



A Study To Evaluate The Effectiveness Of Planned Teaching Programme On Knowledge Regarding Internet Addiction Among College Students In Selected College At Karur.

ANTHA.M, ASSISTANT PROFESSOR, VIVEKANANDHA COLLEGE OF NURSING,
ELAYAMPALAYAM, INDIA.

ABSTRACT: The aim of the study is to assess the effectiveness of planned teaching programme on knowledge regarding internet addiction among college students. The conceptual framework used in this study was based on J.W.Kenny's Open System Model. The study adopted an evaluative and pre experimental approach. 50 samples were selected by using probability systemic sampling technique in selected college at karur. The data was collected by using self-administered questionnaire to assess the level of knowledge before and after intervention. The data was analysed by using descriptive and inferential statistics. Descriptive statistics, Paired 't' test was used to assess the knowledge regarding internet addiction. There was a significant difference between the pre-test and post-test scores. There was a significant difference between pre-test and post-test knowledge scores of college students. This study concluded that planned teaching programme was highly effective to increase the knowledge regarding internet addiction among college students.

KEYWORDS: EFFECTIVENESS, PLANNED TEACHING PROGRAMME, INTERNET ADDICTION, KNOWLEDGE, COLLEGE STUDENTS.

I INTRODUCTION

Internet is largely seen as one of the world's biggest technology platform. It is a source of knowledge, entertainment, brand building, commerce, education and much more. The use of the internet on college campuses and in society has increased dramatically in recent years. Whereas the academic use of the internet is primarily intended for learning and research, the internet has also become an important part of student life. However, from time to time, cases of over involvement with the internet have been observed on different campuses.

As early as in 1976, the year after the internet came into being; the American psychological association (APA) had anticipated that the internet would potentially lead to addiction behavior among users. The term "internet addiction" was proposed by Dr. Ivan Goldberg in 1995 for pathological compulsive internet use. Internet users may enjoy aspects of the internet that allow them to meet, socialize and exchange ideas through the use of chat rooms, social networking websites or "virtual communication" other internet users spend endless hours researching topics of internet online or "blogging". Young (1998) stated that Internet Addiction Disorder (IAD) is a modern day addiction. Persons with IAD can exhibit symptoms, suffer drawbacks and face consequences that are similar to individuals addicted to alcohol, gambling, narcotics, shopping and other compulsive behaviors.

1.1 OBJECTIVES OF THE STUDY:

- To assess the knowledge regarding internet addiction among college students in selected college at Karur.
- To evaluate the effectiveness of planned teaching programme on knowledge regarding internet addiction among college students in selected college at Karur.
- To associate the pre-test level of knowledge score regarding internet addiction among college students with selected demographic variables.

1.2 HYPOTHESIS:

H1: The mean post-test knowledge score of the college student regarding knowledge on internet addiction of college students will be significantly higher than the mean pre-test knowledge score.

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

II RESEARCH APPROACH:

The research approach used for this study was evaluative research approach.

2.1 RESEARCH DESIGN:

The research design used for this study was pre-experimental one group pretest and post-test design.

Group	Pre test	Intervention	Post test
1	O1	X	O2

The symbols used: G I: college students in selected college at karur

O1 = Pre-test was done by self-administered Questionnaire.

X = Intervention was done by planned teaching on internet addiction.

O2 = Post-test was done by self-administered Questionnaire.

2.2 VARIABLES:

Independent variable:

In this study the planned teaching programme is the independent variable.

Dependent variable:

In this study knowledge of the college students regarding internet addiction is the dependent variable.

Socio demographic variables:

In this study age, religion, type of family, educational status of father, educational status of mother, family income, recreational activity and source of information are the demographic variables.

2.3 RESEARCH SETTING:

The study conducted in Annai women's Arts and Science college, Punnamchathram, Karur district.

2.4 POPULATION:

The target population for this study is college students in Annai women's Arts and Science college at Karur.

2.5 SAMPLE:

In this study sample are college students in selected college at karur.

