

Effect of video assisted teaching programme on knowledge and attitude of substance use among adolescents in selected higher secondary schools in West Bengal

Romi Devnath¹, Shipra Modak²

¹(The West Bengal University of Health Sciences, India)

²(Govt. College Of Nursing, I.D & B.G Hospital Campus, India)

Abstract: A quasi-experimental study was conducted to evaluate the effect of video assisted teaching programme on knowledge and attitude of substance use among adolescents in selected Higher Secondary schools in West Bengal. Conceptual framework was based on the General System Model. One group Pretest-Posttest design was adopted and the study was conducted on 160 adolescents chosen by stratified random sampling. A video assisted teaching programme on substance use was developed and validated by the experts of concerned fields. The data were collected by using structured questionnaire. The findings revealed that the mean difference of pretest and post test knowledge and attitude were statistically significant and the Video Assisted Teaching Programme on substance use was effective.

Background: Substance use by the students in secondary schools and colleges is a significant problem in society because their students form the core from which leadership in all walks of life will eventually emerge.

The statistics are threatening and alarming as per several studies. According to World Drug Report 2018, 275 million people are estimated to have used an illicit drug at least once in 2016.

According to WHO, investment in adolescent health brings a triple dividend. Also it is becoming clear that promotion and protection of adolescent health will lead to great public health, economic and demographic benefits.

Materials and Methods: A quasi-experimental study was conducted on 160 adolescents of class IX and XI chosen by stratified random sampling in selected Higher Secondary schools in West Bengal. A pre-test was taken to assess the knowledge and attitude of adolescents regarding substance use. A video assisted teaching programme regarding substance use was conducted on day 1 after the pre-test. On day 8, post test was taken regarding knowledge and attitude of adolescents regarding substance use to find the effect of video assisted teaching programme. Paired 't' test will be used to analyze the significant difference between the mean pre-test and post -test knowledge and attitude score

Results: The data indicated that video assisted teaching programme was effective in increasing the knowledge of adolescents in higher secondary schools at 0.001 level of significance. It also indicated that video assisted teaching programme was effective in lowering the attitude score and hence lowering the high risk behavior to substance use among adolescents in higher secondary schools at 0.01 level of significance

Conclusion: The video assisted teaching programme was effective in increasing knowledge and reducing favorable attitude towards substance among adolescents.

Key Word: Substance use, adolescents, knowledge, attitude

Date of Submission: 09-07-2021

Date of acceptance: 24-07-2021

I. Introduction

Substance use has become a threatening health problem in India and evidence for the same is now available. It has been a topic of interest to many mental health professionals as it is an area of enormous implications of public health. Substance use includes the use of all licit substances such as alcohol, tobacco, diversion of prescription drugs, as well as illicit substances. DSM-IV-TR identifies maladaptive pattern of substance use as 'abuse' which is characterized by recurrent and significant adverse consequences related to repeated use of substance. Substance use is therefore referred to as abuse when it poses significant hazards to health.

II. Material And Methods

This prospective comparative study was carried out on patients of Department of general Medicine at Dr. Ram Manohar Lohia Combined Hospital, Vibhuti Khand, Gomti Nagar, Lucknow, Uttar Pradesh from November 2014 to November 2015. A total 300 adult subjects (both male and females) of aged ≥ 18 , years were for in this study.

Study Design: One group pre-test post-test research design

The symbolic representation of the study design is as follows

$K_1A_1 \quad X \quad K_2A_2$

K_1A_1 : represents the pre-test knowledge and attitude level of adolescents regarding substance use before administering video assisted teaching programme on day 1(one)

X: Administration of video assisted teaching programme regarding substance use on day 1 (one)

K_2A_2 : represents the post test knowledge and attitude level of adolescents regarding substance use after administration of video assisted teaching program on day 8 (eight).

Study Location: The study was conducted in the Higher Secondary schools of district 24 Parganas (N), West Bengal namely Deshbandhu Vidyapith (Girls), Sodepur Tirthabharati Sikshamandir , Sodepur High School (Boys), Satodol Balika Vidyalaya

Study Duration: October 2018 to October 2020

Sample size: 160 adolescents

Sample size calculation: Appropriate sample size for the present study was determined by using power analysis formula. Sample size $(n) = (Z^2PQ)/e^2$

Where 'n' is the sample size to be calculated, Z is the standard deviation the value of which is 1.96 at 95% confidence level, 'P' denotes the prevalence rate, 'Q' is equal to (1-P) and 'e' symbolizes the margin of error, the standard value of which is taken to be 5% for the present study.

For the present study, prevalence of substance use among adolescents of high schools in West Bengal has been taken as 12.5% as per study by Tsering D et al.

