

ASSESS THE EFFECTIVENESS OF STRUCTURE TEACHING PROGRAM ON KNOWLEDGE REGARDING NOMOPHOBIA AMONG COLLEGE STUDENTS IN A SELECTED COLLEGE AT JAYDEV VIHAR, BHUBANESWAR, ODISHA

KUMARI ANAMIKA

Assistant Professor, Mental Health Nursing, Blue Wheel Institute of Nursing Sciences, Nayagarh, Odisha.

ABSTRACT

The aim of the conducted study to assess the effectiveness of structure teaching program on knowledge regarding Nomophobia among college students in a selected college at Jaydev Vihar, Bhubaneswar, Odisha. The study is based on JW Kenny's open system model theory. A quantitative research approach pre experimental one group pre-test post-test design was adopted for this study. The study is conducted in Rajdhani College, Jaydev Vihar, Bhubaneswar. Sample size of 60 drawn by a purposive sampling technique. The data is collected by structured questionnaire method. A structured knowledge questionnaire which includes 30 closed ended questions. The obtained post-test mean value 23.7 was higher than the pre-test value 12.4. The paired T test value was 15.27 at 0.05 level of significance. Data suggested that structure teaching program was effective for the raising level of knowledge regarding Nomophobia.

Keyword : - Assess, Knowledge, Nomophobia. Structured Teaching Program, College Students.

1. INTRODUCTION

With the advancement of technology, there is a lot of invention for making life more and more luxurious. The uses of mobile phones in each and every aspect in life makes it one of the most important and essential component in human's life. Mobile phone has become integrated part of everyone life. Nowadays, technology features grow very fast and no deny that human activities cannot be separated from the needs of technology, for example Mobile Phone (MP). Miserable thing that happened is most of people are now starting to ignore the real life and moved to gadget world. The existence of MP surely provides many positive things, such as human can easily connected with anyone in anyplace as the wish. Other than the positive impact, Mobile Phone can produce many serious negative impacts. The wrong thing is not in the Mobile Phone, but the user that uses Mobile Phone. There has been an increasing trend of use of mobile phones that creates the dependency on the use of mobile phones. This issue is then known as Nomophobia (no-mobile-phobia) which is related to discomfort, anxiety, nervousness or anguish which is usually caused by being out of contact with a mobile phone. It is difficult to say mobile phone use as problematic like addictions to alcohol, drugs or gambling. Almost every people have a mobile phone and use it regularly, but there are people who can't take their dinner without texting or furiously typing on a

personal digital assistant during a meeting. This type of users become anxious when they are separated from the phone, they can't enjoy whatever they are doing without their mobile phones and they often check their phones for voice mails and text messages. According to Dr. David Greenfield, an Assistant Clinical Professor of Psychiatry at the University Of Connecticut School Of Medicine, an attachment to your mobile phone is similar to other addictions in that it involves a deregulation of dopamine. Many previous studies proved that nomophobia produces many negative psychological impacts. The impacts are anxiety and panic disorder, withdrawal symptoms, social relationship disorder, sleep disorder, behavioral disorder, low self-esteem and self-efficacy, impulsiveness, and aggression. One another factor causing higher prevalence of nomophobia in India is that India is the second largest market of mobile phones after the China. The approximately telecom user is around 884.37 million as reported by the telecom company.

1.1 Objectives

The study conducted with the objectives to assess the existing knowledge regarding Nomophobia among college students, to assess the effectiveness of structured teaching program on knowledge regarding Nomophobia among college students and to find out the association between post-test knowledge score regarding Nomophobia and selected demographic variables.

