

EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON IMPACT OF MOBILE PHONE DEPENDENCE AMONG ADOLESCENCE IN SELECTED COLLEGE OF ARTS AND SCIENCE IN KANYKUMARI DISTRICT

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ABSTRACT

Excessive use of mobile phones, as evidenced by cost and number of calls or messages sent, interferes with other activities in daily life, alter the rules for interpersonal relationships, and can even affect the user's health or well beings, for example by having it on the mobile phone continually, even at night. These behaviours may be understood as reflective of abuse in the sense used by the Diagnostic and statistics Manual for Mental Disorders **Methods**-The study was based on J. W. Kenny's Open system model (2002). The design used for this study was one group pre-test post-test design. The study was conducted in Muslim College of Arts and Science, Thiruvithancode to assess the effectiveness of structured teaching programme regarding impact of mobile phone dependence among adolescence, simple random sampling technique was used for selecting the sample. The data collection tools was done using semi structured questionnaire. The content validity of the tool was established by experts. The reliability of the semi structured knowledge questionnaire ($\gamma = 0.97$) was established by test-retest method. The instrument was found reliable. Pilot study was conducted to find out feasibility of the study. The tool was administrated to the subjects and the data obtained were analyzed in terms of both descriptive and inferential statistics **Results**-study findings showed, the mean value for pre-test knowledge level was 6.6 and S.D was 2.52 and the mean value for post-test knowledge level was 15.26 and S.D was 1.7. The mean improvement of knowledge score was 8.6 ± 0.55 was statistically highly significant ($t=5.13$, $df=29$ and $p<0.05$). **Conclusion**- The significant improvement of knowledge shows the effectiveness of structured teaching programme. This shows the knowledge level of adolescence regarding impact on mobile phone dependence increased after administration of structured teaching programme.

Key words: mobile phone dependence, adolescence, structured teaching programme.

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INTRODUCTION

The mobile phone is among the most prominent kinds of information and communication technology and is also the one that has shown the most spectacular development during the past few years with regard to technological innovations, social impact and general use by the majority of population. Technological addiction in general and mobile phone dependence in particular are especially important for several reasons. Firstly despite the fact that the technologies involved are extremely useful and necessary for our society, they are also characterized by factors that render them susceptible to abuse, leading to addiction. Secondly, unlike the case with other addictions, especially drugs, no social consensus exist with regard to the risk for abuse presented by these technologies. Thirdly, the population that is most susceptible to abusing or depending on these technologies consists of adolescence (Griffiths, 1995). Mobile phone addiction is a big, serious problem. Psychiatrists believe that mobile phone addiction is becoming one of the biggest non drug addictions in the 21st century (Thomee S, Harenstam A, Hagberg, 2011).

STATEMENT OF THE PROBLEM

A study to assess the effectiveness of structured Teaching programme on impact of mobile phone dependence among adolescence in selected college of arts and science in Kanyakumari District.

OBJECTIVES

1. To assess the pretest and posttest knowledge of adolescence regarding impact of mobile phone dependence.
2. To assess the effectiveness of structured teaching programme on impact of mobile phone dependence among adolescence.
3. To find out the association between pre-test knowledge score and selected demographic variables.

HYPOTHESES

H₁: There will be a significant difference between knowledge of adolescence regarding impact of mobile phone before and after administration of structured teaching programme

H₂: There will be a significant association between pre-test knowledge of adolescence and selected demographic variables.

RESEARCH METHODOLOGY

RESEARCH APPROACH

- Quantitative research approach was used in this study.

RESEARCH DESIGN

- The research design used in this study was Quasi experimental with one group pretest-posttest design.

POPULATION

- In this study, target population was the adolescence in the age group 17-19 years studying in Muslim College of Arts and Science, Thiruvithancode.

SAMPLE SIZE

- The sample size was 30 adolescence that are selected based on inclusion and exclusion criteria taken for the study after taking oral consent from them.

SAMPLING TECHNIQUE

- Samples were selected by using simple random sampling technique.

CRITERIA FOR SAMPLE SELECTION

Inclusion Criteria

Adolescence

- Who are able to read, write and understand English and Tamil.
- Age between 17-19 years.
- Those who are using mobile phone constantly.

Exclusion Criteria

Adolescence

- Who are not present at the time of data collection?
- Who are not having mobile phone?

VARIABLES

Independent variables : Structured Teaching programme on impact of mobile phone dependence.

Dependent variables : Knowledge on impact of mobile phone dependence

SETTING OF THE STUDY

- The study was conducted at Muslim College of Arts and Science, Thiruvithancode.

DATA COLLECTION TOOL

The data collection tool used for this study consisted of two sections.

Section: I

It consisted of demographic variables of adolescence

Section: II

It consisted of structured questionnaire to assess the knowledge on impact of mobile phone dependence in the form of multiple-choice questions. The questionnaire consisted of 20 items.

SCORING

S.No	Knowledge category	Score	Percentage
1	Adequate knowledge	16-20	(76-100%)
2	Moderately adequate knowledge	10-15	(50-75%)
3	Inadequate knowledge	<10	(<50%)

DISCUSSION

The goal of the study was to assess the effectiveness of structured Teaching programme on impact of mobile phone dependence among adolescence in selected college of arts and science in Kanyakumari District. The sample size was 30 adolescence that were selected based on inclusion and exclusion criteria. Tool consisted of structured questionnaire to assess the knowledge on impact of mobile phone dependence in the form of multiple-choice questions. The questionnaire consisted of 20 items. Results showed that the mean value of pre-test knowledge level is 6.6 and standard deviation is 2.52 and the mean value for post-test knowledge level is 15.26 and standard deviation is 1.7. The mean improvement of knowledge score was 8.6 ± 0.55 which is statistically highly significant ($t=5.13$, $df=29$ and $p<0.05$). The significant improvement of knowledge shows the effectiveness of structured teaching programme.

CONCLUSION

The study finding revealed that, the level of knowledge of adolescence regarding impact of mobile phone dependence increased significantly after administering structured teaching programme. Analysis shows that, administering structured teaching programme was effective in increasing the knowledge of adolescence. The study also revealed that, structured teaching programme prepared by the investigator was effective in improving the knowledge of adolescence.

RECOMMENDATIONS

Based on the finding of the study the investigator proposed the following recommendations.

- The study can be conducted with large number of sample for following generalization
- The study can be conducted to assess the factors influencing mobile phone dependence among adolescence.
- The comparative study on the level of mobile phone dependence between males and females can be conducted.
- A study to determine the awareness regarding impact of mobile phone dependence can be conducted among parents and teachers.
- A study can be conducted to assess the impact of mobile phone dependence among medical, paramedical and non-medical students.

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