2.6 SAMPLING TECHNIQUE:

In this study the investigator used Probability systemic sampling technique.

2.7 SAMPLE SIZE:

The sample size for this study is 50 college students.

2.8 DATA COLLECTION PROCEDURE:

The data collection was done in Annai women's Arts and Science College, Punnamchathram, Karur (dt). Formal permission was obtained from the Principal of the college. 50 college students were selected by using systemic sampling technique as samples. The self-introduction about the investigator and information regarding nature of the study was explained. The verbal consent was obtained from each student before data collection, after explaining the purpose of the study. Pretest was conducted by administering the self-administered questionnaire for 30 minutes.

Planned teaching programme was given to the students for 45 minutes immediately after pretest. Planned teaching programme was given by using power point presentation. After one week Post-test was conducted by using same self-administered questionnaire.

2.9 PLAN FOR DATA ANALYSIS:

Data was collected, tabulated and analyzed by using statistical method. Descriptive and inferential statistics was used to analyze the data.

2.10 DESCRIPTIVE STATISTICS:

Mean, standard deviation, percentage distribution and frequency was used to assess the pre-test and post-test knowledge score regarding internet addiction.

2.11 INFERENTIAL STATISTICS:

Chi-square test was used to associate post-test knowledge score with their selected demographic variables.

Paired 't' test was used to assess the effectiveness of planned teaching programme on internet addiction.

III DATA ANALYSIS & INTERPRETATION

SECTION-I

FREQUENCY AND PERCENTAGE DISTRIBUTION OF DEMOGRAPHIC VARIABLES OF COLLEGE STUDENTS.

Regarding age, out of 50 college students, 18 (36%) of them were under 16-17 years, 27 (54%) of them were under 18-19 years, 4 (8%) of them were under 20-21 years and 1 (2%) of them were 22-23 years. Regarding religion, 32 (64%) of them were belongs to Hinduism, 12 (24%) of them were belongs to Christians and 6 (12%) of them were belongs to Muslim. Regarding type of family, 32 (64%) of them belongs to nuclear family and 18 (36%) of them belongs to joint family. Regarding educational status of the father, 12 (24%) of fathers had primary education, 18 (36%) of fathers had higher secondary education, 15 (30%) of fathers had graduation and 5 (10%) of fathers had no formal education. Regarding educational status of the mother, 12 (24%) of mothers had primary education, 20 (40%) of mothers had higher secondary education, 10 (20%) of mothers had graduation and 8 (16%) of mothers had no formal education. Regarding family income, 3 (6%) of income were got below Rs.10,000/month, 17 (34%) of income were got Rs.11,000-20,000/month, 18 (36%) of income were got Rs. 21,000-

30,000/month and 12 (24%) of income were got below Rs. 30,000/month. Regarding source of recreational activity, 15 (30%) of them listening music, 23 (46%) of them using internet, and 12 (24%) of them reading books. Regarding source of previous knowledge, 32 (64%) of them acquired knowledge from television, 08 (16%) of them acquired knowledge from newspaper and 10 (20%) of them acquired knowledge from books and journals.

SECTION II

PART: A

TABLE :1 FREQUENCY AND PERCENTAGE DISTRIBUTION OF PRE-TEST KNOWLEDGE SCORES

N=50

S.No	LEVEL OF KNOWLEDGE	PRE-TEST	
		Frequency	Percentage (%)
1.	Inadequate knowledge	36	72 %
2.	Moderate knowledge	14	28%
3.	Adequate knowledge	0	0%

The table (2) shows that in pre-test, before the administration of planned teaching programme, out of 50 students, majority 36 (72%) of them had inadequate knowledge, 14 (28%) of them had moderate knowledge, and none of them had adequate knowledge.

