

# Interventional Training Effect on Drug Withdrawal Rate

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Received for publication: 14 February 2014.

Accepted for publication: 05 May 2014.

## Abstract

The aim of this research is to study the effect of interventional training in changing the attitude, self- efficiency and self- controlling skills on addicts who are sent to addiction withdrawal centers to pursue the impact of teaching on drug withdrawal rate. Current study is an experimental study and statistical population includes 201 sent addicts to Behshahr addiction withdrawal centers where three questionnaires have been used to analyze the questions and hypothesis. Findings show that teaching affects changing of attitude, self- efficiency and decision making in quitting of the sent addicts to the centers. Teaching the life and communication skills and its effects on the life quality of the people can largely help them to avoid returning to drugs.

**Keywords:** training, attitude, self- efficiency, self-controlling skills

## Introduction

People in each country play a pivotal role in the development, due to social activity. To achieve the development objects and country progress, identifying the problems and issues are so important. In this regard recognizing the people exposing the risk of drug abuse (positive tend to drug abuse) and other hazardous behaviors should be the substantial concerns of education authorities. Today, health psychology plays an interesting role with controlling and coping with stress, decreasing and quitting smoking and adjusting. Healthier behaviors (Kurtis, 2003, p.24-25). Today, “addiction” problem has

been a complex and dangerous from and has developed globally. As drug abuse has been defined as one of the several national health problems and about 10% people use drugs and alcohol (smith, 2006). According to human and financial costs in confronting the offering and distributing the drugs and physical and psychological affects and spending a lot of time and cost and low percent of the success and addicts lack of motivation to cure and confronting the offering and treatment have not resulted well, so the importance of the treatment and prevention is justified . Interventional training program in preventing the drug abuse is a new approach for preventing that focuses on main psychological – social factors which cause the adolescents and young people begin drug abuse, and this program emphasizes the growth of self-controlling skills, self-efficiency and the change of positive attitude. Thus, it is so important to codify and standardize the drug abuse prevention programs for different ages (Couijper, 2002; National Institute on Drug Abuse, 2003). Teaching is a kind of learning done to change the person in improving his abilities and result in improving the skill, knowledge, attitudes and individual social behavior (Robbins, 2007). Interventional training can be defined as a strategy and process to improve and promote an index, this index can be the life quality of addicts , and for the people who recourse to drug with drawl centers , need to be supported physically ,emotionally and socially , and like other people , the intend to have a healthy life ( Robbins,1985). It is said that “ teaching is a kind of learning, done to change the person in improving his abilities and result in improving the skills, knowledge attitudes and so-

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cial behaviors.” William.Mc .He and Paul Tader define teaching as: Learning is an action or series of actions that cause some people learn a skill and knowledge to do something. We can conclude that teaching is a strategy performed with a special and certain object during the time. We can know teaching as a process that during it people will learn supports and appropriate tends for a special role. So the health teaching programs object is to provide information, to influence the beliefs and attitudes and to provide decision making skills and individuals empowerment in changing themselves and their society (Trieu et al, 2008, Taerietal 2008).

Asadi noghabi, AhmadAli et al (2006) have studied “Impact of teaching on life quality improvement of patients treated by P.D.Froun “ and their study’s object is to study the impact of teaching on life quality of “chronic hepatitis treated by P.D.froun who recourse to Tehran hepatitis center. This study showed that applying the simple teaching programs has increasingly influenced the individual sickness control and it’s adverse effects and finally causes make the treatment diet tolerance easier.

The result of Rahmati’s research (2004)” The role of coping skills training in the form of group discussion, on students attitude about the drug abuse” Showed that coping skill teaching has caused meaningful changes in the students’ attitude of research group rather than control group.

Salinger et al (2003) studied the impact of life skills teaching on the guidance schools students’ knowledge, attitude and their ability in selecting the healthy lifestyle. The result showed that the students who take part in the life skills teaching program , comparing to those did not take part , smoke less(according to Abdollah Pourchenari & Golzar,2008).

Rana et al (2009) had done a research titled “the impact of hygiene education on the relationship of life quality related to health in Bangladesh elderly people “ to study the life quality change related to health as a result of the hygiene education interference in people higher than 60years old.

This study has approved that according to educational interference and general hygiene initiatives life quality promotion is possible.

According to general object of the research that is to determine the impact of educational interference on the research that is to determine the impact of educational interference on the addicts life qual-

ity improvement referred to drug withdrawal centers, following questions will be studied:

1. Do the educational interventions methods effect on changing the attitude of addicts who referred to withdrawal centers?
2. Do the educational interventions methods effect on changing the attitude of addicts who referred to withdrawal centers?
3. Do the educational interventions methods effect on changing the attitude of addicts who referred to withdrawal centers?

## Methodology

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This research is semi-empirical. The statistical society of this research includes all addicts who referred to Behshahr five withdrawal centers. Behshahr has five methadone therapy centers that each of them supports 70 addicts. Samples of this research include 201 persons of addicts who referred to Behshahr withdrawal centers. For collecting data were used three questionnaires included: 1- Tendency to consume narcotic materials (Ghorbani standard questionnaire, 2001). It includes 30 questions. Questions have 3 ranks. High score to each question shows the tendency to consume narcotic materials. For preventing bias, some questions have inverted score. For determining the validity of questionnaire was used content validity. The reliability of questionnaire was 0.81. 2- Standard questionnaire self- efficiency (Sherer & Co., 1982). It has 23 items. The reliability of this questionnaire was 0.85. 3- A closed – answer researcher made questionnaire about self- controlling skills. Its reliability was 0.81.

