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## CONCEPTUAL PEDAGOGICAL SYNTHESIS OF ADDICTIVE BEHAVIOUR IN THE CONTEXT OF SOCIETAL CHANGE

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**Summary.** The aim of this theoretical and analytical article is to present a proposal for a conceptual pedagogical synthesis addressing addictive behaviour among students in the context of contemporary societal change. The article is grounded in the assumption that behavioural forms of addiction are increasingly affecting the educational environment and influencing both learning processes and the psychosocial stability of students. Methodologically, the study is based on an integrative literature synthesis of pedagogical, psychological, and socio-cultural approaches. The outcome is a theoretically grounded model that conceptualises school climate and the quality of the relational environment as a structural conditioning factor determining the effectiveness of key psychological mechanisms – particularly self-regulation and critical thinking – which function as mediating processes in the development of student resilience. The article contributes to a deeper understanding of the role of schools as systems capable of purposefully reducing vulnerability to addictive behaviour through relational pedagogy, the development of cognitive regulatory capacities, and the systematic reflection of digital and societal determinants.

**Keywords:** Addictive behaviour; Conceptual pedagogical synthesis; Resilience; School climate; Relational pedagogy; Self-regulation; Critical thinking; Digital culture; Ecological model.

### 1. Introduction

Contemporary society is undergoing dynamic social, technological, and cultural transformations that fundamentally alter the character and dynamics of addictive behaviour. This phenomenon can no longer be reduced exclusively to the domain of psychoactive substances; behavioural forms of addiction – particularly those associated with digital technologies, online gaming, and social media – have grown markedly in recent years and are characterised by specific mechanisms of onset and maintenance. These mechanisms permeate students' everyday functioning and affect their behaviour, learning processes, and overall psychosocial equilibrium.

The school environment is profoundly affected by these societal changes. Growing psychosocial burden, performance pressure, fragmentation of attention, and the weakening of stable social bonds represent factors that may heighten the risk-proneness of adolescent behaviour. At the same time, research confirms that a positively perceived school climate functions as a significant protective factor and may contribute to reducing risks associated with substance use as well as other forms of risk behaviour (Guzmán-Ramírez et al., 2021). The school thus becomes a key space in which societal pressures converge, but in which they may also be pedagogically processed and transformed.

From a pedagogical perspective, it is therefore essential to understand addictive behaviour as a complex educational and psychosocial phenomenon that impinges not only upon the individual student, but also upon the relational climate of the classroom and upon the processes through which autonomy and self-regulation are formed. Empirical studies repeatedly demonstrate that the quality of classroom relationships and the overall school climate are associated with students' psychosocial well-being, their development, and their adaptive behavioural patterns (Aldridge & Fraser, 2016). In pedagogical theory, this relationship is further interpreted through the conception of the school as a space of human connection, which emphasises the significance of relational grounding, pedagogical support, and meaningful interactions in the processes of learning and psychosocial development.

Despite these insights, the prevention of addictive behaviour in school settings frequently remains fragmented. Current preventive approaches often treat pedagogical and psychological factors in isolation, concentrating either on the informational dimension or on individual student deficits. In doing so, however, they fail to adequately reflect the complex nature of contemporary risks or the rapidly changing societal context that significantly shapes the everyday experiences of young people. These broader societal changes profoundly influence students' processes of identity formation, their coping strategies, and their choices between adaptive and maladaptive forms of behaviour (Halladay et al., 2024).

The aim of this article is to present a proposal for a conceptual pedagogical synthesis of the problem of addictive behaviour and to develop a theoretically grounded framework enabling a comprehensive understanding of this phenomenon in the context of the contemporary school. The text begins by delineating the methodological approach, which is based on an integrative theoretical analysis of selected pedagogical and psychological concepts. It then turns to the pedagogical, psychological, and socio-cultural determinants of addictive behaviour. The central section of the article presents a synthetic model grounded in relational pedagogy, the development of critical thinking, and the strengthening of resilience. The concluding section summarises the main implications of the proposed framework for pedagogical practice and identifies directions for further scholarly inquiry.

