

Surveying and Comparing the effect of Two Training Methods: Drug Addiction Prevention (Peer education with Teachers) on the Level of Knowledge and Attitudes on the High School Students of ShahreKord, Iran

Shahram Baraz¹, Maryam Rostami², Firoozeh Karimi Pour³, Hedayatallah Lalehgani⁴, Safar Ali Esmacili Vardanjani^{6*}

- 1- Doctoral Candidate, School of Nursing and Midwifery, Ahvaz Jundishapur University of medical sciences, Ahvaz, Iran.
- 2- Doctoral Candidate, School of Nursing and Midwifery, Islamic Azad University of Masjed Solaiman, Ahvaz, Iran.
- 3- Faculty member, Jahrom University of Medical Science, Jahrom, Iran.
- 4- Ms in Medical Surgical Nursing, Shahrekord University of Medical Science, Shahrekord, Iran
- 5- Ms in Nursing Education, Shahrekord University of Medical Science, Shahrekord, Iran
safaraliesmaili@yahoo.com

Abstract: Considering the increasing growth of addiction in the youth as well as the importance of training to avoid that, the effect of two training methods (by the teacher and peer education) for preventing from the addiction of high school boy students of Shahr-e-Kord were studied in this research. In this study 450 boy students in third grade at high school were included in the study from Shahr-e-Kord High Schools on a random and stratified basis. 225 of the total 450 studied students were trained by the teacher and 225 students were trained by the group of the same age. 20 days after completion of training, a posttest was made by using the same questionnaire. The collected data was analyzed by spss 11.5 and by using descriptive and analytical statistics. The studied students included 450 students with an average age of 16.78 ± 0.7 . Average pretest and posttest scores in both interventional groups were significantly different ($p=0.0001$). Average change of pretest and posttest scores in the training group by the students of the same age (10.7 ± 3.6) was higher than the average change of scores before and after the training by the teacher (8.8 ± 3.4). Bon Froni test showed these differences to be statistically significant ($p=0.0001$). Considering the findings of this study, training on how to avoid addiction by those of the same age will be more efficient in increasing the knowledge and views of the students.

[Baraz S, Rostami M, Karimi Pour F, Lalehgani H, Esmacili Vardanjani SA. **Surveying and Comparing the effect of Two Training Methods: Drug Addiction Prevention (Peer education with Teachers) on the Level of Knowledge and Attitudes of the High School Boy Students of Shahr-e-Kord, Iran.** *Life Sci J* 2012;9(2):1304-1307] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 193

Keywords: Prevention, Addiction, Peer education, Knowledge and Attitudes, Peer education

1. Introduction

Drug abuse is one of the problems of human society which is increasing day by day. Few countries may be found to have remained immune from its recurrence and risks (Manshaei, 2009). Alcohol consumption and drug abuse are one of the most important problems of the modern countries. Each year, millions of dollars are spent in different countries for campaigning against the drug or for treating and caring the addicts. (Rostami et al., 2007). The experiences of successful countries in campaigning against the drugs show that such successes require scientific typological understanding of the addicts and its use for initial and secondary preventions (Heidari Pahlavan et al., 2002).

Social psychologists and researchers have introduced several reasons for drug abuse. Some believe that making effort to be accepted by the society and trying to show oneself as a mature and adult person are some of the reasons to tend in drug abuse. Some others believe that admission in social

groups and receiving the suggestion from the friends to consume drugs are considered as the important factors for increased possibility of drug consumption. Moreover, incapability of the individual to control his/her impulses as well as excitement and difference seeking are also considered as the effective psychological factors for drug consumption (Mirahmadi et al., 2009).

Based on the report of WHO (1998), 70% of the fatalities occur consequent to the behaviors that had occurred during puberty which could be adjusted. The global extension of consumption of drug, alcohol, cigarettes and psychotropic drugs among the teens (Corbet, 2001) and the increasing epidemiology of smoking especially among the teen age girls warn us. Those teens that smoke and drink are very likely to begin consuming drugs (Hyde et al., 2001). Those teens who begin to smoke earlier will likely continue to smoke for several years. They are also exposed to much more risks due to the long period of their smoking. Therefore, increase of smoking age from 12

to 14, decrease of the number of those teens who drink alcohol, and decrease of smoking by the teens are declared (Parvizi et al., 2004), to be among the goals of WHO by 2010 (WHO, 1998).

