

# Effectiveness of Structured Teaching Programme on Knowledge Regarding the Substance Abuse Among the Youth in Selected College at Mangalore

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## ABSTRACT:

**Background of study:** Substance abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs, leading to significant health, social, and economic problems. It is widely recognized as a major public health issue affecting adolescents and youth worldwide. Studies have shown that structured educational interventions can significantly enhance knowledge and awareness about substance abuse and its negative consequences. In India, the prevalence of substance abuse among adolescents and young adults is of growing concern, particularly in urban settings. Research conducted among students in Mangalore found that 8.6% of adolescents reported trying substances of abuse, including marijuana, LSD, and cocaine, with notable effects on daily functioning and academic performance. ([Journal of Health and Allied Sciences NU](#)) Additionally, awareness and prevention programs have been emphasized as critical strategies to combat rising trends; for example, recent campaigns in Karnataka have focused on youth education and community involvement to curb drug use.

Despite ongoing awareness efforts, substance abuse continues to present challenges among young people, highlighting the need for targeted educational interventions in college settings. This study aims to evaluate the effectiveness of a structured teaching programme in increasing knowledge levels about substance abuse among youth enrolled in a selected college at Mangalore.

### The Objectives of the study were:

1. To assess the level of knowledge regarding substance abuse among youth.
2. To find the effectiveness of structured teaching program on level of knowledge regarding the substance abuse among the youth.

**Methodology:** An evaluatory research approach using a pre-experimental one-group pre-test and post-test design was adopted for the study. The study sample consisted of 60 youth who fulfilled the predetermined inclusion criteria. Non-probability convenience sampling technique was employed to select the sample. A structured knowledge questionnaire was used to assess the level of knowledge regarding substance abuse among the youth. Following the pre-test, a structured teaching programme (STP) was administered, and the post-test was conducted on the seventh day to evaluate the effectiveness

of the intervention. The data obtained were analyzed and interpreted in accordance with the objectives and hypotheses of the study, using both descriptive and inferential statistical methods.

**Results:** The mean percentage of knowledge in the pre-test was 46.24%. Following the administration of the structured teaching programme, the mean post-test knowledge score increased to 53.72%, demonstrating an improvement in the participants' knowledge levels. This increase clearly shows that the post-test mean knowledge score was higher than the pre-test mean score. A paired *t*-test was performed to determine the statistical significance of the difference between the mean pre-test and post-test knowledge scores. The analysis revealed that the improvement in knowledge was statistically significant ( $t_{59} = 2, p < 0.05$ ), indicating that the structured teaching programme was effective in enhancing knowledge regarding substance abuse among the youth.

**Interpretation:** The findings indicate that the youth had only a moderate level of knowledge regarding substance abuse before the intervention. The noticeable increase in the mean post-test knowledge score after the structured teaching programme reflects a positive change in their understanding of substance abuse and its consequences. The statistically significant difference between the pre-test and post-test scores confirms that the improvement was not due to chance, but rather the result of the structured teaching programme. This suggests that planned educational interventions are effective in improving awareness and knowledge related to substance abuse among youth.

**Conclusion:** The study concludes that the structured teaching programme was effective in significantly enhancing the knowledge of youth regarding substance abuse. Educational interventions such as structured teaching programmes can play a vital role in preventing substance abuse by increasing awareness, correcting misconceptions, and promoting informed decision-making among young people. Therefore, incorporating regular substance abuse education programmes in college settings is strongly recommended to promote healthy behaviors and reduce the risk of substance abuse among youth.

**Keywords:** Knowledge, substance abuse, structured teaching program, effectiveness, youth

## INTRODUCTION

“It is not the use of drugs that is the problem, but the abuse.”

