverse childhood experiences. Peer group dynamics further normalise substance-using behaviours, while community availability and permissive cultural norms exacerbate access and acceptance. At the institutional level, educational disengagement and excessive academic pressure may unintentionally heighten risk, particularly when learners feel alienated from the curriculum or unsupported within school environments [19]. The consequences are extensive, encompassing cognitive impairment, declining academic performance, absenteeism, risk-taking behaviour, school dropout and long-term mental health difficulties. These outcomes underscore the cyclical and intergenerational nature of substance abuse, extending its impact beyond individual learners to educational systems and society at large [20].

Parental Involvement and Policy Implications for the Global South

Parental involvement consistently emerges as a critical mediating factor in the prevention and mitigation of adolescent substance abuse. Effective parental monitoring, open communication and meaningful engagement with schools are associated with delayed initiation and reduced frequency of substance use [21]. Conversely, limited involvement or permissive parental attitudes weaken school-based prevention efforts and undermine institutional messaging. Evidence from advanced systems highlights the importance of integrated home-school partnerships and co-designed prevention programmes involving families, educators and health professionals [22]. For educational systems in the developing Global South, several transferable lessons are evident. Whole-school approaches that embed wellbeing and substance literacy across the curriculum can strengthen learner resilience. National strategies that institutionalise evidence-based prevention through coordinated, multi-agency implementation enhance scalability and sustainability. Furthermore, deliberate investment in parental capacity-building and community collaboration reinforces protective factors, while robust monitoring and evaluation mechanisms ensure context-specific policy refinement [23]. Together, these strategies offer viable pathways for addressing student substance abuse as a pressing educational and public health concern.

Implications for the Global South: Integrated Theoretical Application

For educational systems in the developing Global South, aligning policy and practice with these complementary theories offers a coherent and context-responsive framework for addressing student substance abuse. Ecological Systems Theory highlights the need for coordinated action across families, schools, communities and policy environments [24]. Social Learning Theory emphasises the strategic cultivation of positive role models, peer norms, and behavioural reinforcement within schools. Restorative Justice Theory provides a humane and sustainable alternative to punitive discipline, promoting healing, accountability and continued educational engagement [25]. When combined, these theories support whole-school approaches that embed wellbeing into the curriculum, strengthen parental and community partnerships and institutionalise restorative responses to behavioural challenges. Such theoretically grounded strategies position secondary schools as transformative spaces capable of interrupting cycles of substance abuse while advancing academic success, social cohesion and long-term learner development [26].

The purpose of this conceptual study is to critically examine the underlying causes of student substance abuse, the institutional challenges confronting schools and the role of parental involvement in prevention and intervention efforts.

The critical question guiding this study is: What structural, socio-cultural and institutional factors shape substance abuse among secondary school students and how can parental involvement strengthen prevention and intervention strategies?

THEORETICAL FRAMEWORK

This conceptual paper is anchored in an integrative theoretical framework that draws on Ecological Systems Theory, Social Learning Theory, and Restorative Justice Theory to examine substance abuse as an emerging lethal pandemic in secondary schools. Bronfenbrenner's Ecological Systems Theory provides a foundational lens for understanding student substance abuse as a product of interacting systems, including the family, school, peer networks, community and broader socio-economic and policy environments [27]. This perspective highlights how parental involvement, school culture, and community norms collectively shape students' vulnerability to substance use. Complementing this, Social Learning Theory posits that adolescent substance use is learned through observation, imitation and reinforcement within social contexts [28]. Within secondary schools, peer influence, familial modelling and community exposure to substance use behaviours play a significant role in normalising or discouraging drug and alcohol consumption. This theory is particularly useful in explaining how weak parental supervision and ineffective school discipline may unintentionally reinforce substance-abusing behaviours. Furthermore, Restorative Justice Theory informs the institutional response component of the framework by challenging punitive disciplinary approaches and advocating for rehabilitative, inclusive and relational strategies [29]. Restorative justice emphasises accountability, healing and reintegration, positioning schools and families as collaborative partners in addressing substance abuse. This approach aligns with contemporary educational and child-rights discourses that prioritise student wellbeing over exclusionary sanctions. Collectively, these theoretical perspectives provide a robust framework for analysing the multifaceted causes of substance abuse, the centrality of parental involvement and the effectiveness of institutional responses. The framework supports a holistic, preventative and ethically grounded approach to mitigating substance abuse in secondary school contexts.

