

Research Paper

Developing Life Skills Training Module in Drug Abuse Preventive Program among Adolescents in Mumbai

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ABSTRACT

Objectives: 1. To assess the drug abuse among adolescents in study and control group 2. To evaluate the impact of drug abuse preventive program on substance abuse among adolescents. **Novelty:** Drug abuse is now-a-days one of the gravest social harms. Recent years have experienced a drastic rise in drug abuse among school and college students. Thus, the need for special attention to the issue is deemed important. The present study was conducted with the aim of assessing the impact of Life skills training on promotion of drug abuse preventive behaviors. Evidence based substance use preventive interventions like life skills training program can be rooted in school/ college curriculum. **Methodology:** Research Approach was quantitative approach; Research Design was Quasi experimental pre-test post-test; Target Population – School students; Sampling techniques – stratified proportionate sampling; Sample – Eight standard students from selected school of Maharashtra who fulfil the inclusion criteria. Sample size was 60; Inclusion Criteria – Students willing to participate in the study and who were present during the Drug abuse preventive program training. Exclusion criteria – Students who have attended drug abuse training program in past. Data were collected through a questionnaire, including two sections of demographic information and drug abuse preventive behaviors (Self-awareness, Decision making, Problem solving, Critical thinking, stress management and Drug abuse effects). The tools were prepared and taken validity and reliability from the experts of the subject. **Findings:** The study group received 3 hours of training on 6 preventive behaviours while control group received no training. Later, the post tests were conducted after completion of training on Drug abuse preventive program. Mann Whitney results among the groups showed that the drug abuse preventive training program was significantly effective in raising the awareness in study group than the control group. It was recommended that Drug abuse preventive training program should be used as an adjunct strategy in school curriculum so as to enhance prevention of drug abuse among adolescents.

Keywords: Life Skill Training, Drug Abuse, Preventive Program

As per the WHO, individuals between the age group of 12- 19 years are adolescents. During their transformational age from adolescents to adults there is a rapid physical and emotional change in them. They are in a transition phase from a dependent childhood to psychological, social and economic independent adulthood. Therefore, it is the most challenging and complicated stage in the ladder of growth and development. This age

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is often marked by struggle in social and emotional development. When these youths face lot of stress from emotional-social changes and cognitive development, it may affect their mental health.

Need of the study

Prevention and early intervention of drug abuse represent the most promising and appropriate ways to maximize adolescent's health and minimize the negative and serious consequences of such pervasive problem. Therefore, effective prevention strategies are critically important in community efforts to combat such problem.

Indeed, substance abuse affects all sectors of society in all countries; in particular, it affects the freedom and development of young people, the world's most valuable asset (Givaudan & Pick). Adolescence is a time when enormous changes take place in the process of normal development. It is "a time for developing a person's sense of self-identity, a process that involves separating from parental attachments and values and establishing new social ties, values and ideals. In separating from parents, youth need to form other meaningful relationships. Sometimes the peers with whom the growing youth associates influence him or her to adopt drugs as part of their social behaviour (McNeely & Blanchard, 2010; American Academy of Child and Adolescent Psychiatry [AACAP], 2011).

Objectives:

- To evaluate the impact of applying preventive interventions on substance abuse among adolescents.
- To associate the findings with selected demographic variables.

Settings:

The study was carried out at one of the prestigious schools in Thane. All students were screened by using Drug abuse Questionnaire, they were total 310 students. 60 students had mild to moderate substance abuse related risk were selected as study participants from school.

The study had four phases. The first was the assessment and preparatory phase where Drug use Questionnaire tool (DAST-20) was used to assess students' use of drugs, the second was the development phase while the third was the implementation phase (life skill training module) and finally the fourth phase was the evaluation phase during which Self-made Drug abuse tool was used post 7 days for evaluation.

Research hypothesis

Schools students who receive the preventive interventions demonstrate less substance abuse risky behaviours than those who do not.

Research Design:

A Quasi experimental research design was adopted to carry out this study.

Settings:

- One school was randomly selected from Thane educational zone i.e. New Horizon Public School, Airoli.

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- Two groups were blindly assigned to select the study group (30 students) and the others were the controls (**30 students**).

Tools of the study

In order to fulfil the objective of this study, two tools were used.

Tool I: Drug Use Questionnaire (Dast-20)

This tool included 20 questions potential involvement with drugs during the past 12 months. If the score is more than 10 which denotes high risk for drug abuse were selected as samples of the study.

Tool II: Self structured Drug abuse questionnaire

This tool had demographic information:

(a) Age, gender, father's and mother's educational level, and income.

(b) Drug abuse preventive behaviours including: Self-awareness, Decision making, Problem solving, Critical thinking, stress management and Drug abuse effects

This section includes 30 questions, 5 items related to each area.