$n = \{Z^2P(1-P)\}/e^2$

$n = \{(1.96)^2 * (12.5/100) * (1-12.5/100)\} / (5/100)^2 = \{3.8 * 0.125 * 0.87\} / 0.0025 = 0.4 / 0.0025 = 160$

Subjects & selection method: All the willing participants were allowed to participate only if their guardians were willing to let them participate as well. Later the coded questionnaires were segregated into four groups which were Class IX Girls, Class IX Boys, Class XI Girls, Class XI Boys. Stratified random sampling technique was adopted and 40 coded questionnaires were selected from each group by lottery method.

Inclusion criteria:

1. Who were studying in class IX and XI
2. Who were able to speak and understand english/bengali
3. Either sex

Exclusion criteria:

1. Those adolescents who were not willing to participate
2. Those adolescents whose guardians were not willing to allow their wards to participate

Procedure methodology

Tools for data collection and the video assisted teaching programme were developed and validated by experts.

The main study was conducted after obtaining administrative permission from Commissioner of School Health, Bikash Bhawan, District Inspector (Barrackpore), North 24 Parganas. Permission was also taken from Headmasters/Headmistress of participating schools to conduct the study according to their convenient dates and to use the K-Yan of their schools for video assisted teaching on substance use. Informed assent was taken from adolescents and informed consent from their guardians prior to the study. All the willing participants were allowed to participate and coding of questionnaires was done. On day one, pre-test was conducted with the coded questionnaires followed by the video assisted teaching programme. After seven days, post-test was conducted with same questionnaires, ensuring that each participant gets the same coded questionnaire which they obtained during pretest. The coded questionnaires found absent during post-test were discarded altogether from the study. Later the coded questionnaires were segregated manually into four groups: Class IX Girls, Class IX Boys, Class XI Girls, Class XI Boys. 40 coded questionnaires were selected from each group by lottery method. The selected coded questionnaires were scored and analyzed using descriptive and inferential statistics

Statistical analysis

Data was analyzed using SPSS 25. Demographic data, knowledge and attitude of adolescents was analyzed by frequency percentage (descriptive statistics) and effectiveness of video assisted teaching programme was tested in terms of difference in knowledge and attitude score and was analyzed by computing paired t test.

III. Result

The data has been organized and presented under the following sections

Section I Development and validation of video assisted awareness programme on substance use

Table 1 percentage of agreement among experts on validation of content of video assisted awareness programme on substance use n=7

Criteria	Appropriate	Need modification	Remarks
Content			
Reflect the objectives	100	-	
Relevance	100	-	
Adequacy	100	-	
Organization of the content			
Logical sequence	100	-	
Continuity	100	-	
Integration	100	-	
Language			
Simple & understandable	85.7	14.3	suggested simpler language for
Comprehensive at the level of subject	100	-	
Feasibility and practicability			
Acceptable to adolescents	100	-	
Overall organization			
Attractive	100	-	
Relevant	100	-	
Interesting	100	-	

Table 2 Content Validity Index of the content of video assisted teaching programme n=7

Criteria	No of agreements	No of experts	Item CVI
Content			
Reflect the objectives	7	7	1
Relevant	7	7	1
Is adequate	7	7	1
Organization of the content			
Logical sequence	7	7	1
Continuity	7	7	1
Integration	7	7	1
Language			
Simple & understandable	6	7	0.86
Comprehensive at the level of subject	7	7	1
Feasibility and practicability			
Acceptable to adolescents	7	7	1
Overall organization			
Attractive	7	7	1
Relevant	7	7	1
Interesting	7	7	1

Table 3 percentage of agreement among experts on validation of the script of video assisted awareness programme on substance use

Criteria	Appropriate	Need modification	Remarks
n=7			
Content			
Reflect the objectives	100	-	
Relevant	100	-	
Is adequate	85.7	14.3	Suggested to include all points given in content
Organization of the content			
Logical sequence	100	-	
Continuity	100	-	
Integration	100	-	
Language			
Simple & understandable	100	-	
Comprehensive at the level of subject	100	-	
Feasibility and practicability			
Acceptable to adolescents	100	-	
Overall organization			
Attractive	100	-	
Relevant	100	-	
Interesting	100	-	

Table 4 percentage of agreement among experts on validation of video assisted teaching (video film) on substance use. n=3

Criteria	Appropriate	Need modification	Remarks
Content			
Reflect the objectives	100	-	
Relevant	100	-	
Is adequate	100	-	
Organization of the content			
Logical sequence	100	-	
Continuity	100	-	
Integration	100	-	
Language			
Simple & understandable	100	-	
Comprehensive at the level of subject	100	-	
Feasibility and practicability			
Acceptable to adolescents	100	-	
Overall organization			

Attractive	100	-
Relevant	100	-
Interesting	100	-

Section II Description of the sample characteristics in terms of age, sex, availability of pocket money, part time job, sources of information about substance use, family income, type of family, use of substance in the family, educational qualification and profession of the parents.