Method

Data collection

This qualitative study conducted a comprehensive literature assessment of scholarly books, peerreviewed publications and current policy documents to synthesise developing trends and theoretical ideas on the subject “Examining Substance Abuse as an Emerging Lethal Pandemic in Secondary Schools: Challenges, Parental Involvement and Institutional Responses”. The review concentrates on the subject matter, offering insights into contemporary research, pinpointing deficiencies and examining pertinent ideas and methods [30]. This method guarantees a thorough understanding of the topic within its current context.

Data analysis

The study adopts a qualitative approach, focussing on an extensive literature review of scholarly books and papers which are then evaluated using an interpretive paradigm. The data analysis used is supported by scholarly viewpoints, providing additional insights into "Examining Substance Abuse as an Emerging Lethal Pandemic in Secondary Schools: Challenges, Parental Involvement and Institutional Responses," ensuring a thorough understanding of the issue under consideration.

Findings

Substance abuse among secondary school students has emerged as a significant and escalating public health concern, with empirical studies documenting high prevalence rates and early initiation of use during adolescence. Survey data indicate that a substantial proportion of adolescents in school settings report having experimented with alcohol and other substances, with initiation frequently occurring between early teenage years, highlighting secondary schools as critical points for prevention and intervention [31]. Substance use in these environments is associated with academic underperformance, absenteeism, behavioural issues and long-term health risks, exacerbating challenges for educational leadership and school climate. One of the core challenges in addressing this pandemic within secondary schools is inadequate preparedness and capacity among administrators and teachers. Research indicates that school leaders often report substance use such as vaping and drug use on school property as frequent and problematic yet feel under-resourced and insufficiently equipped to respond effectively [32]. Furthermore, socio-environmental factors such as easy access to substances in communities surrounding schools, peer pressure and limited recreational alternatives compound risks for students and strain institutional efforts. Parental involvement plays a pivotal role in mitigating substance abuse risks. Evidence highlights that active parental monitoring, communication and engagement in school-based interventions significantly reduce adolescents' likelihood of substance use. Conversely, poor parental involvement and lack of supervision are linked with higher substance use and behavioural problems among students [33]. Effective strategies that incorporate parents and families into prevention and intervention frameworks including group programmes combining school and home engagement demonstrate promising results in reducing adolescent substance use. Institutional responses vary, but multi-component school-based approaches that integrate education, policy, counselling, peer engagement and family involvement are shown to be more effective than isolated efforts [34]. Schools that foster collaborative efforts with health professionals, train teachers in early identification and implement evidence-aligned prevention programs are better positioned to confront substance abuse. Nevertheless, barriers such as stigmatization, resource limitations and inconsistent implementation impede optimal responses [35].