2. MATERIAL AND METHOD

Research methodology is the step, procedure and strategy for gathering and analyzing data in research investigation by investigator. For present study the researcher have applied quantitative approach- Quasi Experimental One Group Pre-Test Post-Test design. Total number of sample was 60 drawn using purposive sampling techniques. Participants those are not interested and absent were not included for the study. Data was collected from 8th April 2017 to 15th April 2017. Prior permission from Institute Ethical Committee and from the concerned authorities of institutions was obtained. Informed consent was obtained from the participants. Data Collection has done using self-Structured questionnaires. Part-A constructed to collect the Socio-Demographic data regarding age, gender, residency, fathers education, expenditure on mobile phone per month, number of mobile phone have, age at started to use mobile phone, hours of using mobile phone per day, previous knowledge on Nomophobia. Part-B consist of multiple choice question and has 3 option with one most appropriate answer in each item one correct response carried the score one and wrong response carries zero score the total score is 30. The subject who get a score of above 21-30 were considered as "good knowledge", score of 11-20 were considered as "average knowledge" & score 0- 10 were considered as "poor knowledge"

2.1 Theoretical framework

Theories and Models are the primary means of providing a conceptual context for a study. A model is a symbolic representation of some phenomenon. Conceptual models are like theories; they deal with abstractions that are assembled by virtue of their relevance to a common theme. The study is based upon J. W.Kenny's open system model (1990). The concepts of J.W.Kenny's open system model are input, throughput, output & feedback. Input refers to matter energy & information which are continually processed through the system & released as outputs.

3. RESULTS

The obtained data were analyzed by using differential and inferential statics as per the objectives of the study.

3.1 Percentage wise distribution of Pre-Test level of knowledge of college students regarding Nomophobia.

| Sl. No | Level of knowledge | Pre-test | |
|--------|--------------------|-----------|----------------|
| | | Frequency | Percentage (%) |
| A | Poor (1-10) | 18 | 30% |
| B | Average(11-20) | 42 | 70% |
| C | Good(21-30) | 0 | 0% |

Table-1 showing percentage wise distribution of Pre- Test knowledge regarding Nomophobia

Data revealed that the Percentage wise distribution of pre-test knowledge score of college students regarding Nomophobia shows that highest percentage that is 42(70%) college students having average knowledge, 18(30%) college students having poor knowledge, 0(0%) college students having good knowledge. It can be interpreted that the majority of students had average knowledge regarding Nomophobia.

3.2 Percentage wise distribution of Post-Test level of knowledge of college students regarding Nomophobia.

| Sl. No | Level of knowledge | Post-test | |
|--------|--------------------|-----------|----------------|
| | | Frequency | Percentage (%) |
| A | Poor (1-10) | 0 | 0% |
| B | Average(11-20) | 9 | 15% |
| C | Good(21-30) | 51 | 85% |

Table-2 showing percentage wise distribution of Post-test knowledge regarding Nomophobia

Percentage wise distribution post-test knowledge score of college students regarding Nomophobia shows that highest percentage 51(85%) college students having good knowledge, 9(15%) college students having average

knowledge 0(0%) college students having poor knowledge. It can be interpreted that the majority of students had good knowledge regarding Nomophobia.

3.3 Comparison between mean, mean percentage and standard deviation of level of knowledge on Nomophobia among college students.

| No of sample | Pre test | | | Post test | | | Effectiveness | | |
|--------------|----------|--------|------|-----------|--------|------|---------------|--------|------|
| | Mean | Mean % | SD | Mean | Mean % | SD | Mean | Mean % | SD |
| 60 | 12.4 | 20.6% | 3.20 | 23.7 | 39.5% | 2.77 | 11.3 | 18.9% | 0.43 |

Table-3 showing Comparison between mean, mean percentage and standard deviation of level of knowledge on Nomophobia among college students

Above data suggest that the pre-test score of mean 12.4, mean percentage 20.6%, and SD 3.20. In post-test score of mean 23.7, mean Percentage 39.5%, SD 2.77 and the effectiveness is seen in mean 11.3, mean Percentage 18.9%, SD 0.43.

