



The Impact of Drug Abuse and Delinquency on Educational Environment Security

Vera V. Orlova ^{1*} , Larisa V. Shevchenko ¹

¹ Federal State-Funded Institution of Higher Education—Tomsk State University of Control Systems and Radioelectronics, Russian Federation.

Abstract

Creating and maintaining a secure and supportive educational environment is essential for the success and well-being of university students. This study investigates the interplay between drug abuse, delinquency, sociocultural factors, and the security of the educational environment. Drawing upon a sample of 356 students from the Federal State-Funded Institution of Higher Education—Tomsk State University of Control Systems and Radioelectronics (TUSUR), we employed a partial least squares structural equation modeling (PLS-SEM) approach to analyze the data. The findings indicate that sociocultural security significantly influences students' behavioral intentions, with a confirmed negative impact on the intention to commit delinquency ($\beta = -0.461$, $p < 0.05$). Additionally, student well-being demonstrates a significant negative relationship with the intention to use drugs ($\beta = -0.583$, $p < 0.01$) and the intention to commit delinquency ($\beta = -0.714$, $p < 0.001$). However, the impact of sociocultural security and well-being on the intention to use drugs was not confirmed ($\beta = -0.731$, $p > 0.05$). Furthermore, the study reveals that students' behavioral intentions significantly affect the security of the educational environment. The intention to use drugs and the intention to commit delinquency negatively impact the security of the educational environment ($\beta = -0.635$, $p > 0.05$; $\beta = -0.660$, $p < 0.05$, respectively). These findings contribute to the understanding of the complex dynamics that shape the educational environment in universities. The study highlights the importance of promoting sociocultural security and fostering student well-being to prevent negative behavioral intentions and maintain a secure learning environment.

Keywords:

Educational Environment Security;
Sociocultural Security;
Drug Abuse;
Delinquency;
Behavioral Intentions;
Student Success;
Student Well-being.

Article History:

Received:	16	June	2023
Revised:	15	September	2023
Accepted:	21	September	2023
Published:	01	October	2023

1- Introduction

In today's dynamic educational landscape, universities play a pivotal role in shaping the intellectual growth and personal development of students. These institutions provide a platform for acquiring knowledge, fostering critical thinking, and preparing individuals for future careers. However, the educational environment in universities is not solely limited to academic pursuits. It encompasses a broader context that encompasses social interactions, cultural dynamics, and student well-being. Creating and maintaining a secure and supportive learning environment is crucial for the holistic development and success of students [1]. Such an environment ensures that learners feel safe, valued, and respected, enabling them to fully engage in their educational journey. When students perceive their surroundings as secure and supportive, they are more likely to experience positive well-being, develop strong interpersonal relationships, and achieve their academic goals. Despite the benefits of the educational environment, university students face numerous challenges and risks that can undermine their well-being and academic progress. These challenges may include academic pressure [2], social expectations [3, 4], identity formation [5], financial constraints [6], and adjustment to a new social and academic setting. The prevalence of these challenges highlights the need for a comprehensive understanding of the factors that can promote a secure and supportive educational environment.

* **CONTACT:** verav_orlova@mail.ru

DOI: <http://dx.doi.org/10.28991/ESJ-2023-07-05-018>

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Sociocultural security refers to the perception of individuals that their cultural identity, values, and beliefs are respected and recognized within their social environment [7]. In educational settings, sociocultural security encompasses creating inclusive and diverse atmosphere that embraces various cultural backgrounds, fosters acceptance, and promotes equal opportunities for all students. Ensuring sociocultural security is essential for students to feel a sense of belonging, cultural validation, and psychological safety within the educational environment. Well-being encompasses the physical, emotional, and psychological aspects of an individual's overall health [8]. For university students, well-being is crucial for their personal growth, resilience, and academic success [9]. Positive well-being contributes to higher levels of motivation, concentration, and self-efficacy, enabling students to navigate challenges effectively and maintain their overall health and happiness. Behavioral intentions refer to an individual's inclination or predisposition to engage in specific actions or behaviors [10]. In the context of the educational environment, students' behavioral intentions can significantly influence the overall security and quality of the learning environment. Understanding the factors that shape behavioral intentions, such as drug abuse and delinquency, is crucial for promoting a safe and conducive educational setting.

Previous studies have highlighted the significance of sociocultural security in educational settings. A lack of sociocultural security can result in feelings of marginalization, discrimination, and reduced engagement among students [11, 12]. Conversely, when students perceive a culturally inclusive and accepting environment, they experience higher levels of satisfaction, engagement, and academic performance. Extensive research has established a strong connection between student well-being and academic outcomes. Positive well-being has been associated with higher levels of academic engagement, motivation, and achievement [13-15]. Conversely, poor well-being, including stress, anxiety, and depression, can hinder student performance and impede their overall educational experience. There are studies that indirectly implied that drug and substance abuse (i.e. [16, 17]) and delinquent behaviors (i.e. [18, 19]) endanger students' well-being and potentially compromise the educational environment's security. Understanding the underlying factors influencing these behavioral intentions is crucial for implementing effective interventions and fostering a secure learning environment.

Ensuring a secure and supportive educational environment is paramount for the academic success and overall well-being of university students. Extensive research has examined various facets of security and well-being within educational settings. The doctoral dissertation by Puckett [20], for example, primarily focuses on student perceptions of safety and security on campus, assessing their influence on enrollment decisions. Anderson & Naidu [21] conducted an investigation into the experiences of first-year female students in navigating sexual violence within campus residences. Iloma et al. [22] sought to explore the phenomenon of fear of crime within a Nigerian university, focusing on the influence of sociodemographic factors. Mkhize et al. [23] conducted a case study investigating the types of crimes prevalent at a South African university campus, including instances of drug abuse. Forbes-Mewett & Schermuly [24] examined the influence of cultural, socioeconomic, and mental health factors on international students' involvement in criminal activities. Kihumuro et al. [25] investigated perspectives on mental health services for medical students in a Ugandan medical school, emphasizing the need for well-structured support systems. Barte et al. [26] assessed the level of preparedness and qualifications of school security personnel to ensure institutional security. Although the literature articles provided offer insightful perspectives related to security and well-being, they do not contribute to the complex interplay between drug abuse, delinquency, sociocultural factors, and the security of the educational environment within universities. Hence, based on an extensive analysis of the literature articles provided, a clear research gap emerges regarding the comprehensive understanding of the specific interplay between drug abuse, delinquency, sociocultural factors, and the security of the educational environment in universities. The present study aims to bridge this gap by rigorously investigating these intricate dynamics and their ramifications on student behavioral intentions and the overall security of the educational environment.

Therefore, the primary objective of this study is to examine the influence of sociocultural security and well-being on students' behavioral intentions related to drug abuse and delinquency. Furthermore, the study aims to assess how these behavioral intentions impact the security of the educational environment. To achieve these objectives, the following research questions will be explored: (1) What is the relationship between sociocultural security and students' behavioral intentions? (2) How does well-being relate to students' behavioral intentions? (3) What is the impact of behavioral intentions on the security of the educational environment?