TABLE: 2 FREQUENCY AND PERCENTAGE DISTRIBUTION OF POST-TEST KNOWLEDGE SCORES

N=50

S.No	LEVEL OF KNOWLEDGE	POST-TEST	
		Frequency	Percentage (%)
1.	Inadequate knowledge	0	0%
2.	Moderate knowledge	21	42%
3.	Adequate knowledge	29	58%

The table (3) shows that in post-test, after the administration of planned teaching programme, majority 29 (58%) of them had adequate knowledge, 21 (42%) of them had moderate knowledge and none of the students had inadequate knowledge.

TABLE:3 PERCENTAGE DISTRIBUTION OF PRE-TEST KNOWLEDGE SCORES AND POST-TEST KNOWLEDGE SCORES ON INTERNET ADDICTION AMONG COLLEGE STUDENTS

N=50

S.No	LEVEL OF KNOWLEDGE	PERCENTAGE	
		PRETEST	POST TEST
1.	Inadequate knowledge	72	0
2.	Moderate knowledge	28	42
3.	Adequate knowledge	0	58

The table (4) shows that in pre-test, before the administration of planned teaching programme, out of 50 students, majority 36 (72%) of them had inadequate knowledge, 14(28%) of them had moderate knowledge, and none of them had adequate knowledge. In post-test, after the administration of planned teaching programme, majority 29 (58%) of them had adequate knowledge, 21 (42%) of them had moderate knowledge and none of the students had inadequate knowledge.

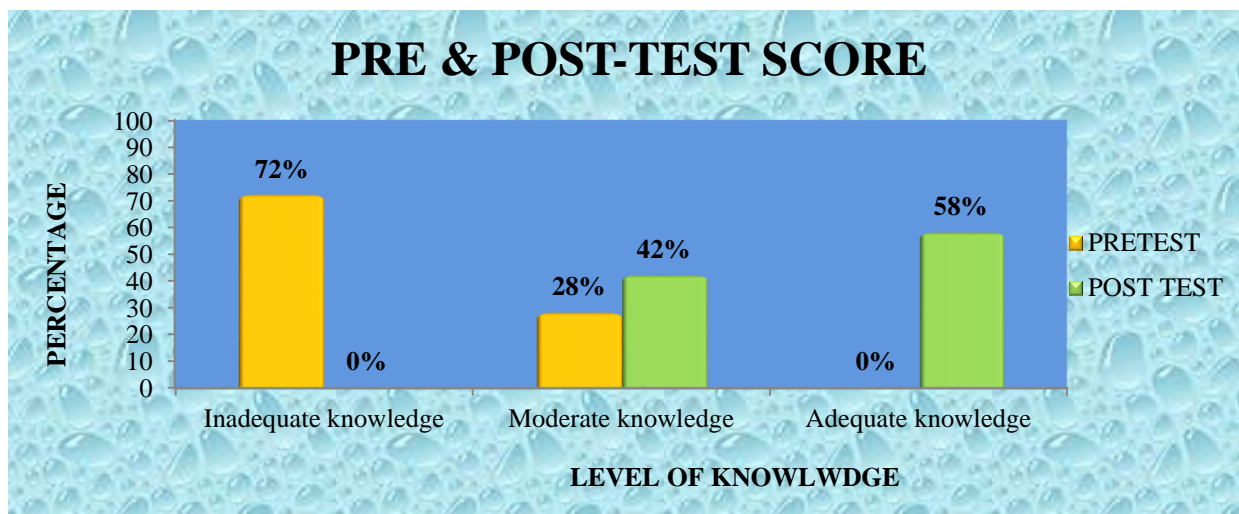


Fig 1:Percentage distribution of pre-test and post-test knowledge scores onInternet addiction among college students

PART : B

TABLE: 4 COMPARISON OF PRE-TEST AND POST-TEST SCORES ON KNOWLEDGE REGARDING INTERNET ADDICTION AMONG COLLEGE STUDENTS

Students level of knowledge regarding internet addiction	Mean Score	Standard deviation	Calculated value of 't'	Tabulated value of 't' @ 0.05 level of significance
Pre-test	9.8	2.49	27.92	2.00 (p < 0.05) Significant.
Post-test	21.1	2.28		

Table (3) shows that in pre-test, before the administration of planned teaching programme, the mean and standard deviation are 9.8 and 2.49. In the post-test after implementing planned teaching programme, the mean and standard deviation are 21.1 and 2.28 respectively. The calculated value of 't'(27.92) is greater than the tabulated value of 't' at 0.05 level of significance. There is a significant difference between the pre-test and post-test scores on level of knowledge regarding internet addiction among college students. This implies that the planned teaching programme is statistically highly effective to improve the knowledge regarding internet addiction among college students.

