

**Effectiveness Of Structured Teaching Programme On Knowledge  
Regarding Impact Of Social Media Addiction Among Basic Bsc Nursing  
1<sup>st</sup> Year Students At College Of Nursing Dhamtari, Christain Hospital,  
Dhamtari (Chattisgarh).**

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**Abstract**

**Statement of problem:** ‘Effectiveness of Structured Teaching Program on Knowledge regarding Impact of Social Media Addiction among Basic Bsc Nursing 1<sup>st</sup> year students at college of Nursing Dhamtari, Christain Hospital, Dhamtari (Chattisgarh ).**Objectives of the study:** 1) To assess the pre test and post test knowledge regarding impact of social media addiction among Basic Bsc Nursing 1<sup>st</sup> year students . 2) To evaluate the effectiveness of structured teaching program on knowledge regarding impact of social media addiction among Basic Bsc nursing 1<sup>st</sup> year students. 3) To differences between pretest and post test knowledge regarding impact of social media addiction among Basic Bsc nursing 1<sup>st</sup> year students. 4) To find out the association between pre test knowledge regarding impact of social media addiction and their socio demographic variables. **Methodology:** pre experimental one group pre test post test design was adopted. Non-probability convenient sampling was used to select 60 samples. Structured questionnaire were used to assess the effectiveness of structured teaching programme on knowledge. The data gathered was analyzed by descriptive and inferential statistical method and interpretation were made based on the objective of the study. **Result:** The post test for knowledge was 75.25. The result shows that there is an improvement in knowledge after the structured teaching programme. This is measured by the paired ‘t’ test. The ‘t’ value for knowledge is 10.11 with at  $p < 0.05$ . so there was a significant differences between the overall pre test and post test knowledge on impact of social media addiction.

**KEYWORDS:** Knowledge, impact , social media, addiction.

**INTRODUCTION**

Social media is an internet-based form of communication. Social media platforms allow users to have conversations, share information and create web content. There are many forms of social media, including blogs, micro-blogs, wikis, social networking sites, photo-sharing sites, instant messaging, video-sharing sites, podcasts, widgets, virtual worlds, Nowadays, social media has become an indispensable part of our daily lives. Although there are many useful applications of social media, the excessive use of this medium led to live personal, social and occupational problems. With these problems, it began to lead social media addiction which describes as addiction.

**Mythily, Qiu and Winslow, 2008**

Social media addiction is defined as a psychological dependence on the Internet and is characterized by (a) an increasing investment of resources on Internet-related activities, (b) unpleasant feelings (e.g., anxiety, depression, emptiness) when offline, (c) an increasing tolerance to the effects of being online, and (d) denial of the problematic behaviors. Excessive time spent online often results in the neglect of familial social activities and interest. The term cyber widow has been used to refer to the neglected partners of social media addicts. Social media addiction can lead to poor academic performance in school and college and impaired functioning at work. Employers have found that employees with access to the internet at their desks spend a considerable amount of their working time in non-work-related internet use. Psychosocial consequences of Social media addiction include loneliness, frustration and depression. Although not very common, some addicts who spend very long hours on the internet also experience physical problems such as fatigue related to sleep deprivation, back-ache and carpal and radial tunnel syndrome.

**Kuss & Griffiths**

**2011**

**Internet and Mobile Association of India 2005** survey done in the 26 cities that covered 65,000 persons in 16,500 households, has shown 1.6 million school children use the internet for about 322 minutes a week and about 3.4 million college students use the internet about 433 minutes a week. A study conducted in India to investigate the extent of internet addiction in school children between the age group 16-18 years found that internet dependents delayed their work to spend time online, lost sleep due to late-night logons, and felt life would be boring without the internet. The hours spent on the internet by dependents were greater than those of the non-dependents..

#### **MATERIAL AND METHODS:**

##### **Research approach and design:**

Quantitative research approach was adopted in the study. Research design adopted for this study was experimental design.

##### **Setting of the study:**

The study was conducted in DCH Nursing college Dhamtari Chhattisgarh.

##### **Population and sampling :**

The population for the study were Bsc nursing first year students who were studying in DCH Nursing college Dhamtari.

