



STUDY OF STRUCTURED TEACHING PROGRAMME ON AWARENESS REGARDING MOBILE GAMING ADDICTION AND ITS PREVENTION AMONG NURSING STUDENTS IN MEDICAL COLLEGE


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ABSTRACT

An electronic game is a game that employs electronics to create an interactive system with which a player can play.- The aim of the study was to assess the pre test and post test knowledge score regarding awareness of mobile gaming addiction among students of selected nursing college. To evaluate the effectiveness of structured teaching programme on awareness of mobile gaming addiction among students of selected college .To find the significant association with pre test knowledge score with their selected socio demographic variables among students of selected nursing college. 60 sample were selected by random sampling technique that were willing to participate in the study. Self administered tool-multiple choice statements were used Results- The result showed that in pre-test the majority of students 30(50%) had poor knowledge, 18(30%) had average knowledge and only 2(20%) had good knowledge. The calculated pre test mean value is 6.66. In post-test majority of students 33(55%) had good knowledge, 21 (35%) of the samples had very good knowledge and only 6(10%) had average knowledge. Data shows that the mean post-test knowledge score (12.28) was higher than the mean pre-test knowledge score (6.66). The computed 't' value ($t_{60}=8.02$) was higher than the table value at 0.05 level of significance. Hence the research hypothesis H₁ is accepted and it was inferred that the mean difference between pre- and post-test knowledge score was statistically significant. This indicates that the structured teaching programme was effective in increasing the knowledge regarding mobile gaming addiction and its prevention among students. The study also revealed that there is significant association of proficiency level with age, how much time spent on mobile game, at 0.05 levels hence the H₁ is accepted.

Keywords:- Quasi experimental, Effectiveness, Planned Teaching Programme, Addiction..

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INTRODUCTION

Video game addiction is a serious disorder characterized by excessive game play and disturbances in normal life functioning. The American Psychiatric Association does not yet consider video game addiction or compulsive gaming a diagnosable condition in the Diagnostic and Statistical Manual of Mental

Disorders (DSM-5), yet many mental health and behavioral health experts consider the condition to be real and serious. Experts believe that the signs and symptoms of video game addiction mimic those of other compulsive disorders, such as exercise addiction and sex addiction. Some researchers believe that bursts in

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dopamine activity play a hand in the development of this.

There has been an explosive growth in the use of internet not only in India but also worldwide in the last decade. There were about 42 million active internet users in urban India in 2008 as compared to 5 million in 2000.(1-2)The internet is used by some to facilitate research, to seek information, for interpersonal communication, and for business transactions. On the other hand, it can be used by some to indulge in pornography, excessive gaming, chatting for long hours, and even gambling. There have been growing concerns worldwide for what has been labeled as "internet addiction."An electronic game is a game that employs electronics to create an interactive system with which a player can play. As computers have become more sophisticated over the decades, so too have video games. While many people think of video games as a pastime enjoyed by children and teenagers, the few Research Center found that 49% of adults play video games on either their computer, television, game console, or a portable device such as a cell phone or tablet.

Aim of the study

To assess the pre test and post test knowledge score regarding awareness of mobile gaming addiction among students of selected nursing college. To evaluate the effectiveness of structured teaching programme on awareness of mobile gaming addiction among students of selected college. To find the significant association of pre test knowledge score with their selected socio demographic variables among students of selected nursing college. There is significant difference between the mean pre test knowledge and the mean post test knowledge regarding mobile gaming among the students of selected colleges. H2: -There is significant association with selected social demographic variable regarding mobile gaming among students of selected colleges.

METHODOLOGY:

quasi experimental research design was used in the study, 60 students of medical college and hospital and college of Nursing, were selected by using purposive sampling technique who were willing to participate in the study. The reliability of the structured knowledge questionnaire was calculated by split half method and found to be $r = 0.77$ which is indicated that tool is highly reliable. Data was collected by using sociodemographic and structured knowledge questionnaire and analyzed through descriptive and inferential statistics.

