

EFFECTIVENESS OF STP ON LEVEL OF KNOWLEDGE REGARDING SUBSTANCE ABUSE AMONG HIGHER SECONDARY SCHOOL STUDENTS AT BHARATPUR RAJASTHAN

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Abstract

Drug addiction among children and adolescents is spreading very fast. The age of initiation of substance use is falling progressively. The aim of the study was to assess the level of knowledge regarding Problems of Substance Abuse among Higher Secondary School Students before and after intervention. So we conducted a pre-experimental one group pretest and posttest design was used in this study in higher secondary school students at selected schools in Bharatpur Rajasthan. The total period of data collection was 4 weeks. 50 samples were selected using convenience sampling technique. During the first week, assessment of the level of knowledge on problems of substance abuse among Higher Secondary School Students was done. The Structured Teaching programme regarding problems of substance abuse was provided. After 15 days of structured teaching programme the level of knowledge among higher secondary school students were assessed by using structured knowledge questionnaire. There was a significant difference ($p < 0.05$) found between the pretest 10.16 (± 2.08) and posttest 15.9 (± 1.81) mean score on level of knowledge regarding Problems of Substance abuse among Higher Secondary School Students. There was no significant association on demographic variables. The finding of the study shows that Structured Teaching Programme is more effective to improve the level of knowledge regarding problems of substance abuse among Higher Secondary School Students.

Keywords: Drug addiction, Substance Abuse, STP, Students

INTRODUCTION

Substance abuse is growing problem throughout the world and unfortunately this is more common among young children and adolescents, where they are about to begin their career but get involved in this problems due to various reasons. Substance abuse refers to use of drugs, alcohol and any other mind – altering agent to such an extent that it interferes with the person's biological, psychological, or social integrity.

Use and abuse of drugs and alcohol by teens is very common and can have serious consequences. In the 15-24 years age range, 50% of deaths (from accidents, homicides, and suicides) involved. Possible stages of teenage experience with substance abuse include abstinence (non-use), experimentation, regular use (both recreational and compensatory for other problems), abuse, and dependency. Repeated and regular recreational use can lead to other problems like anxiety, depression. Some teenagers regularly use drugs or alcohol to compensate for anxiety, depression, or a lack of positive social skills. Teen use of tobacco and alcohol should be minimized because they can be "gate way drugs" for other drugs (marijuana, cocaine, hallucinogens, inhalants, and heroin).

NEED FOR THE STUDY

Adolescents give many reasons for using drugs: to experiment, to get high, to have fun, to understand more about life. Adolescents may also use drugs to cope with feelings of worthlessness or loneliness, or to avoid uncomfortable feelings.

UN report, India too is caught in this vicious circle of drug abuse, and the numbers of drug addicts are increasing day by day. One million heroin addicts are registered in India, and unofficially there are as many as five million. What started off as casual use among a minuscule population of high-income group youth in the metro has permeated to all sections of society. Inhalation of heroin alone has given way to intravenous drug use, that too in combination with other sedatives and painkillers. This has increased the intensity of the effect, hastened the process of addiction and complicated the process of recovery. Cannabis, heroin, and Indian-produced pharmaceutical drugs are the most frequently abused drugs in India.

Elnager et al., (2010) reported a prevalence rate of 13 per 1000 in West Bengal, while Nandi et al gave a figure of 0.94 per 1000 of the total population for the same state. Similarly in Uttar Pradesh, Dube and Handa reported that 22.8 per 1000 were dependent on alcohol and drugs while Thacore from Lucknow gave a figure of 18.55 per 1000. Important finding of these studies is that alcohol was the commonest substance used (60-98%) followed by cannabis use (4-20%). Epidemiological surveys also revealed that 20-40% of subjects above 15 years are current users of alcohol and 10% of them are regular or excessive users. In a rural population of Uttar Pradesh alcohol was found to be the commonest substance abused (82.5%) followed by cannabis (16.1%). Deb and Jindal in a survey of 4 villages in Punjab found that 78.28% of the population used alcohol whereas in the same state Lal and Singh reported it to be 9.13% of total population surveyed.

REVIEW OF LITERATURE

The literature reviewed related to the present study is organized and presented under the following headings.

1. Literature related to Problems of Substance abuse.
2. Literature related to the Effectiveness of Structured Teaching Programme on knowledge regarding Problems of Substance abuse.

OBJECTIVES

1. To assess the level of knowledge regarding Problems of Substance Abuse among Higher Secondary School Students before and after intervention.
2. To evaluate the effectiveness of Structured Teaching Programme on the level of Knowledge regarding Problems of Substance abuse among Higher Secondary School Students.
3. To associate the post-test score on knowledge regarding Problems of Substance abuse with their selected demographic variables.

HYPOTHESES

H1: There will be a significant difference on the level of knowledge regarding Problems of Substance abuse among Higher Secondary School Students before and after Structured Teaching Programme at $p < 0.05$ level of significance.

H2: There will be a significant association between the post test scores on the level of knowledge regarding Problems of Substance abuse and their selected demographic variables at $p < 0.05$ level of significance.

CONCEPTUAL FRAME WORK

The conceptual framework selected for this study was based on “Kings Theory of Goal Attainment Model” proposed by Imogene King in the year 1989; the concepts of theory are perception, judgment, action and reaction, interaction and transaction.

RESEARCH METHODOLOGY

Research Approach:

Quantitative Evaluative Research approach was used for this study.

RESEARCH DESIGN:

A Pre experimental one group pre test and post test design was used in this study.

O1 X O2

O1: Pre test to assess the level of knowledge regarding Problems of substance abuse among Higher Secondary School Students.

X: Structured Teaching Programme

O2: Post test to assess the level of knowledge regarding Problems of substance abuse among Higher Secondary School Students.

VARIABLES

- Independent variable: Structured Teaching Programme
- Dependent variable: Knowledge regarding Problems of Substance abuse

POPULATION

- The Population of the study comprises of Higher Secondary School Students

SETTING OF THE STUDY

Higher Secondary School in Bharatpur Rajasthan

SAMPLING

Sample: The Sample of this study was Higher Secondary Students.

Sample size: The Sample Size was 50 Higher Secondary Students.

Sampling technique: Convenience Sampling Technique was used for this study.

CONCLUSION

The first objective of the study was to assess the level of knowledge regarding Problems of Substance Abuse before and after Structured Teaching Programme among Higher Secondary School Students.

Among 50 students, in the pre test 32(64%) of them had inadequate knowledge, 18(36%) had moderate knowledge regarding Problems of Substance Abuse. In the post test 35(70%) of them had adequate knowledge, 15(30%) of them had moderate knowledge regarding Problems of Substance Abuse.

The Second objective of the study was to evaluate the effectiveness of Structured Teaching Programme on the level of Knowledge regarding Problems of Substance abuse among Higher Secondary School Students.

In the pretest the mean score of knowledge was 10.16 and In the Post test the mean score of knowledge was 15.9. Paired ‘t’ test was used to find the difference between the pre and post test

knowledge score was significant. The analysis showed that the 't' value (37.54) is greater than the table value (1.684) at ($p < 0.05$) level of significance. Hence the Structured Teaching Programme is more effective in changing the level of knowledge.

The third objective of the study was to associate the post-test scores the level of knowledge regarding Problems of Substance abuse with their selected demographic variables: There was a no significant association between the level of knowledge regarding Problems of Substance abuse and selected demographic variables.

H₂: There will be a significant association between post test score on the level of knowledge regarding Problems of Substance abuse and their selected demographic variables at $p < 0.05$ level of significance Therefore Hypothesis 2 was retained.

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