



“A study to assess the effect of structured teaching program on knowledge regarding social media addiction among the students from selected Nursing Colleges.”

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Abstract: This study has been undertaken to assess the effect of Structured Teaching Program on Knowledge regarding social media addiction among the students from the selected Nursing colleges of Pune. Objectives- To assess the existing knowledge on social media addiction among students. To determine the effects of Structure Teaching Program (STP) on knowledge regarding social media addiction among students. To find the association between knowledge score with selected demographic variable. Method: Evaluative study with One group pretest post was adopted as study design. 60 samples were taken by Non probability purposive sampling technique. The pretest was conducted followed by structured teaching program and after 7 days post test was conducted. Results- average knowledge score in pretest was 13 which increased to 17 in post test. T-value 13.1 with 59 degrees of freedom. The P-Value corresponding to the gender, socio-economic status and number of social media accounts were less than 0.05 and have found to have a significant association. Outcomes were stated that knowledge among the students in selected nursing colleges improved remarkably after structured teaching program.

Key Words – Structured Teaching program, Knowledge, Social media addiction.

I. INTRODUCTION

The most common usage of internet were presented to the hands of man by the 1980s, in other words, a decade that made a revolutionary change in the lives of all mankind in the Universe Today social media is close to becoming an integral part of the day-to-day lives of most people. Active social media users were 197 million (14% of the population) in India. Globally, about 3.77 billion people are using the Internet through modern gadgets such as smartphones and computers with coverage of 81% of the population in the developed world and 41% of the population in the developing world. Nearly, 71% of the world Internet users are constituted by young people aged 15–24. ⁽¹⁾ The launch of many free/low-cost data packages in 2016/2017 has put India on the global map for large-scale consumption of mobile data leading to exponential usage of social media. ⁽²⁾ The average time spent by the people per day on the social network is 1.72 hours. For the teenagers, the numbers are much higher which is up to 27 hours per week. There are some negative impact of social media among youth it includes- poor academic performance, lack of privacy and cyber bullying. ⁽³⁾

A cross-sectional study was conducted to assess and compare the prevalence of social media addiction between Government and Private Pre-University (PU) College, to assess the health problems related to social media usage among the students and to assess the various factors associated with social media addiction. The study concluded that Social media addiction was found in more in one-thirds of students and majority had mild addiction. ⁽⁴⁾

Another cross-sectional study was conducted to examine social media addiction among the university students. Based on the Internet addiction scale developed by Young (1996) the researcher used cross-sectional survey methodology in which a questionnaire was distributed to 1327 undergraduate students with their consent. Factor analysis of the self-report data showed that social media addiction has three independent dimensions such as experience with social media; time spent using social media and satisfaction with them. ⁽⁵⁾

People of today's generation give so much importance to social media nowadays that has become their priority. They love being in the social media sites and forget about all the things that should come first for them like-Family, sports and schools.

Based on these facts & considerations the researcher felt need to carried out to investigate subjects of interest.

II. OBJECTIVES

- 1.To assess the existing knowledge on social media addiction among students.
- 2.To determine the effects of Structure Teaching Program (STP) on knowledge regarding social media addiction among students.
- 3.To find the association between knowledge score with selected demographic variable.

III. RESEARCH METHODOLOGY

An evaluative study with experimental one group pre-test post-test design was used to assess the effect of structured teaching program on knowledge regarding social media addiction among the students from selected Nursing Colleges. The study protocol was approved by the Institutional Scientific Committee and the Ethics Committee (DYPV/CON/264/2021).60 samples were taken using Non probability purposive sampling from selected setting. The data was collected by using demographic profile and questionnaires on existing knowledge on social media addiction. The reliability of the tool was measured by Test-Retest Method. The researcher administered the research instrument to 10 selected samples from 1st Year GNM of Dr.D.YPatil Institute of Nursing. Pearson's correlation coefficient was found to be 0.80, hence the tool is reliable. A pilot study was conducted from 21 February 2021 to 21 March 2021 and the study found to be feasible. The final study was conducted from 25 March 2021 to 10 June 2021after obtaining permission from concerned authority. Actual data collection was done on 60 samples of 1st Year BSc Nursing students of Dr. D Y Patil CON Pimpri, Pune, who met the set criteria's of present study through Zoom link meeting. After the implementation of Structured Teaching Program, the Post-test has been done after two weeks of pre-test with the same tool. The investigator spent 40-45 minutes for explaining health teaching regarding social media addiction and all together sample took approximately 45 minutes to complete the procedure. The statistical analysis was done by descriptive and inferential statistics.

