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## “A PRE - EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF PLANNED TEACHING ON KNOWLEDGE REGARDING SELFIE SYNDROME AMONG JUNIOR STUDENTS IN SELECTED COLLEGE IN THE CITY.”

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**Abstract: OBJECTIVES OF THE STUDY:** 1. To assess pretest knowledge regarding selfie syndrome among junior student at selected college in the city. 2. To evaluate effectiveness of planned teaching on knowledge regarding selfie syndrome among junior student at selected college in the city. 3. To associate pretest knowledge score of selfie syndrome among junior student with selected demographic variables. **HYPOTHESIS:** H0 – There will be no significant difference between pre-test & post-test levels of knowledge regarding selfie syndrome among junior students. H01 -There will be no significant association of pre-test knowledge score with selected demographic variables on knowledge regarding selfie syndrome among junior student. **Dependent Variable:** knowledge of pre schooler. **Independent Variables:** structural teaching program on selfie syndrome. **Setting Of The Study :** selected sbes college of chhatrapati sambhajinagar . **Population:** in the present study accessible population was preschooler of sbes college of chhatrapati sambhajinagar. **Sample:** sample is a subset of a population selected to participate in a research study. **Sampling Technique:** In this

study non-probability purposive sampling technique is used for selecting the samples. **SAMPLE SIZE:** The sample size taken for this study is 60 junior student. **Major Findings Of Study:** The Mean, standard deviation and mean difference values are compared and student's paired 't' test is applied at 5% level of significance. The tabulated value for  $n=60-1$  i.e., 59 degrees of freedom was 2.00. The calculated 't' value i.e., 31.20 are much higher than the tabulated value At 5% level of significance for overall knowledge score of junior college students which is statistically acceptable level of significance. Hence it is statistically interpreted that the planned teaching programme on knowledge regarding selfie syndrome among junior colleges students From selected junior colleges of the city was effective.

## RESEARCH METHODOLOGY:

**RESEARCH APPROACH:** According to Sassaroli, (2005) Research approach is a systematic investigation to establish factors or principles or to collect the information on a subject.<sup>[41]</sup> The research approach indicates the basic procedure for conducting research. The choice and appropriate approaches depend on the purpose of study. A Quantitative research approach was used for this present study.

**RESERACH DESIGN:** According to Polite and Beck (2021), Research design is the Overall Plan for addressing a research question, including specifications for enhancing the study's integrity.<sup>[42]</sup>

### Population and Sample

**POPULATION:** in the present study accessible population was preschooler of sbes college of chhatrapati sambhajinagar. **SAMPLE:** sample is a subset of a population selected to participate in a research study. **SAMPLING TECHNIQUE:** In this study non-probability purposive sampling technique is used for selecting the samples. **SAMPLE SIZE:** The sample size taken for this study is 60 pre schooler.

### Data and Sources of Data

**SETTINGS OF THE STUDY:** selected sbes college of chhatrapati sambhajinagar.

## Theoretical framework

The conceptual framework adapted for the study is based on Modified General System Theory by J W Kenny. According to modified general system theory, it is a science of wholeness and its purpose is to unite scientific thinking across disciplines and which provides frame work for analysing the whole of any system. The system has a specific purpose or goal and uses a process to achieve the goal. The system theory can be resolved into an aggregation of feedback circuit such as input, throughput and output.<sup>[16]</sup> **1) Input** It is the process which consists of varying types and amount of matter, material or human energy, information received from the environment. In the present study input refers to the junior students of age 17 and 18 years of selected junior colleges of the city (the participants of the study) comprising with their demographic features including Age, Gender, Education, Types of phone and Occupation

### 2) Throughput

It is the process whereby the system transforms, creates and organizes for its ready use. In this study throughput refers to planned teaching programme on knowledge regarding selfie syndrome. The content included were Structured knowledge regarding selfie syndrome. **3) Output** It is an energy, information or material that is transformed into the new environment. In this study the improvement in knowledge level from the predetermined level on knowledge regarding selfie syndrome is considered as the output. **4) Feedback** Information of environment responses to the system's output. So, the information was acquired could be feedback to the system which could help in maintenance and improvement of the system.

