

A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Substance Abuse among Adolescents

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Abstract: Substance abuse among adolescents poses a serious public health challenge, often resulting from lack of awareness and inadequate education. The present study aimed to assess the effectiveness of a Structured Teaching Programme (STP) on knowledge regarding substance abuse among adolescents. A quasi-experimental one-group pre-test and post-test design was adopted among 60 pre-university students in Bangalore. Data were collected using a structured questionnaire and analyzed using descriptive and inferential statistics. Findings revealed that 75% of participants had inadequate knowledge in the pre-test, which improved substantially after the intervention, with 80% demonstrating adequate knowledge and 20% moderate knowledge. The mean pre-test score of 17.7 ($SD = 2.3$) increased to 33.3 ($SD = 2.2$) in the post-test, yielding a t -value of 48.82 ($p < 0.05$), indicating a statistically significant improvement. The study concluded that the Structured Teaching Programme was highly effective in enhancing adolescents' knowledge regarding substance abuse. Incorporating such educational interventions into school health programmes can promote awareness and prevent substance use among youth.

Keywords: Substance abuse, Adolescents, Structured teaching programme, Knowledge, Prevention, Nursing education.

1. Introduction

Substance abuse among adolescents is a growing public health concern that affects physical, psychological, and social well-being. Adolescents are particularly vulnerable due to curiosity, peer influence, and lack of awareness about the consequences of substance use. The World Health Organization (WHO) identifies substance abuse as a significant global issue contributing to preventable morbidity and mortality. In India, increasing prevalence of tobacco, alcohol, and drug use among youth has become a serious health and societal challenge. Educational interventions, especially structured teaching programmes, play a crucial role in promoting awareness and empowering students to make informed health decisions.

Need for the Study

Adolescents often experiment with substances without understanding the long-term implications on health and life. Early intervention through education can prevent initiation and promote healthier lifestyles. Nurses, as educators, are strategically positioned to provide health education to adolescents. This study aims to bridge the knowledge gap by assessing the effectiveness of a structured teaching programme on substance abuse awareness among school-going adolescents.

Objectives

- 1) To assess the pre-test knowledge of adolescents regarding substance abuse.
- 2) To evaluate the effectiveness of a structured teaching programme on knowledge regarding substance abuse.
- 3) To find the association between pre-test knowledge scores and selected demographic variables.

2. Review of Literature

Various studies have established that educational interventions significantly enhance knowledge about substance abuse among adolescents. Research by Sharma et al. (2020) showed that structured health education improved understanding and attitudes toward drug abuse prevention. Similarly, studies conducted by the National Institute on Drug Abuse (NIDA, 2021) reported that school-based prevention programmes can delay the onset of substance use. In India, nursing-led interventions have been effective in community settings for promoting awareness about drug and alcohol misuse.

3. Methodology

A quantitative research approach with a quasi-experimental one-group pre-test post-test design was adopted. The study was conducted among 60 pre-university students aged 15–18 years in Bangalore. Simple random sampling was used to select participants. Data were collected using a structured questionnaire on knowledge regarding substance abuse. The reliability of the tool was established using Cronbach's alpha ($r = 0.82$). A structured teaching programme was delivered using PowerPoint slides, charts, and discussions over 45 minutes. Post-test data were collected after seven days. The data were analyzed using descriptive and inferential statistics, including paired t -tests.

4. Results

Table 1: Comparison of Pre-Test and Post-Test Knowledge Levels on Substance Abuse

Knowledge Level	Pre-Test (Number)	Pre-Test (%)	Post-Test (Number)	Post-Test (%)
Inadequate (<50%)	55	91.7	0	0
Moderate (50-75%)	5	8.3	8	13.3
Adequate (>75%)	0	0	52	86.7
Total	60	100	60	100

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Table 1: The post-test results reveal a remarkable increase in adequate knowledge levels from 0% to 86.7% after the structured teaching programme. The number of students with

inadequate knowledge decreased from 91.7% to 0%, indicating a significant improvement in knowledge after the intervention.