This study makes several theoretical and practical contributions to the existing body of knowledge. The findings will enhance our understanding of the complex interplay between sociocultural security, well-being, behavioral intentions, and the educational environment's security. The results of this study can inform educational institutions and policymakers about the importance of creating inclusive and supportive environments that promote student well-being and deter negative behavioral intentions.

The remainder of the manuscript is structured as follows: Theoretical Framework, Methodology, Results, Findings and Discussion, and Conclusion. In the Theoretical Framework section, a comprehensive review of relevant theories and conceptual frameworks is provided. The Methodology section outlines the research design, participant selection process,

data collection tool, and statistical analysis techniques. The Results section presents the empirical findings, and the subsequent Findings and Discussion section interprets and discusses these results considering the research objectives and relevant literature. Finally, the Conclusion section summarizes the main findings, highlights their implications, and suggests avenues for future research.

2- Theoretical Framework

Sociocultural security plays a vital role in fostering a safe and inclusive educational environment, particularly within the context of universities. Universities are diverse and multicultural spaces where students from various backgrounds come together to pursue their education. In such a setting, sociocultural security becomes crucial as it ensures that all students feel accepted, respected, and valued for their unique identities and experiences. Sociocultural Security, in fact, refers to the perception and experience of a safe and inclusive social and cultural environment within an educational setting. By promoting an environment free from discrimination, prejudice, and social exclusion, sociocultural security contributes to the overall well-being and success of students. A supportive sociocultural environment in universities helps students develop a sense of belonging, which is linked to higher academic engagement, motivation, and persistence. When students feel safe and included, they are more likely to actively participate in academic and social activities, leading to a positive learning experience. Moreover, sociocultural security promotes healthy interpersonal relationships, cooperation, and collaboration among students, creating a conducive environment for personal and academic growth.

Extensive research has explored the association between sociocultural security and various health behaviors, including substance abuse, among university students. Studies have consistently shown that a lack of sociocultural security within the educational environment is associated with an increased risk of drug use and healthcare decision-making. The study by Gerra et al. [27] provides evidence that lower socioeconomic status and lower parental education, which are indicators of sociocultural factors, are strongly associated with certain patterns of illicit drug use among adolescents. This suggests that the sociocultural environment characterized by disadvantageous socioeconomic conditions, can contribute to an increased vulnerability for drug abuse among youth. The findings underscore the importance of addressing sociocultural factors and implementing interventions aimed at removing barriers to social inclusion in order to mitigate drug abuse among students. The article by Charani et al. [28] underscores the influence of sociocultural factors such as race, social class, and gender identity on health-seeking behaviors and healthcare decision-making. It emphasizes the need to investigate sociocultural constructs and power dynamics in healthcare to promote inclusivity and better address health-related challenges. The findings suggest that understanding how sociocultural factors shape healthcare interactions and decision-making can lead to improved engagement, optimized behaviors, and more inclusive policies. These findings are consistent with the social identity theory and social bonding theory, which emphasize the importance of social connections and a sense of belonging in deterring risky behaviors. Sociocultural security, as an indicator of a supportive and inclusive environment, serves as a protective factor against drug use intentions by fostering positive social interactions, promoting healthy norms, and reducing the appeal of substance use as a means of fitting in. Therefore, the first hypothesis of this study is formulated as follows:

H1: *Sociocultural Security has a negative impact on the Intention to Use Drugs.*

On the other hand, understanding the importance of sociocultural factors in delinquency among students is crucial for designing effective prevention and intervention strategies. Sociocultural factors shape individuals' behaviors, attitudes, and perceptions, and addressing these factors can help create a positive and supportive environment that reduces the risk of delinquent behavior [29] and promotes overall well-being among students.

Fitria & Mawarni [30] examined the correlation between the perception of socio-cultural factors and the emergence of delinquent behavior in school-age adolescents. The results showed a significant negative correlation between perception of social culture and delinquent adolescent behavior. This suggests that a more positive perception of the sociocultural environment is associated with a lower occurrence of delinquent behavior. Cho [31] conducted a cross-cultural analysis on understanding risks for delinquency among maltreated children in the U.S. and South Korea. The study highlighted how cultural beliefs and values influence professionals' understanding of delinquencies and appropriate responses. The findings revealed culturally distinct risk factors, indicating that socio-cultural factors play a role in shaping perceptions of delinquent behavior. Taken together, these studies support the notion that sociocultural security, encompassing positive perceptions of the socio-cultural environment, can help reduce the intention to commit delinquency among university students. The findings emphasize the importance of creating a supportive and inclusive educational environment that addresses socio-cultural factors to prevent delinquent behaviors. Thus, the second hypothesis of this study is written as follows:

H2: *Sociocultural Security has a negative impact on the Intention to Commit Delinquency.*

Well-being holds significant importance in a university and educational environment as it directly impacts the overall experience and the success of students. Universities foster an environment conducive to learning and personal development, and student well-being plays a pivotal role in achieving these goals. When students have a high level of well-being, encompassing psychological, emotional, and physical aspects, they are more likely to engage actively in their academic pursuits, experience higher levels of satisfaction, and perform better academically. Universities have a responsibility to prioritize student well-being because it is intrinsically linked to their overall success and ability to thrive

academically. Students with better psychological, emotional, and physical well-being are more likely to make healthier choices, cope with stress effectively, and prioritize their overall well-being, reducing the inclination to turn to drugs as a coping mechanism. Therefore, promoting student well-being is essential in preventing drug use and creating a positive and supportive educational environment.

A study by Aalto et al. [32] highlights the association between psychological well-being and the use of drugs with anticholinergic properties (DAPs) among older adults in long-term care facilities. Despite DAP users being younger and having better cognition, they had poorer psychological well-being. This finding suggests that individuals with lower psychological well-being may be more susceptible to drug use. Besides, Teramura-Grönblad et al. [33] examined the association between the use of anticholinergic drugs and psychological well-being among older adults in residential care facilities. The findings reveal that residents taking anticholinergic drugs had significantly lower psychological well-being scores compared with nonusers. This supports the notion that the use of drugs can negatively impact psychological well-being. Furthermore, Visser and Routledge [34] conducted a study among South African adolescents that identified a relationship between psychological well-being and substance abuse. The study found that adolescents who used drugs had significantly lower levels of psychological well-being and life satisfaction. This implies that students with lower psychological well-being are more likely to engage in substance abuse, including the use of illicit drugs. Collectively, these studies demonstrate that individuals with lower levels of psychological well-being are more prone to drug use, suggesting that a negative relationship exists between student well-being and the intention to use drugs. It is essential for universities to consider and prioritize student well-being as a preventive measure against drug use, implementing interventions and support systems that enhance well-being and reduce the risk of substance abuse among students. Hence, the third hypothesis of the current study is considered as follows:

H3: *Student Well-being has a negative impact on the Intention to Use Drugs.*

Student well-being plays a crucial role in the context of committing delinquency. A positive state of well-being encompasses various aspects such as psychological, emotional, and social factors that contribute to an individual's overall adjustment and functioning. When students experience high levels of well-being, they are more likely to exhibit positive behaviors, engage in healthy relationships, and make responsible choices. On the other hand, students with low well-being may be vulnerable to engaging in delinquent behaviors as a means of coping with their emotional distress or seeking a sense of belonging.