Discussion

Astute Strategies to Be Emulated from Advanced and Developed Countries

The critical question guiding this study is: What structural, socio-cultural and institutional factors shape substance abuse among secondary school students, and how can parental involvement strengthen prevention and intervention strategies? Literature shows that adolescent substance abuse is a multidimensional phenomenon shaped by individual vulnerabilities, family relationships, peer influence, school environments, socioeconomic conditions and community norms [36]. Prevention should therefore move beyond punitive approaches towards integrated, evidence-informed and family-centred interventions. Evidence from advanced countries highlights the value of whole-school, family-school and community-based approaches [37]. School interventions incorporating cognitive-behavioural skills, peer engagement, physical activity and family-school cooperation can reduce substance-related risks [38]. Whole-school interventions are particularly important because they address institutional environments rather than locating responsibility solely with individual learners. Systematic reviews and meta-analyses further indicate that strengthening students' school commitment can reduce substance use and violence while improving educational outcomes. Early prevention and family engagement are also critical, particularly through parental skills in communication, monitoring, boundary setting and recognising warning signs. Family cohesion, parental monitoring, communication and supportive parenting can moderate pathways between parental and adolescent substance use [39]. Similarly, parenting styles are significantly associated with offspring substance use. Effective prevention should therefore integrate schools, families, health professionals, social services and communities while adapting evidence-based practices to local socioeconomic and cultural contexts.

Policy Imperatives for Secondary Schools

Secondary-school policy should establish a comprehensive substance-use prevention and intervention framework integrating prevention, early identification, counselling, referral, parental involvement and reintegration. Substance abuse should be treated as a public-health, educational and social-development concern rather than solely a disciplinary violation [40]. Instead of punitive zero-tolerance approaches, schools should adopt graduated responses combining behavioural expectations with counselling, restorative practices, psychosocial support and specialised referrals. Policies should mandate age-appropriate substance-use education addressing decision-making, emotional regulation, peer resistance, coping skills, media literacy and consequences of substance use. Evidence indicates that cognitive-behavioural and skills-based educational interventions can contribute positively to adolescent prevention [38].

Schools should also institutionalise parental engagement through workshops, confidential communication, family counselling and parenting-skills programmes. Family-involved interventions can improve outcomes among young people experiencing alcohol-related and mental-health challenges [41] while parental involvement is important in smoking prevention and cessation among adolescents. Early-warning systems should identify absenteeism, declining academic performance, behavioural changes and social withdrawal while protecting confidentiality and avoiding stigmatisation [42]. Multidisciplinary support teams comprising teachers, counsellors, psychologists, social workers, healthcare professionals and community organisations should be mandatory. Policies should further promote culturally responsive approaches that recognise socioeconomic inequality, unemployment and community-level substance availability. Given uneven theoretical foundations and intervention components in low- and middle-income countries, systematic monitoring and evaluation are essential to ensure contextual relevance and effectiveness [43].

Developmental Programmes and Integrated Interventions

The evidence supports a developmental model that positions parental involvement as a protective resource and schools as hubs for coordinated prevention, intervention and learner development. A School–Family Substance Abuse Prevention Programme (SFSAPP) could comprise five mutually reinforcing components: parent education, learner empowerment, teacher capacity-building, early identification and community referral. Parent-development sessions should address communication, monitoring, positive discipline, substance-use literacy, peer and digital influences, conflict management and early behavioural warning signs. Such involvement should promote trust and connectedness rather than surveillance, as family cohesion, monitoring, communication and supportive relationships can moderate adolescent substance-use risks [39]. Learner Resilience and Life-Skills Clubs should strengthen emotional regulation, decision-making, problem-solving, refusal skills and healthy coping. Teachers should be trained to recognise risk indicators without diagnosing or stigmatising learners, while schools should establish referral partnerships with health, social-work, psychological and treatment services. Parent–learner support circles should assist families experiencing conflict, parental substance use or socioeconomic stress [44]. Learners affected by substance use should receive structured reintegration and continued psychosocial support rather than exclusion. Interventions should be theoretically grounded, culturally responsive and adapted to local realities, particularly in LMICs [43]. Regular school-level audits, anonymous learner surveys, parent feedback and outcome monitoring should evaluate effectiveness. Ultimately, sustainable prevention requires coordinated action across individual, family, school, peer, community and policy levels with parental involvement serving as a central protective mechanism.