SECTION: III

TABLE: 5 ASSOCIATION BETWEEN THE PRE-TEST KNOWLEDGE SCORE OF COLLEGE STUDENTS WITH SELECTED DEMOGRAPHIC VARIABLES.

S. NO	DEMOGRAPHIC VARIABLES	INADEQUATE		MODERATE		ADEQUATE		CALCULATED VALUE	DEGREE OF FREEDOM
		F	%	F	%	F	%		
1	Age of the students								
	a) 16-17 years	13	26	5	10	0	0	2.86 # (P< 0.05)	6
	b) 18-19 years	20	40	7	14	0	0		
	c) 20-21 years	2	4	2	4	0	0		
	d) 22-23 years	1	2	0	0	0	0		
2	Religion								
	a) Hindu	22	44	10	20	0	0	1.04 # (P<0.05)	6
	b) Christian	9	18	3	6	0	0		
	c) Muslim	5	10	1	2	0	0		
	d) Others	0	0	0	0	0	0		

3	Types of family									
	a) Nuclear	21	42	11	22	0	0	6.58 * (P>0.05)	2	
	b) Joint	15	30	3	6	0	0			
4.	Educational status of the father									
	a) Primary education	12	24	0	0	0	0	3.42# (p<0.05)	6	
	b) Higher secondary	17	34	1	2	0	0			
	c)UG and PG degree	2	4	13	26	0	0			
	c) No formal education	5	10	0	0	0	0			
5	Educational status of the mother									
	a) Primary education	11	22	1	2	0	0	3.05# (p<0.05)	6	
	b) Higher secondary	16	32	4	8	0	0			
	c) UG and PG degree	1	2	9	18	0	0			
	d) No formal education	8	16	0	0	0	0			
6	Family income									
	a) Below Rs.10,000/m	3	6	0	0	0	0	3.10# (p<0.05)	6	
	b) Rs.11,000-21,000/m	15	30	2	4	0	0			
	c) Rs.21,000-30,000/m	14	28	4	8	0	0			
	d) Above Rs.30,000/m	4	8	8	16	0	0			
7	Source of recreational activity									
	a) Listening music	13	26	2	4	0	0	1.03# (P<0.05)	6	
	b)Using internet	14	28	9	18	0	0			
	c)Reading books	9	18	3	6	0	0			
	d)Playing	0	0	0	0	0	0			
8	Source of previous knowledge									
	a) Television	22	44	10	20	0	0	1.04# (P<0.05)	6	
	b) Radio	0	0	0	0	0	0			
	c) Newspaper	7	14	1	2	0	0			
	d) Books & Journals	7	14	3	6	0	0			

- Not Significant* - Significant

The chi square test was carried out to determine the association between the pre-test knowledge and demographic variables such as age, religion, type of family, educational status of the father, educational status of the mother, family income, recreational activity, and previous source of knowledge. Out of which type of family was found to be significantly associated ($\chi^2 = P > 0.05$) with pre-test knowledge, rest of the demographic variables were not significant.

