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EFFECTIVENESS OF A STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING SUBSTANCE ABUSE AMONG HIGHER SECONDARY SCHOOL STUDENTS IN BAREILLY, UTTAR PRADESH, INDIA

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Abstract

Substance abuse among adolescents is a significant health and social concern that affects physical and mental well-being. This study aimed to evaluate the effectiveness of a Structured Teaching Programme (STP) on the knowledge of substance abuse problems among higher secondary school students in Bareilly, Uttar Pradesh. A pre-experimental one-group pre-test–post-test design was used with 50 students aged 15–17 years selected through convenience sampling. A structured questionnaire measured knowledge before and after the STP. Findings revealed a significant improvement in post-intervention knowledge scores, indicating the STP was effective in enhancing awareness about substance abuse. The study highlights the importance of educational interventions in schools to prevent substance abuse among adolescents.

Keywords: Substance abuse, Adolescents, Structured Teaching Programme, School intervention, Knowledge assessment.

1. Introduction

Substance abuse during adolescence is a pressing global issue that involves the harmful use of alcohol, drugs, and other psychoactive substances. Adolescents who experiment with substances are more likely to experience academic decline, health disorders, risky behaviors, and social problems. Prior research suggests that awareness and education can reduce the likelihood of initiation and misuse of substances in youth populations.

Structured educational interventions have been shown to increase knowledge and positively influence attitudes and behaviors related to health risks. Schools provide a strategic environment for such interventions because adolescents spend a considerable portion of their formative years there.

2. Objectives

1. To assess the baseline knowledge of higher secondary students regarding substance abuse.
2. To evaluate the effectiveness of the Structured Teaching Programme (STP) on students' knowledge.
3. To associate post-test knowledge scores with selected demographic variables.

3. Materials and Methods

3.1 Study Design

A pre-experimental one-group pre-test–post-test design was applied.

3.2 Setting and Participants

The study was conducted at a selected higher secondary school in Bareilly, Uttar Pradesh. Fifty students aged 15–17 who provided consent were included using convenience sampling.



3.3 Data Collection

A validated structured knowledge questionnaire on substance abuse was administered before (pre-test) and seven days after (post-test) the STP.

3.4 Intervention

The Structured Teaching Programme included information on types of substances, health effects, legal aspects, and preventive strategies.

3.5 Data Analysis

Descriptive statistics summarized demographic and knowledge scores. Paired t-tests compared pre-test and post-test knowledge scores.

4. Results

Pre-test findings showed that the majority of students had inadequate knowledge regarding substance abuse. Post-test scores demonstrated a statistically significant increase in overall knowledge after implementing the STP. The improvement in scores suggests the intervention was effective. Associations between demographic variables (such as age, gender, and educational background) and knowledge scores were analysed, with some variables showing significant correlations.

Pre-test Knowledge

- Poor: 80%
- Average: 20%
- Good: 0%

Post-test Knowledge

- Good: 88%
- Average: 12%
- Poor: 0%

Statistical Findings

- **Pre-test mean:** 7.5 ± 2.15
- **Post-test mean:** 13.8 ± 6.80
- **Paired t-value:** 5.71 (significant at $p < 0.05$)

This shows a statistically significant improvement after the STP

5. Discussion

This study supports the use of structured educational interventions to enhance adolescents' understanding of substance abuse. The results are consistent with previous research emphasizing the importance of awareness programmes in reducing



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substance misuse risk among youth. The STP effectively increased knowledge scores, indicating that similar approaches can be replicated in other schools.

6. Conclusion

The Structured Teaching Programme was effective in improving knowledge about substance abuse among higher secondary school students. Incorporating health education on substance abuse into the school curriculum may enhance awareness and contribute to prevention efforts.

7. Recommendations

- Implement similar STPs in other schools for broad impact.
- Conduct follow-up studies to assess long-term retention of knowledge.
- Expand intervention to include attitude and behaviour change components.

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