Table 5 Frequency and percentage distribution of the respondents according to sample characteristics as age, sex, availability of pocket money and part time job

Demographic variable	Frequency	Percentage
n=160		
Age (in years)		
13-15	87	54.3
16-18	73	45.7
Sex		
Male	80	50
Female	80	50
Availability of pocket money		
Yes	39	24.4
No	121	75.6
Part time job		
Yes	28	17.5
No	132	82.5

Table 5 shows that majority of adolescents that 54.3% were within age group of 13-15 years .Most adolescents 75.6% had availability of pocket money whereas 24.4% had no access to pocket money. Most adolescents that is 82.5% had part time job but 17.5% had no part time job.

Table 6 Sources of information regarding substance use among adolescents

Source of information about substance use	Frequency of responses	Percentage of responses
n=160		
TV	81	50.62%
Radio	5	3.12%
Internet	20	12.50%
Newspaper	4	2.50%
Peer group	91	56.9%
Family	85	53.12%
Total responses	286	

*Multiple response table

Table 6 shows that total no of responses by the respondents were 286. As per the responses commonest source of knowledge about substance use among all adolescents was peer group that is 31.81%, followed by family being the next commonest knowledge source that is 29.72%. Response also show that mass media stood out to be the next most important knowledge source regarding substance use like television that is 28.32%, internet 7%, radio 1.75% and newspaper 1.4%.

Table 7 Frequency and percentage distribution of the respondents according to sample characteristics as total family income, type of family, use of substance in the family and class of study.

Demographic variable	Frequency	Percentage
n=160		
Family income		
≤10,000	89	55.6
10,001-20,000	57	35.6
20,001-30,000	3	1.9
>30,000	11	6.9
Type of family		
Nuclear	91	56.9
Joint	69	43.1

Use of substance in the family		
Yes	76	47.5
No	84	52.5
Class of study		
Class IX	80	50
Class XI	80	50

Table 7 shows majority of adolescents that is 55.6% have total family income below 10,000. 56.9% adolescents are staying in nuclear families and 43.1% are staying in joint families. Also, 47.5% have someone in family who uses substance whereas 52.5% have no one in the family who uses substance. There were 50% students who were studying in class IX and 50% of them were studying in class XI.

Table 8 Frequency, percentage distribution of educational qualification and occupation of parents of the adolescents n=160

Demographic variable	Frequency		Percentage	
	Father	Mother	Father	Mother
Educational Qualification				
Primary	40	47	25	29.3
Secondary	51	54	31.9	33.8
Higher secondary	28	25	17.5	15.6
Graduation	30	27	18.7	16.9
Post Graduation	11	7	6.9	4.4
Occupation				
Service	52	28	32.5	17.5
Business	75	15	46.9	9.4
Unemployed	2	84	1.3	52.5
Retired	1	Nil	0.6	0
Labors (Daily wages)	30	33	18.8	20.6

Table 8 shows 31.9% fathers and 33.8% mothers had educational qualification upto secondary level. 17.5% fathers and 15.6% mothers had educational qualification upto higher secondary level. 18.7% and 16.9% were graduates. 6.9% fathers and 4.4% mothers of adolescents were post graduates. Table also depicts that 46.9% fathers were doing business and 52.5% mothers were unemployed.

Section III Findings related to assessment of knowledge and the effect of video assisted teaching programme on substance use

Table 9 Frequency distribution and percentage of pretest and post-test level of knowledge of adolescents n=160

Level of knowledge	Pretest f	Percentage %	Post-test f	Percentage %
Good	23	14.4	84	52.5
Fair	53	33	60	37.5
Poor	84	52.6	16	10

Table 9 depicts that overall respondents scored more in post test than in pretest and there has been improvement in knowledge scores

Table 12 Area wise maximum possible score, mean and mean percentage score of knowledge among High school adolescents n=160

Areas of substance use	Maximum possible score	Pretest mean	Mean%	Post test mean	Mean%	Actual gain	Possible gain	Normalized gain
Term 'substance'	1	0.97	97	0.99	99	2	3	0.66
'substance use' and 'abuse'	3	1.53	51	2.06	68.6	17.6	49	0.36
Addiction	6	2.82	47	4.38	73	26	53	0.49
Hazards of substance use	12	7.39	61.6	9.47	78.9	17.3	38.4	0.45
Related laws	1	0.69	69	0.89	89	20	31	0.64

Types of substance	2	1.53	76.5	1.79	89.5	13	23.5	0.55
Substance use and mental illness	1	0.51	51	0.78	78	27	49	0.55
Recovery from addiction	4	2.03	50.75	2.85	71.25	20.5	49.25	0.42

Table 9 shows area wise mean percentage scores of pre test and post test knowledge among adolescents in higher secondary schools and there has been considerable gain in all above mentioned areas.