The study by Ma & Lai [35] demonstrates the influence of family and friends on Chinese adolescents' psychological well-being and behaviors. The findings highlight the importance of social support from family and friends in promoting positive psychological well-being and academic performance while reducing the likelihood of delinquent behaviors. This suggests that students with a strong support system are less likely to engage in delinquency because of their enhanced well-being and coping mechanisms. Besides, Mariani et al. [36] explored the relationship between social support and psychological well-being among delinquents in rehabilitation centers. The study reveals a significant correlation between social support and psychological well-being, indicating that individuals who perceive higher levels of social support tend to have better overall well-being. This suggests that when students receive adequate social support, it can positively impact their well-being and potentially reduce the intention to commit delinquency. In another study, Caldwell et al. [37] focused on the impact of familial emotional support on delinquency and emotional well-being among Mexican American adolescents in the juvenile justice system. The study shows that maternal emotional support is negatively correlated with delinquency and positively correlated with emotional well-being. The findings emphasize the role of familial emotional support in reducing delinquent behaviors and promoting emotional well-being among adolescents. This implies that students who receive emotional support from their families are less likely to engage in delinquency because of their enhanced well-being and positive emotional adjustment.

The literature consistently supports the notion that student well-being has a negative impact on the intention to commit delinquency. Positive factors such as social support from family and friends and familial emotional support contribute to better psychological well-being and reduced delinquent behaviors among students. Enhancing student well-being through supportive environments and relationships can be an effective strategy in preventing and addressing delinquency among university students. Therefore, the fourth hypothesis of this study is designed as follows:

H4: *Student Well-being has a negative impact on the Intention to Commit Delinquency.*

Drug abuse among university students poses significant challenges to the overall security and safety of the educational environment. Substance abuse can have a detrimental impact on various aspects of the educational setting, including the well-being and academic performance of students, campus safety, and the overall learning environment. Reza Hosseini et al. [17] from Rafsanjan, Iran, found a prevalence of drug abuse among university students. Benzodiazepines, cigarettes, tobacco, alcoholic drinks, and opiates were among the commonly abused substances. The misuse of drugs such as benzodiazepines and methylphenidate were associated with negative consequences such as insomnia, highlighting the adverse effects of drug abuse on students' well-being and potentially compromising the educational environment's security. Adeyemo Florence et al. [16] conducted a study in Benin City, Nigeria and reported a high prevalence of drug abuse among university students. The abuse of substances like coffee and alcohol was prevalent, which can negatively impact students' health, behavior, and academic performance. The study also found a significant

relationship between university environment and drug abuse, implying that the campus environment plays a role in influencing substance abuse behaviors among students. Taremiyan et al. [38] examined drug use prevalence among university students in Tehran, Iran. While the prevalence of drug use was lower compared to American or European students, the study identified a relatively high prevalence of soft drugs such as water pipes, cigarettes, and alcohol. The use of these substances, even at lower rates, can still pose risks to students' health, safety, and overall well-being, potentially undermining the security of the educational environment.

Collectively, these studies indicate that drug abuse among university students has negative implications for the educational environment's security and safety. The prevalence of substance abuse, regardless of the specific substances involved, can contribute to impaired academic performance, health risks, disruptive behaviors, and compromised campus safety. Public health interventions and preventive measures should be implemented to raise awareness of the negative effects of drug abuse and create a secure and conducive learning environment for students. Consequently, the fifth hypothesis of this study is written as follows:

H5: *Intention to Use Drugs has a negative impact on Educational Environment Security.*

The relationship between delinquency and educational environment security is a complex and important topic. While some argue that delinquency negatively impacts educational environment security, others may contend that the connection is not as straightforward. The study by Aldridge et al. [18] sheds light on the influence of the school-level environment on delinquent behaviors and bully victimization. Their findings reveal that aspects such as school connectedness, rule clarity, and teacher support are negatively associated with both bully victimization and delinquency. Moreover, the study highlights the mediating role of bully victimization in the relationship between school climate variables and delinquent behaviors. These results suggest that enhancing psychosocial aspects of the school climate can improve student behavioral outcomes and contribute to a safer educational environment. In addition, a meta-analysis conducted by Polanin et al. [19] synthesized the longitudinal relation between school violence and various outcomes, including mental health, school performance, and involvement in criminal or delinquent acts. The analysis found a statistically significant longitudinal relation between school violence and these outcome variables. While the effect size may be relatively small ($r_p = 0.06$), it is considered clinically meaningful as it controls for potential confounding factors. These findings imply that school violence, a form of delinquency, can have detrimental effects on students' well-being and academic performance, thus affecting the overall security of the educational environment. In addition, the study by Cook and Kang [39] explores the relationship between dropout rates, delinquency, and crime initiation. Their analysis of administrative data from North Carolina demonstrates that individuals born just after the cut-off date for enrolling in public kindergarten are more likely to drop out of high school and commit felony offenses by age 19. The study also suggests that dropout acts as a mediator in the link between academic disengagement and criminal involvement. These findings highlight the potential role of delinquency, specifically dropout rates, in compromising both educational attainment and overall security within the educational environment.

The research suggests that factors such as school climate, including connectedness, rule clarity, and teacher support, play a crucial role in mitigating delinquent behaviors and promoting a safer environment. Additionally, the association between school violence and various negative outcomes underscores the importance of addressing delinquency to ensure a secure educational setting. The findings also highlight the need for educators and policymakers to actively monitor and enhance psychosocial aspects of the school climate, prioritize prevention programming, and support students' academic engagement to reduce delinquency and promote a safe and conducive learning environment. Therefore, the sixth hypothesis of this study is written as follows:

H6: *Intention to Commit Delinquency has a negative impact on Educational Environment Security.*

Figure 1 presents the proposed conceptual model and hypotheses of the study, providing a visual representation of the relationships between the variables under investigation. It serves as a framework for understanding the hypothesized connections between delinquency, educational environment security, and other relevant factors.

