

“A STUDY TO EVALUATE THE EFFECTIVENESS OF PLANNED TEACHING PROGRAMME ON EFFECTS OF DRUG ABUSE AMONG INTERMEDIATE STUDENTS OF THE SELECTED COLLEGE OF MORADABAD (UP).”

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ABSTRACT:

Study was aimed to assess the knowledge of Intermediate students before administering planned teaching programme on effects of drug abuse. And To Administer planned teaching programme on effects of drug abuse to the Intermediate students. In this study Evaluative research approach used with, one group pre-test post-test quasi experimental research design. Purposive Non probability convenient sampling technique was adopted to select 60 participants. Self structured tool is used to collect the data. The results reveals that in the pre-test overall knowledge score of students regarding drug abuse was 48.37%, mean and the standard deviation was 14.51 and 3.8. During post-test overall knowledge score of students was 76.63% , mean and standard deviation was 22.99 and 3.2. Hence the difference between pretest and post-test overall knowledge score was 28.26%. So the results of the study shown the difference between the pre-test and post-test knowledge scores of the students regarding drug abuse.

Key words: *Assess, Effectiveness, Structured teaching programme , Drug abuse, Knowledge.*

I.INTRODUCTION:

Drug addiction/abuse is a social problem, not in India alone, but the entire world. The use of drugs has its own culture and history, which varies from country to country. The problem of drug abuse is growing at an explosive rate and in just little over a decade it has spread its malevolent tentacles to almost every part of the globe surmounting almost all barriers of race, caste, creed, religion, sex, educational status, economic strata etc.

Drug addiction among adolescents has become a global challenge and also an important public 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.

June 26, 1992 was declared by W.H.O as the International Day against Drug Abuse and Illicit Trafficking. In addition, the years 1991-2000 were designated as the United Nations Decade against Drug Abuse. Substance abuse has been recorded in the texts of almost all ancient cultures e.g., Aryan, Egyptian and Babylonian. The ancient Indian text, the Vedas, mention “somaras,” an alcoholic drink, as a source of pleasure for gods. Cannabis (Indian hemp) was found in 800 BC. The plant grows wild throughout the foothills of the Himalayas and the adjoining states. The poppy plant (*Papaver somniferum*) and its product - opium - are comparatively of recent introduction. This plant can grow in any part of the country and is also cultivated. Drug dependence is defined as “A state, psychic and sometimes physical, resulting from interaction between a living organism and a drug characterised by behavioural and other responses that always include a compulsion to take drug on a continuous or periodic basis in order to experience its psychic effects and sometimes to avoid the discomfort of its absence.”

Drug addiction has become a major problem in any growing society. It has a strong impact on personal and family life. Drugs and alcohol have a direct relation to sexually transmitted disease and AIDS. In modern society, the pattern of consumption of medical and non-medical use of drugs, especially by preadolescents, adolescents and young adults, is both complex and changing. This involvement may be due to many factors, such as adventurous and risk-taking behaviours, acceptable to peers, curiosity to acquaint oneself with the ecstatic experiences or due to an inner urge to avoid frustrations and boredom. Drug abuse by students in secondary schools and colleges and universities is a serious problem because their students form the core from which the leadership in all walks of life will eventually emerge.

Narcotic drugs and Psychotropic Substance Act (Sept 1985)

This Act consolidates and amends the existing laws relating to narcotic drugs, strengthens the existing controls over the drugs of abuse, considerably enhances the penalties, particularly for trafficking offences, makes provisions for the implementation of international conventions relating to narcotic drugs and psychotropic substances to which India is a party.

II. MATERIALS AND METHODS

The Quantitative research approach with one group pre test and post test research design was adopted . Non probability convenient sampling technique was used to select the participants (n=60). The tool used for the study is self structured questionnaire; it is organized as Section I- Socio demographic data, Section II- Structured questionnaire to assess the level of knowledge about drug abuse .All the items in the Questionnaire was prepared based on the reviews, previous studies, journals, magazines, research article of learning drug abuse. Ten experts constituting three psychiatrists, two psychologists and six mental health nursing personnel were validated the Tool. The reliability of the tool was computed by using split half technique. The Karl Pearson Co-efficient correlation was established by using raw scores method and deviation method.. The calculated “r” value is 0.90, it indicates that the tool which is taken by the researcher is reliable, valid and predictable of the desired objective. The data was analyzed by using descriptive and inferential statistics.

III. RESULTS

Table-1 CLASSIFICATION OF STUDENTS ON PRE- TEST KNOWLEDGE LEVEL REGARDING DRUG ABUSE

N=60

Level of knowledge	Score	Level of Respondents	
		No	%
Inadequate	< 50%	31	51.67
Moderate	50--75%	29	48.33
Adequate	> 75%	0	0.00
Total		60	100

The above table-1, shows in pre-test the levels of knowledge of students regarding drug addiction. In the table it is noticeable that majority of the students 31(51.67%) had inadequate level of knowledge about drug addiction, whereas 29(48.33%) of students had moderate level of knowledge and none of students had adequate knowledge regarding drug abuse before administration of structured teaching programme.

