

# A Study to Evaluate the Effectiveness of Structured Teaching Programme On Knowledge and Attitude Regarding Prevention of Substance Abuse Among Undergraduate Nursing Students in Selected Nursing Colleges

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**Introduction:** Substance abuse is a growing public health problem affecting adolescents and young adults globally. Nursing students, being future healthcare providers, play a crucial role in prevention, early identification, and counseling related to substance abuse. However, inadequate knowledge and unfavorable attitudes may hinder their effectiveness in prevention strategies.

**Materials and Methods:** A pre-experimental one group pre-test post-test design was adopted among 100 undergraduate nursing students selected using convenient sampling technique from selected nursing colleges at C.G. Structured knowledge questionnaire and 5-point Likert attitude scale were used. After pre-test assessment, Structured Teaching Programme (STP) on prevention of substance abuse was administered. Post-test was conducted after 7 days. Data were analyzed using descriptive and inferential statistics.

**Results:** The mean pre-test knowledge score was  $12.84 \pm 3.21$  which increased to  $21.67 \pm 2.45$  in post-test. The mean attitude score improved from  $54.32 \pm 6.18$  to  $72.45 \pm 5.22$ . The calculated paired 't' value for knowledge ( $t=18.74$ ) and attitude ( $t=15.62$ ) was statistically significant at  $p < 0.001$ .

**Conclusions:** The Structured Teaching Programme was highly effective in improving knowledge and attitude regarding prevention of substance abuse among undergraduate nursing students.

**Keywords:** Substance abuse; Structured Teaching Programme; Knowledge; Attitude; Nursing students; Prevention

## Introduction

Substance abuse refers to the harmful or hazardous use of psychoactive substances including alcohol and

illicit drugs<sup>1</sup>. Globally, substance abuse contributes significantly to morbidity and mortality among young adults<sup>2</sup>. According to the World Health Organization,

approximately 5.3% of all global deaths are attributed to alcohol consumption alone<sup>3</sup>.

In India, the National Survey on Extent and Pattern of Substance Use reported that alcohol and tobacco are the most commonly abused substances among young adults<sup>4</sup>. Increasing exposure, peer pressure, academic stress, and easy availability contribute to rising substance use among college students<sup>5</sup>.

Nursing students are at risk due to academic stress, clinical exposure, and shift duties<sup>6</sup>. Moreover, they are future health educators and role models for society<sup>7</sup>. Adequate knowledge and positive attitude towards prevention strategies are essential to combat substance abuse effectively<sup>8</sup>.

Educational interventions such as Structured Teaching Programme have shown significant improvement in knowledge and behavioral intention regarding substance abuse prevention<sup>9,10</sup>. Therefore, this study aims to evaluate the effectiveness of a Structured Teaching Programme on knowledge and attitude regarding prevention of substance abuse among undergraduate nursing students.

### Objectives

1. To assess the pre-test knowledge and attitude regarding prevention of substance abuse.
2. To evaluate the effectiveness of Structured Teaching Programme on knowledge.
3. To evaluate the effectiveness of Structured Teaching Programme on attitude.
4. To find association between post-test knowledge and selected demographic variables.

### Hypotheses

H<sub>1</sub>: There will be significant difference between pre-test and post-test knowledge scores.

H<sub>2</sub>: There will be significant difference between pre-test and post-test attitude scores.

H<sub>3</sub>: There will be significant association between post-test knowledge and selected demographic variables.

### Materials and Methods

**Research Design:** Pre-experimental one group pre-test post-test design.

**Setting:** The study was conducted in two private nursing colleges of Chhattisgarh district after obtaining institutional permission.

**Population:** Undergraduate nursing students.

**Sample Size:** 100 students.

**Sampling Technique:** Non-probability convenient sampling.

### Inclusion Criteria

- Students willing to participate
- Available during data collection

### Exclusion Criteria

- Students absent during study period

### Research Tool

**Section A:** Demographic data

**Section B:** Structured knowledge questionnaire (30 items)

**Section C:** 5-point Likert attitude scale (20 statements)

### Validity and Reliability

Content validity established by 7 experts in psychiatric nursing and community health nursing.

Reliability tested using Cronbach's alpha:

- Knowledge tool: r = 0.82
- Attitude scale: r = 0.86

### Data Collection Procedure

Pre-test conducted using questionnaire. Structured Teaching Programme delivered using lecture, PPT, and discussion for 60 minutes. Post-test conducted after 7 days.

### Ethical Considerations

Institutional permission obtained. Informed consent taken. Confidentiality maintained.