Transformational Policy and Parental Involvement Initiatives

Transformational policy and parental involvement initiatives are pivotal in addressing substance abuse as an emerging lethal pandemic in secondary schools. Effective policy frameworks must move beyond reactive, punitive responses and instead prioritise prevention, early intervention and student rehabilitation [45]. Such policies should be coherently aligned with child protection principles, student wellbeing imperatives and inclusive disciplinary practices to ensure that substance-related misconduct is addressed in a manner that is both ethical and developmentally appropriate. Clear policy guidance empowers school leaders and teachers to act decisively while safeguarding students' rights and promoting accountability [46]. Equally critical is the institutionalisation of meaningful parental involvement as a strategic intervention. Schools should create structured platforms that enable parents to participate actively in policy formulation, awareness programmes, and intervention planning related to substance abuse. Active parental engagement strengthens behavioural monitoring, reinforces consistent values between home and school and facilitates early identification of risk behaviours [47]. When parents are positioned as collaborative partners rather than peripheral stakeholders, prevention efforts gain legitimacy and sustainability. Transformational initiatives also require schools to implement capacity-building programmes that equip parents with knowledge about substance abuse trends, early warning signs and supportive response strategies. Furthermore, policies should promote coordinated partnerships between schools, families, health services, and community organisations to address the broader social determinants of substance abuse [48]. Through integrated policy reform and empowered parental involvement, secondary schools can foster safer, supportive and resilient learning environments capable of mitigating the long-term impact of substance abuse.

CONCLUSION

Substance abuse in secondary schools has emerged as a lethal and deeply entrenched pandemic that poses significant threats to student wellbeing, academic achievement and the stability of school environments. This study has demonstrated that learner substance abuse is not an isolated behavioural concern but a multifaceted phenomenon shaped by intersecting socio-economic, familial, institutional and community factors [49]. The analysis highlights that schools face substantial challenges in responding effectively to substance abuse, including limited psychosocial resources, policy implementation gaps and tensions between punitive disciplinary measures and rehabilitative support approaches. A central conclusion of this study is that parental involvement remains a critical yet underutilised pillar in addressing substance abuse among adolescents. Meaningful school–parent partnerships enhance early identification, reinforce positive behavioural norms, and strengthen prevention and intervention strategies beyond the school context [50]. Furthermore, the study underscores the importance of institutional responses that prioritise restorative, preventative and learner-centred approaches over exclusionary practices that often exacerbate vulnerability and disengagement. Ultimately, addressing substance abuse in secondary schools requires a holistic and coordinated response that integrates ethical school leadership, active parental engagement and multi-sectoral collaboration [51]. Without deliberate and sustained intervention, substance abuse will continue to undermine educational outcomes and learner development. This study therefore affirms the urgent need for systemic, inclusive and sustainable strategies to safeguard learners and promote healthier, safer learning environments.

Recommendations

Educational stakeholders must adopt a coordinated, multi-layered response to mitigate substance abuse as an emerging lethal pandemic in secondary schools. Thus, schools should institutionalise comprehensive, evidence-based substance abuse prevention programmes that are age-appropriate, culturally responsive and embedded within the curriculum [21]. Continuous professional development is essential to equip educators and school leaders with the skills to identify early warning signs, manage behavioural risks and implement preventative interventions effectively. Similarly, parental involvement should be strengthened through structured engagement platforms, including parent education workshops, communication strategies and collaborative monitoring frameworks that reinforce positive learner behaviour at home and school [50]. In this instance, schools should formalise partnerships with health professionals, social workers, and community organisations to ensure access to counselling, referral pathways and psychosocial support services. Clear school policies, consistently enforced and aligned with national legislation, are necessary to deter substance use while promoting restorative rather than punitive approaches [52]. Collectively, these recommendations prioritise prevention, shared accountability and learner wellbeing, positioning secondary schools as critical sites for safeguarding academic success and social development.