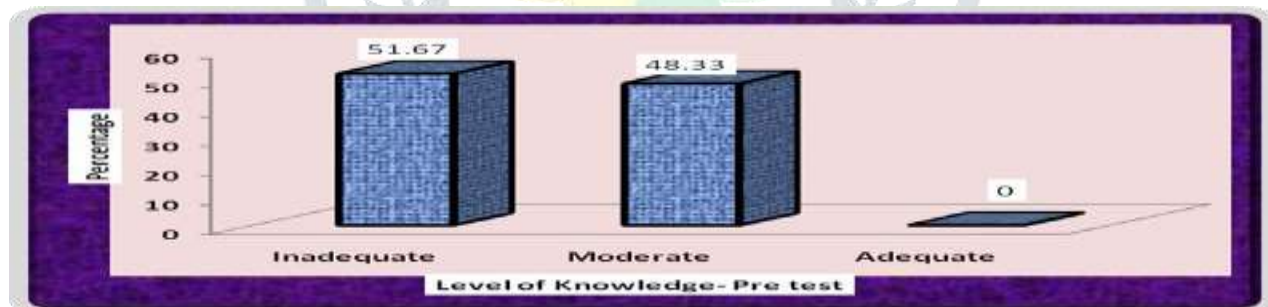


Figure-1: Classification of students on pre-test knowledge level regarding drug abuse

Table -2 CLASSIFICATION OF STUDENTS ON POST - TEST KNOWLEDGE LEVEL REGARDING DRUG ABUSE

N=60

Level of knowledge	Score	Level of Respondents	
		No	%
Inadequate	< 50%	0	0

Moderate	50--75%	11	18.33
Adequate	> 75%	49	81.67
Total		60	100

The above table-2 Shows, the post-test level of knowledge of students on drug abuse, in which majority of students 49(81.67%) had adequate level of knowledge about drug abuse, whereas 11(18.33%) students had moderate level of knowledge and none of the student had inadequate knowledge regarding drug abuse after administration of structured teaching Programme.

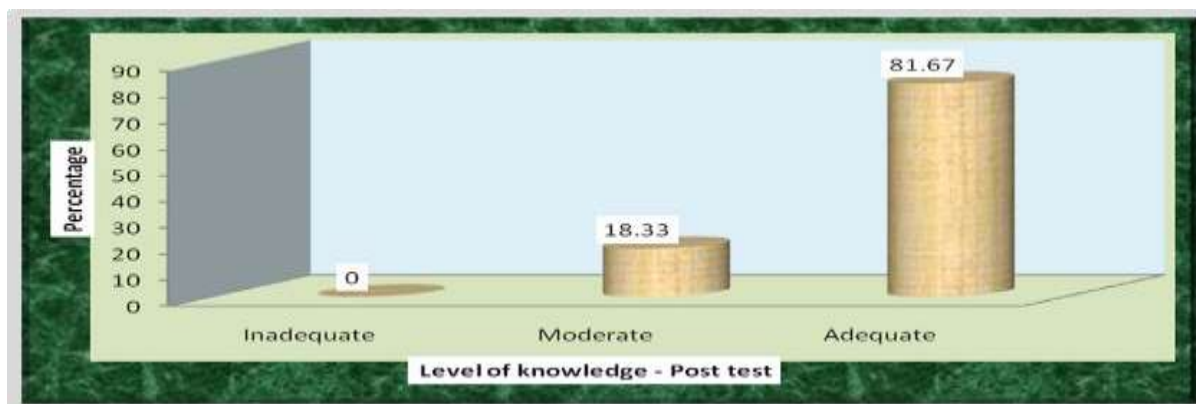


Figure-2: Classification of students on post-test knowledge level regarding drug abuse

Table-3: COMPARISION OF KNOWLEDGE OF STUDENTS REGARDING DRUG ABUSE BY COMPARING PRE-TEST WITH POST-TEST.

N=60

Level of knowledge	Score	Pre test		Post test	
		No	%	No	%
Inadequate	< 50%	31	51.67	0	0
Moderate	50--75%	29	48.33	11	18.33
Adequate	> 75%	0	0.00	49	81.67
Total		60	100	60	100

The above table -3 shows the comparison of pre test and post-test knowledge of students on drug abuse. The pre-test table depicts majority of students 31(51.67%) had inadequate level of knowledge about drug abuse, Only 29(48.33%) students had moderate level of knowledge and none of student had adequate knowledge regarding drug abuse before administration of structured teaching programme.