## Statistical tools and econometric models

**DEVELOPMENT OF RESEARCH TOOL** According to Polite and Beck (2009), the tool acts as a instrument to assess and collect the data from the respondent of the study.<sup>[49]</sup> The tool was used for gathering relevant data was structured knowledge questionnaire to assess the knowledge regarding selfie syndrome among junior students. **PREPRATION OF TOOL.** The following steps were carried out in preparing the tool are: 1) Literature review. 2) Validity of tool. 3) Pre-Testing. 4) Reliability

**DESCRIPTION OF THE TOOL:** After considering the suggestion and modification of the tool by the experts; the final tool consists of two parts structured questionnaire.

## Descriptive Statistics

**Section A :** Distribution of junior college students with regards to demographic variables.

**Section B :** Assessment of level of pre test and post test knowledge regarding Selfie Syndrome among junior college students from selected junior colleges in the city.

**Section C:** Assessment of effectiveness of Planned Teaching Programme on knowledge regarding Selfie Syndrome among junior college students from selected junior colleges in the city.

**Section D:** Association of post test knowledge score regarding Selfie Syndrome among junior college students from selected junior colleges in the city with their selected demographic variables.

## RESULTS AND DISCUSSION

This chapter deals with analysis and interpretation of the data collected from 60 samples who were junior students. The present study has been taken up to assess the effectiveness of planned Teaching Programme on knowledge regarding selfie syndrome among junior students at selected junior colleges of the city. Analysis and interpretation are based on the objectives of the study. A structured questionnaire to collect the knowledge score was used for data collection. The analysis was done with the help of inferential and descriptive statistics.

The data was analyzed and presented in the following section:

**Section A :** Distribution of junior college students with regards to demographic variables.

**Section B :** Assessment of level of pre test and post test knowledge regarding Selfie Syndrome among junior college students from selected junior colleges in the city.

**Section C:** Assessment of effectiveness of Planned Teaching Programme on knowledge regarding Selfie Syndrome among junior college students from selected junior colleges in the city.

**Section D:** Association of post test knowledge score regarding Selfie Syndrome among junior college students from selected junior colleges in the city with their selected demographic variables.

## SECTION A

This section deals with percentage wise distribution of junior college students with regards to their demographic characteristics. A convenient sample of 60 subjects was drawn from the study population, who were from selected junior colleges in the city. The data obtained to describe the sample characteristics including age, gender, education, type of phone and parent's occupation respectively.

Table 1: Percentage wise distribution of Junior College Students according to their demographic characteristics.

n=60

Demographic Variables	No. of junior college students	Percentage(%)
<b>Age(yrs) yrs</b>		
17	36	60.0
18	24	40.0
<b>Gender</b>		
Male	50	83.3
Female	10	16.7
<b>Educational Status</b>		
11 <sup>th</sup> standard	47	78.3
12 <sup>th</sup> standard	13	21.7
<b>Type of phone using</b>		
Basic Phone	7	11.7
Feature Phone	15	25.0
Android Phone	38	63.3
<b>Parent's Occupation</b>		
Teacher	28	46.7
Farmer	22	36.7
Business	10	16.7
Labour	0	0

The above table no.3 shows that percentage wise distribution of junior students with regards to age, gender, educational status, Type of phone using, Parent's Occupation, among junior students.

1. The distribution of junior students by age 60% of junior college students were in the age group of 17 years, 40% of them were in the age group of 18 years of age.
2. The distribution of junior students by gender 83.30% of junior college students were males and 16.70% of them were females.
3. The distribution of junior students by educational status 78.30% of junior college students were studying in 11<sup>th</sup> standard and 21.70% of them were studying in 12<sup>th</sup> standard.
4. The distribution of junior students by types of phone 11.70% of junior college students were using basic phone, 25% of them were using feature phone and 63.30% were using android.
5. The distribution of junior students by parents occupation of 46.70% of junior college students were teachers, 36.70% of them were farmer and 16.70% of them were doing business.