Autobiography

Dr. Saltiel Khololo Collen Mataboge is a Senior Lecturer at the University of South Africa in the Department of Educational Leadership and Management. Research interests encompass instructional leadership in schools, Transformative leadership and management in schools, school safety, violence, social justice for students in schools, schools' financial management, school governance, mentorship and mentoring. I authored and published several articles regarding contemporary issues emerging and prevalent in the field of education

REFERENCES

- [1] Rakhshani, T., Kamranpoor, S., Kamyab, A., Yari, A., & Khani Jeihooni, A. (2025). The effect of an educational intervention in prevention of drug abuse in students. *International Journal of Adolescence and Youth*, 30(1). <https://doi.org/10.1080/02673843.2024.2442026>
- [2] Makeen, A. M. (2025). Substance abuse prevention strategies in higher education institutions: a review. *Journal of Substance Use*, 30(5), 822–827. <https://doi.org/10.1080/14659891.2024.2403761>
- [3] Bulfone, G., Ingravalle, F., Scerbo, F. *et al.* (2025). Substance use and academic performance among university students: systematic review and meta-analysis. *BMC Med Educ* 25, 959 (2025). <https://doi.org/10.1186/s12909-025-07530-y>
- [4] Kundu, A., & Bej, T. (2025). Behind the empty desks: Teachers' insights into student absenteeism in India. *Power and Education*, 0(0). <https://doi.org/10.1177/17577438251331931>
- [5] Cohen, E., Tisch, R., & Santos, M. (2026). *Preventing Child Abuse: Family-Based Programs to Improve Resiliencies and Address Substance Use*. Oxford University Press.
- [6] Pitzer, A. L. (2026). *Classroom Strategies for Trauma-Informed Teaching: Restoring Trust, Connection, and Hope*. Springer Nature.
- [7] Di Sano, S., Deleo, E., D'Elia, P., Neves-McCain, J.R., La Salle-Finley, T.P. (2026). Strategies for Creating a Positive School Climate. In: Arslan, G., Martin-Krumm, C., Majercakova Albertova, S. (eds) *Growing Up Resilient. Advances in Mental Health and Addiction*. Springer, Cham. https://doi.org/10.1007/978-3-032-06581-0_12
- [8] Balmat, M. P. (2026). *The Subtlety of the Street: The Discourse of Responsibility*. University of Michigan Press.
- [9] Wang, W. (2026). Socio-Pedagogical Support for Students with Special Educational Needs in Inclusive Mainstream Schools: A Systematic Review. *Psychology Research and Behavior Management*, 19, 1–17. <https://doi.org/10.2147/PRBM.S577631>
- [10] Pluijmert, D., Grêaux, K. M., Briceno, J., Salazar, W., Rincon, V., van den Berg, R., ... & Melchers, N. V. V. (2026). Bracing for the next pandemic: A qualitative One Health study of stakeholders' and communities' perspectives on infectious disease risks and prevention on Aruba. 1-34. <https://doi.org/10.21203/rs.3.rs-8335982/v1>
- [11] Chinedu, U. V., & Gloria, U. C. (2025). Drug Abuse and Misuse: Investigating Short-and Long-Term Impacts on Student Learning in Nigeria. *Journal of African Education and Traditional Learning Systems*, 6(1), 153-175. https://hdl.handle.net/10520/ejc-aa_jaetls_v6_n1_a8
- [12] Castaldelli-Maia, J. M., Ayalla Rodrigues, A., Mannes, Z. L., Smith, A., Liebreinz, M., Gouttebarge, V., ... & McDuff, D. (2026). Substance use patterns in elite athletes: a scoping review of alcohol, performance-enhancing drugs and other psychoactive substances. *British journal of sports medicine*, 60(15), 1143-1157. <https://doi.org/10.1136/bjsports-2025-111489>
- [13] Yüksel, H., & Hiçdurmaz, Z. (2026). A sociological study of substance use among Turkish youth in Germany. *Addicta: The Turkish Journal on Addictions*, 13, 102-112. <https://doi.org/10.15805/addicta.2026.481>
- [14] Xie, K., & C. Li. (2026). "Ecological Predictors and Network Patterns of Cyberbullying Victimization Among Chinese Adolescents: Integrating Machine Learning and Network Analysis." *Child Abuse Review* 35, no. 4: e70161. <https://doi.org/10.1002/car.70161>.
- [15] Colomeischi, A.A. (2026). Wellbeing and Mental Health Promotion at School. The Case of Romania. In: Colomeischi, A.A. (eds) *Wellbeing in Schools of Southeastern Europe. Human Well-Being Research and Policy Making*. Springer, Cham. https://doi.org/10.1007/978-3-032-10525-7_10
- [16] Peltoniemi, J., Herkama, S., Karvonen, S., & Muuri, A. (2026). How to understand interventions in welfare state policy context. In *Beyond the Nordic Welfare State* (pp. 53-63). Edward Elgar Publishing. <https://doi.org/10.4337/9781035375448.00010>

