

The Efficiency of counseling program on Attitudes towards Substance Abuse among University students in Sudan

فعالية برنامج إرشادي حول اتجاهات طلبة الجامعة في السودان نحو تعاطي المخدرات

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Abstract:

This study was conducted in (Jan 2018 to Feb 2020), where a sample of (93 students) of University in Sudan.

The study aimed to assess the impact of counseling program on Attitudes towards Substance Abuse among University students in Sudan.

Comparative analytical method used, based on descriptive statistics and comparative associational hypothesis tests (0.05 sig. level), using paired-samples student's t-test to demonstrate the differences Attitudes towards Substance Abuse with University students in Sudan.

The study concluded that Counseling program significantly effect on Attitudes towards Substance Abuse among University students. Which includes Seven Session about Substance Abuse their includes Definition and Explanations of terms, factors of Substance Abuse, Meaning of cannabis and nicotine and change of attitudes, Meaning of alcohol and it effects and change of attitudes,

Meaning of Heroin, Morphine, Methadone, Codeine, Explanation of local substance and change of attitudes, Summary of all Counseling programs sessions and change of attitude. Duration of each session was 45 minutes.

Key words: Efficiency, Attitudes, Substance Abuse.

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المخلص:

اجريت هذه الدراسة في يناير ٢٠١٨ الي فبراير ٢٠٢٠ حيث شملت عينة ٩٣-طالب جامعي في السودان، هدفت الدراسة الي تقييم أثر البرنامج الإرشادي على اتجاهات التعامل مع تعاطي المخدرات بين طلبة الجامعة في السودان، طريقة تحليلية مقارنة تستخدم على اساس الإحصاء الوصفي واختبارات الفرضية الترابطية المقارنة (٠,٠٥) باستخدام طلاب العينة المختارين لإثبات اختلاف المواقف تجاه الابعاد الفرعية مع طلبة الجامعة في السودان.

خلصت الدراسة لي أن برنامج الإرشاد يؤثر بشكل كبير على المواقف تجاه تعاطي المخدرات بين طلبة الجامعة في السودان والذي يتضمن سبعة جلسات حول تعاطي المخدرات تشمل تعريفها وشرح المصطلحات، عوامل تعاطي المخدرات ومعني القنب والنيكوتين وتغير المواقف، معني الكحول واثاره وتغير المواقف، شرح المواقف المحلية وتغييرها، ملخص لجميع جلسات البرنامج الإرشادي وتغيير المواقف زمن كل جلسة ٤٥ دقيقة.

الكلمات الافتتاحية: فعالية الاتجاهات أو المواقف، تعاطي المخدرات.

Introduction

Behaviors of drug addiction are associated with various psychological, physiological and psychosocial problems, it is a predictor of multiple unhealthy behaviors among university students especially in Sudan this problem has caused many students to drop out of university. In addition, thereby resulting in health related problems like sexually transmitted diseases (STDs).the Directorate of Technical and Media Administration on 26 December 2016 said that 7% drug users are Sudanese university student. Drugs cause sterility because they contain aluminum and zinc. Era but as seen in the world (33) million people 7% of them are college students. Ahead there are no accurate statues of drug abuse in students. In addition, lack of specialized centers in the counseling and addiction treatment (HmAlmahdi,2007).Substance Abuse causes many health problems such as impaired judgment and lack of rational thinking, then the effect of our society should change in attitudes.

University study is a period when students experience independence and freedom from direct adult and family supervision, self-decision-making, and intense academic pressures, share living quarters with strangers, form new social groups, balance social engagements with academic and other life responsibilities, and may be exposed to normative values valued by the youth culture that differ from parental values. These perceived norms motivate the youth to indulge in unhealthy behaviors such as smoking and alcohol and drug use. University students make the transition from the restricted life monitored by parents to a more self-directed life influenced by the university environment. Hence, the risk of substance use is increasing in university environments.

To reduce this risks the counseling program has designed cognitive restructuring and coping skills trainings, problem solving, self-instructions were use as methods of reducing these problems.