Collected data were analyzed by using SPSS software. In this research was used descriptive statistics and one- sample t-test.

## Results

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For determining the questions of research was used one- sample t-test.

First question: Do educational interventions methods effect on changing the attitude of addicts who refer to withdrawal centers?

According to table 1 the mean of addicts’ attitude before and after educational intervention were respectively 39.69 and 46.67. For determining the significant difference between two means was used dependent t-test. According to table and signifi-

cance level (0.000), it was shown that there is significant difference between the mean of pretest and past test scores of addicts' attitude. According to the mean of pretest (39.69) and past test (46.67), it can be concluded that interventional training can

change the attitude of addicts about consuming narcotic materials.

Second question: Do educational interventions methods effect on self-efficiency of addicts who refer to withdrawal centers?

**Table 1. One – sample t- test for determining first question**

The amount of t- test	Mean difference	Significance level	df	Past test		Pretest		Number	Statistical index
				S.D	Mean	S.D	Mean		
-12.96	-9.98	0.000	200	5.54	46.67	4.49	39.69	201	Changing attitude

**Table 2. One – sample t- test for determining second question**

The amount of t- test	Mean difference	Significance level	df	Past test		Pretest		Number	Statistical index
				S.D	Mean	S.D	Mean		
-15.06	-6.36	0.000	200	6.34	56.13	7.55	49.71	201	Changing self-efficiency

According to table 2 the mean of addicts' self- efficiency before and after educational intervention were respectively 49.71 and 56.34. For determining the significant difference between two means was used dependent t-test. According to table and significance level (0.000), it was shown that there is significant difference between the mean of pretest and past test scores of ad-

dicts' self-efficiency. According to the mean of pretest (39.69) and past test (46.67), it can be concluded that interventional training can change the self- efficiency of addicts about consuming narcotic materials.

Third question: Do educational interventions methods effect on self-controlling skills of addicts who refer to withdrawal centers?

**Table 3. One – sample t- test for determining third question**

The amount of t- test	Mean difference	Significance level	df	Past test		Pretest		Number	Statistical index
				S.D	Mean	S.D	Mean		
-10.43	-0.69	0.000	200	4.58	53.32	5.21	52.63	201	Changing self-efficiency

According to table 3 the mean of addicts' self- controlling skills before and after educational intervention were respectively 52.63 and 53.32. For determining the significant difference between two means was used dependent t-test. According to table and significance level (0.000), it was shown that there is significant difference between the mean of pretest and past test scores of addicts' self-controlling skills. According to the mean of pretest (52.63) and past test (53.32), it can be concluded that interventional training can change the self- controlling skills of addicts about consuming narcotic materials.

## Discussion and Conclusions

In our community which is the witness of different kinds of economic, social and community disorders, frustration about the future, depression, anger and other psychological damages threaten the adolescents and young people (Heydari, Pahlavian, Mahjoub, 1999; Heydary, Pahlavian and Malak, 1999; Hedary, Pahlavian & Farzad Seir, 2000, Heydari, Palavian et al, 2000) . so it can be the main cause of different social damages such as addiction and significant number of adolescents, young peo-

ple and other age addiction and significant number of adolescents, young people and other age groups in our society involved in this problem and unfortunately it is increasing in our society involved in this problem and unfortunately it is increasing in our society involved in his problem and unfortunately it is increasing. Scientific coping with this phenomenon and avoiding the sectional and effect less actions is the only way to cope with its development. Preventing the young and adolescents drug abuse, addicts treatment and attempt to help them quit the drug and finally rehabilitation of this damaged group are the main responsibilities if the health . Section that can be useful in coping with drugs offering, in creating the appropriate supporting environment in community and in reforming the economical changing the attitude , self- efficiency and self-controlling skills through the interference teaching have been useful in the rate of drag abuse or drug withdrawal in the addicts referred to the drug withdrawal centers . This research result s and the results of Jalali's (2011), Mohammadkhani et al's (2007), Rahmati's (2004), Salinger el a's (2003) researches findings showed that teaching the life skills and coping skills has impact on the students' attitude changing and efficacy improvement to drugs. Teaching some of the skills including self-controlling, self-efficiency and attitude through the interventional educations will increase the role of defensive power of individuals against the problems and prevent their drug abuse. So any kind of interventional education and notification by giving efficient information about the transient results and disadvantage of each issue, such as drug abuse, can change the individual attitude in different recognition, emotional and behavioral dimensions (Kuro-launski & Higuins, 2007). In fact, researches show that more people tend to use drugs in adolescence, that the main reason, in addition to special physical and psychological conditions of this period and peer pressure in drug abuse (Kamper et al, 1998, Strenburg & Manham, 2007) is the absence of knowledge about the harm of drug abuse and as a result, the positive attitude on drug abuse (Kouper et al, 1995). Also this research result indicated that the applied interference education methods have improved the addicts' efficacy. Previous research result, also, approved this finding. Also, self-control skills can directly research results, also, approved this finding .also, self-controlling skill can directly and indirectly influence the adolescents' drug abuse through social skills. Thus, more inter-

nal control feeling and autonomy skills of addicts, their ability in avoiding the drug abuse and quitting it is better and more efficient. In other words, higher personal empowerments will promote the problem solving. Pressure coping, environmental compatibility, resistance against the group pressure, the power of saying No assertiveness and in general can promote the individuals personality.

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