Substance abuse is the determinant use of psychotic substance such as alcohol and illicit drugs. Repeated use of psychoactive substance can result in dependence syndrome, in pair cognition, perception, emotion, behavior, overall bodily function and physiological symptoms that include strong desire to take the drugs and persistence despite negative consequence.<sup>1</sup>

According to recent World Health Organization(WHO) estimate, alcohol use is responsible for 2.6 million fatalities annually, while psychoactive drug use is responsible for 0.6 million deaths. The world health organization's global status report on alcohol and health and treatment of substance use disorders offers a through updates based on 2019 data on the impact of drug and alcohol use on public health, the state of alcohol consumption and the treatment of substance use disorders globally. According to report, 400 million people worldwide are thought to have suffered from alcohol consumption problem.<sup>2</sup>

Psychoactive substance abuse remains a major issue in India, affecting both individuals and society. Hashish, chars, bhang, opium, alcohol, tobacco, and psychotropic medication are all commonly used substance.

The 2018 survey by the United Nation Office on Drugs and Crime (UNODC) on drug use in the general

population found that drug use among the youth is still more prevalent than among the older adults. The majority of studies indicates that substance use is peak among young individuals aged 18-25 and that critical risk period for substance use begins from early adolescence (12-14 year) to late adolescents (15-17 years old). The extend of substance usage is as follows as, per the ministry of social justice and empowerment newly published report on the “National Survey on Extent and Pattern of Substance Use in India” (2019) between the age of 10-75, 60 crore individuals (14.6%) consumes alcohol.<sup>3</sup>

Drug misuse is leading to higher illness, death and crimes rates globally. Hepatitis C is prevalent among drugs injector worldwide and HIV rates are rising due to needle sharing injecting drugs can expose individually to various health risk including HIV, Hepatitis B and C and lung cancer.<sup>4</sup>

Substance use is considered as significant public health problem among college students. According to National Mental Health Survey, 22.4% of adults aged 18 and older suffer from substance use disorders. A report on the magnitude of substance use prevalence of various substance use in India include alcohol(14.6%), cannabis(2.8%), opioids (2.8%), sedatives(1.08%), inhalants(0.7%), and tobacco usage among teenager aged 15-24 years was 12.4%.<sup>5</sup>

A study was conducted to determine the prevalence of drug, alcohol, and tobacco use as well as the level of knowledge regarding the negative consequences of the substances in the rural population in the Chamrajnagara district of Karnataka. It was discovered that 27% of people used drugs overall. It was reported 8.2% of participants are using alcohol, and 22% reported using tobacco at least once in their lifetime. Just 1.2% of people had also tried other drugs. Peer pressure and leisure time were almost frequent causes of substance use, both at the beginning and the end. About 80.7% and 77.7%, respectively, were aware of the health risks associated with alcohol and tobacco use.<sup>6</sup>

Substance abuse is an increasing issue in many emerging nation. The most often abused substances are Alcohol and that followed by Cannabis and Solvents. Substance addiction among India’s youth is becoming increasingly prevalent and particularly among children and adolescence. A National survey done in 2018 by the ministry of social justice and empowerment discovered considerable substance usage among youngsters aged 10 to 17. The prevalence rates for various substances in this age range ever: 1.3% for alcohol, 0.9% for cannabis, 1.8% for opioids, 0.58% for sedatives and 1.17% for inhalants.<sup>7</sup>

Substance misuse among in Karnataka is a major problem. Recent research and publications have focused on various facts of this issue, with alcohol, tobacco, and cannabis being the most widely abused substances among adolescents. In Karnataka, “Nasha Mukta Bharat Abhiyan” has been introduce to address substance misuse. This effort combines community engagement and preventive education. The program strives to reduce substance use through awareness campaigns and to build drug free community.

## OBJECTIVES

Objectives are the specific accomplishments envisaged or planned to achieve by conducting the study. The objectives include answer to research questions or testing the hypothesis by conducting the study but may also encompass broader aims as developing recommendations. The objectives help to focus the study and avoid unnecessary collection of data.

### Problem statement

A study to assess the effectiveness of structured teaching programme on knowledge regarding the

substance abuse among the youth in selected college at Mangalore.

**Objectives**

1. To assess the level of knowledge regarding substance abuse among youth.
2. To evaluate the effectiveness of STP regarding substance abuse among youth.