**SECTION B**

**ASSESSMENT OF LEVEL OF KNOWLEDGE REGARDING SELFIE SYNDROME AMONG JUNIOR COLLEGE STUDENTS FROM SELECTED JUNIOR COLLEGES IN THE CITY.**

This section deals with the assessment of level of knowledge regarding Selfie Syndrome among junior college students from selected junior colleges of the city. The level of knowledge score is divided under following heading of inadequate, moderate and adequate respectively.

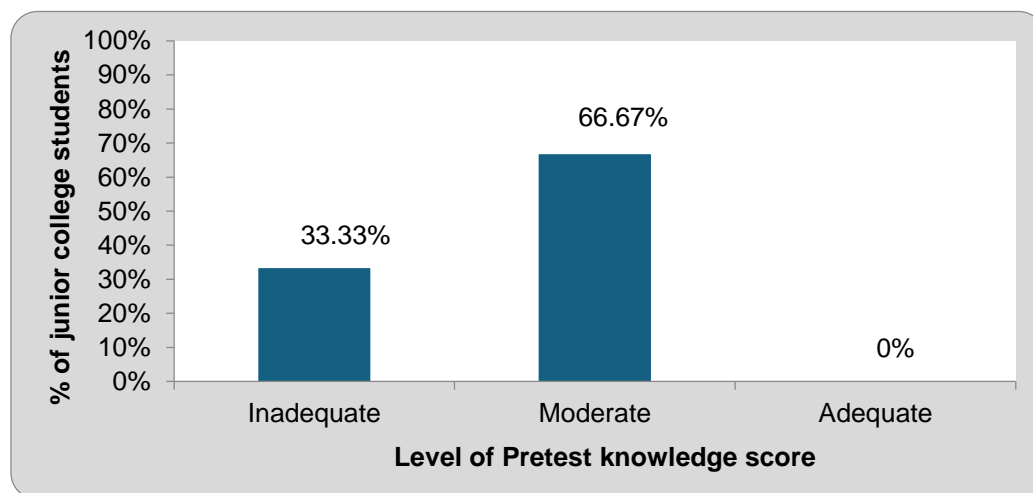
**Table 2: Assessment with level of pre test knowledge**

n=60

Level of pre test knowledge`	Score Range	Level of Pre test Knowledge Score	
		No of junior college students	Percentage
Inadequatek	0-5	20	33.33
Moderate	6-11	40	66.67
Adequate	12-27	0	0
Minimum score		2	
Maximum score		8	
Mean knowledge score		6.36 ± 1.83	
Mean % Knowledge Score		37.45 ± 10.77	

The above table shows that 33.33% of junior college students had inadequate knowledge and 66.67% of them had moderate level of knowledge score. Minimum knowledge score in pretest was 2 and maximum knowledge score in pretest was 8. Mean knowledge score in pretest was 6.36±1.83 and mean percentage of knowledge score in pre test was 37.45 ± 10.77.