IV.SAMPLING CRITERIA

Inclusion Criteria –

1. Students willing to participate in study.
2. Students present at the time of data collection
3. Students able to read and write English and having knowledge about social media.

Exclusion Criteria –

1. Students not using any social media.
2. Students who are not spending more than 3 hours continuously of social Medias.

V. RESULTS

SECTION I

Description of samples (students) based on their personal characteristics.

Table 1: Description of samples (students) based on their personal characteristics in terms of frequency and percentage.

N=60

Demographic variables	Freq	%
Age		
16-18 years	10	16.7%
19-21 years	40	66.7%
22-24 years	9	15.0%
25 years and above	1	1.7%
Gender		
Female	37	61.7%
Male	23	38.3%
Socio-Economic Status		
Higher class	1	1.7%
Lower class	6	10.0%
Middle class	53	88.3%
Type of family		
Joint	28	46.7%
Nuclear	23	38.3%
Single parent	9	15.0%
Higher education qualification		
College	42	70.0%
Graduate	9	15.0%
High school	9	15.0%
Type of Mobile You have		
Basic phone	2	3.3%
Smart phone	58	96.7%
How many social media accounts you have		
One	27	45.0%
Two	19	31.7%
Three	8	13.3%
More than 3	6	10.0%
Do you have any fair knowledge regarding social media addiction		
No	15	25.0%
Yes	45	75.0%
If yes, source of knowledge		
Friends	11	18.3%
Journals	10	16.7%
Teachers	12	20.0%
Television	12	20.0%

16.7% of the students had age 16-18 years, 66.7% of them had age 19-21, 15% of them had age 22-24 years and 1.7% of them had age above 24 years. 61.7% of them were females and 38.3% of them were males. 1.7% of them were from higher class, 10% of them were from lower class and 88.3% of them were from middle class. 46.7% of them had joint family, 38.3% of them had nuclear family and 15% of them had single parent family. 70% of them were college students, 15% of them were graduates and 15% of them had high school education. 3.3% of them had basic phone and 96.7% of them had smart phone. 45% of them had one social media account, 31.7% of them had two social media accounts, 13.3% of them had three social media accounts and 10% of them had more than 3 social media accounts. 75% of them had knowledge regarding social media addiction. 18.3% of them had

knowledge from friends, 16.7% of them had knowledge from journals, 20% of them had knowledge from teachers and 20% of them had knowledge from television.

SECTION II

Analysis of data related to the existing knowledge on social media addiction among students.

Table 2: Existing knowledge on social media addiction among students

N=60

Knowledge	Pre-test	
	Freq	%
Poor (score 0-6)	5	8.3%
Average (score 7-13)	25	41.7%
Good (score 14-20)	30	50.0%

8.3% of the students had poor knowledge (score 0-6), 41.7% of them had average knowledge (Score 7-13) and 50% of them had good knowledge (score 14-20) regarding social media addiction.

SECTION III

Analysis of data related to the effect of Structure Teaching Program (STP) on knowledge regarding social media addiction among students.