## **2. Theoretical Foundations**

### **Pedagogical Approaches to Addictive Behaviour: The Role of Relationship and Climate**

Pedagogical approaches to addictive behaviour rest on the premise that the school constitutes a fundamental environment for the formation of students' personalities, value orientations, and social competencies. Addictive behaviour therefore cannot be understood merely as an individual psychological disposition, but as a phenomenon shaped by pedagogical influence, the quality of classroom relationships, and the overall character of the school climate. Contemporary pedagogical conceptions position themselves against traditional, predominantly informational preventive models and emphasise the need to develop students' internal protective factors. These factors arise above all in environments characterised by safety, stability, and supportive interpersonal relationships. Empirical studies confirm that the perceived school climate is significantly associated with pupils' psychosocial well-being, identity development, and adaptive behavioural patterns. Aldridge and Fraser (2016) demonstrate that the perception of a positive school climate is statistically significantly associated with higher levels of well-being, stronger relational identity, and more developed adaptive capacities among pupils.

In connection with this, the fundamental role of the teacher is confirmed from a pedagogical standpoint: through their everyday practice, the teacher creates the psychosocial framework that supports students' stability and their capacity to think critically about behaviourally associated risks. Critical thinking here fulfils the function of a tool that enables students to recognise manipulative strategies – which are typical of behavioural addictions, particularly in the digital environment – and to reflect upon their own decision-making processes. Pedagogical literature has long demonstrated that high-quality interactions between teacher and pupils constitute a significant protective factor that supports a sense of security, groundedness, and autonomy.

The significance of a safe educational environment as a structural precondition for students' psychological well-being has been further empirically documented in studies examining populations of academically and athletically engaged students. Research findings confirm that dimensions such as self-acceptance,

autonomy, and perceived environmental mastery are significantly associated with higher levels of life satisfaction and psychosocial stability, which in turn strengthens students' capacity to resist risk-related behaviour (Hanuliaková et al., 2024). From the perspective of social prevention, it is equally essential to recognise that the preparation of educational professionals for work in the area of addictive behaviour prevention constitutes a systemic condition for the functional integration of preventive approaches within school practice. The formation of social competencies among future practitioners and the institutional anchoring of prevention within the educational system represent key preconditions for the long-term effectiveness of school-based interventions (Ludvigh Cintulová et al., 2022).

School climate forms an important component of pedagogical approaches and is closely intertwined with the sense of safety, mental well-being, and academic success. Kutsyuruba et al., drawing on an extensive literature review, confirm that school climate and school safety form an interconnected framework capable of strengthening or weakening adolescents' resilience against risk behaviour (Kutsyuruba et al., 2015). Empirical studies further show that a favourable school climate can function as a universal preventive factor that delays the initiation of substance use and promotes healthier behavioural patterns in early adolescence (Daily et al., 2020). Resilience, critical thinking, and relational pedagogy thus constitute three interconnected pedagogical pillars of the conceptual synthesis, which significantly reduce students' vulnerability to addictive behaviour. These pedagogical factors must, however, be viewed in connection with the psychological mechanisms underlying the onset and maintenance of addictive behaviour, which form the next dimension of the synthetic framework and will be elaborated in the following chapter.

### **Psychological Approaches to Addictive Behaviour: Self-Regulation and Vulnerability**

Psychological approaches to addictive behaviour demonstrate that addictive patterns arise as a result of the interplay of cognitive, emotional, and social-motivational processes that gradually take shape in the course of an individual's development. Behavioural addictions, including the excessive use of digital technologies, tend to be associated with weakened self-regulation, heightened sensitivity to immediate reward, and a tendency to adopt less adaptive coping strategies. Empirical studies confirm that lower levels of self-control are systematically associated with higher rates of risk behaviour in adolescents, including problematic substance use and other maladaptive forms of conduct (Astolfi et al., 2021). Addictive behaviour may thus represent a temporary mode of regulation in situations in which the individual is exposed to stressors and readily available rewards while lacking sufficiently developed internal self-regulation strategies.