RESULTS AND DISCUSSION:

Table.1: Assessment of effectiveness of structured teaching programme knowledge scores regarding awareness of mobile gaming and its prevention among college students

1. Percentage wise distribution of students according to their demographic characteristics. In this study age most 7.% belonged to the group 17-19, 28% were belonged to 20-22. Regarding religion 30% were hindu, 70% were Christian. In device used 80% students used android device, 9% use other device, 6% use windows, 5% use I phone. In related to time spent on mobile game 34 % belongs to more than 3 hr. in previous knowledge 75 % students had no knowledge, 25 % students had previous knowledge 2. Assessment of pre test knowledge regarding awareness of mobile gaming and its prevention among students It is found that among nursing students 50% having poor knowledge 30% having average knowledge and 20% having good knowledge. Statistical analysis showed that mean values 6.66. 3. Assessment of post test knowledge regarding awareness of mobile gaming and its prevention among students It is found that among nursing students 35% having very good knowledge 55% having good knowledge and 10% having average knowledge. Statistical analysis showed that mean values 12.28 4. Assessment of effectiveness of structured teaching programme knowledge scores regarding awareness of mobile gaming and its prevention among college students. $n = 60$ Hence the hypothesis H_0 stating that the mean post interventional 1 knowledge score is significantly higher than the mean preinterventional score among students. 5. Association between pre interventional knowledge scores with their selected demographic variable. Association between the pre interventional knowledge score of nursing students will be significant association with selected demographic variable is accepted under age, time spent in mobile and previous knowledge (3-7). So hypothesis H_1 is 2 accepted. Recommendation 1. A pre experimental study can also be conducted to assess the awareness regarding mobile gaming addiction and its prevention.

NURSING IMPLICATIONS

Nursing Education- Nursing curriculum helps the students with essential knowledge, skills to fulfill their duties and responsibilities. Nursing Practice- As a member of health care team, the nurse has the responsibility to promote health. Prevent illness and to improve quality of life. Nursing Administrator- Nurse administrators are the important in providing effective nursing care. Continuous training programmes need to be planned and up gradation of knowledge will help in providing expert care to the clients. Nursing Research- Nurses play a key role in providing health care to patients. The present study also gives various recommendations, and the findings can be used to identify the health problems. Therefore, mental health educators and practicers should be aware of the negative effects caused by addictive mobile gaming, as this is such a common phenomenon today. Specifically, attention should be given to male adolescents who are addicted to

mobile gaming, as they may suffer more social anxiety. Previous studies shown that the results revealed that adolescent with mobile game addiction had higher self-reported depression, social anxiety and loneliness, which have supported our three hypotheses regarding the association between mobile game addiction and depression, social anxiety, and loneliness. Further, gender difference was observed in the path between mobile game addiction and social anxiety, with male adolescents having a stronger association between mobile game addiction and social anxiety. This indicates that male adolescents may experience more social anxieties if they use mobile game addictively, compared with female

adolescents. (7-9) As we expected, mobile game addiction was positively associated with depression, anxiety, and loneliness, which have supported all of our three hypotheses and are in line with prior findings. Literature has consistently shown that video game addicts reported more anxiety, depression, lower positive affect and psychological well-being. Literature has also shown that Internet addictions are related to poorer emotional health, in particular depression and anxiety.

Table 1: Assessment of effectiveness of structured teaching programme knowledge scores regarding awareness of mobile gaming and its prevention among college students

| | Mean | SD | Mean difference | Mean Percentage | t-value |
|-----------|-------|------|-----------------|-----------------|---------|
| Pre test | 6.66 | 2.22 | 5.62 | 13.32% | 8.02 |
| Post test | 12.28 | 0.9 | | 24.56% | |

CONCLUSION:

The first major limitation is portability, that is, how what is learned in a mobile game transfers to the real world, which exposes the Achilles heel of mobile games. The challenges in video games are often fictional and have no connection to everyday life, but are rather a fantasy. At the end of the paper, the insights of the future development of educational games and current limitations of mobile games are also addressed. The major task for the development is to reflect on the content of the mobile game, which is not directly accessible. It is difficult to examine what is learned with a critical eye during play and must therefore be stimulated externally.

The act of teaching and learning enables knowledge and skills transfer if the teacher has the ability to build bridges between the virtual and real worlds. Radically speaking, it is only through pedagogical support that the barriers to knowledge transfer in gamified learning can be overcome and the potential for learning unlocked. This new pedagogical role requires the teacher's own interest, as well as active access to the space of gamified learning. This area deserves to be explored and experimented with and will present teachers with new pedagogical challenges.

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