

ORIGINAL PAPER

Effect of structured teaching programme on knowledge of substance abuse among adolescents

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ABSTRACT

Introduction: Substance abuse is one of the major health challenges across the world. Adolescence is the transitional stage of physical and mental human development with substantial risk for initiating substance abuse. **Objectives:** To evaluate the effect of structured teaching programme on knowledge of substance abuse among adolescents. **Methods:** Evaluative research approach and pre-experimental one group pre- test and post- test research design was adopted for the study. One hundred twenty adolescents in the age group of 12 to 17 years studying in VII , VIII and IX were selected through proportionate stratified random sampling technique by using lottery method .Structured self-administered questionnaire was used to assess the pre-test knowledge . A structured teaching programme was prepared on substance abuse and administered followed by a post-test after seven days. **Results:** Out of 120 adolescents in pre-test knowledge, majority 94(78.3 %) had moderately adequate knowledge, 20(16.7%) had inadequate knowledge and 6(5%) had adequate knowledge. After administration of structured teaching programme during post-test only 7(5.8%) had moderately adequate knowledge, none of them had inadequate knowledge and majority 113(94.2%) had adequate knowledge. The mean post –test knowledge scores 22.51 was significantly higher than the mean pre-test score 11.6 as evident from ‘t’ value 31.054 for df 119 at 0.05 level of significant. **Conclusion:** The structured teaching programme was effective in improving the knowledge on substance abuse among adolescents.

Keywords: Pre-experimental study, assess, self-administered questionnaire.

INTRODUCTION

Substance abuse among adolescents has become a global challenge and also an important health concern and for the

past two decades there has been a dramatic increase in the demand for interventions to address the substance abuse problem. This demand has led to the development of multiple primary, secondary and tertiary substance abuse prevention programmes.¹ In India , the prevalence of substance abuse which is generally low in early adolescence aged 12 and 13 rises –steeply in the late teen age and is highest during the early 20’s.² Campus atmosphere and peer pressure is forcing and influencing the adolescent students to indulge in alcoholism mainly due to lack of adequate knowledge about the consequences of its use or falsely perceived knowledge and attitude towards alcoholism as the students use alcohol for “company, festivity or curiosity”.³ A study revealed that most of the young substance users started taking substances between age of 14 to 18 years and the largest member being found to be at the age of 16 and 17 years. This study further suggests that about 35 to 40 per cent of the adolescents agreed that they tried gateway substances like alcohol and tobacco.⁴

Time and again it has been proven that schools can provide an ideal platform for the prevention of substance abuse.

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School can provide a supportive environment for promoting good adolescence health and they can also be extremely helpful in spreading the right message to the local community.

The objectives of this paper are to assess the pre-test knowledge of substance abuse and the effect of structured teaching programme on knowledge of substance abuse among adolescents.

MATERIALS AND METHODS

Study Design: Experimental design, to assess the effect of structured teaching programme on knowledge of substance abuse among adolescents.

Sampling technique: Purposive sampling

Study population: Selected High Schools of Kamrup Metro, Assam, viz., Maligaon High School, Maligaon and Tetelia High School, Gotanagar. Students of class VII, VIII and IX by using proportionate stratified random sampling technique with lottery method.

Data collection tools and techniques: A pretested and predesigned questionnaire was used to assess the knowledge of substance abuse among adolescents.

Study variables

Demographic variables consisted of age, education, gender, types of family, monthly income of the family, occupation of the father and occupation of the mother, no. of siblings, birth order, family history of substance use and availability of easy sources of substance.

Variables in relation to questionnaire to assess the knowledge of adolescents before and after administering structured teaching programme regarding substance abuse. In the final draft the questionnaire consists of 25 items.

Each question has only one correct answer. For each correct answer score 'one' (1) was given and for wrong answer 'zero' (0) was given. The maximum score was 25.