Table 10 Mean, median, standard deviation of pre-test and post-test knowledge score of adolescents n=160

Knowledge score	Mean	Median	SD
Pre-test	17.54	17	5.135
Post-test	23.24	24	4.352

Table 10 shows the mean post-test knowledge score 23.24 of adolescents was much higher than mean pre-test knowledge score 17.54. There is decrease in standard deviation from pre-test to post-test indicating the scores of post-test are more concentrated towards the mean.

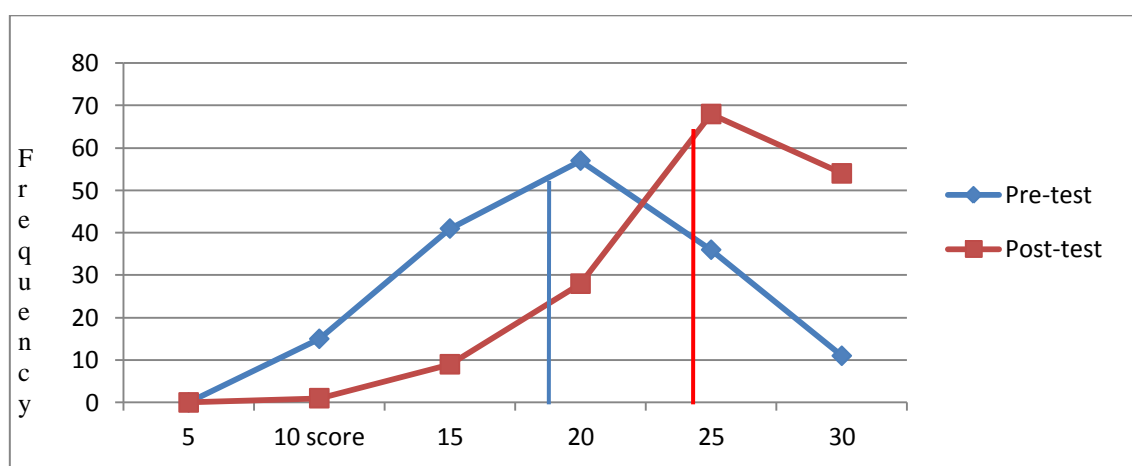


Fig 1: Frequency polygon showing distribution of pre-test and post-test knowledge scores of adolescents regarding substance use.

The figure shows that maximum respondents (57) lie in the score range 16-20 in pre-test. Whereas in post-test the maximum respondents (68) lie in the score range 21-25. In pre-test mean is 17.54 and median is 17 and hence is slightly positively skewed. (Sk=0.315). In post-test mean is 23.24 and median is 24 and hence it is negatively skewed (Sk = -0.52). The figure shows that the maximum post-test knowledge score lie on the left side of the pre-test knowledge scores indicating the knowledge has increased.

The figure also shows that post test scores are more concentrated towards the mean than pre-test scores which are comparatively more dispersed

Table 11 Mean, mean difference and 't' value of knowledge score of adolescents

Knowledge score	Mean	Mean difference	SD	SE	t value
Pre-test	17.54	5.7	5.135	0.203	28.035***
Post-test	23.24		4.352		

df(159)=3.3528, p<0.001 level of significance

The data presented in this table 11 indicated that the mean post-test knowledge score (23.24) of the adolescents is higher than pre-test knowledge score (17.54) with a mean difference of 5.7, which was found to be statistically significant as evident from t value of 28.035 at 0.001 level of significance. The obtained mean

differences between post-test and pre-test knowledge score of adolescents was not by chance, it was true difference. Hence the null hypothesis was rejected and the research hypothesis was accepted. The data indicated that video assisted teaching programme was effective in increasing the knowledge of adolescents in higher secondary schools.

Section IV: Findings related to assessment of attitude and the effect of video assisted teaching programme on attitude regarding substance use.

Table 12 Frequency and percentage distribution of pre test and post test attitude scores among High school adolescents

Attitude to drug use	n=160			
	Pre-test frequency	Percentage %	Posttest frequency	Percentage %
Highly favourable attitude to drugs	Nil	0	Nil	0
Generally favourable attitude to drugs	1	0.6	1	0.6
Neutral attitude to drugs- neither favourable nor unfavourable	46	28.8	37	23.1
Generally negative attitude to drugs	111	69.4	117	73.2
Completely negative attitude to drugs	2	1.2	5	3.1

Table 12 shows that there has been slight increase in percentage of adolescents who have generally negative attitude or completely negative attitude in post test compared to pre-test. There were 69.4% adolescents with generally negative attitude in pre test which increased to 73.2% in post-test.