Table 3: Effect of Structure Teaching Program (STP) on knowledge regarding social media addiction among students

N=60

Knowledge	Pre-test		Post-test	
	Freq	%	Freq	%
Poor (score 0-6)	5	8.3%	0	0.0%
Average (score 7-13)	25	41.7%	7	11.7%
Good (score 14-20)	30	50.0%	53	88.3%

In pre-test, 8.3% of the students had poor knowledge (score 0-6), 41.7% of them had average knowledge (Score 7-13) and 50% of them had good knowledge (score 14-20) regarding social media addiction. In post-test, 11.7% of them had average knowledge (Score 7-13) and 88.3% of them had good knowledge (score 14-20) regarding social media addiction. This indicates that the knowledge among students improved remarkably after structure teaching program regarding social media addiction among students.

Table 4: Paired t-test for the effect of Structure Teaching Program (STP) on knowledge regarding social media addiction among students

N=60

	Mean	SD	T	df	p-value
Pre-test	13.0	4.3	13.1	59	0.000
Post-test	17.0	2.8			

Researcher applied paired t-test for the effect of Structure Teaching Program (STP) on knowledge regarding social media addiction among students. Average knowledge score in pre-test was 13 which increased to 17 in post-test. T-value for this test was 13.1 with 59 degrees of freedom. Corresponding p-value was small (less than 0.05), the null hypothesis was rejected. It is evident that the knowledge among students regarding social media addiction improved significantly after structured teaching program.

SECTION IV

Analysis of data related to association between knowledge score with selected demographic variable.

Table 5: Fisher's exact test for the association between knowledge score with selected demographic variable.

N=60

Demographic variable		Knowledge			p-value
		Average	Good	Poor	
Age	16-18 years	2	7	1	0.556
	19-21 years	18	18	4	
	22-24 years	5	4	0	
	25 years and above	0	1	0	
Gender	Female	12	23	2	0.042
	Male	13	7	3	
Socio-Economic Status	Higher class	1	0	0	0.013
	Lower class	6	0	0	
	Middle class	18	30	5	
Type of family	Joint	11	15	2	0.990
	Nuclear	10	11	2	
	Single parent	4	4	1	
Higher education qualification	College	17	22	3	0.259
	Graduate	6	2	1	
	High school	2	6	1	
Type of Mobile You have	Basic phone	1	1	0	1.000
	Smart phone	24	29	5	
How many social media accounts you have	One	10	15	2	0.022
	Two	4	12	3	
	Three	5	3	0	
	More than 3	6	0	0	
Do you have any fair knowledge regarding social media addiction	No	9	5	1	0.262
	Yes	16	25	4	

Since p-values corresponding to gender, socio-economic status and number of social media accounts were small (less than 0.05), the demographic variables gender, socio-economic status and numbers of social media accounts were found to have significant association with the knowledge among students regarding social media addiction

VI. DISCUSSION-

The present study is based on the findings obtained from descriptive & inferential statistics. It is present in view of the objective of the study.

In pre-test, 8.3% of the students had poor knowledge (score 0-6), 41.7% of them had average knowledge (Score 7-13) and 50% of them had good knowledge (score 14-20) regarding social media addiction. In post-test, 11.7% of them had average knowledge (Score 7-13) and 88.3% of them had good knowledge (score 14-20) regarding social media addiction. This indicates that the knowledge among students improved remarkably after structure teaching program regarding social media addition among students.

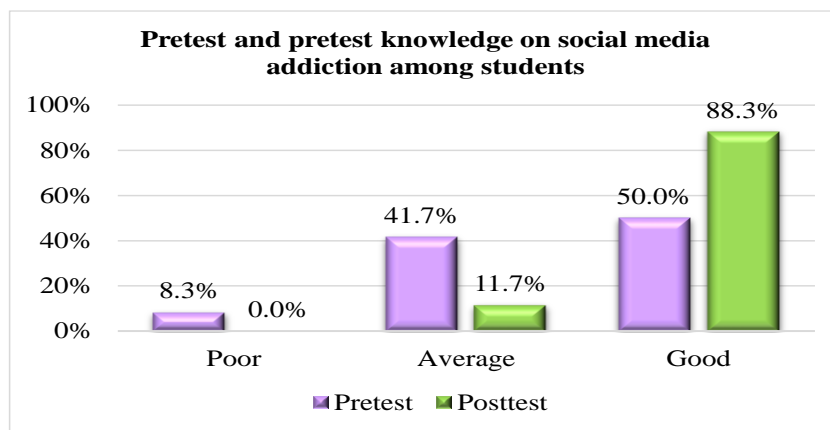


Figure 1 : Effect of of Structure Teaching Program (STP) on knowledge regarding social media addiction among students

