

EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING NOMOPHOBIA AND ITS PREVENTION AMONG SELECTED DEGREE COLLEGES OF RAJKOT, GUJARAT

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ABSTRACT

Communication is the basic of all relations and transferring of message from one person to another. The present study was conducted to assess the effectiveness of structured teaching programme and its prevention among selected degree colleges. A pre experimental study with one group pre test posttest was used to carry out the study. Purposive sampling technique was used to select 50 students of Saurashtra University. Data was collected using a structured demographic Performa and structured questionnaire. Structured teaching programme was administered after conducting pre test. Post test was carried out after 7 days. The mean post test knowledge score 85.5% was higher than the mean pre test knowledge score. None of the demographic variables were found to be significant when association was carried out with posttest knowledge scores.

Key words: Effectiveness, Structured Teaching Programme, Nomophobia, Knowledge.

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INTRODUCTION

Nomophobia is the new medical term which is defined as the fear of being without mobile phone. Nomophobia is very common especially among the teenagers. Anxious of losing their mobile phone, mobile phone running out of battery, when there is no network coverage. Nomophobic person especially never switches off their mobile phone. They use their mobile phone in bed and are never separated from their phone. Students suffering with nomophobia may carry an extra phone with them. They don't allow their mobile phone to be used by another person and never allows anyone to see their mobile phone. Nomophobia persons are not able to concentrate on academics and their regular works. They have disturbed family relationships.

Objectives of the study

- To assess the existing knowledge of nomophobia and its prevention among adolescents.
- To evaluate the effectiveness of structured teaching programme on knowledge regarding nomophobia and its prevention among adolescents.
- To find the association between post test knowledge score of the adolescents with the selected demographic variables.

Review of literature

In majority study it was revealed that the nomophobia is very prevalent among adolescents in various degrees but there is lack of knowledge among the hazards of the disorder.

Research methodology



An evaluative research approach was used with pre experimental research design. One group pre test and post test was used to answer the hypothesis and to find the relationship between independent and dependent variable. pre test was conducted on the first and the structured teaching programme was administered on the same day. Post test was carried out seven days after the administration of structured teaching programme.

Research setting:

The study was carried out in the arts department of Saurashtra University. 50 participants were selected by purposive sampling technique. Study participants were selected based on the following criteria:

Inclusion criteria

- Adolescents studying in first year of arts department.
- Adolescents who were present at the time of data collection.

Tools used for the study

- Structured teaching programme regarding the importance of mobile phones, definition, causes, signs and symptoms and warning signs of mobile phone addiction and treatment of nomophobia.
- Structured knowledge questionnaire consisted of demographic Performa and 40 knowledge questionnaire regarding nomophobia.

- The main study was carried out in the September 01/09/2020 to 08/09/2020. Prior permission and ethical clearance was taken from the institution and study participants.

Results

Majority 56% of the participants belonged to the age group of 16 years. 62% of the adolescents were females. 46% belonged to Hindu religion. 62% of the students were staying in rural area. 52% of the participants belonged to the nuclear family. Majority 80% of the adolescents were coming from home for studying. 38% of the participant's monthly family income was between 10001to15000. Most 80% of the participants had no knowledge regarding nomophobia.

Area wise analysis of pre and post test revealed that the maximum enhancement 56.13 was seen in effects of nomophobia. Least enhancement 28% was found in the area of general information of nomophobia. Paired t test was calculated and each area there significant enhancement. This shows that the structured teaching programme was effective.

Overall pre test mean knowledge score was 38.2% whereas in the post test it was 85.55% which revealed an enhancement of 47.65%. The paired t test was calculated and found to be 30.25* which was significant.

Table 1: Distribution of demographic characteristics

Demographic characteristics	Number	Percentage
Age		
16	28	56
17	22	44
Gender		
Male	19	38
Female	31	62
Religion		
Hindu	23	46
Christian	11	22
Muslim	16	32
Place of residence		
Rural	31	62
Urban	19	38
Type of family		
Nuclear	26	52
Joint	24	48
Nature of stay		
Home	40	80
Hostel	10	20
Family monthly income		
Below 5000/-	5	10
5001-10000/-	17	34
10001-15000/-	19	38
Above 15000	9	18
Previous knowledge		



Yes	10	20
No	40	80

Table 2: Area Wise Analysis of Pre And Post Test Knowledge Scores Among Adolescents.