Table 13 Mean, median, standard deviation of pre-test and post-test attitude score of adolescents n=160

Attitude score	Mean	Median	SD
Pre-test	2.29	2	0.494
Post test	2.21	2	0.494

Table 13 shows the mean post-test attitude score 2.21 of adolescents was lower than mean pre-test attitude score of 2.29 which is indicative of reduction in high risk behavior as per the ‘Attitude to drug use’ scale.

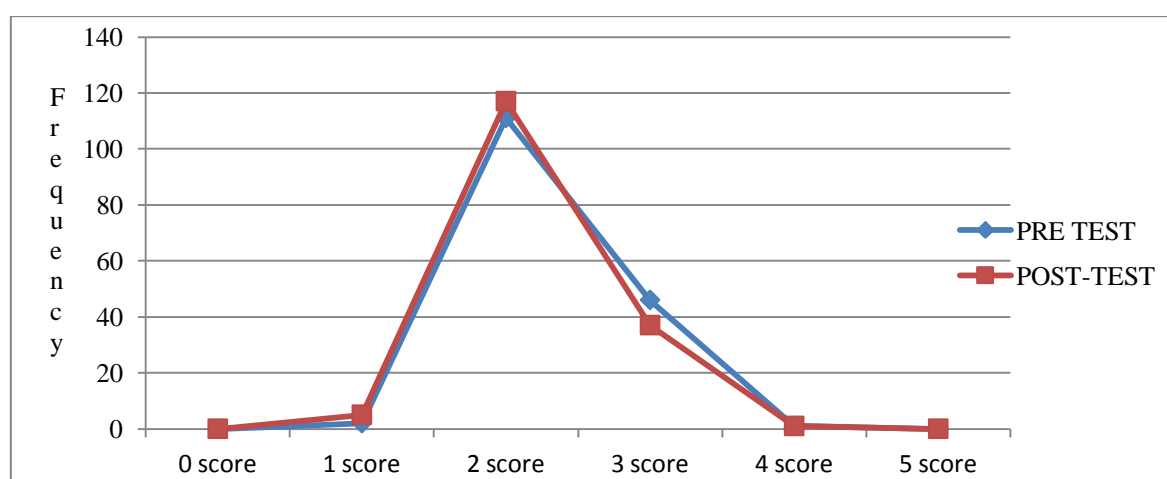


Fig 2: Frequency polygon showing distribution of pre-test and post-test attitude scores of adolescents regarding substance use.

The figure shows that maximum respondents (111) has scored 2 in pre-test. In post-test as well the maximum respondents (117) has scored 2 in post test. Therefore in post test no of respondents who got score 2 has increased and the post test curve has more peakedness in that area. The figure also shows that slightly more

respondents (5) has scored 1 in post test than in pre test (2). This is indicative that majority of respondent's attitude scores has lowered in post test than in pre test.

In pre-test mean is 2.29 and median is 2 (Sk=1.76). In post-test mean is 2.21 and median is 2 (Sk=1.27) and hence both the curves are very slightly positively skewed. Also, both the curves resemble each other a lot because there has been very slight differences of scores in pre test and post test.

The figure also shows that post test scores are more concentrated towards the mean than pre-test scores which are comparatively more dispersed.

Table 14 Mean, mean difference and 't' value of attitude score of adolescents n=160

Attitude score	Mean	Mean difference	SD	SE	t value
Pre test	2.29	0.75	0.494	0.24	3.078**
Post test	2.21		0.494		

df(159) = 2.6071, $p < 0.01$ level of significance.

The data presented in this table indicated that the mean post-test attitude score (2.21) of the adolescents is lower than pre-test score (2.29) with a mean difference of 0.75, which was found to be statistically significant as evident from t value of 3.078 at 0.01 level of significance. The obtained mean differences between post-test and pre-test attitude score of adolescents was not by chance, it was true difference. Hence the null hypothesis was rejected and the research hypothesis was accepted. The data indicated that video assisted teaching programme was effective in lowering the attitude score and hence lowering the high risk behavior to substance use among adolescents in higher secondary schools.

IV. Discussion

Major findings of the study are stated below

The mean, median of pretest knowledge scores was 17.54 and 17 respectively whereas mean, median of post test knowledge scores was 23.24 and 24 respectively. SD of pretest scores is 5.135 and SD of post test scores is 4.352.

The mean difference of pretest and post test knowledge scores was 5.7, which was found to be statistically significant as evident from t value of 28.035*** at 0.001 level of significance. The data indicated that video assisted teaching programme was effective in increasing the knowledge of adolescents in higher secondary schools.