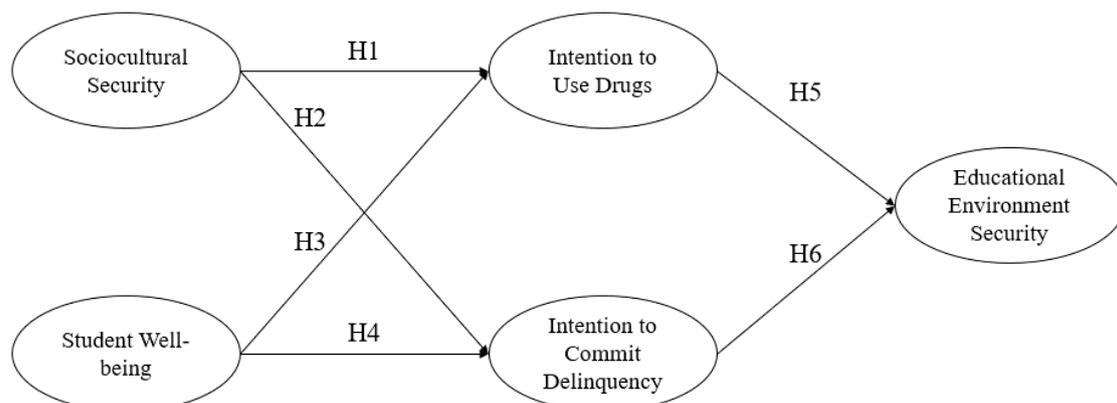


Figure 1. Proposed conceptual model and hypotheses of this study

3- Research Methodology

In this section, we elaborate the methodology and data collection as well as the data analysis methods used in this study. The methodology used in this study and the processes of reaching the findings are depicted in Figure 2.

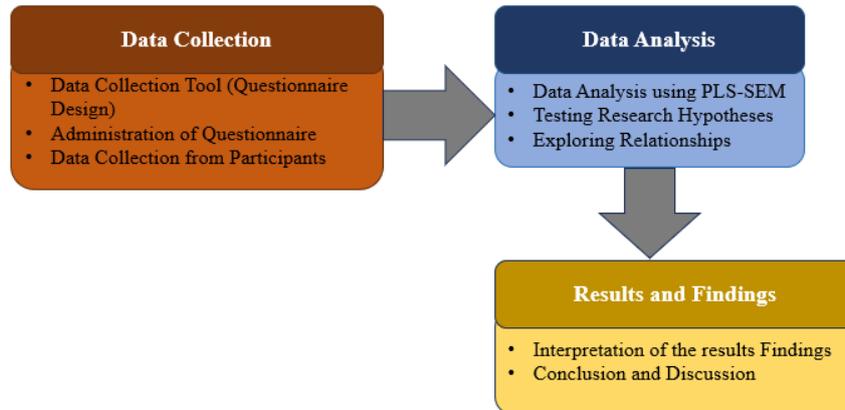


Figure 2. Methodology Flowchart depicting the data collection and analysis process for the study

3-1-Data Analysis

Data analysis for this study was conducted using partial least squares structural equation modeling (PLS-SEM) with the software SmartPLS 4. PLS-SEM is a suitable analytical technique for applied quantitative studies, allowing the examination of complex relationships between latent constructs and observed indicators. The analysis aimed to test the research hypotheses and explore the relationships between sociocultural security, intention to use drugs, intention to commit delinquency, student well-being, and educational environment security. The choice of using PLS-SEM was driven by its suitability for exploratory research, its ability to handle small sample sizes, and its robustness in dealing with complex models. SmartPLS 4, a widely recognized and user-friendly software, was used to carry out the PLS-SEM analysis. This study employed a cross-sectional design, which is well suited for examining relationships and associations at a specific point in time. Cross-sectional studies provide valuable insights into the variables of interest and allow for the assessment of their interplay within a given context.

3-2-Data Collection Tool

The data collection tool used in this study was a questionnaire. The questionnaire items used to measure the variables of sociocultural security, intention to use drugs, intention to commit a delinquency, student well-being, and educational environment security were developed based on the theoretical framework and relevant literature by the authors of this study. The questionnaire items used in this study can be found in Table A-1 in the Appendix I. The questionnaire items are designed based on the 5-point Likert scale where 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4= Agree, and 5=Strongly Agree.

3-3-Data Collection Procedure

The data collection process took place from January 2023 to March 2023. The questionnaire was administered to participants from the first to the fourth year of TUSUR. The choice of this target group was based on several factors, including the age characteristics of the students and the specific challenges they faced during the transition to a new social environment. This transition involves changes in residence, social circles, daily routines, and educational routines.

The questionnaire was distributed among the participants either in person or through an online survey platform, depending on the convenience and availability of the participants. The purpose of the study, the confidentiality of responses, and voluntary participation were emphasized to ensure ethical considerations. Participants were instructed to respond to the questionnaire honestly and to the best of their ability.

3-4-Participants

A total of 356 students from the first to the fourth year of TUSUR participated in the study. The distribution of participants by age and sex is presented in Tables 1 and 2, respectively. Table 1 shows the distribution of respondents by age. The majority of participants were in the age range of 18 to 20 years, with the highest number of respondents being 20 years old. The study also included a small percentage (2.5%) of underage students.

Table 1. Distribution by the age of study participants

Age	Number of respondents	Share of the total number of respondents (%)
17	9	2.5
18	76	21.3
19	93	26.1
20	128	35.9
21	28	7.9
22	7	1.9
23	3	0.8
24	1	0.3
27	1	0.3
Age was not specified	10	2.8

Table 2. Distribution by gender of study participants

Sex	Number of respondents	Share of the total number of respondents (%)
M	187	53%
F	169	47%

Table 2 presents the distribution of respondents by gender. The study involved 187 male participants, accounting for 53% of the total number of respondents, and 169 female participants, accounting for 47% of the total number of respondents.

Furthermore, Table 3 illustrates the distribution of respondents by faculties. The participants were proportionally distributed among the different faculties based on the number of students in each faculty. The largest representation was from the Faculty of Economics (19.1%), followed by the Faculty of Humanities (18.3%) and the Faculty of Law (12.4%). Each faculty contributed to the overall diversity and representation of the study sample.

Table 3. Distribution by faculties of study participants

Faculty	Number of respondents	Share of the total number of respondents (%)
Faculty of Humanities	65	18.3
Faculty of Economics	68	19.1
Faculty of Law	44	12.4
Faculty of Electronic Engineering	25	7.0
Faculty of Control Systems	29	8.1
Faculty of Innovative Technologies	29	8.1
Faculty of Computing Systems	19	5.3
Radio Engineering Faculty	16	4.5
Radio Technical Faculty	17	4.8
Faculty of Security	44	12.4

The selection of participants from TUSUR captured the experiences and perspectives of students in a specific academic and social environment. The data collected from this diverse group of participants will provide valuable insights into the research hypotheses and contribute to a comprehensive understanding of the variables under investigation.

4- Results

4-1- Measurement Model Evaluation

The measurement model in this study was assessed using SEM to examine the relationship between latent variables and their observed indicators. The results of the measurement model test summarized in Table 4 provide important insights into the reliability and validity of the measurement scales used.