Comparison of Pre-Test and Post-Test Knowledge Lev

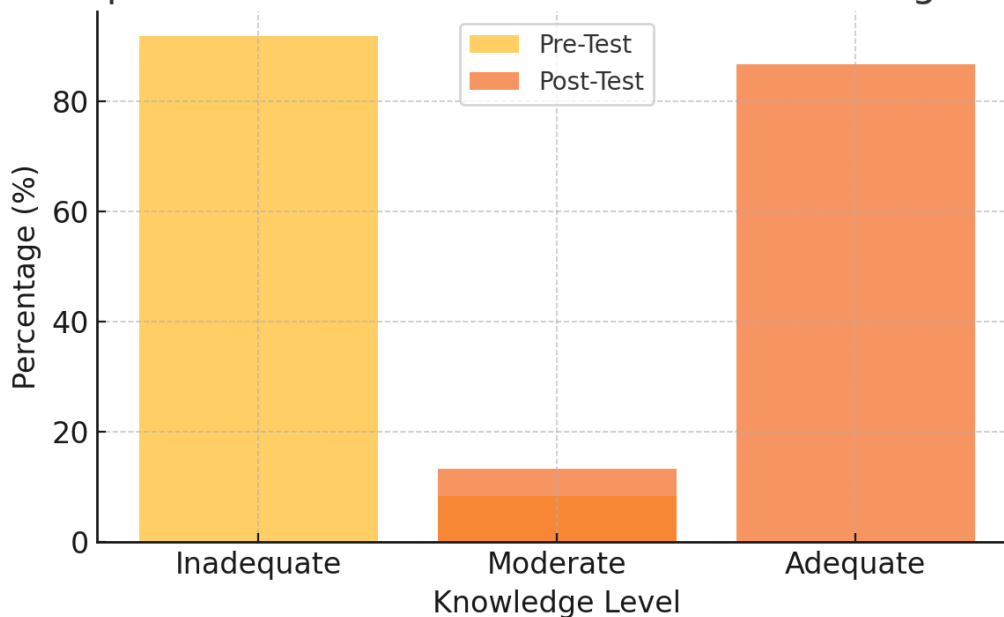


Figure 1: Graphical representation showing improvement in knowledge levels after the structured teaching programme.

The findings of the present study revealed a significant improvement in the knowledge level of adolescents following the implementation of the Structured Teaching Programme (STP) on substance abuse. In the pre-test, 75% of the participants exhibited **inadequate knowledge**, while 25% demonstrated **moderate knowledge**, indicating a lack of awareness regarding the harmful effects of substance abuse. After the intervention, 80% of the students achieved **adequate knowledge**, and 20% retained **moderate knowledge**, with none remaining in the inadequate category.

The **mean pre-test knowledge score** of 17.7 (SD = 2.3) increased to a **mean post-test score** of 33.3 (SD = 2.2). The computed **t-value of 48.82** was greater than the table value at $p < 0.05$, indicating a statistically significant difference between pre- and post-test scores. These results demonstrate the effectiveness of the STP in enhancing adolescents' knowledge and awareness regarding substance abuse. The overall improvement suggests that structured, interactive educational interventions are valuable tools in promoting health literacy and preventive attitudes among adolescents.

5. Discussion

The present study demonstrated that the Structured Teaching Programme (STP) was highly effective in improving adolescents' knowledge regarding substance abuse. The post-test findings revealed a significant increase in knowledge scores compared to pre-test values, confirming the positive impact of the educational intervention. The improvement from 75% inadequate knowledge in the pre-test to 80% adequate knowledge in the post-test highlights the success of structured, interactive teaching methods in facilitating learning and retention.

These results are consistent with previous research findings by Sharma and Kaur (2020) and Singh and Thomas (2019), which reported that educational interventions significantly enhance adolescents' understanding and awareness of substance abuse. The effectiveness of the STP in this study reinforces the importance of early health education as a preventive measure against substance misuse.

Furthermore, the statistically significant increase in mean scores ($t = 48.82$, $p < 0.05$) emphasizes that structured nursing-led teaching interventions can serve as a powerful strategy in school health programs, promoting long-term awareness, positive attitudes, and behavioral change among adolescents.

6. Conclusion

The findings of the present study confirmed that the Structured Teaching Programme (STP) was highly effective in enhancing adolescents' knowledge regarding substance abuse. The significant increase in post-test mean scores and knowledge levels demonstrates that structured, interactive educational interventions can successfully bridge gaps in awareness among students. By promoting understanding of the harmful effects of substance abuse, the STP empowered adolescents to adopt healthier attitudes and make informed decisions.

The study highlights that health education, when systematically delivered, can play a vital role in preventing substance abuse and improving adolescent well-being. Therefore, structured teaching programmes should be incorporated into regular school health initiatives to sustain knowledge and encourage long-term preventive behavior among young people.

7. Nursing Implications

The results of this study emphasize the crucial role of nurses in health education and preventive care. Nurses, as frontline educators, can integrate structured teaching programmes on substance abuse into school and community health settings to create awareness among adolescents. Nursing professionals should utilize their expertise in communication and behavioral change to guide students toward positive health practices.

Incorporating substance abuse education into nursing curricula will help develop preventive competencies and strengthen public health outcomes. Community and school health nurses should also collaborate with teachers and parents to extend educational outreach, ensuring early intervention and consistent reinforcement of healthy behaviors among youth.

8. Recommendations

- 1) Conduct similar studies on a larger sample and in different settings.
- 2) Include longitudinal follow-ups to assess the retention of knowledge.
- 3) Integrate substance abuse awareness modules in school health programmes.
- 4) Encourage interdisciplinary collaboration for youth health promotion.

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