In pretest 69.4% adolescents were found to have generally negative attitude towards drugs whereas 73.2% adolescents were found to have generally negative attitude towards drugs in post test. Similarly, 1.2% adolescents were found to have completely negative attitude towards drugs whereas 3.1% adolescents were found to have completely negative attitude towards drugs in post test. So the reduction in attitude scores was found effective in successfully lowering the attitude scores and hence the risk behavior to use substance.

The pre test mean attitude score was 2.29, median 2; whereas post test mean was 2.21, median 2. Standard deviation is 0.494. So there is a mean difference of 0.75 which was found to be statistically significant as evident from t value 3.078** at 0.01 level of significance. The data indicated that video assisted teaching programme was effective in lowering the attitude score and hence lowering the high risk behavior to substance use among adolescents in higher secondary schools.

Discussion in relation to demographic variables

The quasi experimental study done by Nomimol Lucy Thomas et al on adolescents chosen by simple random sampling which aimed to assess the level of knowledge, effect of role play on knowledge of substance abuse and association of knowledge scores on socio demographic variables. Findings of the study were 50% male and 50% female and all adolescents were within 13-15 years of age.

Gender proportion was consistent with the present study which also had 50% male and 50% females and majority of them that is 54.3% being between 13-15 years of age.

The quasi experimental study done by Benitto J. Ablittin on 70 adolescents chosen by purposive sampling aimed to assess the knowledge of effects of substance abuse and preventive measures, effect of video assisted teaching and association between pretest knowledge and demographic variables. The study revealed that majority of adolescents that is 90% had family income below 10,000.

The present study is consistent with the above study as it showed majority of adolescents that is 55.6% had family income below 10,000.

The study by Saxena V, Saxena Y, Kishore G, Kumar P conducted on 511 male adolescents in Dehradun revealed 410 (80.23%) of adolescents stayed in nuclear families.

The current study revealed that majority of adolescents (56.9%) belonged to nuclear families.

The study by Jarali A, Ogoncho revealed majority of the parents of adolescents that is 24% fathers and 30% mothers were qualified up to secondary level education.

This is consistent with the current study which also revealed most parents that is 31.9% fathers and 33.8% mothers of adolescents had education up to secondary level.

A descriptive survey on 3106 high school students by Leeman F R, Hoff A.R, Sarin K S, Peckham-Patock A J, Potenza N.M identified 40.4% adolescents having part time job and majority of adolescents not having part time job.

This is consistent with the current study which identified majority of adolescents that is 82.5% adolescents were not having any part time job.

The cross sectional study by Wang W et al in China aimed to assess if adolescents had consumed any prescription drugs non-medically, to explore the associations between the family environment and non-medical use of prescription drugs and to investigate whether there are any sex differences in the aforementioned associations. This study revealed that total 49.7% of fathers, 0.2% of mothers and 0.6% both parents of adolescents smoked.

In the current study, nearly similar percentage of adolescents that is 47.5% had someone in the family who used substance.

The study by Nomimol Lucy Thomas et al showed that the most common source of information about substance was newspaper (51.6%), followed by television (43.33%).

In the current study however peer group(31.8%) was the most commonest source of information followed by family(29.7%) and television(28.3%).

Discussion in relation to knowledge of adolescents regarding substance use

The study by Jarali A, Ogoncho revealed 30% adolescents had inadequate knowledge, 50% had moderate knowledge and 20% had adequate knowledge regarding use of substance.

A descriptive study by Haddad L, Shotar A, Umlauf M in Jordan also revealed same finding that the students lacked in-depth knowledge regarding substance use.

This is consistent with the present study as here least no of adolescents (14.4%) had good knowledge level as far as pretest scores are concerned before administration of any intervention.

Discussion in relation to attitude of adolescents regarding substance use

A cross sectional study done on 300 students by Ghazi F H revealed 83.9% adolescents had good attitude and probably low risk behavior.

A descriptive study in pre-university colleges by Triveli S, Devi S revealed 59% of adolescent boys had neutral attitude and 41% of them had positive attitude regarding drug addiction.

This is consistent in the present study which shows 28.8% adolescents had neutral attitude, 69.4% adolescents had generally negative attitude and 1.2% adolescents had completely negative attitude towards drugs. Only 0.6% adolescents were found to have generally favourable attitude to drugs in pretest before any intervention was administered. (*Negative attitude to drugs represents low risk behaviour and vice versa in this study as per the tool used.)

Discussion in relation to effect of teaching strategies on substance use.