People's intention for drug abuse, at least in the first times of consumption, is influenced by their view to drug consumption. Therefore, adjustment of tendency especially among the teens is one of the recognized strategies to prevent from addiction (Rafie et al., 2006). Since a high percentage of teens attend the schools (e.g., about 18 million students study throughout (Iran Statistics Center, 2001), training to prevent addiction in the schools is especially important. Training is the basis for different types of learning and its main goal is to change the behavior and comprehensive performance. Training methods are one of the important and efficient factors in the quality of training. Therefore, considering different training methods, we decided to assess two training methods in connection to addiction among the high school students. Therefore, the present study was designed and implemented aiming at examining and comparing the effects of two training methods for prevention from drug addiction by the group of the same age and teachers on the awareness levels and views and of boy high school students in Shahr-e-Kord, Iran.

2. Material and Methods

Examination method in this research includes a semi-experimental study in which after selecting two groups for study, each of them is exposed to an independent variable, in the manner that the first and second groups are trained by the group of the same age and teachers, respectively. The experimental plan used in this study is of pre and post type. In this method, first the information of students' knowledge and view in both groups is gathered simultaneously by the questionnaire before executing the training program and. Then, one of the groups is trained by the group of the same age and the second group is trained by the students. After separation of a suitable period, i.e., three weeks after execution of training program, the information of students' knowledge and view in both groups is collected by the questionnaire once again. After extracting the data and analyzing the obtained information, the students' knowledge and view in both groups concerning addiction is examined before and after executing the training program and the effects of each of the two training methods are determined and compared.

Information collection tool in this research was questionnaire which was used in performing the initial and secondary tests. This questionnaire has 36 questions and is prepared in three main parts. In the first part which contains 10 questions, the

specifications of studied units (demographic information) are questioned. The second part of the questionnaire contains 12 questions designed to examine the knowledge level of studied units about addiction. The third part of the questionnaire includes 14 questions designed to examine the viewpoint of studied units on addiction.

Sample size was calculate and estimated at 222 people for each group by considering the amounts of $p_0=0.4$, $p_1=0.7$, $\alpha=0.05$, and $\beta=0.15$ in the sample size formula of interventional studies. Therefore, 450 boy students at third grade of high school were included in the study from Shahr-e-Kord high schools on a random and stratified basis. Training method was specified in each group using simple random method. After the declaration of the ethics in research committee of the university to the effect that there was no impediment and after issuance of a permit by the education department and coordinating with the principals of the selected schools, the pretest was held for the students by using a questionnaire containing 36 questions on the students' knowledge and view about addiction. The reliability of the questionnaire was determined by using content and formal validity method. Validity coefficient of the questionnaire on 20 students was obtained 92%. The trainers who were of the same age (3 people at each school and totally 15 people) were elected by other students. They were then trained in a one-day workshop by a physician specialized in addiction and the ways to prevent that. Before the commencement of training, the capability of trainees (students) to transfer the subjects to other students through lecturing and questioning and answering was ensured. 225 students of the total 450 students under study were trained by teachers and 225 students were trained by the group of students of their same age. 20 days after completion of training, a posttest was made by using the same questionnaire. The collected data was analyzed by spss 11.5 and by using descriptive and analytic statistics.

3. Results

The studied students included 450 students with an average age of 16.78 ± 0.7 . The education level of 74.2% of the students' mothers was lower than high school diploma and the education level of 18.1% was high school diploma and higher. 93.9% of studied students' mothers were housewives and 4.5% were employees. 225 students were trained by the teachers and the remaining 225 students were trained by other students of their same ages. K-2 test was statistically insignificant to determine the relation between the training method and mothers' educations, mothers' jobs, fathers' educations and fathers' jobs. 36.6% of the students had observed drugs and 4.3% had used