The reliability of the tools was done by Cronbach's alpha method. Findings of the study revealed that the tool was found to be reliable. The reliability of knowledge was 0.86. Before starting the final data collection procedure for the present study; the investigator obtained permission from the institutional ethical research committee of Regional College of Nursing, Guwahati, Assam. Permission was obtained from authorities of selected High schools of Kamrup, Metro, Assam. The data collection period was scheduled from 24th January 2017 to 2nd March 2017. The purpose and importance of the study was explained by the investigator to the adolescents prior to data collection and keeping in mind the ethical aspect of research. Data was collected after obtaining informed

Table 1 Level of knowledge based on scores regarding substance abuse

Level of knowledge	Score range
Adequate (Mean + SD)	Above 15
Moderate (Mean -SD to Mean + SD)	8 to 15
Inadequate (Mean - SD)	Below 8

consent of the adolescents for their willingness to participate in the study. A pre-test was conducted to the selected adolescents for 30 minutes with structured self-administered questionnaire. After the pre-test, a structured teaching programme on substance abuse of 45 minutes was implemented on the same day. All the study subjects were informed regarding the post-test which was scheduled exactly after one week of the implementation of the structured teaching programme. The data analysis was consisted of descriptive and inferential statistics.

RESULTS

The data were grouped and analysed under following sections:

a) Frequency and percentage distribution of adolescents according to demographic characteristics

Out of 120 respondents, equal number of respondents i.e., 60(50%) were from each age group 12-14 and 15 -17 years. Majority of the respondents 53(44.1%) were from class IXth standard. 61(50.8%) were male respondents. The highest percentage of respondents 63(52.5%) were belongs to nuclear family. Majority of the respondents 31(25.8%) had monthly family income Rs. 6, 851 -Rs 17,150. Maximum no. of 66(55%) of the respondents' father and 47(39.2%) of mothers had occupation as business. Highest percentage of respondents 48(40%) had two siblings. 48(40%) of respondents had birth order second. Maximum 66(55%) of the respondents had no family history of substance use. Majority of the respondents 83(69.2%) were agreed availability of easy sources of substance within 100 meters radius of the school.

b) Assessment of pre-test knowledge of adolescents regarding substance abuse n=120

Figure 1 depicts that out of 120 respondents in pre-test, majority 94(78.3%) of the respondents had moderately adequate knowledge on substance abuse, 20(16.7%) had inadequate knowledge and only 6(5%) had adequate knowledge. Thus, the finding indicates that there is lack of knowledge regarding substance abuse among adolescents.

c) Effect of structured teaching programme on substance abuse

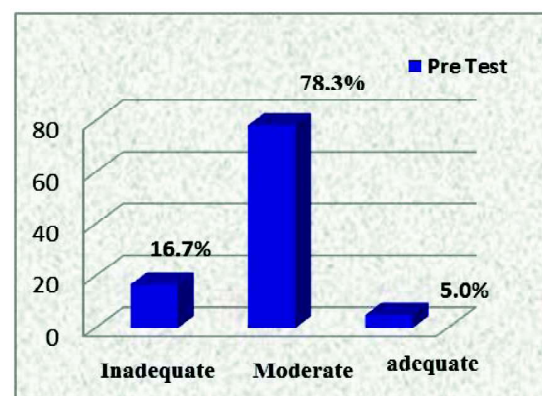


Figure 1 Respondents in terms of pre-test knowledge scores on substance abuse

The data presented in **Table 1** shows that in the pre test of respondents 94(78.3%) have moderately adequate knowledge, 20(16.7%) have inadequate knowledge and only 6(5.0%) have adequate knowledge whereas in the

post test, only 7(5.8%) had moderately adequate knowledge, none of respondents had inadequate knowledge and majority 113(94.2%) had adequate knowledge on substance abuse.

