



**A PRE-EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF
STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING
NOMOPHOBIA AND ITS PREVENTION AMONG THE STUDENTS AT SELECTED
GOVT. DEGREE COLLEGE OF DISTT. SHIMLA H.P.**

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ABSTRACT **Background-** Nomophobia or no mobile phone phobia is used to describe a psychological condition when people have fear of being detached from mobile phone. The term Nomophobia is constructed on definitions described in the DSM-IV; it has been labelled as a "phobia" for a specific / particular thing. various psychological factors are involved when a person overuse the mobile phones. **Aim -** To show the effectiveness of STP on knowledge regarding nomophobia and its prevention among the degree college students in selected government degree college at distt. Shimla, H.P. **Material and Method-** Quantitative approach was used, and Pre - experimental research design was adopted for this study. The study was conducted among the 90 college students selected by convenient sampling technique at selected degree college in distt. Shimla, H.P. Data were collected by using 30 structured knowledge questionnaires regarding knowledge and prevention of nomophobia. The data was presented in the form of tabulation and analysed by descriptive and inferential statistics. The finding revealed that out of 90 samples, maximum study sample 54.4% were in age group of 20 year, followed by 33.3 % in age group of 19 year and only 12.2% of 18 year. with regard of gender 65.6% were female and 34.4% were male. in term of stream 35.6% were commerce students, while highest 64.4% from arts stream. **Result-** The study finding revealed that before administration of STP most of the students 85.6% of the college students had poor knowledge, 14.4% of the students had average knowledge, 0% of the students had good knowledge. thus, it states that majority 85.6% of degree college students had poor knowledge regarding nomophobia and its prevention. while there was tremendous increase in knowledge in post-test 1.1% of students had poor knowledge, 37.8% college students had average knowledge and 61.1% of college students had good knowledge regarding nomophobia and its prevention shown by difference in Pretest score 11.69 +2.155 and post-test knowledge score 22.43 +3.243 with 35.82% of mean difference **Conclusion-** On the basis of result finding the study concluded that structured teaching programme is an effective way to show tremendous increase in knowledge regarding Nomophobia and its prevention.

KEYWORDS : college students, knowledge, structured teaching programme, Nomophobia

Mobile phones are a small portable communication device by which peoples used to make phone call whenever and whatever they are. From 1990-2011 worldwide mobile phones subscription grew from 12.4 million to over 6 billion, penetrating about 87% of the global population and reaching the bottom of economic pyramid. one survey conducted in united states in 2012, in which result shows that 66% of adults were afraid of missing their mobile phones and being without them. Studies in the United States showed that the fear of 66% in adult is recognized as nomophobia.¹

Most of the Nomophobia person experience 'Rinxiety' which is also called 'phantom vibration syndrome, means a false sensation of ringing of mobile phones or Phantom ringing. Nomophobia has been affecting mental health so it was proposed that Nomophobia should be included in the Diagnostic and Statistical manual of mental disorder fifth version [DSM-V]²

In the last 20 year, worldwide mobile phone subscriptions have grown from 12.4 million to over 5.6 billion, penetrating about 70% of the global population. Its usage has also become an important public health hazard leading mental and physical problem of all age groups, on 31 may 2011 the world health organization confirmed that cell phones use indeed represent a health mean, and classified mobile phone radiation as a carcinogenic hazard, possibly to human health.³

Digital addiction among children is emerging as a major problem in the modern world and is a reason for adolescent behavioural issues, comparable to problem like kleptomania or compulsive gambling, doctors have identified the impulsive control disorder and WHO has termed it "gaming disorder".⁴

OBJECTIVES

1. To assess the pre- test level of knowledge score among college students regarding Nomophobia and its prevention.
2. To assess the post- test level of knowledge score among college students regarding Nomophobia and its prevention.
3. To compare the pre-test and post- test level of knowledge score regarding Nomophobia and its prevention among college students.
4. To find out the association between the post-test level of knowledge score regarding nomophobia and its prevention among college students with their selected demographic variables

METHODOLOGY**Research Approach-** Quantitative approach**Research Design-** Pre experimental one group pre-test post-test design**Study population-** students studying at selected Govt. degree college of Distt. Shimla, H. P.**Sample Size-** 90 students**Sampling criteria-****INCLUSION CRITERIA**

- College student who are willing to participant in study.
- Students of all streams were included in the study
- Students who are present at the time of data collection

EXCLUSION CRITERIA

- Students who are absent at the time of data collection
- Students who are not willing to participate in the study
- Students who are not using the mobile phones

Development of tool- Self structured questionnaire was prepared to collect data.