IV DISCUSSION

The present study was interpreted by Ahmadi K, et.al, (2017) conducted a nation wide descriptive study on factors of internet addiction in Iran. Overall 4500 students of college students from 13/31 provinces of Iran by a cluster sampling method and 4342 (96%) participated. Two self-rated questionnaires demographics and Young's Internet addiction scale were filled by the participants. Data were analyzed by SPSS software. The study reported 962 (22.2%) of the study participants were labeled as having internet addiction. Male were significantly more likely to be an internet addict. Students whose father and/or mother had a doctorate degree were most likely to have internet addiction. Job engagement of mothers was significantly associated with students' internet addiction, and the least rate of addiction was observed when mother was housewife; having no exercise was associated with the highest rate of internet addiction. The study concluded that internet addiction in Iranian adolescents was prevalent and has several independent factors, from which family relations is more likely to be modifiable.

4.1 SUMMARY:

The main objective of the study is to assess the effectiveness of planned teaching programme on internet addiction among college students. An Extensive review of literature, Professional experience and guidance from the experts helped the researcher to design the methodology. The study was conducted in Annai women's Arts and Science College at punnamchathiram. The populations of the study were college students in Annai women's Arts and Science College at punnamchathiram. Evaluative approach and one group pre-test and post-test design was used for the study. Samples were selected by using systemic sampling technique.

The tool used for this study were - tool for collecting the demographic data and self administered questionnaire to assess the knowledge regarding internet addiction. The content validity of the tool was established by expert's guidance and suggestions. The pilot study was conducted with 10 samples at Danalakshmi srinivasan women's Arts and Science college, Duraiyur road, Perambalur district for a period of 7 days. Reliability of the tool was established Karl Pearson coefficient formula used and found ($r = 0.89$).

The main study was conducted in Annai women's Arts and Science College at punnamchathiram, Karur district. By using systemic sampling technique 50 samples were selected and Pretest was conducted by administering the self administered questionnaire. The data was collected from 50 students per day for a period 30 minutes. Planned teaching programme was given to the students on the same day after pretest. Post-test was conducted by using same self administered questionnaire. The data was then tabulated by formulating frequency table. Level of knowledge of college students were assessed by using descriptive and inferential statistics, 't' test was used to evaluate the effectiveness of planned teaching programme, by comparing the pre-test and post-test scores. There was a significant difference between pre-test and post-test knowledge scores of college students. Chi-square analysis was done to associate the findings of pre-test level of knowledge with selected demographic variables. This study concluded that planned teaching programme was effective to increase knowledge about internet addiction in college students.

4.2 CONCLUSION:

This study was done to determine the effectiveness of planned teaching programme on knowledge regarding internet addiction among college students. The result of the study showed that there was an improvement in knowledge of college students after planned teaching programme and it suggests the need for education regarding internet addiction for college students is highly necessary.

4.3 IMPLICATIONS:

The researcher had drawn implications from this study for various nursing areas such as, in nursing practice, nursing education, and nursing administration and in nursing research

4.3.1 Nursing Education:

- ❖ The findings of this study revealed that planned teaching programme is effective to improve the knowledge regarding internet addiction among college students. So that, In-service education, Continuing education or training programs can be organized for educators and paramedical workers to gain adequate knowledge and skills about awareness of internet addiction.
- ❖ This findings can be utilized by nursing students for gaining adequate knowledge and practice these skills during clinical placements and society

4.3.2 Nursing Practice:

- ❖ The study findings of the study enlighten the fact that planned teaching programme can be used to improve the knowledge about internet addiction.
- ❖ Nurses are able to use multimedia for effective psycho education in clinical and community settings as well.
- ❖ All health care personnel such as special educators, nursing staff and other staffs working in colleges should be encouraged to practice and learn about internet addiction.
- ❖ Health promotion is a vital function of the nurse and the nurse can use this intervention in three levels of prevention (Primary, secondary, tertiary).

4.3.3 Nursing Research:

- ❖ This study findings can be effectively utilized by emerging researchers.
- ❖ Further nursing research is to be done to find out the various innovative methods to improve the knowledge regarding internet addiction.
- ❖ The findings of the study would help to expand the scientific body of professional knowledge upon which further research can be conducted.