Synthetic models further connect self-regulation with reward processing. Review studies indicate that weakened mechanisms of emotional regulation and heightened reactivity to reward cues are closely associated with increased impulsivity and a preference for short-term gain over long-term consequences (Bentivegna et al., 2024). In the environment of digital technologies, this tendency manifests as the prioritisation of rapid stimulation over more complex forms of stress management. As a result of weakened regulatory capacity, the likelihood increases that a student will seek immediate reward as a means of alleviating discomfort, which over time heightens the risk of the emergence of addictive behavioural patterns. Critical thinking naturally enters this picture, as it supports the capacity to distinguish manipulative digital stimuli from functional self-management strategies, thereby reducing impulsive reactions.

Research on problematic internet use points to the digital environment as a potential escape strategy in situations of frustration, loneliness, or anxiety. Adolescents with higher levels of problematic digital media use frequently exhibit a lower quality of life, more frequent psychological difficulties, and an accumulation of further psychosocial risks (Machimbarrena et al., 2019). Systematic reviews confirm that these factors mutually reinforce one another, and that lower levels of self-regulation and difficulties in emotional adaptation render the digital environment an attractive source of rapid relief while simultaneously increasing the risk of maladaptive patterns (Tomczyk, 2020). Addictive behaviour can thus be understood as a response to a combination of internal vulnerability structures and specific environmental stimuli.

Social determinants also play an important role – such as the quality of the parent-adolescent relationship, the degree of emotional support, and the stability of social bonds – all of which influence the extent of risk behaviour. Research further confirms that self-control does not function merely as a direct protective factor but also as a moderator: stronger self-control attenuates the negative impact of weakened

relational bonds on risk behaviour. Conversely, when self-control is low, problematic family relationships substantially increase the likelihood of risky decisions and impulsive conduct (Liu et al., 2019). These findings are of fundamental significance for pedagogical practice, since they demonstrate that students' internal regulatory capacities are closely intertwined with the quality of their relational environment – not only within the family, but equally within the school.

The theoretical umbrella encompassing these processes is the concept of basic psychological needs – for autonomy, competence, and relatedness – as formulated within self-determination theory. When these needs are not fulfilled within the natural social environment, the probability increases that the individual will seek alternative modes of regulation that may take the form of addictive behaviour (Martela & Riecki, 2018). In behavioural addictions, this mechanism can be understood as an ineffective attempt to achieve psychological stability, a sense of control, or relational groundedness through readily available rewards. Psychological approaches thus complement the pedagogical frameworks presented in the preceding chapter and confirm that the strengthening of autonomy, self-regulation, critical thinking, and relational support constitutes the fundamental precondition for effective prevention. These psychological determinants form the second pillar of the conceptual synthesis and will be further integrated into the proposed theoretical model.

### **Societal and Cultural Determinants of Addictive Behaviour**

Societal and cultural determinants are influences that originate from the school's external environment, rather than from the classroom itself or from individual pupils. Within the ecological conception of the school, they represent the macro-level of the system, which establishes the norms, values, and conditions in which both learning and pedagogical work take place. A determinant, in this sense, is a culturally or socially constituted influence that shapes the way pupils interpret school demands, engage with instruction, and select coping strategies (Santibáñez et al., 2020). These determinants influence whether preventive and educational procedures succeed in being realised, or whether they encounter the limits of structures over which the school itself has no control.

Digital culture is today one of the most powerful determinants of pedagogical work. Its norms – characterised by speed of response, permanent stimulation, and the fragmentation of time – fundamentally alter the way pupils approach learning, attentional work, and communication. For schools, this entails the need to adjust the organisation of instruction: for example, by strengthening the rhythmisation of learning blocks, introducing explicit attention-regulation strategies, and reflecting carefully on how to maintain a balance between technological tools and the need for sustained, deeper learning. The OECD cautions that without such structural adaptations, schools find themselves in direct conflict with cultural norms that promote short-term action and weaken pupils' capacity for self-regulation (Burns & Gottschalk, 2019). Digital culture thus not only generates risks but also sets the conditions that directly determine which pedagogical strategies are possible and effective.