3.4 Percentage wise distribution of pre-test and post-test level of knowledge score regarding Nomophobia.

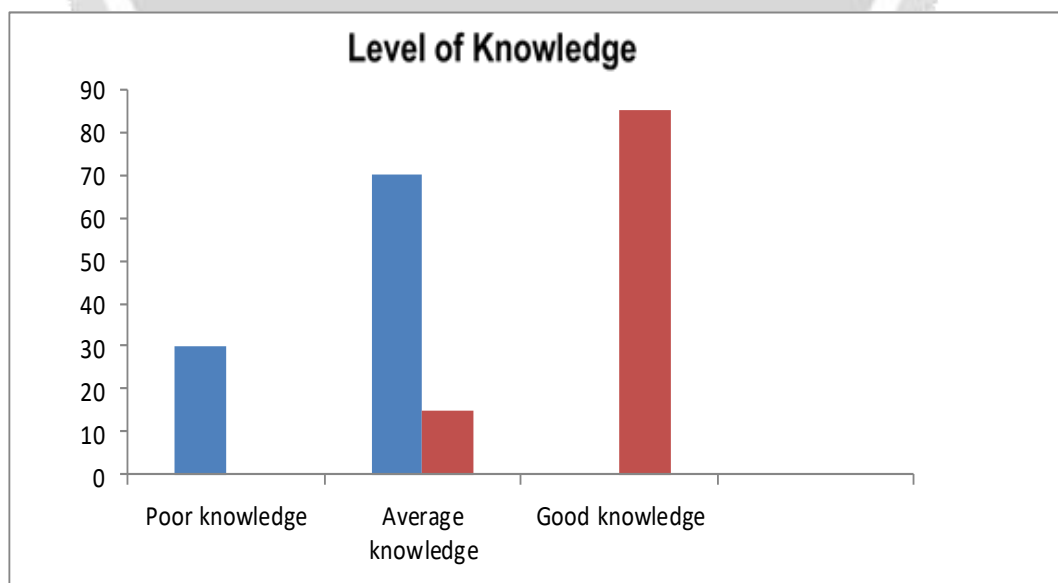


Fig-1 Bar Graph showing Percentage wise distribution of pre-test and post-test level of knowledge score regarding Nomophobia.

Bar diagram showing percentage wise distribution of pre-test and post-test level of knowledge score regarding Nomophobia. Data suggesting in post-test there was marked raised in level of knowledge regarding Nomophobia among the participants.

3.5 Overall Comparison between difference of pre-test and post-test knowledge score of college students on Nomophobia.

| Groups | Mean | Mean Difference | SD | 't' Value | Table value (P≤ 0.05) |
|-----------|------|-----------------|------|-----------|-----------------------|
| Pre test | 12.4 | 11.3 | 3.20 | 15.27 | 2.13 |
| Post test | 23.7 | | 2.77 | | |

Table-4 showing Overall Comparison between difference of pre-test and post-test knowledge score of college students on Nomophobia.

The effectiveness of structured teaching program was tested using paired' test with 0.05 level of significance. Data shows that the mean post level of knowledge regarding Nomophobia 23.7 is higher than the mean pre-test level of knowledge 12.4 The obtained "t" value 15.27 was statistically significant at 0.05 level at 59 degree of freedom This, illustrate that the mean difference 11.3 was a true difference and has not occurred by chance.

3.6 Association between post-test level of knowledge score of college students with their selected demographic variables

Chi-Square test has been done to find out the association between the post-test level of Knowledge score and the selected demographic variables of college students. None of the Socio-demography variables found to be significant.

4. RECOMMENDATION

Based on the findings of the study the following recommendations were made:

- A similar study can replicates with different demographic variables.
- A similar study may be replicated with a control group.
- A similar study can be done with a larger population to generalize the findings.
- A similar study can be conducted among staff nurses and other health workers
- A multiple time series design can be adopted for the observation of skill which will increase the certainty with which the researcher can generalize findings
- A similar study can be conducted by using various other instructional media for obtaining the most effective method, e.g., STP, Demonstration, Simulation, Interview etc.

5. CONCLUSION

From the findings of the present study it can be concluded that Structure teaching program regarding Nomophobia among college students was effective to improve the knowledge of college students. Prior to implementation of

Structure teaching program ,college students had poor knowledge 30% and average knowledge 70% after structure teaching program the level of knowledge shows that average knowledge15 and good knowledge 85%.Hence it can be interpreted that in the majority of students had good knowledge. The mean post level of knowledge regarding Nomophobia 23.7 is higher than the mean pre-test level of knowledge 12.4 The obtained “t” value 15.27was statistically significant at 0.05 level at 59 degree of freedom This, illustrate that the mean difference 11.3 was a true difference and has not occurred by chance. This may be due to the effect of structured teaching program.

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