Table 1 Pre-test and post test knowledge scores in terms of frequency and percentage (n=120)

Level of knowledge	Score range	Pre-test		Post-test	
		f	%	f	%
Inadequate	<8	20	16.7	
Moderate	8-15	94	78.3	7	5.8
Adequate	>15	6	5.0	113	94.2
Total		120	100	120	100

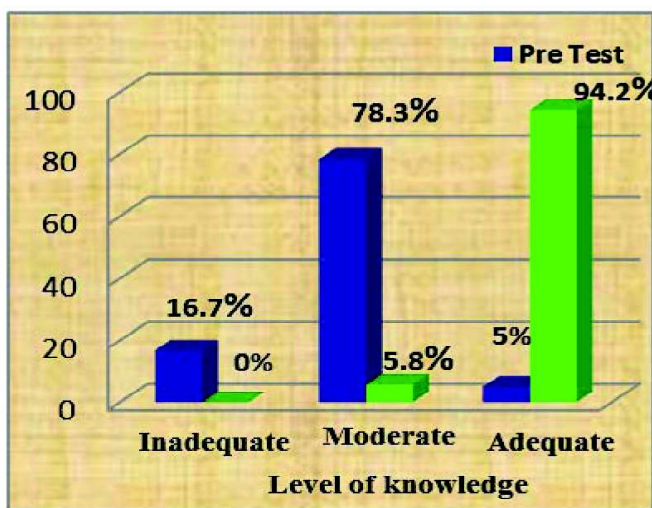


Figure 2 Comparison of pre-test and post-test knowledge score on substance abuse

Table 2 Paired ‘t’ test between pre-test and post-test knowledge scores on substance abuse (n=120)

Knowledge	Mean	Std. Dev	df	't'	p value	Remarks
Pre	11.6	3.22	119	31.054	0.000	S**
Post	22.51	2.46				

The data presented in **Table 2** shows that the mean post test knowledge scores (22.51) is significantly higher than the mean pre-test score (11.6) as evident from ‘t’ value 31.054 for df 119 at 0.05 level of significant. Hence, the scores of post test (SD ± 2.46) is less dispersed than the score of pre-tests (SD ± 3.22).

Therefore, it can be interpreted that the knowledge of adolescents on substance abuse has been increased significantly in the post test and that the structured teaching programme is highly effective.

d) Association of pre-test knowledge with selected demographic variables

The study shows that there was no significant association

between pre-test knowledge and selected demographic variables such as age, education, gender, types of family, occupation of the father, occupation of mother, number of siblings, birth order and availability of easy sources of substance. It is therefore concluded that pre-test knowledge is independent from the above parameters. In other words; these factors can’t influence on the findings of the present study. However, significant p-value, i.e., (<0.05) witnessed in case of family history of substance use reveal that there is certain link of this factor with the pre-test knowledge.

DISCUSSION

The present study reveals majority 94(78.3%) of the adolescents had moderately adequate knowledge on substance abuse. The present study was in accordance with study conducted by Ganakshi D, Sakun S, Poudel S (2014).⁵

On evaluating the effect of structured teaching programme on knowledge of substance abuse among adolescents showed that the adolescents had lack of knowledge regarding substance abuse. This study was found to be similar with results of Tuppada B S (2014).⁶

Association between pre-test knowledge on substance abuse with selected demographic variables reveals no significant association between pre-test knowledge score and selected demographic variables except the family history of substance abuse. The study was supported by the study of Benitto JA.⁷

CONCLUSION

The study was conducted to find out the effect of structured teaching programme on substance abuse among adolescents. The finding of the study showed that in the pre-test, majority 78.3% of the adolescent had moderately adequate knowledge, 16.7% had inadequate knowledge and only 5% had adequate knowledge regarding substance abuse. After administration of structured teaching programme, in post-test only 5.8% had moderately adequate knowledge, none of them inadequate knowledge and majority 94.2% had adequate knowledge regarding substance abuse. The mean post-test knowledge scores 22.51 was significantly higher than the mean pre test score 11.6 as evident from ‘t’ value 31.054 for df 119 at

0.05 level of significant .So the findings reveals that the knowledge of adolescents on substance abuse increased significantly in the post test . There was no significant association found between pre-test knowledge scores and selected demographic variables except family history of substance use. On the basis of the findings of the study, it can be concluded that the structured teaching programme is effective in improving the knowledge of adolescents regarding substance abuse.

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Ethical clearance: Taken.

Source of finding: None declared.

Author declaration: We declare that this work is done by the authors named in this article and all liabilities pertaining to the claim relating to the content of this article will be borne by the authors.

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