



The Effect of Different Types of Informing on changing Attitudes of Shahrekord University' Students toward Addiction

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Abstract

This study designed to determine the best type of informing Shahrekord's students toward Addiction. Statistical community was all students in shahrekord university (Iran). Among the group 338 students were selected via random sampling. Finally, there were 366 students in the sample (338 in the experimental 28 in the control groups). The experimental groups were movie watchers, colored pestered readers, speech attendants, and walled journal readers. The applied statistics were ANOVA and descriptive methods. Results showed a significant change for colored poster and speech attendants; but, no significant change was shown for the rest.

Introduction

Addiction is a dilemma in the world that is called "A deconstructive Phenomenon" due to broad deconstruction in cultural and ethical activities of the society. yearly, lots of people, especially young people fall in the trap which is lastly ended to death. Before that, the problem was restricted to adults; though, with introducing new generations of drugs (morphine, heroin, cocaine, cannabis) to the consumers, it changed to a common problem among young people in all of the world (tamimipour,2005). According to UNDCP, there are 14 million addict people that inject drug systematically (UNDCP, 2013).

All of the age groups are not same in terms of exposing to risk of addiction, but with increasing in age decreasing in the risk can be seen obviously.

In fact, the most vulnerable group in this regards is adolescent. The groups can not understand the risk and its consequences. The group can be called "immature and omnipotent". Thus, using preventive programs is a necessity for the group and can be effective to have a dynamic society in both personal and social dimensions (O'Brien, 2011; Taherian et al., 2007).

As one third of people in the country study or works at schools and universities, the situation is an excellent chance to direct preventative programs in terms of addiction. In fact, education system with its broad and common programs is responsible in terms of skill-training, experience transferring and protection of civilization and culture through socialisation for younger generation (Seyfolahi, 2010; Van Rooij, Schoenmakers, Vermulst, Van Den Eijnden & Van De Mheen, 2011). With respect to the heavy responsibility of the educational system, the immunization of people the culture against the deviations is put on the organisation. In fact, people's expectations have been shaped in this way. Thus, formal education of young people is upon the education system which ought to also be careful of them in terms of addiction. There are numerous researchers which point to to the above mentioned facts.

Antai-Otong (2008) wrote that believes which are related to addictions are functions of expected effects from addiction and affection values which people give to their behaviors. Wong, Mill, and Fernandes (2011) say adolescents who have not enough information of harmful effects of drugs and their consequences tend to the problem. Taremian (2008) found Iranian adolescents because of lack of suitable knowledge of drugs, have more tendencies toward addiction. Assad beige (2008) found using alarming instruments in student's subjects in terms of risks of substances, alcohol and cigarette in courses, films, story, walled newspapers, and pamphlet can be effective as preventative plans. Johnston, O'Malley, Bachman and Schulenberg (2011) reported that students need to information about risks of addiction and if the group have right knowledge in this regard, they do not go toward the addiction. Addiction is a dilemma at international level too. Addiction and drug dependency destruct family which in turn affects on the society. Office of substance abuse and prevention (OSAP) in 2013 reported that %49 of murders %50 of traffic accidents 20-35 percentages of suicides %62 of personal fights more than %50 of wife abuse, and %38 of child abuse cases are come from drug or alcohol dependency and abuse.

In Iran, according to formal reports there are more than 2 million addicts. Even a conservative estimation of the daily cost of addiction in Iran is more than educational budget per week (Assad beige,2005). With respect to family's average size and addicted people, around 10 million of people in the society are related to the problem. As harm reduction in terms of addiction should be broad to cover a good effect, giving information to students as a high risk collection is a brilliant strategy. This is in line with the famous motto that prevention is better, easier, cheaper and more efficient than healing (Hartmann-Boyce, Stead, Cahill, and Lancaster, 2013; Tavakolkooari, 2000).

Methodology

Statistical community and sampling method

Statistical community includes all students of Shahrkord University. Sample was selected via random method. There were totally 18 faculties in the university which 16 ones included in the sample. From the classes of the faculties 16 ones were chosen randomly and all students in the classes were as sample. One of the classes selected as control by

chance, the others ascribed to additional methods of informing of addiction in the same way. Consequently, there were 338 in the experimental and 28 students in the control respectively.

Instrumentation

A hand-made questionnaire was used to evaluate the students' attitude toward addiction. The test estimates three levels of cognitive, affection and behavioral. There are 41 items with 5 Likert points in each from completely agree to completely disagree on a spectrum. Also a demographic questionnaire was applied in this study. A pilot study with 90 people indicated .90 and .88 reliability coefficients with using two-halves beside Chronbach Alpha methods respectively. For validity of the instrument a method of specialists' judgment was applied which accordingly, the test's questions assessed by psychologists in welfare organisation, Ahvaz's self-curing centre for addicts and social Pathologists lecturers. As a result, several items were uninvolved in the final version of the questionnaire.

Research design

The used design was quasi-experimental which according a group has the intervention and the others have not. There were several groups in the study, so an ANOVA method applied to analysis the gathered data.

Findings

Findings of this study are reported under two different categories of descriptive as well as inferential.

Descriptive

Subjects of this study were all students with mean age of 20.52 and SD=1.46. No significant difference was shown between the groups in terms of socio-economic status of their family, $F = .85$, $P=.815$). Mothers, mostly, were clerk (more than %65), while fathers worked at self finance jobs namely grocery, and semi professional jobs (around 59% have not had been at university).

Inferential findings

Table.1. Results of F. test (groups)

Variables	F	DF	P	ES
Lecturing	6.446	5	.000	.03
Poster	5.461	5	.019	.034
Walled newspaper	1.236	5	.171	.476

Table 2. t. test matched pairs

groups	T	DF	P	ES
Lecturing	6.417	1	.018	.021
Poster	5.017	1	.047	.037
Walled newspaper	1.315	1	.263	.698

According to table 1 the best method of knowledge—increasing for students is poster which is followed by lecturing. The method with least effect is walled newspaper which showed no difference significantly. The results verified in the table 2 with applying t. test between pre and post tests.

Discussion

Results of this study showed a significant difference between methods of informing students about addiction's risk. Particularly, methods of lecturing and poster presentation in a significant manner were more effective than walled newspaper and control groups. This result is in a row with Seyfolahi's view of educational system who said, the system can have a significant role to inform students especially young people, and avoid risky behaviors which are associated with addiction and related disorders. In fact, the educational system can be effective in this term which may be ascribed to its broad domain as well as long hours of studying which are supplied for students. The findings also were similar with Antai-Otong (2008) and Johnston et al. (2011). There was little about methods of informing young people risky behaviours such as addiction in the literature.

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