**RESEARCH METHODOLOGY**

This chapter deals with the methodology that was selected by the investigator in order to assess the effectiveness of planned teaching programme on knowledge regarding drug abuse among first BSc nursing students. This includes research approach, research design, variables, study setting and sample and sampling technique, development and description of tools, data collection and plan for data analysis.

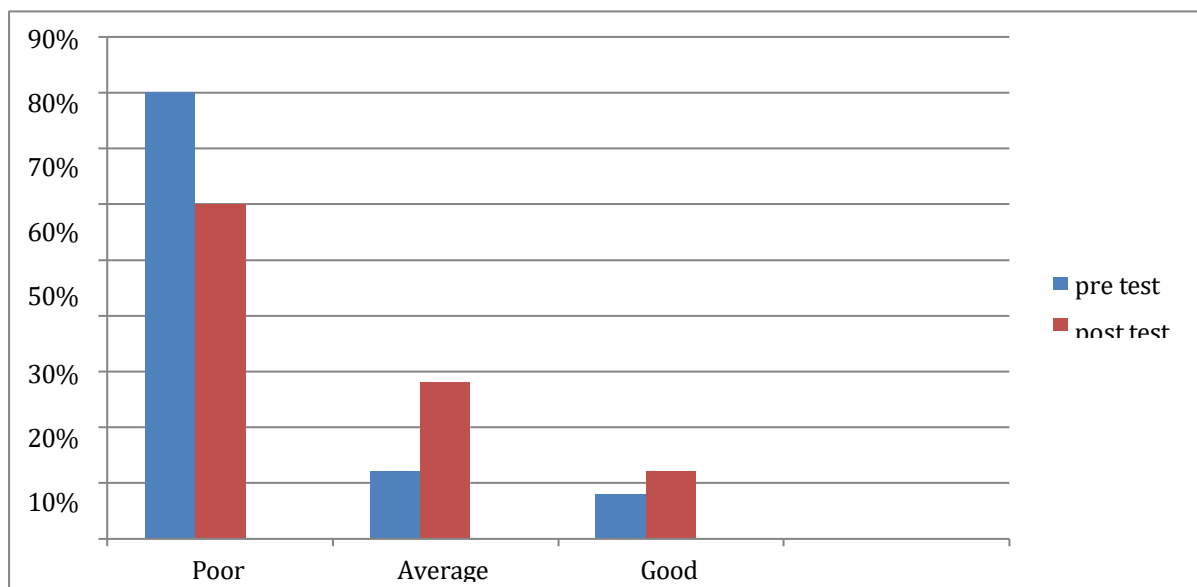
**RESULTS**

**Table 1: Frequency and percentage distribution of knowledge score regarding substance abuse among students.**

Grade	Score knowledge	Percentage	Pre- test		Post- test	
			F	%	f	%
Poor	0-20	0-50%	55	80	50	60
Average	20-40	51-65%	3	12	7	28
Good	40-60	66-100%	2	8	3	12

It is evident from table 1 and figure that in the pre- test more than half (80%) had poor knowledge and only 2% had good knowledge. In the post- test majority (12%) had good knowledge and very few (60) had poor knowledge. This shows that PTP on substance abuse was useful in increasing the knowledge of students regarding substance abuse.