Description of tool- The tool comprised of two sections: Section A: Demographic variables - It contains items obtaining information regarding Age, gender, stream, marital status, types of family, number of siblings, present place where you reside, father's occupations, mother's occupation, monthly income of family, do you think use of mobile phones cause addiction, had you ever been heard about the term nomophobia, and source of information Section B: Self-Structured Questionnaire-A self-structured questionnaire was prepared consisting of 30 questions.

Validity of tool- To ensure the validity of tool, it was submitted to 7 experts.**Permission-** Permission was taken from the principal of college to conduct the study.**Ethical consideration-** Ethical approval was taken from the institutional ethical committee of Murari Lal Memorial School and College of Nursing for conducting the study.

Data collection- The data was collected on my own under the guidance of my supervisor

Data analysis- It was done with appropriate statistical test in terms of frequency, percentage, mean, standard deviation and chi square test where $p < 0.001$ which was found to be statistically significant.

RESULTS

Frequency and percentage wise distribution of subject according to their socio demographic variable revealed the major findings that out of 90 students (54.4%) were in the age group of 20 year. 64.4% were from arts stream (35.6%) were commerce students and most of them belonging to joint family with 57.6% and regarding their residing place (87.8%) stay in home with and have monthly income (in Rs), less than 10,000 (35.6%) Most of the students i.e. (66.7%) do not think that mobile phone cause addiction, (94.4%) students were not having previous knowledge or they don't hear about the nomophobia.

PRE-TEST KNOWLEDGE SCORE (N=90)

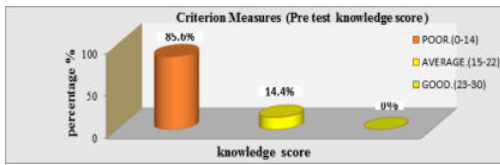


Figure 1: Percentage distribution of homemakers according to their knowledge level regarding hazards of plastic use and its reduction.

Figure 1 Shows that in Pretest out of 90 samples, 85.6% of the college students had poor knowledge, 14.4% of the students had average knowledge, and none of the students had good knowledge regarding nomophobia and its prevention.

Table 1: Mean, SD and mean percentage of Pretest knowledge score regarding nomophobia and its prevention among college students N=90

DESCRIPTIVE STATISTICS	MEAN	S.D.	MEAN%
PRETEST KNOWLEDGE	11.69	± 2.155	39%

MAXIMUM=30 MINIMUM=0

Table 1- Reveals pre-test mean knowledge level 11.69 ± 2.155 which is 39% of total mean percentage. Hence it can be interpreted that most of students had average knowledge regarding nomophobia and its prevention.

POST TEST LEVEL OF KNOWLEDGE N=90

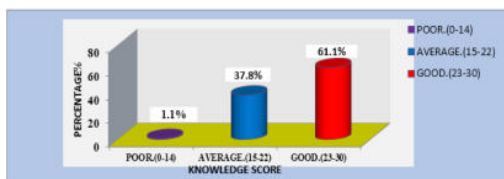


Figure 2: percentage distribution of college students according to their level of post-test knowledge score.

Figure 2 shows knowledge level of students , where majority of students has good knowledge with 61.1 % following by 37.8% having average knowledge level and only 1.1 % had poor knowledge regarding nomophobia and its prevention.

Table 2: Mean SD and Mean Percentage of post-test knowledge score regarding nomophobia and its prevention among college students N=90

DESCRIPTIVE STATISTICS	MEAN	S.D.	MEAN%
Post-test Knowledge	22.43	± 3.243	74.80%

Maximum=30 Minimum=0

Table 2 shows post-test mean knowledge level 22.43 ± 3.243 which is

74.80% of total mean percentage. Hence it can be concluded that after conduction of post-test, there was increase in knowledge level as maximum students had good knowledge regarding nomophobia and its prevention.

EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME N=90

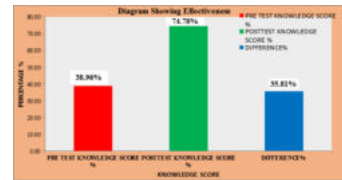


Figure 3: Mean percentage of Pretest and post-test knowledge score and the effectiveness of structured teaching programme regarding nomophobia and its preventions.

Figure 3 shows percentage wise distribution of students according to mean percentage of pre-test 38.96% and after implementation of structure teaching program, the mean percentage of post-test was 74.78% with the mean percentage difference of 35.81%. Hence it can be concluded that there is an increase in knowledge level of students by 35.81 % . which shows that structured teaching programme was effective to enhance the knowledge of students.

H₁: There will be significant difference between the Pretest and post-test knowledge score of college students after giving structured teaching programme.