Social determinants manifest above all in the transformation of relational structures outside the school. The weakening of community cohesion, increasing individualisation, and the variability of family backgrounds mean that teachers work with pupils who arrive at school with differing levels of social support and differing expectations regarding how the institution should respond to their needs. From the perspective of pedagogical practice, this places demands on school management – particularly on the stability of rules, the consistency of interactions, and the support offered to teachers in building predictable relational structures in the classroom. Research demonstrates that schools with a climatically stable environment are capable of buffering externalised expressions of stress and delaying the adoption of maladaptive strategies, while institutions characterised by high relational flux provide a lower degree of support and may inadvertently reinforce tendencies toward escapist or addictive conduct (Bosacki et al., 2023). From a pedagogical standpoint, therefore, social determinants determine what form of school management and instructional organisation is necessary for creating an environment that supports behavioural regulation.

Societal and cultural determinants do not describe individual risk factors but rather the structural framework that defines both the limits and the possibilities of pedagogical action. They influence the effectiveness of preventive programmes, the availability of protective factors within the classroom, and the strategies that pupils consider a functional response to stress. For the conceptual pedagogical

synthesis, this means that the prevention of addictive behaviour cannot be conceived without regard for cultural norms, organisational processes, and the institutional structures of the school. These determinants constitute the third pillar of the synthetic model: they explain how students' risk-related behaviour is rooted in conditions that transcend the individual and interpersonal levels, and they define the direction in which pedagogical interventions must be systemically grounded.

### **Methodological Approach**

The methodological conception follows from the introductory conceptual framing of the article and reflects the fact that the object of inquiry is not an empirical dataset but rather a theoretical interpretation directed toward the creation of a new framework for pedagogical thinking. The contribution is grounded in a theoretical-analytical approach that interprets students' addictive behaviour as a phenomenon arising from the convergence of pedagogical, psychological, and socio-cultural influences. The chosen methodology rests on the premise that complex phenomena in education cannot be examined in isolation within a single discipline but require cross-disciplinary integration within a pedagogical perspective. In this sense, the article is conceived as a theoretical-analytical study based on an integrative literature synthesis, which enables the creation of new conceptual models with potential for both the theoretical development of the field and pedagogical practice (Snyder, 2019).

The analytical phase of the methodological procedure consisted of systematic engagement with selected scholarly sources, which were subjected to thematic and conceptual analysis. The aim of this phase was to identify key concepts, recurring patterns of meaning, and relationships between three principal domains that recurrently appear in the literature in connection with addictive behaviour among adolescents: the pedagogical environment and relational climate; the psychological processes of self-regulation and emotional adaptation; and the socio-cultural conditions that shape the behaviour of young people. This procedure corresponds to the methodology of integrative theoretical syntheses, whose aim is not the summarisation of findings but their integration into new interpretive frameworks (Torraco, 2016).

The analytical phase was followed by a synthetic phase, whose aim was to integrate the identified theoretical insights into a unified conceptual framework. The synthesis consisted not in the mechanical joining of individual approaches but in their mutual arrangement into three interconnected pillars that form the foundation of the proposed model. The pedagogical pillar emphasises the significance of relational support, school climate, and pedagogical leadership as conditions that support students' psychosocial stability. The psychological pillar focuses on the mechanisms of self-regulation, reward processing, and emotional adaptation, which are implicated in the onset and maintenance of behavioural forms of addictive behaviour. The socio-cultural pillar reflects the broader structural and cultural conditions – particularly digitalisation, transformations in communication patterns, and the social environment – that significantly influence both adolescent behaviour and the possibilities of pedagogical action. The integration of these pillars enabled the creation of a theoretically coherent framework that interprets students' addictive behaviour as the outcome of a dynamic interaction of personal, relational, and structural factors.