- [17] Morey, C. (2025). *Toward a sustainable wellbeing metacurriculum for secondary schools in Aotearoa New Zealand* (Doctoral dissertation, The University of Waikato).
- [18] John, A. E., Olorunda, J. O., Nwekeoma, S. O., & Fasesin, O. O. (2026). A Public Health Review of Socioecological Determinants and Behavioral Patterns of Substance Use in Tertiary Education Populations. *Journal of Pharma Insights and Research*, 4(3), 117-142. <https://doi.org/10.69613/s02trn82>
- [19] Xie, Y., & Liu, F. (2026). “China’s ‘Bad Students’”: Structural Harm and Silenced Voices in the Educational System. *Chinese Education & Society*, 59(1–2), 129–150. <https://doi.org/10.1080/10611932.2025.2516451>
- [20] Berger, E. L., Y. Barrett, A. M., Mendes, S., Oro, V., Leve, L. D., Pfeifer, J. H., & Cioffi, C. C. (2026). Preventing the Intergenerational Transmission of Substance Use Disorder: Lessons Learned From Developmental Science on Parenting and Adolescence. *Substance Use: Research and Treatment*, 20, 29768357261454176. <https://doi.org/10.1177/29768357261454176>
- [21] Saha, P., Muhammed, J. K., Chatterjee, B., & Dhawan, A. (2026). Developmentally tailored school-based interventions for substance use disorders: A narrative review. *Indian Journal of Psychiatry*, 68(3), 255. <https://doi.org/10.4103/indianjpsychiatry.815.25>
- [22] Majed, E. Z., O'Rourke, R. H., O'Loughlin, E. K., Wellman, R. J., & O'Loughlin, J. L. (2026). Mental Health-Promoting Interventions in Elementary Schools: Availability and Alignment With Evidence-Informed Implementation Practices. *American Journal of Health Promotion*, 08901171261473005. <https://doi.org/10.1177/08901171261473005>
- [23] Wong, E. (2026). Beyond Reactive Protection: Building Child-Safe Systems for Hong Kong's Future. *International Journal of the Whole Child*, 11(1), 21-43.
- [24] Hidajat, T. J., Nguyen, T.-A., Edwards, E. J., Lynch, D., & Carroll, A. (2026). Family-school partnership initiatives to improve student attendance: A systematic review. *Review of Education*, 14, e70175. <https://doi.org/10.1002/rev3.70175>
- [25] Rajabi, A., & Rajabi Nezhad, S. . (2026). Analyzing Modern Approaches to Restorative Justice in Addressing Violent Crimes. *Legal Studies in Digital Age*, 5(2), 1-13. <https://jlsda.com/index.php/ljsda/article/view/293>
- [26] Nixon, T. A. (2026). *Leadership Beyond Boundaries: Unifying Fragmented Services in Youth Re-Engagement Through Strategic Systems Thinking* (Doctoral dissertation, City University of Seattle).
- [27] Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- [28] Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- [29] Zehr, H. (2002). *The little book of restorative justice*. Intercourse, PA: Good Books.
- [30] Kraus, S., Bouncken, R.B. & Yela Aránega, A. (2024). The burgeoning role of literature review articles in management research: an introduction and outlook. *Rev Manag Sci* 18, 299–314. <https://doi.org/10.1007/s11846-024-00729-1>
- [31] Bretteville-Jensen, A. L., & Andreas, J. B. (2026). Cannabis use settings matter: National-level prevalence rates, correlates, and consequences of solitary cannabis use among high school students in Norway. *Addictive Behaviors*, 108820. <https://doi.org/10.1016/j.addbeh.2026.108820>
- [32] Weser, V. U., Hieftje, K., Shaker, J., Antwi, D., Singh, K. P., Schuster, R., & Camenga, D. (2026). School staff experiences with vaping disciplinary procedures in Connecticut schools: a qualitative study of middle school staff. *Nicotine and Tobacco Research*, 28(5), 809-816. <https://doi.org/10.1093/ntr/ntaf229>
- [33] Alabi, M. O., Alabi, J. A., Akinola, S. O., & Majekodunmi, M. (2026). Influence of Family Dynamics on Adolescent Substance Abuse among Secondary Schools in Abeokuta South Local Government, Ogun State. *Journal of Specialised and Professional Education*, 8(1), 15–20. Retrieved from <https://journals.tasued.edu.ng/index.php/josped/article/view/391>