them. Based on the findings of this study, only 6.9% of the students were highly informed about the harmful effects of the drugs. It should be noted that 11 students did not give complete answers to the questions concerning their awareness. In examining the views of the studied units about the drugs, 28.1% believed that the effects of drugs were less than the effects of psychotropic pills and 52% believed that those who use drugs smoked as well. 48.7% believed that one of the family members of those who consumed drugs were addicted. 37.7% believed that drug consumers were likely to suffer from HIV and Hepatitis B. For the relation between knowledge level of students and drug abuse, the findings showed that 30.4% of the total students who smoked and consumed drug had low knowledge, 52.2% had a medium knowledge and 6.4% had a high knowledge ($p=0.002$). This finding shows the knowledge level in the students and especially in the second group. 36.6% of the students studied in this research were familiar with drugs and the average point of knowledge was 8.11 ± 3.69 vs. 3.6 ± 3.93 for those individuals who were not familiar with drugs. The average scores of pretest and posttest in both intervened groups were significantly different. In other words, both training methods were statistically significant in enhancing the levels of knowledge, view and posttest points as compared to the pretest points. The difference of average pre-training and post-training points were higher in the students who had been trained by the group of their same age as compared to the students who had trained by the teachers.

4. Discussions

It is understood from the findings of this study that the knowledge level of the students about the drug effects is quite low in the manner that only 6.9% of them had a high knowledge. These figures indicate that unfortunately one of the most susceptible classes of the society, i.e., students has a low knowledge. In 2007, Moasheri et al, made a study entitled "Knowledge Level and Attitude of the Students of Birjand Universities on the Consumption of Psychotropic Pills" and showed that low information and knowledge is an important factor in the tendency of susceptible people of the society to psychotropic pills (Moasheri et al., 2007). The results of this study indicate the significant increase of knowledge level and view from pretest to posttest in both intervention groups (teacher and the group of the same age). In other words, both interventional training methods had a positive effect in improving the level of knowledge and view of the students on the lethal effects of drugs and the ways to prevent that. The training to prevent from drug abuse especially through peers is economically considerable. The cost-saving ratio of

these programs is 26 to 1 (Miler et al., 2007), They not only reduce the consumption demand, but also reduce the relevant damages (Spiser and Miler., 2005). In a study conducted by Mirahmadizadeh et al (2009) entitled "The Effect of Training for Prevention from Addiction on the Knowledge and Attitude on Soldiers in Military Places", they showed that the trainings for prevention from addiction in the military environments not only increases the knowledge and improves view, but also it will lead to the improvement of individuals' performance (Mirahmadizadeh et al., 2009). Valente et al (2007) stated that use of peers in training programs was one of the efficient and successful methods in training for prevention from drug abuse in educational environments such as schools and workplaces like military environments (Valente et al., 2007). In the study made by Abbaspour et al, (2007) in Kerman, training by peers (peer education) to prevent from HIV transmission was introduced to be more efficient than training made by the personnel of health centers (Abbaspour et al., 2007). Furthermore, Jodati's study in Tabriz showed that training by peers was efficient in the knowledge and attitude to HIV (Jodati et al., 2007). In a study conducted by Azizi et al., (2008) entitled "Comparing the Effect of Training on HIV Infection by Peers, Physician and Pamphlet Distribution on the Knowledge of Girl Students", they showed that training to prevent from HIV by the physicians was more efficient in increasing the knowledge of students as compared to pamphlet and peers. Azizi's study is not consistent with this study as well as with Abbaspour et al. (2007) in which the physician's credit is stated to be an authentic information source (Azizi et al., 2008). The threats of addiction are not known to people and high tendency of people to addiction shows the necessity to make the society aware to prevent from addiction (Azami et al., 2004; Shokati A, 2012; Msoudi et al., 2012; Sheikholeslami et al., 2012). Considering the results of this study, training to prevent from addiction by peers is effective in increasing the knowledge and Attitude of the students though training by teachers will increase their knowledge and Attitude as well.

Acknowledgements:

This is an original article and authors are grateful to the all students and teachers that participated in our study and Department of Education and training, Charmahal and Bakhtiari, Shahrekord, Iran.