The methodological approach simultaneously acknowledges its limitations. The resulting model is grounded in available theoretical sources, which may operate with divergent conceptualisations and theoretical perspectives. The proposed framework therefore does not constitute an empirically validated tool but represents a theoretical construction intended to support pedagogical reflection, guide future research, and assist in the interpretation of addictive behaviour within the school setting. The intention is to provide a coherent interpretive framework that enables an understanding of the dynamics of the mutual interplay of pedagogical, psychological, and societal influences.

### **3. Conceptual Pedagogical Synthesis: A Model for the Prevention of Addictive Behaviour in the School Setting**

The proposed model of conceptual pedagogical synthesis constitutes a theoretically grounded framework whose aim is to systematically integrate the pedagogical, psychological, and socio-cultural determinants of students' addictive behaviour within the conditions of the contemporary school. The model draws on ecological theory of development, according to which human behaviour arises through the interaction of multiple mutually interconnected levels of environment – from immediate relational

contexts to broader societal and cultural structures (Santibáñez et al., 2020). Risk-related and addictive behaviour is not understood as an isolated individual problem but as the outcome of the dynamic interplay of personal vulnerabilities, the quality of the pedagogical environment, and the macro-systemic pressures of contemporary society (Burns & Gottschalk, 2019).

The synthesis in this model is not a mere mechanical joining of partial findings from individual domains but their integration through an interpretive logic that makes it possible to explain why certain preventive approaches prove effective in school settings while others fail (Torraco, 2016). The model is conceived as a theoretical diagnostic and planning framework in the pedagogical sense. Rather than constituting a normative set of specific measures, it functions as a tool that enables schools and teachers to identify the critical areas of vulnerability and potential in a given educational context and to ground preventive strategies in the real conditions of school practice (Snyder, 2019).

The core of the conceptual pedagogical synthesis consists of three mutually interconnected levels. The first level comprises the pedagogical conditions of the school environment – particularly the quality of relationships between teachers and students, the stability of school climate, and the mode of pedagogical leadership. Empirical studies consistently confirm that a positively perceived school climate is significantly associated with psychosocial well-being, identity development, and adaptive behavioural patterns among students (Aldridge & Fraser, 2016; Bosacki et al., 2023). The second level comprises the student's psychological mechanisms – above all self-regulation, reward processing, and critical thinking – which are essential for managing impulsivity and risk behaviour (Astolfi et al., 2021; Bentivegna et al., 2024). The third level encompasses the broader socio-cultural context – particularly digitalisation, transformations in communication patterns, and structural pressures – that fundamentally affect the everyday functioning of the school and students' expectations of education (Burns & Gottschalk, 2019).

The foundational premise of the model is that the pedagogical environment of the school creates the conditions within which students' internal regulatory mechanisms can – or, conversely, cannot – develop. The quality of teacher-student relationships and the overall school climate function here as a structural factor that operates as a moderator of psychological processes. In other words, the relational environment determines with what effectiveness a student is able to activate higher cognitive strategies in managing stress, frustration, and impulsive stimuli (Aldridge & Fraser, 2016; Bosacki et al., 2023). In environments characterised by instability or relational insecurity, the probability of activating these mechanisms is significantly diminished, which increases susceptibility to maladaptive behavioural strategies, including addictive patterns (Santibáñez et al., 2020).

Within this framework, critical thinking and self-regulation are understood as fundamental psychological mechanisms that function as mediators between external stressors and the student's internal resilience. Critical thinking is defined here as the capacity to reflect upon one's own conduct, to recognise manipulative stimuli, and to evaluate short-term gains in relation to long-term consequences – a skill closely connected with executive functions, particularly impulse inhibition, cognitive flexibility, and planning (Bentivegna et al., 2024). Self-regulation then constitutes the processual level at which these cognitive capacities are translated into concrete behaviour and enable the suppression of the impulsive choice of immediate reward (Astolfi et al., 2021).