**Graph 1: Assessment with pre test knowledge score**



**Table 3: Assessment with level of post test knowledge**

n=60

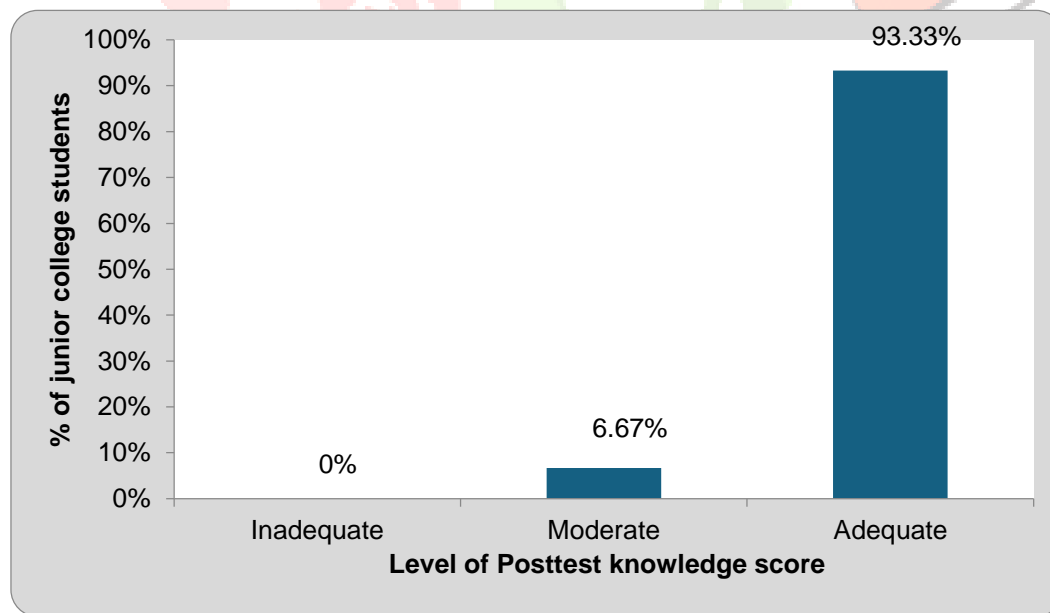
Level of post test knowledge	Score Range	Level of Post test Knowledge Score	
		No of junior college students	Percentage
Inadequate	0-5	0	0
Moderate	6-11	4	6.67
Adequate	12-27	56	93.33
Minimum score		10	
Maximum score		17	
Mean knowledge score		14.15 ± 1.61	
Mean % Knowledge Score		83.23 ± 9.49	

The above table shows that 6.67% of junior college students had moderate knowledge and 93.33% of them had adequate level of knowledge score.

Minimum knowledge score in posttest was 10 and maximum knowledge score in posttest was 17.

Mean knowledge score in posttest was 14.15±1.61 and mean percentage of knowledge score in post test was 83.23 ± 9.49.

**Graph 2: Assessment with post test knowledge score**



## SECTION C

**EVALUATION OF EFFECTIVENESS OF PLANNED TEACHING PROGRAMME ON KNOWLEDGE REGARDING SELFIE SYNDROME AMONG JUNIOR COLLEGE STUDENTS FROM SELECTED JUNIOR COLLEGES OF THE CITY.**

This section deals with the effectiveness of Planned Teaching Programme on knowledge regarding Selfie Syndrome among junior college students from selected junior colleges of the city. The hypothesis is tested statistically with distribution of pretest and posttest mean and standard deviation and mean percentage knowledge score. The levels of knowledge during the pretest and post test are compared to prove the effectiveness of Planned Teaching Programme. Significance of difference at 5% level of significance is tested with student's paired 't' test and tabulated 't' value is compared with calculated 't' value. Also the calculated 'p' values are compared with acceptable 'p' value i.e. 0.05.

