



“THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING ON KNOWLEDGE REGARDING NOMOPHOBIA AMONG JUNIOR. COLLEGE STUDENTS: A QUASI EXPERIMENTAL STUDY”

Nursing

Mr. Suraj Sumant Salve

M.Sc Nursing, Department of Mental Health Nursing, D.Y. Patil College of Nursing, Kolhapur.

Prof Mr. Sunil Awate*

M.Sc Nursing, Department of Mental Health Nursing, D.Y. Patil College of Nursing, Kolhapur. *Corresponding Author

ABSTRACT

BACKGROUND: Nomophobia (no mobile phobia), is the fear an individual gets if he is out of mobile phone contact due to no network, has run out of balance or run out of battery; the persons get anxious, which adversely affects the concentration level of the person. Nomophobia is an important matter. Some studies have claimed that the feeling of anxiety, in the absence of a mobile phone, may affect about 50% of the population (though, within these symptoms, the severity might differ greatly among those who are affected).

AIM: To study the effectiveness of video assisted teaching on knowledge regarding nomophobia.

METHODOLOGY: The research approach adopted for the study was quantitative evaluative survey and the research design was Quasi experimental, non-equivalent pre-test post-test control group design. By using Non probability, purposive sampling technique 30 Junior college students were selected from i) New Model junior college for the experimental group and 30 Junior college students were selected from ii) Vivekanand college for the control group.

Reliability of the tool was tested by using Karl Pearson's coefficient of correlation formula. The reliability computed was $r = 0.95$ which revealed it was a good and reliable tool. The pre-test knowledge scores were done by using the tool that is i) Selected socio demographic data, ii) Performa scale on nomophobia iii) Modified Prevalence Nomophobia Questionnaire (MPNMP-Q) iv) Self-Structured Questionnaire on Nomophobia. The zoom meeting was scheduled for the participants and pre-test link was sent to all the participants then the pre-test link for online Google form was shared in chat box. Once, all the responses were recorded on the Google form, the researcher then displayed the video on nomophobia after the video got over the researcher thanked the samples and ended the meeting. Post-test link was sent after 8 days for online Google form containing the questionnaire for data collection was sent to the participants. Data was analyzed by using mean, median, mode, standard deviation, range, paired 't' test, unpaired 't' test, chi square test.

RESULTS: The results of the study revealed that there was significant difference between mean pre-test Knowledge scores and post-test Knowledge scores in experimental group which was tested by using paired 't' test and was found significant at 0.05 level of significance. The obtained 't' value, $t_{cal} = 12.82$ ($df=59$) and the significant difference between the mean pre-test knowledge scores regarding Nomophobia and control group which was tested by using unpaired 't' test and was found significant at 0.05 level of significance. The obtained 't' value, $t_{cal} = 9.57$ ($df=58$).

CONCLUSION: The present study revealed that video assisted teaching has helped in gain knowledge regarding nomophobia. Therefore, it was concluded that the video assisted teaching was more effective on gaining knowledge regarding nomophobia among Junior. college students.

KEYWORDS

Effectiveness; video assisted teaching; Nomophobia; Junior college students.

INTRODUCTION:

Technology's changing power is beyond doubt. In addition, as its development increases, so does the speed with which it influences society.¹

For about a decade, the massive use of Smartphone's has changed our lifestyle in a way that is much more significant than what we could have imagined only 10 or 15 years ago. For many people, mobile phones are not only essential tools in their daily lives, but rather, those have **taken control of their time** and their lives to such an extent that they have become a serious problem. Nomophobia (word derived from the expression “no-mobile-phone-phobia”) is a term employed to describe the symptoms that someone suffers when facing the **fear of not having a mobile phone**, and the services that said phone provides (especially phone calls and Internet connection).²

Nomophobia is an important matter. Some studies have claimed that the feeling of anxiety, in the absence of a mobile phone, may affect about 50% of the population (though, within these symptoms, the severity might differ greatly among those who are affected). Furthermore, it is becoming an increasing problem since it specially affects young people, who have become used to this technology from their early ages and who are also more vulnerable, as they need the “social approval” provided by the continuous use of platforms like social networks. However, it is necessary to consider that no age is free of risk. Like any other

METHODOLOGY:

Development and validation of the tool: Selection and development of the tool was done based on the study. After an extensive review of literature; referring the books and journal as well as discussion with the guide and experts. Selected socio demographic data, Performa scale, prevalence scale on nomophobia and structured questionnaire related to nomophobia to evaluate the effectiveness of Video assisted teaching on nomophobia among junior college students. Validation of the tool was done by 15 experts for validation and received from 14 experts.

The tool validated by 14 experts in that 11 were experts from field of Mental health Nursing, 2 were doctors specialized in psychiatry and 1 was statistician.