Problem statement:

Drugs cannot be taken without proper prescription from physician; the used of Substance Abuse among university students in Sudan has continued to be on the increase day in day out to expose itself. To reduce these problems, has designed Counseling program that will be used to reduce the negative attitudes of university students towards Substance Abuse in Sudan. Cognitive restructuring and coping skills trainings, problem solving, self-instructions were use as methods of reducing these problems. Although substance use believed to be a growing problem in Sudan, there is no published data on the magnitude of substance use, particularly among university students in Sudan.

Objectives:

- 1- To assess the impact of counseling program on Attitudes towards Substance Abuse among University students in Sudan.
- 2- To know the impact of counseling program according to their student's gender (male-female).
- 3- To know the impact of counseling program according to their student's age (less 20) and (Above 20).

Basic concepts:

Efficiency: An outcome of the experimental and control groups counseling.

Counseling program: counseling program comes from two distinct fields, cognitive theory and behavioral theory, is an action –oriented from of psychosocial therapy that assume faulty thinking pattern causes maladaptive behavior and negative emotions. The treatment focuses on changing on individual's thoughts (cognitive patterns) in order to changes his or her behavior and emotional state. That focuses on changing dysfunctional attitudes into more realistic and positive ones and providing new information-processing skills.

Attitudes:

Defined as feeling, think about something or someone, or away of behavior .the initial definitions were proud and encompassed cognitive, affective, motivational, and behavioral components.

Substance Abuse:

Defined as the excessive use of drug when is not prescribed by medical doctor or when not medically necessary. The national institute on drug abuse (N I D A) which defined as drug uses that results in the physical, mental, emotional, and social impairment on the body organ (2012). On the other hand, the World Health Organization (WHO) (2016) defined as any harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs.

Statistical Methods:

Method of Data Analysis was Means and standard deviations to determine the descriptive analyses on attitudes of University students towards Substance Abuse. Mean benchmark point of 2.50 and above was consider as a criterion for determining the positive attitudes towards Substance Abuse among University students. Whereas any mean that is less than 2.50 was regarded as negative attitude. Wilcox on (U) test was used to evaluate the difference between paired (dependent) samples, to compare the average of two dependent samples, and to assess them for significant difference. To determine the relationship between tow variables used Spearman correlation coefficient.

Results: Table 1: distribution of participants according to their Attitudes towards Substance Abuse after the administration of the counseling program:

| Dimensions | Groups | N | Mean | S.D | T-test | Sig. | Conclusion |
|-------------------|------------|----|------|------|--------|-------|--|
| Behavior Attitude | Control | 93 | 24.2 | 6.19 | 9.47 | 0.001 | There is significant difference between two groups |
| | Experiment | 93 | 16.0 | 5.50 | | | |

| | | | | | | | |
|--------------------|------------|----|------|------|------|-------|--|
| Cognitive Attitude | Control | 93 | 25.4 | 5.88 | 11.2 | 0.001 | There is significant difference between two groups |
| | Experiment | 93 | 15.9 | 5.48 | | | |
| Emotional Attitude | Control | 93 | 25.5 | 6.59 | 10.3 | 0.001 | There is significant difference between two groups |
| | Experiment | 93 | 16.1 | 5.73 | | | |
| Total | Control | 93 | 75.0 | 13.2 | 13.8 | 0.001 | There is significant difference between two groups |
| | Experiment | 93 | 48.1 | 13.2 | | | |

Table (1) shows that: the counseling program is significantly contributing in decreasing the negative attitudes of University students. T value of 13.8 was significant at $P < 0.05$ that means students behavior, cognitive, and emotional attitudes has increasing after the counseling program, while control group has in significant change in their attitudes.