The post-test table depicts that, majority of students 49(81.67%) had adequate level of knowledge about drug abuse whereas 11(18.33%) students had moderate level of knowledge and none of student had inadequate knowledge regarding drug abuse after administration of structured teaching Programme.

Hence the data reveals the effectiveness of structured teaching Programme.

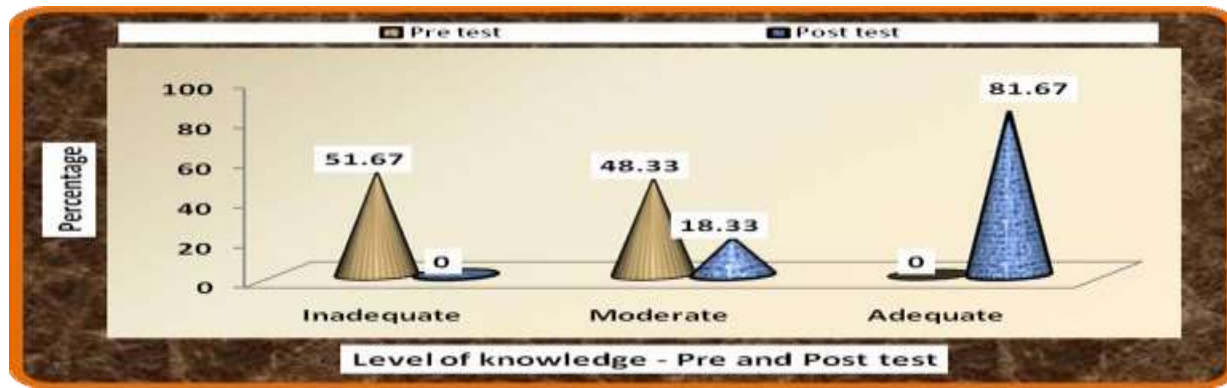


Figure-3: Comparison of knowledge of students regarding drug addiction by comparing pre-test with post-test.

IV. DISCUSSION

The results reveals that,

In the pre-test among 60 students 31(51.67%) had inadequate level of knowledge , 29(48.33%)had moderate level of knowledge and none of student had adequate knowledge regarding drug abuse before administration of structured teaching programme.

In the post test among 60 students 49(81.67%) had adequate level of knowledge , 11(18.33%) had moderate level of knowledge and none of student had inadequate knowledge regarding drug abuse after administration of structured teaching Programme

The pre-test analysis revealed that there is significant association was found with -age,percentage of marks obtained in previous year and source of information regarding drug addiction at $p < 0.05$ and no association could be found with other demographic variables of students. The post-test analysis revealed there is significant association was found with age, monthly income of the family, year of study and source of information regarding drug abuse at $p < 0.05$ and no association could be found with other demographic variables of students.

From the data analysis and findings of the present study, it is concluded that there was significant difference between the pre-test knowledge level and post-test knowledge level of students regarding drug abuse . The mean knowledge score of 60 students during the pre-test was 51.67% where as it had increased up to 81.67% during the post-test as an effectiveness of structured teaching programme.

Nurse educators need to lay emphasis on drug addiction in the curriculum and Orient the students to de-addiction centers during clinical postings. Nurse educators should also give more emphasis in primary secondary and tertiary prevention of drug addiction. Conducting in service education program for Nurses & health workers.

A regular health education program should be carried out by hospital Nurse, PHN in colleges. Counseling centers may be organized to provide services. Teaching college staff to provide the students with a secure & healthy home environment to avoid drugs. Organize health camps to identify high-risk people in the colleges.Teachers of colleges should allocate a certain period on the hazards of drug abuse. Seminars & discussions on the ill effects of drug abuse need to be organized in Orphanage homes.

Short terms courses for care takers and students of colleges should be conducted in colleges. The mass media could be used for drug education program with special caution. An ideal channel would be face-to-face contact with small group discussion and attempt to answer questions. Action through the voluntary sector by setting up of counseling centers in different parts of the country.

Settings of de-addiction centers and after care centers. Face to face communication with specific target groups through colleges, street plays, mime shows and house-to-house contacts. More research is needed to find out the causes and factors predisposing to drug abuse. It can also help in finding out better alternatives for individuals at risk and at the time when they are on the verge of becoming drug addicts.

V. CONCLUSION

The study was conducted in the selected college of Moradabad and sample were selected using the convenient sampling technique. A total of the 60 samples participated in the study. Their level of knowledgewere evaluated and the association with their selected socio- demographic variables was also drawn out based on the objectives and hypotheses of the study.

In the pre-test among 60 students 31(51.67%) had inadequate level of knowledge, 29(48.33%)had moderate level of knowledge and none of student had adequate knowledge regarding drug abuse before administration of structured teaching programme.

In the post test among 60 students 49(81.67%) had adequate level of knowledge, 11(18.33%) had moderate level of knowledge and none of student had inadequate knowledge regarding drug abuse after administration of structured teaching Programme

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