Knowledge aspects	Pretest		Posttest		enhancement		Paired t test
	Mean %	SD	Mean %	SD	Mean %	SD	
General information of nomophobia	69.34	20.83	97.33	4.79	28	51.19	14.00*
Causes and symptoms of nomophobia	32	57.18	85.8	7.34	54.8	37.22	19.57*
Effects of nomophobia	24.53	41.30	80.66	9.17	56.13	23.04	31.18
Prevention and treatment of nomophobia	37.67	69.91	81.66	15.30	44	63.3	11.47

*Significant at 5% level, t (0.05, 49df) =1.96

Table 3: Overall Analysis of Pre and Post Test Knowledge Score of Nomophobia.

Aspects	Max score	Respondents knowledge				Paired t test
		Mean %	SD	Mean %	SD	
Pre test	40	15.28	4.75	38.2	31.08	30.25*
Post test	40	34.34	1.27	85.55	3.69	
Enhancement	40	19.06	4.76	47.65	24.97	

*Significant at 5% level, t (0.05, 49df) =1.96

Classification of pre test and post knowledge score of nomophobia and its prevention among adolescents.

Figure 1: Pre and Post Test Knowledge Among Adolescents.

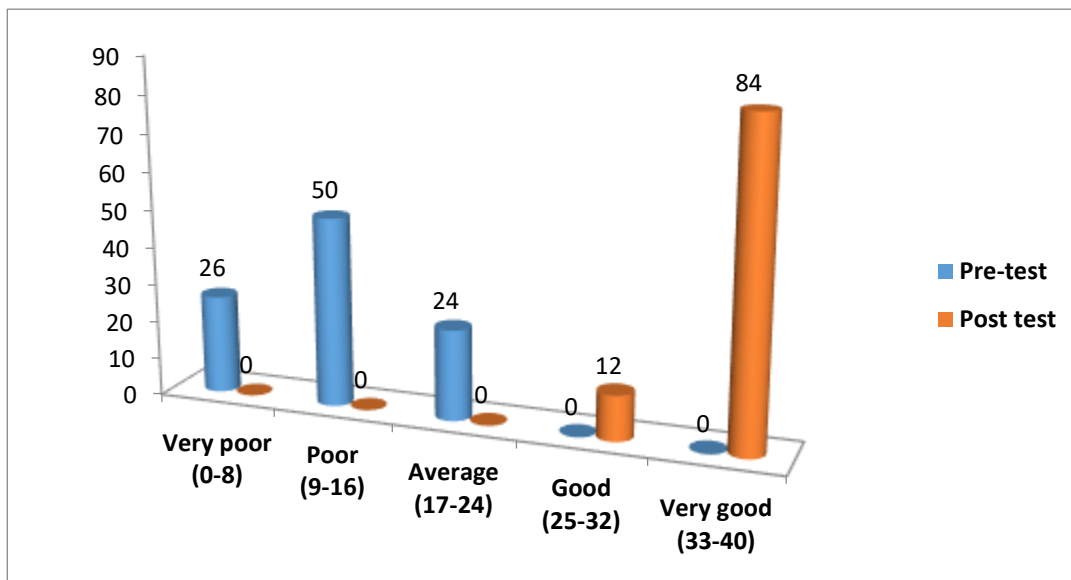


Table 4: Association between post test knowledge score on nomophobia and its prevention with the selected demographic variables (N=50)

Demographic variables	Chi square value	P value
Age	0.324 NS	P>0.05 Df-1
Gender	2.122 NS	P>0.05 Df-1
Religion	0.080 NS	P>0.05 Df-2
Place of residence	0.084 NS	P>0.05 Df-1
Type of family	0.341 NS	P>0.05 Df-1
Nature of stay	0.5 NS	P>0.05 Df-1
Family monthly income	7.53 NS	P>0.05 Df-3
Previous knowledge	2.75 NS	P<0.05 Df-2

*Significant at 5% Level

NS: Non- Significant



Association between post test knowledge score on nomophobia and its prevention with the selected demographic variables revealed there was no significant association.

DISCUSSION AND CONCLUSION

Pre test mean knowledge score was 38.2% while in the post test it was 85 % with the enhancement off 47.65% and the paired t test value was 30.25. This reveals that the structured teaching programme was effective to

improve the knowledge score of adolescents. There was no significant association found between post test knowledge score and the demographic variables. Similar study can be done with large samples and also control can be added to make the study more effective.

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