**Figure 4: bar diagram showing grading of students according to their knowledge regarding substance abuse.**

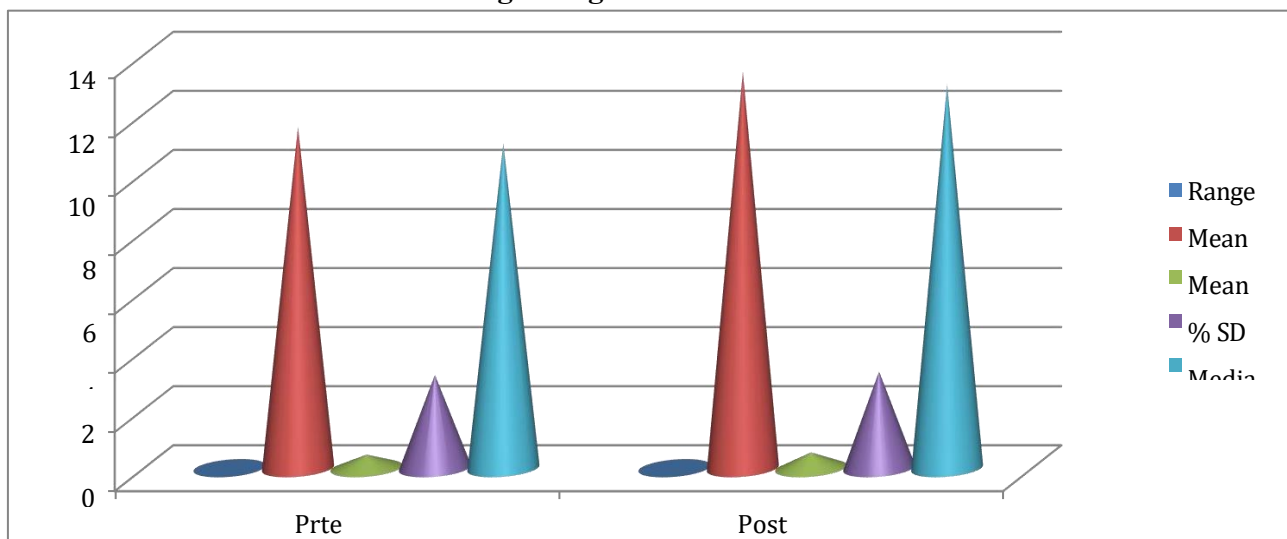


**Table 2: Range, Mean, Mean Percentage, SD and Mean Percentage gain in knowledge score.**

Area	Range	Mean	Mean percentage	SD	Median
Pre-test	5-21	11.56	46.24	3.163	11
Post-test	7-22	13.43	53.72	3.279	13

Data presented in Table 2 and figure 5 shows that the mean pre-test knowledge score was ( ) and in the incurred that PTP was useful in improving the knowledge of students regarding substance abuse. The gain in knowledge was 7.48%

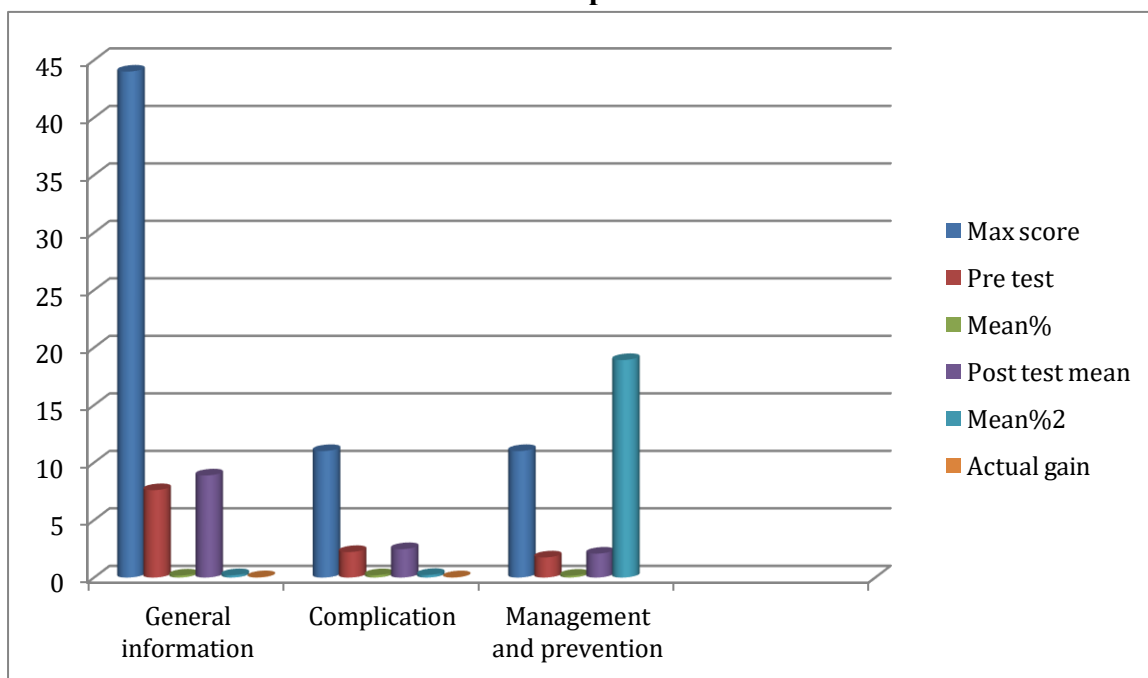
**Figure5: Cone diagram showing the mean pre-test and post-test knowledge score of students regarding substance abuse**