Table 2: distribution of participants according to their student's gender (male- female):

| Dimensions | Groups | N | Mean | S.D | T-test | Sig. | Conclusion |
|--------------------|--------|----|------|------|--------|-------|---|
| Behavior Attitude | Male | 68 | 15.5 | 5.45 | 1.49 | 0.140 | There is no significant difference between two groups |
| | Female | 25 | 17.4 | 5.51 | | | |
| Cognitive Attitude | Male | 68 | 15.6 | 5.72 | 0.83 | 0.408 | There is no significant difference between two groups |
| | Female | 25 | 16.7 | 4.80 | | | |
| Emotional Attitude | Male | 68 | 15.6 | 6.00 | 1.19 | 0.234 | There is no significant difference between two groups |
| | Female | 25 | 17.2 | 4.85 | | | |
| Total | Male | 68 | 46.9 | 13.5 | 1.49 | 0.139 | There is no significant difference between two groups |
| | Female | 25 | 51.5 | 11.8 | | | |

Table (2) shows that there is no significant difference in the reduction of positive attitudes towards substance abuse among experimental group according to student's gender. T-value of 1.49(0.139) is not significant at $p > 0.05$

Table 3: distribution of participants according to their student's age (less 20) and (Above 20):

| Dimensions | Groups | N | Mean | U | Z-test | Sig. | Conclusion |
|--------------------|----------|----|------|-------|--------|------|---|
| Behavior Attitude | less 20 | 87 | 47.4 | 220.5 | 0.54 | 0.58 | There is no significant difference between two groups |
| | Above 20 | 06 | 41.2 | | | | |
| Cognitive Attitude | less 20 | 87 | 46.5 | 220.0 | 0.65 | 0.51 | There is no significant difference between two groups |
| | Above 20 | 06 | 53.8 | | | | |
| Emotional Attitude | less 20 | 87 | 46.1 | 183.0 | 1.24 | 0.21 | There is no significant difference between two groups |
| | Above 20 | 06 | 60.0 | | | | |
| Total | less 20 | 87 | 46.5 | 220.5 | 0.63 | 0.52 | There is no significant difference between two groups |
| | Above 20 | 06 | 53.7 | | | | |

Table (3) shows that there is no significant difference in the reduction of positive attitudes towards substance abuse in experimental group among experimental group according to student's age above 20 years. Z-value of 0.63(0.52) is not significant at $p > 0.05$.

Conclusion:

Counseling program significantly effect on Attitudes towards Substance Abuse among University students. Which includes their Behavior Attitude, Cognitive Attitude, Emotional Attitude, and there is no significant difference in the reduction of positive attitudes towards substance abuse in experimental group among experimental group according to student's age and gender.

Recommendations:

- (1) The knowledge, about substances abuse should be a part of our curriculum form early age.
- (2) Society should be aware with the harms caused by the substance abuse.
- (3) Can eradicate this evil by using Counseling psychology as basic unit in university.

Suggestions for further studies:

- 1- Effectiveness of counseling program among student with drug addiction.
- 2- Efficacy of cognitive restructuring on substance abuse.

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APPENDIX:

- 1- SATSAQ: Students Attitudes towards Substance Abuse Questionnaire. developed by Ph.Amouna tag alsir Mohamed Mahmud.

Students Behavior Attitudes towards Substance Abuse

| Item | Statement | Strongly agree 4 | Agree 3 | Disagree 2 | Strongly Disagree1 |
|------|---|---------------------|------------|---------------|-----------------------|
| 1 | Take substances to increase my respect. | | | | |
| 2 | Substances take help me to behave well. | | | | |
| 3 | Take Substances to increase student's performance. | | | | |
| 4 | Substances that reduce student's anxiety could not be discouraged. | | | | |
| 5 | Using Substances to increase student's athletic activities. | | | | |
| 6 | Substances that induce courage to students could be allowed. | | | | |
| 7 | Using Substances to increase body weight. | | | | |
| 8 | Take Substances that induce courage to help students laugh could be encouraged. | | | | |
| 9 | Without using substances cannot perform cultural. | | | | |
| 10 | Usually tell the truth after taking substance. | | | | |