The questionnaire included the following items:

1. Regarding self-awareness, items such as familiarity with the components of self-awareness, self-evaluation skills, knowledge of self-strengths and weaknesses, positive thinking abilities, relationship between self-esteem and drug abuse.
2. Decision-making skill involved familiarity with decision - making process, factors affecting decision, different styles of decision-making and steps to logical decision – making
3. Problem - solving domain paid to issues as familiarity with basic concepts in problem - solving, problem - centered coping and steps to the problem - centered coping
4. Critical thinking domain studied items as knowledge of basic concepts in critical thinking and components of critical thinking
5. In the stress management domain, factors such as knowledge of the concept of stress and related factors, a model of application of coping strategies, stress symptoms and stress management strategies and their descriptions, self-cooling and adaptive introspections were investigated
6. Drug abuse focused on types of drugs, their side-effects, risk factors and preventive factors

The questionnaire was made by the use of related references, texts and expert panel. Eight experts on the field commented on the face and qualitative content validity of the questionnaire. Having taken the required permits, validation of the aims of the study, emphasizing the confidentiality of the results and attracting the trust and consent of the participants, data were collected through distribution of the questionnaires among the target group before and after LST workshops.

As the study was of a pre- and post-test design, the questionnaires were encoded, so the examinees could be tested both before and after training. Training techniques included lecturing, discussion, question and answer, role-play and modelling.

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Ethical considerations

Permission to data collection was gained from the Research Ethics Committee of SVKV CONE and school. Furthermore, the participants were given written and oral information about the study purpose. Their responses to the questionnaire were anonymous and all respondents participated in the study voluntarily.

Method of data analysis:

Descriptive statistics was used to analyse sociodemographic variables. Paired-t test was used to determine the effect of intervention in each group.

RESULTS AND FINDINGS

Table 1. Distribution of demographic variables of students (n=60)

Demographic data		F	%
Gender	Male	31	51.7
	Female	29	48.3
Age (in years)	12-15	58	96.7
	16-19	02	3.33
Fathers educational status	SSC	4	6.67
	HSC	1	1.67
	Graduate	30	50
	Post graduate	22	36.7
	Illiterate	3	5
Mothers educational status	SSC	3	5
	HSC	4	6.67
	Graduate	24	40
	Post graduate	27	45
	Illiterate	2	3.33
Family income (per month)	<50,000	17	28.3
	51,000-1,00,000	36	60
	>1,00,000	7	11.7

Majority of students were in the age group of 19-20 years. The study population consisted of more female students than male students. The income of parents 44.4% of parents had income less than 20,000 and 29% of the population was between 20,001- 40,000.

Table 2: Mean score of preventive behaviours after the interventions N=60

Modules	Study		Control		Z value	P value
	Mean	SD	Mean	SD		
Self-awareness	39.34	3.5	35.56	4.99	9.24	<0.0001
Decision making	38.09	4.12	34.11	5.99	7.93	<0.0001
Problem solving	39.02	3.804	35.46	5.45	8.23	<0.0001
Critical thinking	37.64	4.33	33.99	6.39	7.08	<0.0001
Stress management	24.48	3.002	22.18	3.71	7.09	<0.0001
Drug abuse effects	38.84	4.52	35.44	5.47	8.11	<0.0001

In comparison of subscale wise mean score of study and control group shows that there was significant difference in Pre- test and Post -test. This shows that there was a significant effect of LST training program on study.

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Table 3: Pre-test and post-test difference

	Control		Intervention		p value
	Mean	SD	Mean	SD	
Pre-test	6.1	1.24	5.8	-0.91	0.36
Post test	7.7	1.30	9.18	0.98	0.0001

There was a significant difference observed immediately after intervention ($P < 0.001$). In other words, LST could successfully promote drug abuse preventive behaviors or reduce risk factors leading to drug abuse.

Demographic findings:

- This study proved a significant positive relationship between father's educational level and children's knowledge of drug abuse preventive behaviors.
- Probably families with higher academic levels have more potential skills and use various techniques to promote their children's insight toward drug abuse.
- This proves the crucial role parents play in forming a proper insight toward drug abuse and in turn in the formation of drug abuse preventive behaviors in their children.

CONCLUSION

LST can promote Self-awareness, Decision making, Problem solving, Critical thinking, stress management skills and lead to more social acceptability, which in turn reduce drug abuse tendency. So, it is highly recommended to plan and perform constant LST workshops as effective tools of drug abuse prevention in schools and colleges. LST can reduce the anger and aggressive behaviours of these individuals. Thus, considering the high comorbidity of this disorder with the use of drugs, and since this factor can be considered as a barrier to the treatment of drug abuse, it is suggested that, it should be considered in the treatment process. It is suggested that, LST should be used in the drug rehabilitation centers to prevent people from resuming drug use, along with detoxification treatments. Training life skills show the addicts how to regulate emotions, which consequently results in anger control and reduced aggression.

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Conflict of Interest

The author(s) declared no conflict of interest.

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