Table 4. Results of testing the measurement model of this study

Question Codes	Loading Factor	Sample Mean	S.D.	p Values	Cronbach's alpha	AVE
<i>Sociocultural Security:</i>					0.812	0.721
SS1	0.759	3.746	1.354	0.012		
SS2	0.781	3.819	1.304	0.040		
SS3	0.934	4.001	1.378	0.023		
SS4	0.809	4.556	1.459	0.034		
SS5	0.765	4.056	1.094	0.008		
<i>Intention to Use Drugs:</i>						
IUD1	0.742	4.163	0.909	0.000		
IUD2	0.714	3.786	0.953	0.024		
IUD3	0.9	4.401	1.106	0.026		
IUD4	0.945	3.941	1.058	0.006		
IUD5	0.805	3.809	0.816	0.033	0.791	0.652
<i>Intention to Commit Delinquency:</i>						
ICD1	0.787	3.781	1.364	0.036		
ICD2	0.71	4.1	0.946	0.033		
ICD3	0.919	4.515	1.135	0.016		
ICD4	0.868	3.752	1.505	0.000		
ICD5	0.777	4.37	1.518	0.033		
<i>Student Well-Being:</i>						
SWB1	0.865	3.686	1.067	0.013		
SWB2	0.94	4.169	1.334	0.013		
SWB3	0.764	4.264	1.586	0.038		
SWB4	0.916	4.567	1.55	0.006		
SWB5	0.912	3.731	1.44	0.001	0.756	0.593
<i>Educational Environment Security:</i>						
EES1	0.749	4.189	1.008	0.012		
EES2	0.874	4.16	0.924	0.028		
EES3	0.927	4.387	1.048	0.027		
EES4	0.799	3.555	1.085	0.019		
EES5	0.701	4.285	0.998	0.013		

Firstly, the loading factors were evaluated to determine the strength of the relationship between latent variables and their observed indicators. It was found that all loading factors exceeded the threshold value of 0.7, indicating a significant association between latent variables and their indicators. This suggests that the observed indicators effectively capture the underlying constructs of sociocultural security, intention to use drugs, intention to commit a delinquency, student well-being, and educational environment security. Furthermore, all loading factors were statistically significant ($p < 0.05$), further supporting the reliability and validity of the measurement model.

Secondly, Cronbach's alpha coefficients were calculated to assess the internal consistency and reliability of the measurement scales for each variable. It was observed that the Cronbach's alpha values for all variables exceeded 0.7, indicating a satisfactory level of internal consistency. This suggests that the items within each variable measure a similar construct and are reliable in consistently assessing the latent variables of interest.

Finally, the average variance extracted (AVE) values were examined to evaluate the convergent validity of the measurement scales. It was found that the AVE values for all variables exceeded the recommended threshold of 0.5. This indicates that a substantial proportion of the variance in the observed indicators is explained by their corresponding latent variables, supporting the convergent validity of the measurement model.

4-2- Hypothesis Testing

The results of the hypothesis testing and the proposed conceptual model of the current study are presented in Figure 3 and Table 5 and are discussed below.

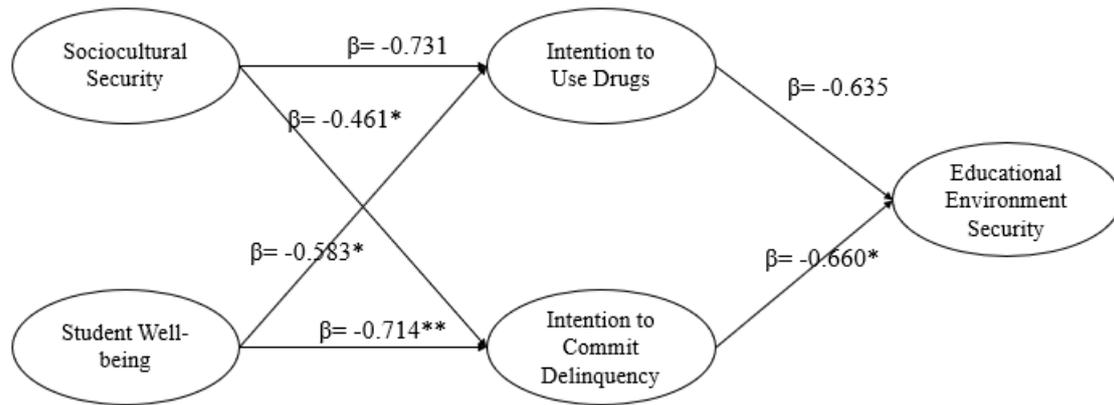


Figure 3. Conceptual Model Testing Results (* The corresponding path coefficient is significant at 95% confidence intervals-** The corresponding path coefficient is significant at 99% confidence intervals)

Table 5. Results of hypothesis testing

	Faculty	β	S.D.	p Values	Result
H1	Sociocultural Security → Intention to Use Drugs	-0.731	1.205	0.084	Not Confirmed
H2	Sociocultural Security → Intention to Commit Delinquency	-0.461	0.819	0.032	Confirmed
H3	Student Well-being → Intention to Use Drugs	-0.583	1.194	0.012	Confirmed
H4	Student Well-being → Intention to Commit Delinquency	-0.714	1.324	0.000	Confirmed
H5	Intention to Use Drugs → Educational Environment Security	-0.635	1.094	0.052	Not Confirmed
H6	Intention to Commit Delinquency → Educational Environment Security	-0.660	1.356	0.016	Confirmed

H1: Sociocultural Security has a negative impact on the Intention to Use Drugs (Not Confirmed):

The first hypothesis proposed a negative relationship between sociocultural security and the intention to use drugs among university students. However, the results indicated that the coefficient ($\beta = -0.731$, $p = 0.084$) was not statistically significant at the predetermined level of significance ($\alpha = 0.05$). Therefore, we fail to confirm the hypothesis that sociocultural security has a significant impact on the intention to use drugs among university students.

H2: Sociocultural Security has a negative impact on the Intention to Commit Delinquency (Confirmed):

The second hypothesis examined the relationship between sociocultural security and the intention to commit delinquency. The results revealed a significant negative relationship between sociocultural security and the intention to commit delinquency ($\beta = -0.461$, $p = 0.032$). Thus, we confirm that sociocultural security plays a significant role in reducing the intention to engage in delinquent behaviors among university students.

H3: Student Well-being has a negative impact on the Intention to Use Drugs (Confirmed):

The third hypothesis explored the impact of student well-being on the intention to use drugs. The results indicated a significant negative relationship between student well-being and the intention to use drugs ($\beta = -0.583$, $p = 0.012$). Therefore, we confirm that higher levels of student well-being are associated with a reduced intention to engage in drug use among university students.

H4: Student Well-being has a negative impact on the Intention to Commit Delinquency (Confirmed):

The fourth hypothesis examined the relationship between student well-being and the intention to commit delinquency. The findings revealed a significant negative relationship between student well-being and the intention to commit delinquency ($\beta = -0.714$, $p = 0.000$). Thus, we confirm that higher levels of student well-being are associated with a decreased intention to engage in delinquent behaviors among university students.