The study findings of similar study done by Srivastav P and Karsayal R (2016) aimed assessed the effectiveness of video assisted teaching on ill effects of substance abuse among adolescents of peoples public school, Bhopal showed that the video assisted teaching programme was not only effective in improving knowledge scores but also there was significant association between pre-test knowledge scores and family income ($\chi^2=14.91$, $P\leq 0.05$)

A study done on 'Effect of Life Skills Training on Drug Abuse Preventive Behaviors' among University Students with an aim of assessing the impact of life skills training on promotion of drug abuse preventive behaviors, showed that interventions were not only effective in bringing a change in behavior immediately in the first post test but the change was also reflected in post test that followed after four years when compared to control group scores where no interventions were given.

Another study conducted in Nairobi – Kenya by Ann Kiriru (2018) aimed to assess of the effect of awareness on substance abuse among university students in Kenya in context of Catholic University of Eastern Africa. It showed a statistically significant impact of drug and substance abuse awareness among undergraduate students in the selected Private University ($p<0.001$) and concluded that drug abuse awareness in the institutions of higher learning reduces drug and substance abuse incidences among the undergraduate students.

Another study done on high school students to evaluate the effect of structured teaching programme on Knowledge Regarding Alcohol Use and Its Harmful Effects, showed that the teaching programme was effective in increasing the post tests scores of the students.

Another study done by Goswami Y P, Dr. Jayalakshmi L.S., Mathur D.M(2015) assessed the effectiveness of Structured Teaching Programme on knowledge of adolescents regarding substance abuse at selected Nursing Colleges. It showed improvement between pre-test and post-test scores was 13.97 and obtained paired 't' test value was 18.9425, which was highly significant at 1% level $p > 0.001$.

This is consistent in the present study where video assisted teaching programme has been effective in enhancing the knowledge and bring a change in their attitude of adolescents and hence it can be concluded that any type of teaching programme, video assisted teaching being one of such type helps to increase knowledge and can bring some change in behavior.

V. Conclusion

The video assisted teaching programme was effective to enhance the knowledge of adolescents regarding substance use and make a change in attitude as well