- [34] Singh, R., Kumar Shinde, P., Jena, D. D., Pawar, D. H., Pentela, M. B., Mathur, D., ... Lakshmi, D. N. (2026). Integrated Social and Pediatric Care Approaches Supporting Adolescents Facing Cyberbullying, Anxiety, and Academic Challenges Within Schools. *Adolescência E Saúde*, 21(2s), 404–414. <https://doi.org/10.67440/ahj.v21i2s.943>
- [35] Villanueva-Blasco, V.J., & Vidal-Infer, A. (2026). Proposal of a Conceptual Framework on Barriers to Addiction Prevention and Their Potential Contribution to Prevention Failure. *J of Prevention*. <https://doi.org/10.1007/s10935-026-00944-4>
- [36] Manzoor, D. S., Mehmood, D. W. ., & Anwar, M. F. . (2026). Determinants of Juvenile Delinquency in Pakistan: Family, Peers, and Law. *Journal of Professional Research in Social Sciences*, 13(1), 50–70. <https://doi.org/10.58932/MULA0079>
- [37] Woodcock, S., Avramidis, E., Sharma, U., Subban, P., Sahli Lozano, C., Kullmann, H., ... Knickenberg, M. (2026). ‘School is no longer a lone wolf effort’: leadership strategies for inclusive, community-based school cultures. *School Leadership & Management*, 1–26. <https://doi.org/10.1080/13632434.2026.2691492>
- [38] Liu, X.-Q., Guo, Y.-X., & Wang, X. (2023). Delivering substance use prevention interventions for adolescents in educational settings: A scoping review. *World Journal of Psychiatry*, 13(7), 409–422. <https://doi.org/10.5498/wjp.v13.i7.409>
- [39] Melendez-Torres, G. J., Ponsford, R., Falconer, J., & Bonell, C. (2023). Whole-school interventions promoting student commitment to school to prevent substance use and violence: A systematic review. *Public Health*, 221, 190–197. <https://doi.org/10.1016/j.puhe.2>
- [40] Marano G, Traversi G, Mazza O, Farsakh L, Napolitano D, Simonetti A, Maria D’Onofrio A, Camardese G, Gaetani E and Mazza M (2026) Biopsychosocial risk pathways to school violence in youth: a scoping review of stress reactivity, mental health outcomes, and prevention. *Front. Child Adolesc. Psychiatry* 5:1895435. <https://doi.org/10.3389/frcha.2026.1895435>
- [41] Geijer-Simpson, E., Kaner, E., Lingam, R., McArdle, P., & McGovern, R. (2023). Effectiveness of family-involved interventions in reducing co-occurring alcohol use and mental health problems in young people aged 12–17: A systematic review and meta-analysis. *International Journal of Environmental Research and Public Health*, 20(19), 6890. <https://doi.org/10.3390/ijerph20196890>
- [42] Nguyen, N.P., Nguyen, T.H.A., Ha, A. et al. (2026). Using routine school data to support adolescent well-being in resource-limited settings. *Discov Public Health* 23, 1093. <https://doi.org/10.1186/s12982-026-02482-0>
- [43] Cadri, A., Beema, A. N., Schuster, T., Barnett, T., Asampong, E., & Adams, A. M. (2024). School-based interventions targeting substance use among young people in low-and-middle-income countries: A scoping review. *Addiction*, 119(12), 2048–2075. <https://doi.org/10.1111/add.16623>
- [44] Smart D, Barrett S, Bate A, Berresford L, McEvoy Carr C, Thompson H, Gilvarry E, Araujo-Soares V, Kaner E, McGovern R (2026), "Designing a self-directed family support intervention for parents/caregivers to aid conversation about parental substance use with children and young people". *Journal of Children's Services*, Vol. 21 No. 2 pp. 37–53, <https://doi.org/10.1108/JCS-05-2024-0015>
- [45] Kadir, Z. K. (2025). Fear and Control: Rethinking Criminal Policy through the Lens of Moral Panic. *International Journal of Law Analytics*, 3(2), 201-218. <https://doi.org/10.59890/ijla.v3i2.13>
- [46] Dang, M. T. (2025). Mediating factors for student agency: perspectives of school leaders and students. In *Frontiers in Education* (Vol. 10, p. 1643768). Frontiers Media SA. <https://doi.org/10.3389/feduc.2025.1643768>
- [47] Sumar, W. T., Razak, I. A., & Akadji, F. (2025). Collaborative Roles in Character Education: Contributions and Challenges of Principals, Teachers, and Parents in Elementary Schools. *AL-ISHLAH: Jurnal Pendidikan*, 17(2), 3433-3451. <https://doi.org/10.35445/alishlah.v17i2.6636>