The mutual interplay of the school environment and internal psychological processes is reflected in the development of resilience – the capacity to manage stress, social pressure, and uncertainty without resorting to risk-related or addictive behaviour (Martela & Riecki, 2018). Resilience is not understood here as an immutable personality trait but as a variable capacity that is shaped in dependence upon the quality of the relational environment and the level of the pupil's self-regulatory skills. Schools may therefore, through purposeful pedagogical action, systematically develop this capacity through an approach focused on strengthening resources and protective factors rather than on highlighting individual failures or deficits (Daily et al., 2020).

The third level of the conceptual pedagogical synthesis proceeds from the premise that pupils' learning and behaviour are shaped not only by individual characteristics and the immediate school environment, but also by the broader societal and cultural context. Contemporary digital culture – characterised by the high availability of stimulating content, the preference for immediate reward, and the fragmentation

of attention – places sustained demands on students’ self-regulatory capacities and increases their vulnerability to behavioural forms of addiction (Tomczyk et al., 2020; Machimbarrena et al., 2019). These macro-systemic pressures do not penetrate the school environment directly but indirectly, through organisational structures, rules governing the use of digital technologies, and institutional norms. It is precisely this level – corresponding to the school’s exosystem – that substantially defines the possibilities and limits of pedagogical action in the area of risk behaviour and addiction prevention (Burns & Gottschalk, 2019).

The inclusion of the socio-cultural level in the synthesis makes it possible to interpret students’ addictive behaviour as the outcome of the concurrent action of individual vulnerabilities, relational conditions, and the structural pressures of contemporary society. The conceptual pedagogical synthesis thereby provides a theoretically consistent framework that enables schools to reflect upon their own conditions, to identify key areas of intervention, and to direct preventive strategies in accordance with the complex reality of the educational environment (Santibáñez et al., 2020).

#### 4. Discussion

The discussion of the proposed model of conceptual pedagogical synthesis demonstrates that students’ addictive behaviour cannot be adequately interpreted or influenced through isolated preventive approaches focused exclusively on the individual characteristics of the student. The analysis confirms that the concurrent interplay of pedagogical, psychological, and socio-cultural factors – and their mutual interaction – plays a key role in creating the conditions for the onset, maintenance, or conversely the weakening of risk-related and addictive behaviour in the school setting. It is precisely this multi-level perspective that enables a better understanding of why certain preventive interventions prove effective in practice while others fail despite being formally correctly implemented.

In terms of the pedagogical dimension, the discussion confirms that the quality of the relational environment and the stability of school climate do not function merely as accompanying conditions of prevention but operate as a moderating factor that fundamentally influences the effectiveness of the student’s psychological mechanisms. Relational security, the predictability of pedagogical leadership, and a sense of belonging create the framework within which higher cognitive coping strategies can be activated. In environments characterised by relational insecurity or high psychosocial burden, conversely, the probability that the student will be able to draw effectively on these mechanisms is reduced, thereby increasing susceptibility to maladaptive strategies – including addictive ones.

The psychological dimension of the model enables this relationship to be further refined. Critical thinking and self-regulation appear here as mediators between external stressors and the student’s resultant level of resilience. Critical thinking is not reduced in this conception to an academic skill but is understood as a complex cognitive process closely connected to the development of executive functions – particularly impulse inhibition, cognitive flexibility, and planning. Research in the cognitive sciences repeatedly shows that these very executive functions play a key role in the regulation of impulsive behaviour and in the suppression of the preference for immediate reward (Blair & Razza, 2007; Diamond, 2013). The discussion thus confirms that pedagogical strategies directed at the development of critical thinking have the potential to influence not only cognitive performance but also behavioural regulation, provided they are grounded in a safe relational environment.