### Data Analysis

Descriptive statistics: Mean, SD, frequency, percentage

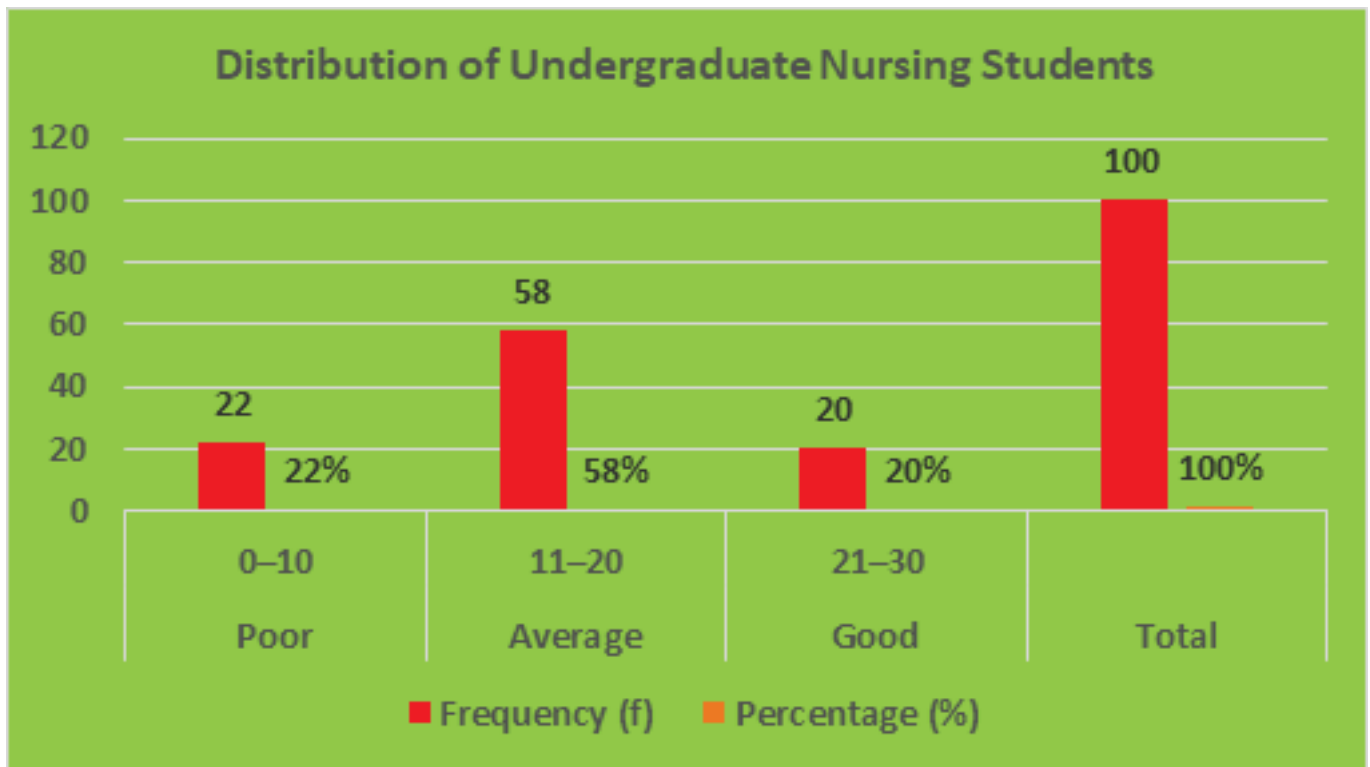
**Inferential statistics:** Paired t-test, Chi-square test

### Results

Descriptive and inferential statistics were used to examine and arrange the acquired data in accordance with the study's goals.

**Table 1: Distribution of Undergraduate Nursing Students According to Pre-Test Knowledge Level (N=100)**

Knowledge Level	Score Range	Frequency (f)	Percentage (%)
Poor	0–10	22	22%
Average	11–20	58	58%
Good	21–30	20	20%
<b>Total</b>		<b>100</b>	<b>100%</b>



**Figure 01: Distribution of Undergraduate Nursing Students According to Pre-Test Knowledge Level**

**Table 2: Distribution of Undergraduate Nursing Students According to Pre-Test Attitude Level (N=100)**

Attitude Level	Score Range	Frequency (f)	Percentage (%)
Unfavorable	20-46	18	18%
Neutral	47-73	62	62%
Favorable	74-100	20	20%
<b>Total</b>		<b>100</b>	<b>100%</b>

**Table 3: Comparison of Pre-Test and Post-Test Knowledge Scores (N=100)**

Test	Mean	SD	Mean Difference	Paired t-value	p-value
Pre-test	12.84	3.21	8.83	18.74	<0.001*
Post-test	21.67	2.45			

\*Significant at p<0.001

**Table 4: Comparison of Pre-Test and Post-Test Attitude Scores (N=100)**

Test	Mean	SD	Mean Difference	Paired t-value	p-value
Pre-test	54.32	6.18	18.13	15.62	<0.001*
Post-test	72.45	5.22			

\*Significant at p<0.001

**Table 5: Association Between Post-Test Knowledge and Year of Study (N=100)**

Year of Study	Poor	Average	Good		p-value
1st Year	2	15	8	6.52	0.038*
2nd Year	1	12	10		
3rd Year	0	8	14		
4th Year	0	6	14		

\*Significant at p<0.05

## Discussion

The findings revealed that nursing students had moderate knowledge and neutral attitude before intervention. After STP, significant improvement was observed.

The results are consistent with studies conducted by Sharma et al<sup>11</sup> and Kumar & Singh<sup>12</sup> which reported significant improvement in knowledge after educational intervention.

Educational programmes are effective tools in improving awareness and shaping positive attitudes toward substance abuse prevention<sup>13,14</sup>.

## Conclusion

The Structured Teaching Programme was effective in improving knowledge and attitude regarding prevention of substance abuse among undergraduate nursing students. Incorporating regular educational sessions in nursing curriculum can strengthen prevention strategies.

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**Conflicts of interests:** There is no conflict of interest

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