References

- [1]. Nomimol TL, Naregal PM, Mohite VR, Tata SH, Karale RB, Kakade SV. Effectiveness of Role Play on Knowledge of Adolescents Regarding Substance Abuse. JKIMSU. 2015 April-June;4(2):114-121
- [2]. Benitto AJ. Effectiveness of video assisted teaching module on effects of substance use on health and its preventive measures among adolescents. Journal of Psychiatric Nursing. 2013; 2(1):9-80
- [3]. Moss JL, Liu B, Zhu L. State Prevalence and Ranks of Adolescent Substance Use: Implications for Cancer Prevention. Prev Chronic Dis 2018 May; 15: 170345.
- [4]. Sharma NC. Juvenile crimes directly linked to drug abuse. India Today. 2017 August, 2016 Available at: <https://www.indiatoday.in/mail-today/story/juvenile-crime-drug-abuse-delhi-335571-2016-08-17>
- [5]. Dhawan A, Pattanayak R, Chopra A, Phukan R. Assessment of Pattern and Profile of Substance Use among Children in India. National Commission for Protection of Child Rights (NCPCR). 2013 Aug;1-105 Available at: https://www.ncpcr.gov.in/view_file.php?fid=17
- [6]. WHO. Why invest in adolescent health? Available at: https://www.who.int/maternal_child_adolescent/topics/adolescence/why-invest/en/
- [7]. Sharma B, Arora A, Singh K, Singh H, Kaur P. Drug abuse: Uncovering the burden in rural Punjab. J Family Med Prim Care. 2017; 6(3):558-562.
- [8]. Sharma P, Tyagi A. A study on Adolescent Drug Abuse in India. American International Journal of Research in Humanities, Arts and Social Sciences. 2016 June-August;15(2): 119-121
- [9]. Triveli S, Devi S. A study to assess knowledge and attitude of drug addiction among adolescent boys in selected pre-university colleges in Pune. International journal of recent scientific research. 2016 May;7(5) : 11293-11295
- [10]. Das JK, Salam RA, Arshad A, Finkelstein Y, Bhutta ZA. Adolescent Health Interventions: Conclusions, Evidence Gaps, and Research Priorities. The Journal of adolescent health : official publication of the Society for Adolescent Medicine, 2016 Oct; 59(4S): S61-S75.
- [11]. Nongmeikapam M, Sarala N, Reddy M, Ravishankar S. Video-assisted teaching versus traditional didactic lecture in undergraduate psychiatry teaching. Indian J Psychiatry. 2019; 61(4):376-379.
- [12]. Bravo E, Amante B, Simo P, Enache M, Fernandez V. Video as a new teaching tool to increase student motivation. 2011 IEEE Global Engineering Education Conference (EDUCON). Amman: IEEE; 2011. p. 638-642.
- [13]. Anderberg M, Dahlberg M. Gender differences among adolescents with substance abuse problems at Maria clinics in Sweden. Nordic Studies on Alcohol and Drugs. 2018 February; 35(1): 24-38
- [14]. Gaete J, Rojas G, Fritsch R, Araya R. Association between School Membership and Substance Use among Adolescents. Frontiers in Psychiatry. 2018 Feb; 9:25.
- [15]. Olawole I, Ogundipe O, Amoo EO, Adeloye D. Substance use among adolescents in sub-Saharan Africa: A systematic review and meta-analysis. S Afr J Child Health. 2018; 12(2 Suppl 1):S79-S84.
- [16]. Gray KM, Squeglia LM. Research Review: What Have We Learned About Adolescent Substance Use? Journal of Child Psychology and Psychiatry, and Allied Disciplines. 2017 July; 59(6):618-627
- [17]. Daniel LT, Krishnan G, Gupta S. A study to assess the prevalence and pattern of substance use among male adolescents in suburban area of Delhi. Indian J Soc Psychiatry 2017; 33(3):208-212.
- [18]. Sharma M, Chaudhary M. A Study of Drugs and Substance Abuse among Adolescents of Slum Dwellers. The International Journal of Indian Psychology. 2016 July-September; 3(4): 58
- [19]. Jarali AB, Ogoncho PO. Knowledge on substance abuse among adolescents. IJNER. 2016; 4(3):371-375
- [20]. Haddad L, Shotar A, Umlauf M. Knowledge of substance abuse among high school students in Jordan. Journal of transcultural nursing. 2010 March; 21(2):143-150
- [21]. Ghazi HF. Knowledge, attitude and practice related to drug abuse among Pahang Matriculation students in Malaysia. IJPHR. 2016 September; 6(2):750-756
- [22]. Fayombo G. Academic related variables and attitudes towards substance abuse among secondary school adolescents in Barbados. World Journal of Education. 2011;1(1): 136-143
- [23]. Brubaker MD, Nabors LA, Pangallo J, Shipley H. Stigmatization of adolescents who use alcohol and marijuana: a counseling concern. Ideas and research you can use: VISTAS. 2012 March;1(64):1-11
- [24]. Srivastav P, Karsayal R. A study to assess the effectiveness of video assisted teaching on ill effects of substance abuse among adolescents of peoples public school, Bhopal. IJAR. 2016; 2(7): 329-331
- [25]. Moshki M, Hassanzade T, Taymoori P. Effect of Life Skills Training on Drug Abuse Preventive Behaviors among University Students. International journal of preventive medicine. 2014 May; 5(5):577-583.
- [26]. Kiriru A. Effect of Awareness on Substance Abuse among University Students in a Selected Private University in Kenya. African Research Journal of Education and Social Sciences. 2018 August; 5(2):52-61
- [27]. Snehalatha R, Bhagyalakshmi M, Hemalatha S. A Study to Assess the Effectiveness of Structured Teaching Program on Knowledge Regarding Alcohol Use and Its Harmful Effects Among High School Children at Municipal Corporation School in Tirupati. International Journal of Scientific Research. 2018 December;7(12):48-49

- [28]. Goswami YP, Jayalakshmi LS, Mathur DM. A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge regarding Substance Abuse among Adolescents at Selected Nursing Colleges of Udaipur District, Rajasthan, India . *International Journal of Scientific and Research Publications*. 2015 February; 5(2): 1-4
- [29]. Saxena V, Saxena S, Kishore G, Kumar P. A study on substance abuse among school going adolescents of Doiwala Block, District Dehradun. *Indian Journal of Public Health*. 2010; 54(4): 197-200
- [30]. Leeman RF, Hoff RA, Krishnan-Sarin S, Patock-Peckham JA, Potenza MN. Impulsivity, sensation-seeking, and part-time job status in relation to substance use and gambling in adolescents. *J Adolesc Health*. 2014; 54(4):460- 466.
- [31]. Wang W, Luo M, Xi C, *et al.* Cross-sectional study on influence of the family environment on the lifetime non-medical use of prescription drugs among Chinese adolescents in Guangdong: an analysis of sex differences. *BMJOpen*. 2019; 9(7): e026758.
- [32]. Tsering D, Pal R, Dasgupta A. Substance use among adolescent high school students in India: A survey of knowledge, attitude, and opinion. *J Pharm Bioallied Sci*. 2010; 2(2):137-140.

Romi Devnath, et. al. "Effect of video assisted teaching programme on knowledge and attitude of substance use among adolescents in selected higher secondary schools in West Bengal." *IOSR Journal of Nursing and Health Science (IOSR-JNHS)*, 10(4), 2021, pp. 01-12.