**Table 3: Area – wise mean percentage of pre-test and post-test knowledge score.**

Area	Maximum score	Pre-test mean	Mean percentage	Post-test mean	Mean percentage	Actual gain
General Information	44	7.6	17.27	8.88	20.18	2.91
Complications	11	2.22	20.18	2.47	22.45	2.27
Prevention and management	11	1.75	15.91	2.08	18.91	3.00

**Figure 6: Cylinder diagram showing area- wise pre- test and post- test knowledge score of the sample.**



It is evident from table.3 and figure.6 that there was again in knowledge in all the areas and the maximum gain was in the area of prevention and management of substance abuse.

**Section II: Effectiveness of structured teaching in the terms of gain in mean post- test knowledge score.**

In order to test the effectiveness of structured teaching program the following null hypothesis was formulated H<sub>0</sub>. There will be no significant difference in the knowledge score of students regarding substance abuse before and after the structured teaching program

Paired ‘t’ test was used to find the difference between pre and post test Knowledge score of students regarding substance abuse.

**Table 4: Paired ‘t’ test to test the significant difference between the mean pre- test and post-test knowledge score**

Variable	Pre- test mean	Post-test mean	Mean difference	SD	‘t’ value
Knowledge score	11.56	13.43	1.87	0.58	9.08

t<sub>59</sub>=2.P, 0.05

**DISCUSSION**

This chapter discusses the major findings of the study and reviews them in relation to findings from similar from studies conducted by other researchers.

**Summary of findings:**

**Section 1: Knowledge of youth regarding substance abuse**

The findings of the study reveals that the mean pre-test knowledge score (11.56) was higher than the mean post-test knowledge score (13.43) suggesting that STP helped in improving knowledge of college regarding substance abuse.

The findings of the study consistent with other study conducted in the selected government school in Srinagar. There was a significant difference in the mean values of pre-test and post-test knowledge scores. The major findings of the study were that during pre-test the mean knowledge of 10.6 was increased to 21.9 during post-test. This indicates STP helps in improving the knowledge.<sup>27</sup>

**Section 2:** Effectiveness of structured teaching program in terms of knowledge score.

The findings of the present study should have a significant increase in the post-test knowledge score showed and computed 't' value (9.08) ( $t_{59}=2. P<0.05$ ) which showed the significant difference between pre-test and post-test knowledge score regarding substance abuse. The findings showed that STP was effective in improving the knowledge of substance abuse.

Findings of other study conducted at Bangladesh showed that the mean post- test knowledge score (17.26) was higher than the mean pre-test knowledge score (13.0). The paired 't' value was  $t = 2.95$  which shows high significant  $P<0.05$ . It shows the effectiveness of structured teaching programme.<sup>28</sup>

## CONCLUSION

This chapter deals with the important conclusion drawn based on the findings of the study and nursing implications.

The central concept of the present study was assessment of the knowledge of the 1<sup>st</sup>BSc students regarding substance abuse and to find out the effectiveness of structured teaching program in terms of gain in post-test knowledge score.

Based on the findings of the study, the following conclusion was drawn:

- Most of the students had poor knowledge and only 46 % had good knowledge before administration STP. But after the administration of STP there was increase in their knowledge as it is evident from the Mean percentage post- test knowledge score (13.43).
- PTP is an effective method in improving the knowledge on substance abuse. The mean pre-test knowledge score was (11.56) and mean post-test knowledge score was (13.43).
- The significant differences in knowledge score was noted ( $t = 9.08, p < 0.05$ ). This finding shows that PTP was effective in improving the knowledge of students regarding substance abuse.

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