Students Cognitive Attitudes towards Substance Abuse

| Item | Statement | Strongly agree | Agree | Disagree | Strongly Disagree |
|------|--|-------------------|-------|----------|----------------------|
| 1 | Using Substances that help to remember could be allowed in university. | | | | |

| | | | | | |
|----|---|--|--|--|--|
| 2 | Substances that intensify sensory perceptions could be allowed in university. | | | | |
| 3 | Substances that enhance student brain work should be encouraged in university. | | | | |
| 4 | Substances that provide a short term escape from worries during testes and exams could be encouraged in university. | | | | |
| 5 | It is acceptable for student university to inhale Substances in order to enhance memory for academic performance. | | | | |
| 6 | Substances that help student's university to remember point in class presentations could be allowed. | | | | |
| 7 | Substances that help student's university to reason well while asking questions during class could be encouraged. | | | | |
| 8 | Taking Substances that stimulate student's university to recall good ideas. | | | | |
| 9 | A substance that boos student's university thinking always could be allowed. | | | | |
| 10 | Substances that improve student's university memory during examination period could be allowed. | | | | |

Students Emotional Attitudes towards Substance Abuse

| Item | Statement | Strongly agree | Agree | Disagree | Strongly Disagree |
|------|---|----------------|-------|----------|-------------------|
| 1 | Taking substance to feel calm. | | | | |
| 2 | Substances that decrease student's university sadness could be encouraged. | | | | |
| 3 | Substances that increase student's university happier moments could be allowed. | | | | |
| 4 | Substances that give student's university additional joy for writing assignment, class work, and home work could be encouraged. | | | | |
| 5 | Substances that cause relaxation without sleep during reading could be allowed. | | | | |
| 6 | Substances that make student's university to be excited all times in university could be allowed. | | | | |
| 7 | Substances that make student's university feel more awake during university could be allowed. | | | | |
| 8 | I like substances that keep me strong in university. | | | | |
| 9 | Substances that boost self-confidence in university could be encouraged. | | | | |
| 10 | Substances that reduce student's university fear of teachers in university could be allowed.. | | | | |

2- Reliability and Validity of attitudes to world’s substance abuse scale.

| <u>Dimensions</u> | <u>No items</u> | <u>Reliability</u> | <u>Validity</u> |
|-------------------|-----------------|--------------------|-----------------|
| <u>Behaviors</u> | 10 | 0.882 | 0.9391 |
| <u>Emotional</u> | 10 | 0.898 | 0.9476 |
| <u>Cognitive</u> | 10 | 0.905 | 0.9513 |
| <u>Total</u> | 30 | 0.900 | 0.9486 |

The reliability and validity of this scale are high in measuring attitudes of student’s university towards substance abuse.

3- Techniques of counseling program.

| <u>Sessions No</u> | <u>Titles/ Topics</u> | <u>Methods -Techniques</u> | <u>Duration of sessions</u> |
|--------------------|---|---|-----------------------------|
| <u>One</u> | Definitions and Explanations, Administration of pre-test and counseling program | <u>Listing-Unconditional positive regards-teaching</u> | 60 minutes |
| <u>Two</u> | Substance abuse-Meanings-Causative-Effect and change attitudes | <u>Brainstorming-Role playing-lecture</u> | 60 minutes |
| <u>Three</u> | Explanation on local substance and psychology benefits substance abuse change of Behavior attitudes | <u>Relaxation-self instruction-homework-lecture</u> | 60 minutes |
| <u>Four</u> | Explanation local substance and psychology benefits substance abuse change of Cognitive Attitudes | <u>Self efficacy-Role playing-Reinforcements-Teaching-Evaluations</u> | 60 minutes |
| <u>Five</u> | Explanation local substance and psychology benefits substance abuse change of Emotional Attitudes | <u>Empathy-Understanding-Acceptance Assignments</u> | 60 minutes |

| | | | |
|---------------------|--|--|------------|
| <u>Six</u> | Summary off all counseling session | <u>Skill training-Social training</u> | 60 minutes |
| <u>Seven</u> | Administration of posttest and Termination of counseling program | <u>Evaluation-Summary-Conclusion-Termination.</u> | 60 minutes |

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