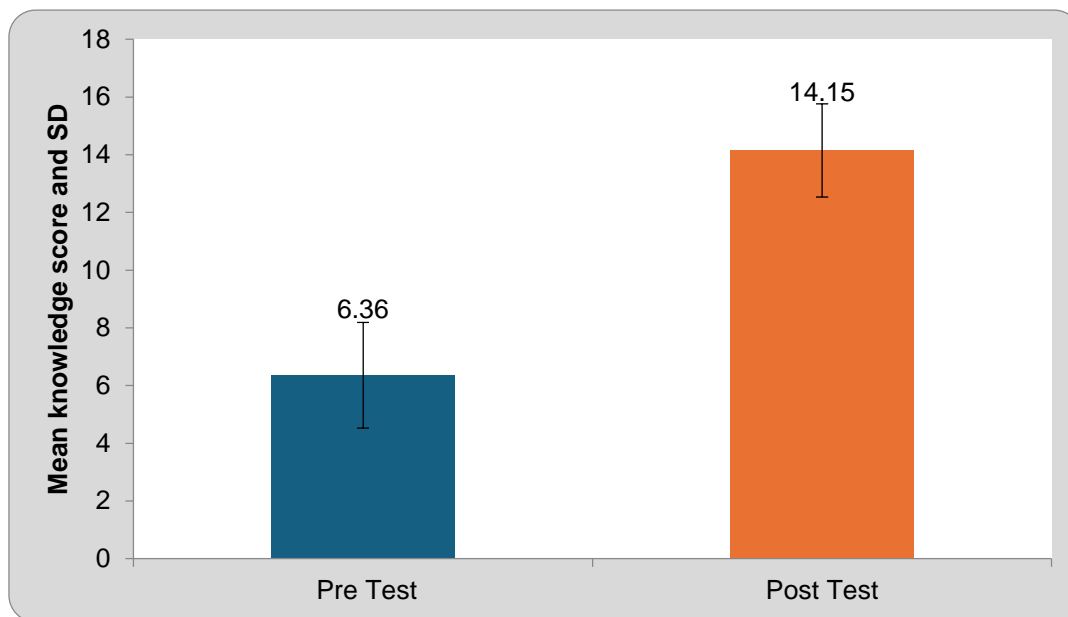
**Table 4 : Significance of difference between knowledge score in pre and post test of Junior College Students**

n=60

This table shows the comparison of pretest and post test knowledge scores of junior college students from selected junior colleges of the city regarding Selfie Syndrome. Mean, standard deviation and mean difference values are compared and student's paired 't' test is applied at 5% level of significance. The tabulated value for  $n=60-1$  i.e. 59 degrees of freedom was 2.00. The calculated 't' value i.e. 31.20 are much higher than the tabulated value at 5% level of significance for overall knowledge score of junior college students which is statistically acceptable level of significance. Hence it is statistically interpreted that the Planned Teaching Programme on knowledge regarding selfie syndrome among junior colleges students from selected junior colleges of the city was effective. Thus the H1 is accepted.

**Graph 3: Significance of difference between knowledge score in pre and post test of Junior College Students**

Test	Mean	SD	Mean Difference	t-value	p-value
Pre Test	6.36	1.83	7.78±1.93	31.20	0.0001 S,p<0.05
Post Test	14.15	1.61			



**SECTION D**

**ASSOCIATION OF LEVEL OF POST TEST KNOWLEDGE SCORE REGARDING SELFIE SYNDROME AMONG JUNIOR COLLEGE STUDENTS FROM SELECTED JUNIOR COLLEGE OF THE CITY IN RELATION TO THE DEMOGRAPHIC VARIABLES**

n=60

Age (yrs)	No. of junior college students	Mean knowledge posttest score	F-value	p-value
17	36	14.03±1.77	12.13	0.0001
18	24	13.40±0.88		S,p<0.05

This table shows the association of knowledge score with age in years of junior college students from selected junior colleges of the city. The tabulated 'F' values was 3.15(df=2,57) which is less than the calculated 'F' i.e. 12.13 at 5% level of significance. Also the calculated 'p'=0.0001 which was less than the acceptable level of significance i.e. 'p'=0.05. Hence it is interpreted that age in years of junior college students is statistically associated with their post test knowledge score.