Average knowledge score in pre-test was 13 which increased to 17 in post-test. T-value for this test was 13.1 with 59 degrees of freedom. Corresponding p-value was small (less than 0.05), the null hypothesis was rejected. It is evident that the knowledge among students regarding social media addiction improved significantly after structured teaching program.

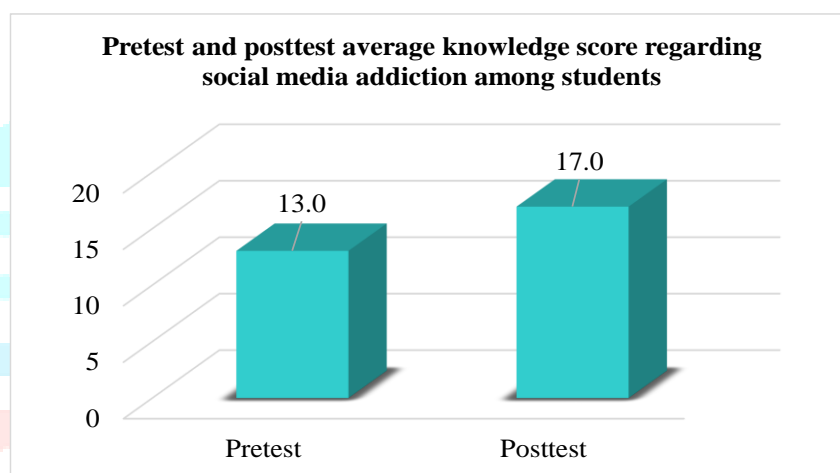


Figure 2 : Paired t-test for the effect of Structure Teaching Program (STP) on knowledge regarding social media addiction among students

Fisher's exact test was used for the association between knowledge score with selected demographic variable. Since the p-values corresponding to gender, socio-economic status and number of social media accounts were small (less than 0.05), and found to have significant association with the knowledge among students regarding social media addiction. So, the null hypothesis is rejected.

The result of the present study supported by Dr. Jayesh V. Patidar, a descriptive study to assess the level of knowledge regarding the excessive use of Social Networking and its effect on students of selected colleges of Mehsana. 100 college students were selected using non-probability purposive sampling techniques in selected colleges of Mehsana. Multiple choice questions were used to assess the knowledge and its effect on college students regarding excessive use of social networking. Results: The findings of the study revealed that Majority (60%) of students had good level of knowledge and 24% students had excellent level of knowledge and 15% of students had average level of knowledge regarding use of social networking and its effect on the students. Conclusion: Majority of adults had good level of knowledge regarding use of social networking and its effect on the students.⁽⁶⁾

ACKNOWLEDGMENT

I would like to express my sincere thanks and gratitude to our Principal, Dr. Mrs. Rupali Salvi and Research Co-ordinator Dr. Mrs. Nisha Naik, who gave the opportunity to conduct the wonderful project on the topic "A study to assess the effect of Structured Teaching Program on knowledge regarding social media addiction among the students from selected Nursing Colleges".

Secondly, would also like to thank my students from Group C- Ms. Archana Patil, Mr. Aniket Sathe, Ms. Sayana Sayyed, Ms. Shubdha Somvanshi, Ms. Megha Suryawanshi, Mrs. Rashmi Sharma, Ms. Shilpa Suryawanshi, Mrs. Priyanka Ovhal, Ms. Shraddha Gore for the contribution in the research project.

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