

# Effectiveness of a Structured Teaching Programme on Knowledge and Attitudes Toward Substance Abuse Among Higher Secondary School Students in Selected Schools of Delhi NCR

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## Abstract

**Background:** Substance abuse among adolescents has become a major public health concern in India. Adolescents are particularly vulnerable due to peer pressure, curiosity, and limited awareness. Schools serve as an effective platform for preventive education. This study aimed to evaluate the effectiveness of a structured teaching programme (STP) on knowledge and attitudes regarding substance abuse among higher secondary school students in selected schools of Delhi NCR.

**Materials and Methods:** A pre-experimental one-group pre-test post-test design was adopted. Sixty higher secondary students were selected using purposive sampling. Data were collected using a structured knowledge questionnaire and an attitude scale before and after the intervention. The STP included interactive teaching sessions supported by audiovisual aids and group discussion. Data were analysed using descriptive statistics, paired *t*-test, and chi-square test.

**Results:** The mean knowledge score increased significantly from  $17.8 \pm 5.8$  in the pre-test to  $26.4 \pm 5.9$  in the post-test ( $t = 14.22, p < 0.001$ ). Positive attitudes increased from 20% to 66.67%. The mean attitude score improved from 44.7 to 55.3 ( $t = 11.87, p < 0.001$ ). Post-test scores were significantly associated with father's education, father's occupation, and family history of substance use.

**Conclusion:** The structured teaching programme was effective in improving knowledge and attitudes regarding substance abuse among higher secondary school students. Incorporation of such educational interventions into routine school health programmes is recommended.

**Keywords:** Adolescents; Substance abuse; Structured teaching programme; Knowledge; Attitude; Delhi NCR.

## Introduction

Adolescence is a transitional stage marked by rapid physical, psychological, and social development. During this period, individuals are more likely to engage in risk-taking behaviours, including substance use. Factors such as peer influence, curiosity, lack of awareness, and socio-environmental conditions

contribute to early initiation of substance abuse. Early exposure to substances may result in adverse outcomes such as addiction, poor academic performance, mental health disorders, and social problems. Schools play a vital role in shaping adolescents' health behaviours, as students spend a substantial amount of time in educational settings. School-based health education programmes have been shown to improve awareness and promote positive attitudes toward substance abuse prevention. However, limited evidence is available regarding the effectiveness of structured educational interventions among higher secondary school students in Delhi NCR. Hence, the present study was undertaken.

### **Objectives**

1. To assess pre-test and post-test knowledge regarding substance abuse among higher secondary school students.
2. To assess pre-test and post-test attitudes toward substance abuse.
3. To evaluate the effectiveness of a structured teaching programme on knowledge and attitude.
4. To determine the association between post-test scores and selected demographic variables.

### **Materials and Methods**

#### **Study Design**

A quantitative pre-experimental one-group pre-test post-test design was adopted.

#### **Study Setting and Population**

The study was conducted in selected higher secondary schools of Delhi NCR. The population consisted of students studying in classes XI and XII.

#### **Sample Size and Sampling Technique**

A sample of 60 students was selected using purposive sampling based on availability and willingness to participate.

#### **Data Collection Tools**

Two validated tools were used:

- Structured knowledge questionnaire consisting of 35 items
- Attitude scale consisting of 75 Likert-type statements

#### **Intervention**

The structured teaching programme was developed after literature review and expert validation. The content included meaning and types of substances, causes of substance abuse, health and social consequences, and preventive strategies. The session was delivered through interactive lectures, audiovisual aids, and group discussion and lasted for 45 minutes.

#### **Data Collection Procedure**

Pre-test data were collected before the intervention. The same tools were administered after the structured teaching programme as a post-test.

### **Statistical Analysis**

Data were analysed using SPSS software. Descriptive statistics, paired *t*-test, and chi-square test were applied.

### **Results**

There was a significant improvement in knowledge and attitudes following the intervention. Adequate knowledge increased from 8.33% in the pre-test to 68.33% in the post-test. Positive attitudes toward substance abuse prevention increased from 20% to 66.67%. Statistical analysis revealed significant associations between post-test scores and selected demographic variables.

### **Discussion**

The findings of the study revealed that the structured teaching programme significantly improved knowledge and attitudes regarding substance abuse among higher secondary students. These findings are consistent with previous studies that reported the effectiveness of school-based educational interventions. Improved knowledge may have contributed to the development of positive attitudes, highlighting the importance of structured health education in schools.

### **Limitations**

- Absence of a control group
- Limited sample size
- Restricted study setting
- Long-term retention of knowledge was not assessed

### **Conclusion**

The structured teaching programme was effective in enhancing knowledge and attitudes regarding substance abuse among higher secondary school students. The study supports the inclusion of structured educational interventions in routine school health services to promote healthy behaviours among adolescents.

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### **Ethical Approval**

Ethical approval was obtained from the Institutional Ethics Committee of Santosh Nursing College, Ghaziabad. Permission from school authorities and informed consent from participants were obtained.