H5: Intention to Use Drugs has a negative impact on Educational Environment Security (Not Confirmed):

The fifth hypothesis investigated the impact of the intention to use drugs on educational environment security. However, the results indicated that the coefficient ($\beta = -0.635$, $p = 0.052$) was not statistically significant at the predetermined level of significance ($\alpha = 0.05$). Therefore, we fail to confirm the hypothesis that the intention to use drugs significantly affects the educational environment security.

H6: Intention to Commit Delinquency has a negative impact on Educational Environment Security (Confirmed):

The sixth hypothesis examined the relationship between the intention to commit delinquency and educational environment security. The results showed a significant negative relationship between the intention to commit

delinquency and the educational environment security ($\beta = -0.660$, $p = 0.016$). Hence, we confirm that higher levels of intention to commit delinquency are associated with a decreased educational environment security.

The findings support the significant role of sociocultural security and student well-being in influencing the intention to engage in delinquent behaviors. However, the impact of sociocultural security on the intention to use drugs and the intention to use drugs on educational environment security were not statistically significant. These results suggest that interventions and strategies aimed at enhancing sociocultural security and promoting student well-being can be effective in reducing delinquency intentions and improving the educational environment security.

In the analysis of the structural model using PLS-SEM, the R-squared (R^2) values were calculated to assess the amount of variance explained by the model's independent variables on the dependent variables. For the variable "Intention to Use Drugs," the R^2 value was found to be 0.49. This indicates that approximately 49% of the variance in the intention to use drugs can be explained by the independent variables included in the model. This result suggests a moderate effect size, indicating that the independent variables collectively contribute significantly to understanding the intention to use drugs among the participants. Similarly, for the variable "Intention to Commit Delinquency," R^2 value was determined to be 0.52. This signifies that approximately 52% of the variance in the intention to commit delinquency can be accounted for by the independent variables considered in the model. This result suggests a moderate effect size, indicating that the independent variables collectively play a substantial role in explaining the intention to engage in delinquent behaviors among the participants. Lastly, for the variable "Educational Environment Security," the R^2 value was found to be 0.67. This indicates that approximately 67% of the variance in educational environment security can be explained by the independent variables included in the model. This result suggests a relatively large effect size, indicating that the independent variables collectively have a strong influence on the security of the educational environment among the participants.

5- Findings and Discussion

The findings of this study provide valuable insights into the relationships between sociocultural security, well-being, intention to use drugs, intention to commit delinquency, and educational environment security among university students. By comparing these findings with the existing literature, we can gain a deeper understanding of the implications and contributions of this study.

Firstly, the findings of this study failed to prove the effect of sociocultural security on the intention to use drugs at universities. However, it is worth noting that further research in the literature has provided insights into the role of sociocultural factors in influencing drug use among university students [27, 38]. Secondly, the results indicate a significant association between sociocultural security and the intention to commit delinquency. This finding aligns with previous research that has highlighted the impact of social and cultural factors on delinquent behaviors among individuals (i.e., [30, 31]). The influence of sociocultural security on the intention to commit delinquency suggests that a secure and supportive social environment may act as a protective factor, reducing the likelihood of engaging in delinquent activities. This finding emphasizes the importance of fostering a positive social and cultural climate within educational settings to promote desirable behaviors and deter delinquency among students. Social norms and peer influence play a crucial role in shaping students' behaviors, including their propensity to engage in delinquency. Students who perceive a positive sociocultural environment, characterized by strong social support and adherence to prosocial norms, are less likely to exhibit intentions to engage in delinquent activities. Moreover, the significance of sociocultural security in influencing the intention to commit delinquency underscores the importance of creating a safe and supportive educational environment. Universities should prioritize the development of programs and policies that foster a positive sociocultural climate, promoting values of respect, empathy, and responsible behavior. These initiatives can include awareness campaigns, peer mentorship programs, and community-building activities that strengthen social bonds and discourage delinquent behaviors. While this study provides valuable insights into the relationship between sociocultural security and the intention to commit delinquency, it is essential to consider the limitations and the broader context. Further research is needed to examine the underlying mechanisms and potential mediators that explain this relationship. Additionally, exploring the impact of sociocultural security on actual delinquent behaviors rather than just intentions would provide a more comprehensive understanding of the phenomenon.

Thirdly, the study demonstrates a negative relationship between student well-being and both the intention to use drugs and the intention to commit delinquency. These results are consistent with prior studies that have highlighted the adverse effects of poor well-being, such as stress, anxiety, and low life satisfaction, on risky behaviors (i.e., [33-37]). The findings emphasize the need for comprehensive well-being support systems within educational institutions, including mental health services, counseling, and stress management programs, to address the underlying factors that contribute to substance abuse and delinquent behaviors among students.

Student well-being encompasses various dimensions, including mental, emotional, and physical well-being. When students experience higher levels of well-being, characterized by positive mental health, emotional stability, and a sense of fulfillment, they are less likely to harbor intentions to engage in drug use. This finding aligns with studies that have

shown that students with better well-being are more likely to engage in healthy behaviors and make choices that promote their overall well-being. Promoting student well-being can have important implications for preventing drug abuse among university students. Educational institutions can prioritize the implementation of comprehensive well-being programs that address the multifaceted needs of students. These programs can include mental health support services, stress management workshops, healthy lifestyle promotion, and fostering social connections. By nurturing student well-being, universities can create an environment that fosters resilience, coping strategies, and a sense of purpose, reducing the likelihood of drug use intentions.

On the other hand, when students experience higher levels of well-being, characterized by a positive sense of self, emotional stability, and satisfaction with life, they are less likely to harbor intentions to engage in delinquent behaviors. Positive well-being is associated with lower likelihood of engaging in behaviors harmful to oneself or others. Students with better well-being are more likely to develop prosocial values, empathy, and a sense of responsibility, which act as protective factors against delinquency. To promote student well-being and prevent delinquency-related intentions, universities can implement strategies that prioritize holistic student development. This can include offering mental health resources, promoting positive relationships, providing opportunities for personal growth and self-reflection, and fostering a supportive campus culture. By addressing the underlying factors that contribute to well-being, educational institutions can create an environment that discourages delinquency and cultivates responsible and prosocial behaviors.