- [48] Matjasko, J. L., Bradford, J., Treves-Kagan, S., Chovnick, G., Vaughn, E., Ingoldsby, E., & DePadilla, L. (2026). Promoting positive childhood experiences (PCEs) among those impacted by parental substance use: The role of multi-level connectedness. *Children and Youth Services Review*, 108769. <https://doi.org/10.1016/j.childyouth.2026.108769>
- [49] Joseph, A.C., Pottengal, S., Baikady, R. (2026). The Relationship Between Family Environment and Delinquent Behavior Among Youth: A Systematic Literature Review. In: *The Palgrave Handbook of Global Social Problems*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-68127-2_660-1
- [50] Peng, Y., Alias, B.S., Wan, X. et al. (2026). The impact of parental involvement on sustainable school in improving educational quality: a systematic review. *Discov Sustain* 7, 608 (2026). <https://doi.org/10.1007/s43621-026-03011-4>
- [51] Kumala, R. E., Amalia, K. ., & Khamidi, A. . (2026). Evaluation of Drug Abuse Education Program for Students through a Partnership Between Police and Schools. *JURNAL MANAJEMEN PENDIDIKAN*, 14(01.), 042–047. <https://doi.org/10.33751/jmp.v14i01.53>
- [52] Putri, R. Y., Mandra, N. A., Sufaidi, A., Devi, A. C., Nurwahyuni, I., Setya, H. I., & Haryaningsih, A. P. (2026). BEYOND PUNITIVE APPROACHES: Youth Resilience and Participatory Action Research in Student Drug Prevention Policy. *Journal of Political and Government Issues*, 4(1), 1-9. <https://doi.org/10.55719/poligovs.v4i1.2141>