4.3.4 Nursing Administration:

- ❖ Nursing administrator can arrange In-service education programs and continuing education programs for directing and motivating staffs to improve the knowledge regarding internet addiction.
- ❖ The administrators can organize conference, workshops and seminars for nurse in clinical and schools.
- ❖ Nurse administrators have the responsibility to motivate the nurse's schools and community areas to provide adequate knowledge about internet addiction.

4.4 RECOMMENDATIONS

- ❖ A similar study can be undertaken on a large scale for making a more valid generalization.
- ❖ A comparative study can be conducted on knowledge of internet addiction between male and female students.
- ❖ A comparative study can be conducted on knowledge of internet addiction between urban and rural community.
- ❖ Quasi- Experimental study can be conducted with structured instructional module on knowledge and attitude regarding internet addiction and awareness of internet addiction of college students.
- ❖ A similar study can be conducted with a control group.

V ACKNOWLEDGMENT

“Man’s effort is always crowned by God’s Grace and Blessings”. I solicit my esteem gratitude to my research guide **Mr.M.J.Fleming Andrew Tom, M.Sc(N)**, Vice Principal & **Dr.Sampoornam.W., M.Sc Ph.D**, my sincere gratitude to **DR.P.Senthil velan,M.D.(PSY)**, for her valuable guidance and suggestions which contribute towards the successful completion of this work. I owe a great debt of gratitude to **Mr.Dhanapal, M.sc., HOD, Department of Biostatistics and Research** for his critical statistical advice, his tremendous efforts to make figures meaningful. My heartfelt thanks to **ANNAI WOMEN’S Arts & Science college, karur**. Principal, Management and staffs for granting me permission and providing necessary facilities for conducting the study. My special thanks to all college students for their patience and co-operation during the study. My research work would be impossible without my Husband’s blessings from heaven. “**My lovable husband late Mr.K.Sekar**” will never be forgotten. He will remain in our hearts forever. Words are inadequate to express the affection and all time support of **My Beloved Son Master.Aadhithya Varman.S** for his motivation and moral support, love and constant encouragement throughout my study. “Love and virtue are the flower and fruit of domestic life”. I extent my whole hearted thanks to My lovable **Mother Mrs.Selvi.M & Father Mr.R.Mariyappan**, for their all-time support and guidance. **There is no other companion equal to a brother and sister**. My heartfelt thanks to **My dear brothers Mr.Sundar.M B.E (Civil), Mr.Balaji.M** and **My lovable sister Ms.Prageetha M.Sc(N),** for their constant guidance and prayerful support, love which stood me in the time to joys and tensions with inspiration throughout my study.

VI REFERNCE:

1. Mary C.Townsend.(2010).**Mental health and Psychiatric Nursing**. (6th Edition). New Delhi: Jaypee Brothers. Pp 412-428.
2. Polit. Hungler. (2004). **Nursing Research Principles and Methods**. (6thedition) Philadelphia: Lippincott Company. Pp 176-185.
3. Stuart. (2013). **Principles and Practice of Psychiatric nursing**. (10th edition).Elsevier Publishers. Pp 446-451.
4. Suresh.K.Sharma. (2018). **Nursing Research and Statistics**. 2nd edition. Elsevier Publications. Pp 168-175.
5. Varcaroli & Halter. (2010). **Foundations of Psychiatric Mental Health Nursing-A Clinical Approach**. (6th edition). Missouri publications. Pp 180-189.
6. Beard, K., and E. Wolf. (2018). "**Modification in the Proposed Diagnostic Criteria for Internet Addiction**." Vol : 4 Pp 377-383.
7. Block, J.J. (2017). "**Issues for DSM-V Internet Addiction**". American Journal of Psychiatry. 165:3; P p 306-307.
8. Young K. S. & Rogers R. C. (1998). **The relationship between Depression and Internet Addiction**, Cyber Psychology and Behavior. Vol.1, No. 3, Pp 232-244.
9. Young K. S. (1998). **Internet Addiction: The emergence of a new clinical disorder**, Cyber Psychology and Behavior. Vol. 1, No. 3, Pp 232-244.