Furthermore, the study reveals that the intention to use drugs and the intention to commit delinquency impact the overall security of the educational environment. These findings corroborate existing literature that suggests a bidirectional relationship between student behavior and the overall safety of the educational setting. When students engage in drug abuse or delinquent behaviors, it can undermine the security and well-being of the entire educational community. These results underscore the importance of implementing preventive measures, early intervention strategies, and comprehensive security protocols to create a safe and conducive learning environment for all students. This finding aligns with previous studies that emphasize the impact of delinquency-related intentions on the security of the educational environment (i.e., [18, 19, 39]). Delinquent behaviors pose a threat to the safety, well-being, and educational experience of students within the university setting. When students exhibit intentions to engage in delinquent activities, it can disrupt the overall harmony, trust, and conducive learning environment within the educational institution. This disruption can manifest through acts such as theft, vandalism, bullying or other harmful behaviors that compromise the sense of security and well-being of both students and staff. The significance of the negative relationship between delinquency-related intentions and educational environment security underscores the importance of proactive measures to prevent and address such intentions. Educational institutions should implement comprehensive strategies that promote a safe and secure environment, including preventive programs, surveillance systems, policy enforcement, and fostering a culture of responsibility and accountability. By addressing delinquency-related intentions, universities can mitigate potential security risks and maintain atmosphere conducive to learning and personal development. It is essential to note that the relationship between delinquency-related intentions and educational environment security is complex and influenced by various contextual factors. Previous research has highlighted the impact of socio-cultural factors, peer influence, institutional policies, and the overall campus climate on the prevalence of delinquency and its consequences for security. Exploring these contextual factors in future studies would provide a deeper understanding of the underlying mechanisms and potential strategies for enhancing educational environment security. In summary, the findings highlight the significance of addressing intentions related to delinquency as a means to promote educational environment security. By implementing preventive measures, fostering a positive campus culture, and addressing the root causes of delinquency-related intentions, universities can create an environment that prioritizes safety, well-being, and a positive learning experience for all students.

Overall, the findings of this study contribute to the existing literature by shedding light on the relationships between sociocultural security, well-being, behavioral intentions, and educational environment security among university students. The results highlight the multifaceted nature of these constructs and emphasize the importance of addressing social, cultural, and well-being factors to promote a secure and supportive educational environment. The implications of this study call for the development and implementation of targeted interventions and policies that enhance sociocultural security, well-being, and overall security in educational settings, ultimately fostering a positive and conducive learning environment for all students.

This study makes several theoretical contributions to the understanding of the interplay between drug abuse, delinquency, sociocultural factors, student well-being, and educational environment security in the university context. Firstly, it contributes by highlighting the significant role of sociocultural security in shaping students' behavioral intentions, specifically their intentions to commit delinquency. The findings underscore the importance of creating a safe and supportive sociocultural environment within educational institutions to discourage delinquent behaviors. Secondly, the study emphasizes the negative impact of student well-being on both the intention to use drugs and the intention to commit delinquency, highlighting the relevance of holistic well-being promotion programs in mitigating these intentions. Finally, the research underscores the reciprocal relationship between behavioral intentions and the security of the educational environment, emphasizing the need for proactive measures to address delinquency-related intentions and

foster a secure learning environment. These theoretical contributions enhance our understanding of the complex dynamics that shape the educational environment and provide valuable insights for developing effective prevention and intervention strategies.

6- Conclusions

This study examined the impact of sociocultural security, well-being, and behavioral intentions on the security of the educational environment among university students. The findings shed light on the complex interplay between these factors and provided insights into strategies for promoting a secure and supportive learning environment. The results of the study highlighted the significance of sociocultural security and well-being in influencing behavioral intentions among students. Specifically, it was found that sociocultural security plays a moderating role in the relationship between psychological safety and well-being, which in turn affects behavioral intentions. Additionally, the study revealed the impact of behavioral intentions on the security of the educational environment.

Further investigation is also needed to explore additional behavioral intentions beyond drug abuse and delinquency. Academic misconduct, aggression, and other relevant behaviors should be included to provide a more comprehensive understanding of their impact on educational environment security. Future studies should also delve deeper into the mechanisms underlying the relationship between sociocultural security, well-being, behavioral intentions, and educational environment security. Exploring the mediating and moderating factors that influence these relationships would enhance our understanding and inform the development of targeted interventions.

6-1- Theoretical Contributions

This study makes several significant theoretical contributions to the existing literature on the relationship between sociocultural security, well-being, behavioral intentions, and educational environment security among university students.

- **Conceptualization of Sociocultural Security:** This study contributes by providing a conceptual framework for understanding and measuring sociocultural security in the context of educational environments. By exploring the role of sociocultural factors, such as social support, cultural norms, and sense of belonging, this study expands the understanding of how these factors influence students' behavioral intentions and the overall security of the educational setting.
- **Integration of Well-being and Security:** This study contributes to the integration of well-being and security perspectives within the educational context. By examining the influence of student well-being on the intention to use drugs, the intention to commit delinquency, and the overall security of the educational environment, this study highlights the interconnectedness of these constructs. It underscores the importance of considering students' well-being as a foundational element in promoting a safe and supportive educational environment.
- **Exploration of Behavioral Intentions:** This study contributes to the literature by investigating the influence of behavioral intentions, specifically the intention to use drugs and the intention to commit delinquency, on educational environment security. By exploring the link between individual behavioral intentions and the broader security of the educational setting, this study provides insights into the potential consequences of students' actions and their impact on the overall security climate.
- **Application of PLS-SEM:** The application of partial least squares structural equation modeling (PLS-SEM) in this study contributes to the methodological advancements in examining complex relationships among multiple variables. By using PLS-SEM, this study provides a robust analysis of the hypothesized relationships, enabling a more comprehensive understanding of the interplay between sociocultural security, well-being, behavioral intentions, and educational environment security.
- **Contextualization in the University Setting:** This study specifically focuses on university students, thereby contributing to the literature by addressing the unique dynamics and challenges within higher education institutions. The findings provide valuable insights for university administrators, policymakers, and educators in creating an inclusive, secure, and supportive environment that fosters student well-being and mitigates potential risks associated with drug abuse and delinquent behaviors.

6-2- Policy Recommendations

Based on the findings of this study, several policy recommendations can be made to enhance the security and well-being of university students and create a conducive educational environment. These recommendations aim to address the factors identified in the study that contribute to behavioral intentions, such as drug abuse and delinquency, and to promote a secure and supportive learning environment for all students.