**Table 6: Association of post test knowledge score regarding Selfie Syndrome among junior college students in relation to their gender.**

n=60

Gender	No. of junior college students	Mean knowledge posttest score	t-value	p-value
Male	50	14.54±1.32	4.95	0.0001
Female	10	12.20±1.54		S,p<0.05



This table shows the association of knowledge score with gender of junior college students from selected junior colleges of the city. The tabulated 't' values was 2.00(df=58) which is less than the calculated 't' i.e. 4.95 at 5% level of significance. Also the calculated 'p'=0.0001 which was less than the acceptable level of significance i.e. 'p'=0.05. Hence it is interpreted that gender of junior college students is statistically associated with their post test knowledge score.

**Table 6: Association of post test knowledge score regarding Selfie Syndrome among junior college students in relation to their educational status.** n=60

Educational Status	No. of junior college students	Mean post test knowledge score	t-value	p-value
11th Standard	47	14.48±1.33	3.35	0.001
12th Standard	13	12.92±1.97		S,p<0.05

This table shows the association of knowledge score with educational status of junior college students from selected junior colleges of the city. The tabulated 't' values was 2.00(df=58) which is less than the calculated 't' i.e. 3.35 at 5% level of significance. Also the calculated 'p'=0.001 which was less than the acceptable level of significance i.e. 'p'=0.05. Hence it is interpreted that educational status of junior college students is statistically associated with their post test knowledge score.

**Table 7: Association of post test knowledge score regarding Selfie Syndrome among junior college students in relation to their type of phone using.** n=60

Type of phone using	No. of junior college students	Mean posttest knowledge score	F-value	p-value
Basic Phone	7	14.28±1.88	0.09	0.90 NS,p>0.05
Feature Phone	15	14.26±1.48		
Android Phone	38	14.07±1.65		

This table shows the association of knowledge score with type of phone used of junior college students from selected junior colleges of the city. The tabulated 'F' values was 3.15(df=2,57) which is higher than the calculated 'F' i.e. 0.09 at 5% level of significance. Also the calculated 'p'=0.90 which was higher than the acceptable level of significance i.e. 'p'=0.05. Hence it is interpreted that type of phone used of junior college students is statistically not associated with their post test knowledge score.

**Table 8: Association of post test knowledge score regarding Selfie Syndrome among junior college students in relation to their Parent's Occupation.**

n=60

Parent's Occupation	No. of junior college students	Mean posttest knowledge score	F-value	p-value
Teacher	28	13.60±1.89	3.54	0.035 S,p<0.05
Farmer	22	14.77±1.26		
Business	10	14.30±0.82		
Labour	0	0±0		

This table shows the association of knowledge score with occupation of parents of junior college students from selected junior colleges of the city. The tabulated 'F' values was 3.15(df=2,57) which is less than the calculated 'F' i.e. 3.54 at 5% level of significance. Also the calculated 'p'=0.035 which was less than the acceptable level of significance i.e. 'p'=0.05. Hence it is interpreted that occupation of parents of junior college students is statistically associated with their post test knowledge score.

#### MAJOR FINDINGS OF STUDY:

The Mean, standard deviation and mean difference values are compared and student's paired 't' test is applied at 5% level of significance. The tabulated value for n=60-1 i.e., 59 degrees of freedom was 2.00. The calculated 't' value i.e., 31.20 are much higher than the tabulated value At 5% level of significance for overall knowledge score of junior college students which is statistically acceptable level of significance. Hence it is statistically interpreted that the planned teaching programme on knowledge regarding selfie syndrome among junior colleges students From selected junior colleges of the city was effective.

#### Acknowledgement

**Happiness comes when you're works and words are of benefits to yourself and others**

“ Gautam Buddha”

“At the beginning I express my sincere and deep sense of gratitude to God Almighty for their blessings and I feel that the hand of the Lord was on me, leading me along, guiding me through out to reach up to this step and brought it to a completion better than I would do alone. His omnipresence has been my anchor through the fluctuating hard time. The evaluation of this study over the past six months has been an unforgettable time, painstaking yet enjoyable and a thoroughly satisfying journey for me. I owe my gratitude to all people who have made this dissertation possible and because of whom my post graduate experience has been one that I will cherish forever.

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