Table 3: Comparison of mean, SD, mean percentage of percentage of Pretest and post-test knowledge score regarding nomophobia and its prevention among college students. N=90

Paired 't' Test	Mean ±S.D.	Mean Diff.	Paired 't' Test	P value	Table value
Pretest Knowledge	11.69±2.155	10.740	26.496 *	<0.001	1.99
Post-test Knowledge	22.43±3.243				

* Significance Level <0.05 Maximum=30 Minimum=0

Table 3: Shows that mean pre-test knowledge score is 11.69 ± 2.155 and post-test mean knowledge score is 22.43 ± 3.243 to find the difference, paired 't' test was applied. The value of 't' was 24.496, mean difference is 10.740, and P is <0.001 which was found to be significant. Hence, research hypothesis (H1) is accepted in this study.

Association of post-test knowledge level with their selected demographic attributes.

H₂: There will be significant association between post -test knowledge score with their selected demographic variables

There is no significant association between the knowledge of college students regarding nomophobia and its prevention in post-test and their selected demographic variables such as age, gender, stream, marital status, occupation of father, occupation of mother, do you think mobile phone cause addiction and had you heard about the nomophobia as the calculated chi-square values were less than the table value at the 0.05 level of significance. Hence, hypothesis H2 for knowledge is rejected for above selected variables.

DISCUSSION

in present study majority of college students (85.6%) obtained poor knowledge score, 14.4% obtained average knowledge score, and 0.0% obtained good knowledge score. Hence it can reveal that the subject under study had poor level of knowledge regarding nomophobia and its prevention. These findings are supported from the study conducted by Kusum lata (2021)

After structure teaching program, finding of post-test score, 61.1% of the students gained good level of knowledge, 37.8% of students has average level of knowledge and only 1.1% of students has poor knowledge on nomophobia and its prevention. Hence it can reveal that the subject under study had good level of knowledge which is supported by study of Binu Joe, C.C. Linson (2021)

In the present study the mean knowledge score of Pretest and post-test respectively was 11.69 ± 2.155 (38.96%) and 22.43 ± 3.243 (74.78%). These findings were supported by the study conducted by Binu Joe, C.C. Linson (2021)

There was no significant association of post-test knowledge score with their selected demographic attributes regarding nomophobia and its prevention among college students. The findings of present study were parallel with findings of study conducted by Shreeja M.S. (2018).

CONCLUSION:

A pre-experimental one group Pretest post design was used in the study to collect the data from 90 students selected by convenient sampling technique. conclusion drawn on the basis of finding of study include;

- The knowledge of college students was poor before administration of structured teaching programme.
- After the administration of Structured Teaching Programme, the post-test finding showed significant increase in knowledge score of students. As in Pretest the mean percentage 38.96% and post-test mean percentage 74.78%. Difference in mean percentage is 35.81%.
- Structured Teaching Programme is proved to be one of the effective teaching strategies and beneficial for adolescent students to understand their problem related to nomophobia and its prevention.

IMPLICATION OF THE STUDY

The findings of the present study have important implications for nursing education, nursing practice, nursing administration and nursing research.

NURSING RESEARCH

- There is a need to conduct more research studies on specific areas to inculcate the knowledge regarding nomophobia among teachers, which prevents many students from suffering with nomophobia
- Based on the study result the student nurses can be educated as per their learning needs
- Similar studies in this area can be done, so that impact factor on the study findings can be identified. There is still a lot of scope for exploring more on this topic.
- The present study gives an idea to other researchers in the field of nursing or any other professions to conduct future studies regarding nomophobia.

NURSING EDUCATION

- Education is the key component in improving the knowledge of nurses.
- The present study emphasizes on the enhancements in the knowledge regarding nomophobia and its prevention in students. An awareness to be created among nurses regarding nomophobia and its prevention.
- Nurse educators need to organize regular short-term training programme, workshops etc., with support of nursing administrator for the nurses about nomophobia and its prevention.
- nurses need to have depth knowledge regarding behavioural problem so that they can motivate the adolescents about management and prevention of behavioural problem and this can be done only by integrating the education.

NURSING PRACTICE

Health education is an important tool for health care agency. it is one of the most cost-effective interventions to promote healthy living. nurses working in psychiatric unit, educational institutions as well as in the community should be equipped with sufficient knowledge on nomophobia and its prevention.

NURSING ADMINISTRATION

- The study finding will help the administrator to arrange continuing education programme for nurses regarding nomophobia. it helps to prepare adequate learning material for giving health education
- The nurse administrator should take active part in the policy making, developing protocols, standards and standing order related to health education on nomophobia

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