- **Strengthen Sociocultural Support Systems:** Educational institutions should prioritize the development and implementation of sociocultural support systems. This includes fostering a sense of belonging, promoting inclusive cultural norms, and providing adequate social support mechanisms. Policies should create a positive social environment that encourages healthy relationships, social integration, and community engagement among students. Establishing student support centers, cultural clubs, and mentorship programs can enhance sociocultural security and reducing the likelihood of engaging in delinquent behaviors.
- **Enhance Well-being Services:** Universities should allocate resources to enhance well-being services for students. This can include expanding mental health counseling services, providing stress management programs, and offering resources for promoting physical and emotional well-being. Policies should emphasize the importance of well-being as a fundamental aspect of student success and consider incorporating well-being initiatives into the curriculum and overall campus life.
- **Implement Preventive Education Programs:** Educational institutions should implement evidence-based preventive education programs that address the risks and consequences of drug abuse and delinquent behaviors. These programs should provide students with accurate information, raise awareness of the negative impacts of such behaviors, and equip them with skills to make informed decisions. Policies should emphasize the integration of preventive education programs into the academic curriculum and extracurricular activities.
- **Strengthen Security Measures:** Universities should enhance their security measures to ensure the safety and well-being of students. This includes implementing campus-wide security protocols, enhancing surveillance systems, and promoting a culture of reporting and addressing safety concerns. Policies should prioritize regular security assessments, collaboration with law enforcement agencies, and the establishment of an emergency response plans to address potential threats effectively.
- **Collaboration and Partnerships:** Policymakers should foster collaboration and partnerships between educational institutions, community organizations, and relevant stakeholders. By working together, universities can leverage external resources and expertise to develop comprehensive approaches that address sociocultural security, well-being, and behavioral intentions. Policies should encourage the establishment of collaborative platforms, joint initiatives, and information-sharing mechanisms to create a cohesive support system for students.
- **Continuous Evaluation and Improvement:** Educational institutions should adopt a proactive approach to continuously evaluate and improve the effectiveness of their policies and interventions. Regular monitoring and evaluation of the implemented measures will help identify areas for improvement and ensure the alignment of policies with the evolving needs and challenges faced by students. Policies should emphasize the importance of ongoing assessment and feedback loops to drive evidence-based decision-making and policy refinement.

By implementing these policy recommendations, educational institutions can foster a secure, inclusive, and supportive educational environment that promotes the well-being of students, reduces the likelihood of engaging in risky behaviors, and enhances the overall educational experience. These policies should be developed in collaboration with relevant stakeholders and regularly reviewed to ensure their effectiveness and alignment with changing circumstances.

6-3-Strengths of the Study

- **Robust Methodology:** The study used partial least squares structural equation modeling (PLS-SEM) as the analytical tool, which is a powerful statistical technique for exploring complex relationships among multiple variables. This methodology allowed for a comprehensive analysis of the hypothesized relationships and provided reliable results.
- **Comprehensive Questionnaire:** The study developed a questionnaire that captured key variables related to sociocultural security, well-being, behavioral intentions, and educational environment security. The inclusion of multiple indicators for each construct enhanced the validity and reliability of the measurements.
- **Diverse Participant Sample:** The study involved a sizable sample of 356 university students from different faculties and age groups. This diversity contributes to the generalizability of the findings and allows for a more comprehensive understanding of the relationship between the variables under investigation.
- **Contribution to Theory:** The study contributes to the existing literature by conceptualizing and exploring the interplay between sociocultural security, well-being, behavioral intentions, and educational environment security. The findings expand theoretical knowledge in this field and provide a foundation for further research.

6-4-Limitations of the Study

- **Cross-Sectional Design:** The study employed a cross-sectional design, which limits the ability to establish causal relationships between the variables. Future research could benefit from longitudinal designs to examine temporal relationships and identify potential changes over time.

- **Self-Report Measures:** The data collected in this study relied on self-reported measures, which may be subjected to social desirability bias and memory recall issues. Future studies could employ additional methods, such as observational data or objective measures, to complement self-report data.
- **Single Institution Setting:** The study was conducted in a single university, which may limit the generalizability of the findings to other educational contexts. Replicating the study in multiple institutions and diverse cultural settings would enhance the external validity of the results.
- **Limited Scope of Behavioral Intentions:** The study focused on the intention to use drugs and the intention to commit delinquency as the primary behavioral intentions. While these intentions are important, other relevant behavioral intentions, such as academic misconduct or aggression, were not included. Future research could broaden the scope of behavioral intentions to provide a more comprehensive understanding of their impact on educational environment security.

7- Declarations

7-1- Author Contributions

Conceptualization, V.V.O. and L.V.S.; methodology, V.V.O.; software, L.V.S.; validation, V.V.O. and L.V.S.; formal analysis, L.V.S.; investigation, V.V.O. and L.V.S.; resources, L.V.S.; data curation, V.V.O.; writing—original draft preparation, V.V.O. and L.V.S.; writing—review and editing, V.V.O. and L.V.S.; visualization, L.V.S.; supervision, V.V.O.; project administration, V.V.O.; funding acquisition, V.V.O. All authors have read and agreed to the published version of the manuscript.

7-2- Data Availability Statement

The data presented in this study are available in the present article.

7-3- Funding

The authors received no financial support for the research, authorship, and/or publication of this article.

7-4- Institutional Review Board Statement

The study was conducted in accordance with the Declaration of Helsinki and local legislation. Under these guidelines, human rights have been preserved and participants' safety was considered as a priority for sharing information. During the research, the study made sure to maintain the confidentiality of the respondents, and the results were generated and presented based on demographic and psychographic factors rather than the identity revelation of the respondents. The respondents were not forced to share any personal information.

7-5- Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

7-6- Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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Appendix I: Questionnaire

Table A-1. Questionnaire items used in this study

<p>Sociocultural Security:</p> <ol style="list-style-type: none"> 1. To what extent do you feel accepted and included in the social and cultural environment of the university? 2. How safe do you feel expressing your ideas and opinions without fear of judgment or discrimination in the university community? 3. To what extent do you perceive the university environment as respectful of cultural diversity and promoting inclusivity? 4. How comfortable do you feel interacting with individuals from different cultural backgrounds in the university setting? 5. To what degree do you believe that the university actively fosters a sense of belonging and togetherness among students?
<p>Intention to Use Drugs:</p> <ol style="list-style-type: none"> 1. How likely are you to consider using drugs in the future? 2. To what extent do you find the idea of using drugs appealing or tempting? 3. How often do you think about trying drugs? 4. How strongly do you believe that using drugs would have positive effects on your life or well-being? 5. How much pressure do you feel from your peers or social environment to engage in drug use?
<p>Intention to Commit Delinquency:</p> <ol style="list-style-type: none"> 1. How likely are you to engage in delinquent activities in the future? 2. To what extent do you find the idea of participating in delinquent behaviors attractive or intriguing? 3. How often do you think about getting involved in illegal or antisocial activities? 4. How strongly do you believe that engaging in delinquency would have positive outcomes for you? 5. How much influence do your friends or peers have on your inclination to commit delinquent acts?
<p>Student Well-Being:</p> <ol style="list-style-type: none"> 1. Overall, how satisfied are you with your life as a university student? 2. How often do you experience positive emotions such as joy, contentment or happiness during your time at the university? 3. To what extent do you feel a sense of purpose and fulfillment in your academic and personal life as a university student? 4. How well do you cope with the challenges and stressors you encounter in your university life? 5. How supported do you feel by the university in maintaining your physical and mental well-being?
<p>Educational Environment Security:</p> <ol style="list-style-type: none"> 1. How safe do you feel on campus in terms of physical security (e.g., prevention of crime, presence of security measures)? 2. How secure do you feel in expressing your thoughts and opinions openly in the academic environment? 3. To what extent do you feel protected from discrimination, harassment or bullying within the university community? 4. How well do you perceive the university addressing and responding to safety concerns and issues? 5. How confident are you in the emergency response systems and protocols in place on campus?