Study design, data collection and pilot study

The Quasi-experimental study was undertaken on Junior college adolescents between 15-18 years of age from two junior colleges in the Kolhapur. Sample selection was done by non- probability, purposive sampling technique.

The study was conducted at selected Colleges that are, i) New Model Junior College ii) Vivekananda Junior College. The pilot study was conducted at in New College ii) Rajshri Shahu college Kolhapur, Maharashtra. The settings were chosen on the basis of feasibility in terms of availability of junior college students on zoom meeting.

The main study was conducted from 13/07/2021 up to 22/07/202. i) Vivekanand junior college, (Control group) from 6 pm to 8pm and ii) New model junior college (Experimental group) from 10 am to 1 pm in Kolhapur city. Planning of the time schedule was done as per the timings provided by the authorities of the colleges. The researcher obtained formal permission from the Principal's of junior college of Kolhapur city. Total 60 subjects were selected by Non probability, purposive sampling technique and those were fulfilling the inclusive and exclusive criteria, out of those 30 subjects were in experimental group and 30 subjects were in control group. Written consent was taken from the subjects. the pre-test link for online Google form containing the questionnaire for data collection was sent to the participants in the chat box. all the responses were recorded on the Google form, the researcher then displayed the video on nomophobia after the video got over the researcher thanked the samples and ended the meeting.

Statistical analysis: Descriptive data analysis was performed on MS-Excel of the office 365 package. Significant difference between pre and post test scores were calculated by Wilcoxon signed rank test.

RESULTS:

The results of the study revealed that there was significant difference between mean pre-test Knowledge scores and post-test Knowledge scores in experimental group which was tested by using paired 't' test and was found significant at 0.05 level of significance. The obtained 't' value, $t_{\text{cal}} = 12.82$ ($df=59$) and the significant difference between the mean pre-test knowledge scores regarding Nomophobia and control group which was tested by using unpaired 't' test and was found significant at 0.05 level of significance. The obtained 't' value, $t_{\text{cal}} = 9.57$ ($df=58$). In experimental group there was significant association between selected socio demographic variable which was tested by using chi square test and found significant at 0.05 level of significance i.e. age in years. The calculated chi square value was higher than tabulated value, $\chi^2_{\text{cal}} = 22.62$, $\chi^2_{\text{tab}} = 3.84$ ($df = 01$). In control group there was significant association between selected socio demographic variable which was tested by using chi square test and found significant at 0.05 level of significance i.e. family monthly income. The calculated chi-square value was higher than tabulated value, $\chi^2_{\text{cal}} = 10.55$, $\chi^2_{\text{tab}} = 7.82$ ($df=03$).

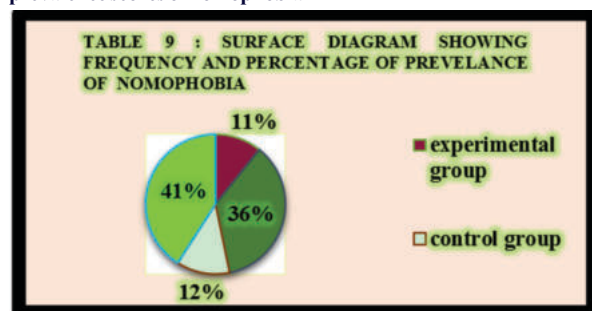
Findings related to distribution of samples according to prevalence scores of nomophobia

Table 2: Frequency and percentage distribution of junior college students according to their prevalence level of nomophobia. N 60

Prevalence level of Nomophobia	Experimental Group		Control Group	
	(f)	(%)	(f)	(%)
Mild (15-35)	07	23.4	08	26.6
Moderate (36-55)	20	66.6	21	70
Severe (56-75)	03	10	01	3.4

DISCUSSION:

The term nomophobia might have been familiar to many people but this is the first time for me to encounter this. It means "no-mobile-phone phobia". For working people like us, it is impossible to go through the day without a mobile phone. We are certainly addicted to these and other mobile devices and may not even be aware that there already is such a thing as going without your mobile phone or gadget, or that the battery went dead and there is no network signal. In Experimental group 07(23.4%) of the junior college students were having mild nomophobia, 20(66.6%) of them were having moderate nomophobia, 03(10%) were having severe nomophobia. In control group, 08(26.6%) of the junior college students were having mild nomophobia, 21(70%) were having moderate nomophobia, 01(3.4%) of them were having severe nomophobia.

CONCLUSION:

The present study revealed that video assisted teaching has helped in gain knowledge regarding nomophobia. Therefore, it was concluded that the video assisted teaching was more effective on gaining knowledge regarding nomophobia among Junior. college students.

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