Corresponding Author:

Safar Ali Esmaeili Vardanjani
Shahrekord University of Medical Science
Shahrekord, Iran
E-mail: safaraliesmaili@yahoo.com

References

1. Manchaei GH, Mazaheri M. Relationship between emotional intelligence and substance abuse: To explain the pattern of drug abuse slow and not slow, Thought and Behavior, 2009; 15. [In Persian].
2. Rostami R, Nosratabadi M, Mohammadi F. Primary Evaluation of the Diagnostic Accuracy Of the AAS, MAC-R, and APS. Psychological Research, 2007; 10 (1 & 2). [In Persian].
3. Heidari Pahlevan A, Amir Zargar M, Farhadi Nasab A, Mahjob H. Comparison of characteristics Addicts with non addicts. Journal of Hamedan University Medical Science, 2003; 10 (2). [In Persian].
4. Mirahmadi zade A, Naghsvarian M, Moghadami M, Hemati A, Parsapoor R. The effect of education Drug Abuse Preventive education on solders knowledge and attitude. Journal of Military Medicine. 2009; 12 (1), 33- 37. [In Persian].
5. Corbett, K. Susceptibility of youth to tobacco. Respiration Psychology, 2001; 128, 103 – 118
6. Hyde A, Treacy M, Boland J, Whitaker T, Abaunza PS, Knox B. ALCOHOL CONSUMPTION AMONG 11-16 YEAR OLDS: 'GETTING? AROUND' STRUCTURAL BARRIERS? Nursing & Health Sciences, 2001, 3(4), 237-45.
7. Parvizi S, Ahmadi F, Nikbakht Nasr Abadi AR. Addiction from teen view: A qualitative study. Journal of Thought and Behavior, 2004; 10 (3), 250- 257. [In Persian].
8. World Health Organization (1998). World Health report. Geneva: WHO.
9. Rafie H, Jazayeri A, Nazari MA, Soleimani Nia L. Scale psychometrics properties measure attitude teen to addiction. Rehabilitation, 2006; 8 (1). [In Persian].
10. Statistics organization of Iran. Letter Statistics, Tehran: Statistics organization of Iran publication, 2001. [In Persian].
11. Moasheri BN, Miri M, Mashreghi Moghadam MR. The University Birjands Students Knowledge and attitude to use of Extazi drugs. Journal of Birjands Medical Science, 2007; 13 (4). [In Persian].
12. Miller TR, Zaloshnja E, Spicer RS. Effectiveness and benefit-cost of peer-based workplace substance abuse prevention coupled with random testing. Accid Anal Prev. 2007; 39:565-73.
13. Spicer RS, Miller TR. Impact of a workplace peer-focused substance abuse prevention and early intervention program. Alcohol Clin Exp Res. 2005; 29:609-11.
14. Valente TW, Ritt-Olson A, Stacy A, Unger JB, Okamoto J, Sussman S. Peer acceleration: Effects of a social network tailored substance abuse prevention program among high-risk adolescents. Addiction. 2007; 102:1804-15.
15. Abbaspour Z, Saidian M, Abedi P. Peer education vs. health provider education in knowledge and attitude about prevention and transmission of AIDS in high school students. Pakistan journal of Med Sciences. 2007, 23: 108-110. [In Persian].
16. Jodati AR, Noorabadi GR, Salmasi Sosan H, Dastgiri S, Sedaghat k. The effect of education on improving level of knowledge and attitude medical and non medical student about preventive and Transmission of HIV methods. Iranian Journal of Medical Education, 2005; 5 (14). [In Persian].
17. Azizi A, Amirian F, The comparision of HIV Preventive education by peer education, physician and pamphlet distribution on girl student knowledge. Journal of Iran Professional Epidemiology. 2008; 4 (3 & 4), 71- 76. [In Persian].
18. Azami A, Alimohamadi M, Masomi R. Tendency toward drug use in the age group older than ten years of Ardabil. 2005; 5 (1), 16- 21. [In Persian].
19. Shokati AM, Hassani P, Manoochehri H, Esmaili vardanjan SA. 2012. The Lived Experience of Iranian Caregivers of Comatose Patients. Life Science Journal 2012: 9 (3) 1656- 1662.
20. Msoudi R, Esmaeili Vardanjan SA, Rabiei L, Moghadassi J, Khayri F, Rahimi Madiseh M. A group-foundation exercise schedule on quality of life and well-being in older men and women. Indian Journal of Science and Technology 2012: 5 (2): 2165- 2169.
21. Sheikholeslami F, Masole SR, Rafati P, Esmaeili Vardanjan SA, Yazdani Talami MA, Khodadadi N. The relationship between the religious beliefs and the feeling of loneliness in elderly. Indian Journal of Science and Technology 2012: 5 (3): 2411- 2416.

1/26/2012