A significant contribution of the model is likewise its grounding in the ecological conception of the school environment. The discussion demonstrates that digital culture and broader societal changes cannot be understood merely as external context but as macro-systemic pressures that, through norms, values, and the technological environment, modify the functioning of the school’s exosystem. These influences penetrate organisational structures, instructional rules, and institutional expectations, thereby indirectly affecting the quality of relationships and the possibilities of pedagogical action (Santibáñez et al., 2020). In conditions of high digital stimulation and fragmented attention, demands on students’ self-regulation increase, and schools are compelled to respond to pressures that they themselves do not fully control.

In this manner, the discussion clarifies why preventive programmes that focus exclusively on the development of individual skills – without simultaneously reflecting the relational climate and the structural conditions of the school – may fail. The proposed model enables these failures to be

interpreted not as a consequence of insufficient student motivation but as a discordance between the levels of pedagogical, psychological, and societal action. In this sense, the model functions as a diagnostic and planning framework that enables the identification of weak points in prevention within a specific school context and their purposeful reflection in pedagogical decision-making.

The discussion also includes a critical reflection on the limitations of the proposed approach. It must be emphasised that the model takes the form of an integrative theoretical synthesis in the sense of Torracco's conception and does not constitute an empirically validated causal model. It draws on literature that operates with heterogeneous conceptualisations of addictive behaviour – ranging from clinically defined disorders to broader conceptions of excessive or problematic use. This conceptual variability limits the possibility of unambiguous operationalisation of individual constructs while simultaneously reflecting the complex nature of the phenomenon under study and legitimising the need for theoretical synthesis as a point of departure for further research.

The discussion thus demonstrates that the strength of the proposed model lies not in offering universal preventive procedures but in its capacity to structure pedagogical reflection and to integrate hitherto fragmented findings into a coherent interpretive framework. In doing so, it creates space for meaningful continuity between theory, pedagogical practice, and the future empirical testing of individual relationships.

## 5. Conclusion

The present article develops a conceptual pedagogical synthesis of students' addictive behaviour as a multi-level phenomenon arising in the dynamic interaction of the pedagogical conditions of the school environment, the psychological mechanisms of self-regulation, and broader socio-cultural determinants. The proposed framework positions itself against reductionist approaches that narrow prevention to individual risk characteristics, and offers in their place an interpretive perspective in which the student's vulnerability is understood as a process structurally conditioned by the quality of the institutional school environment.

The theoretical contribution lies in the conceptualisation of school climate as a theoretical moderating framework that determines the conditions under which psychological processes – particularly self-regulation and critical thinking – can fulfil the role of processual mediators in the development of resilience. These terms are employed in the article in a heuristic rather than a statistical sense and serve to describe the logic of the relationships between the individual levels of the model. The synthesis thus does not offer a causal explanation but rather a structured means of interpreting why pedagogical interventions prove functional in some contexts while failing in others.

From an applied standpoint, the proposed model must be understood as a conceptual point of departure for pedagogical reflection and planning, rather than as a ready-made diagnostic instrument or a normative set of procedures. Its value lies in enabling structured reflection on the potential discordances between students' needs, the organisational configuration of the school, and societal pressures – prior to the introduction of specific preventive measures. In so doing, it supports a shift away from reactive, deficit-oriented approaches toward preventive thinking grounded in the systematic strengthening of the school's relational framework and the cognitive capacities of students.

Despite its declared complexity, this theoretical framework has its limitations. It focuses primarily on the school-pedagogical level of prevention and sets aside certain factors – such as genetic predispositions, the clinical aspects of addictive behaviour, and the detailed specificities of the family environment – that exceed the possibilities of pedagogical action. The principal challenge for future research remains the operationalisation of the individual constructs of the model and their empirical validation across diverse types of school contexts.

The principal value of the presented synthesis lies not in the provision of definitive solutions but in the structuring of pedagogical thinking about addiction prevention and in the generation of theoretically grounded hypotheses that may be subjected to further empirical testing. The model thus constitutes a consistent theoretical foundation for both future research and the further consideration of pedagogical practice aimed at the long-term psychosocial stability of students within the conditions of contemporary society.

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