##### **Sample technique and sample size:**

Non probability convenient sampling technique was used in this study. The sample size for the study was 60 students.

##### **Inclusion criteria:**

- The study includes nursing students who are,
- \* studying in DCH college of nursing dhamtari.
  - \* willing to participate in the study.
  - \* present or available at the time of study.

##### **Exclusion criteria:**

- The study excludes nursing students who are,
- \* Bsc nursing 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> year students.

\* sick during data collection.

### **Instrument and Tool of data collection:**

#### **Section 1. Demographic data**

It included items for obtaining information regarding Age, gender, Religion ,Area of residence, Education of mother ,Education of father ,Family type, Family income, source of information.

#### **Section 2. structured Questionnaires on Knowledge regarding Impact of social media addiction.**

It consisted 40 multiple choice questions. Each correct response was given as 1 mark and incorrect response was given as 0 mark. The maximum score is 40. The number of correct responses was calculated out of 40. The level of knowledge was categorized based on the score obtained as follows;

1	POOR KNOWLEDGE	0-10	0-25%
2	AVERAGE	11-20	26-50%
3	GOOD	21-30	51-75%
4	EXCELLENT	31-40	76-100%

#### **Structured teaching programme on social media addiction**

The structured teaching programme was organized in heading as follows,

Introduction of social media. Impact of social media addiction.

Treatment and prevention.

complication of social media addiction.

#### **PHASES OF DATA COLLECTION:**

Data collection was done in 3 phases

**Phase 1** –Pre test was conducted with the help of the structured question .The time given for the participants to fill it was 40 minutes.

**Phase 2** – The investigator presents structure teaching programme on impact of social media addiction about 45 minutes.

**Phase 3** – After 7days, post test was conducted to the same participants to assess the improvement in knowledge by using the same structured questionnaire. The participants were given 30 minutes to fill it.

#### **ETHICAL CONSIDERATIONS**

The proposed study was conducted after the approval of the principal of the college. Permission was obtained from principal and class co-coordinators. Oral consent was obtained from each participant of the study before starting the data collection .assurance was given to the participants that the anonymity of each individual and confidentiality would be maintained throughout the study.

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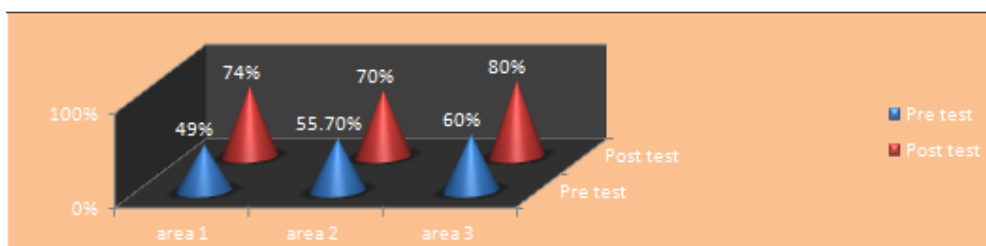
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**Table 1.Area wise analysis of mean, mean percentage and standard deviation of pre-test and post test knowledge score regarding Impact of social media addiction among Basic Bsc Nursing at College Of Nursing Dhamtari ,Christian Hospital Dhamtari (C.G.)**

s.no	AREA	Pre test			Post test			Gain in Mean % (M)
		Mean	Mean %	SD	Mean	Mean %	SD	
1	knowledge regarding social media	4.9	49%	1.6	7.4	74 %	1.13	25%
2	Impact of social media addiction	7.8.	55.7%	2.06	9.8	70%	2.5	14.3 %
3	prevention treatment and complication of social media addiction	10	60%	2.8	12.9	80%	1.51	20%
	Grand total	22.	164%	6.46	30.1	224%	15.3	59.3 %



**Cone diagram represent the knowledge score according to scoring criteria after administering structured teaching programme.**

depicts the different between of knowledge score of the subject before and after administering of structure teaching programme. Which mean 22.7 and post test mean 30.1 it means that knowledge of subject are increased after administration of structure teaching programme.

**Table 2 :Over all analysis of pre-test and post-test knowledge score regarding impact of social media**

**Multiple column diagram representing the analysis of pre test and post test mean% knowledge score.**

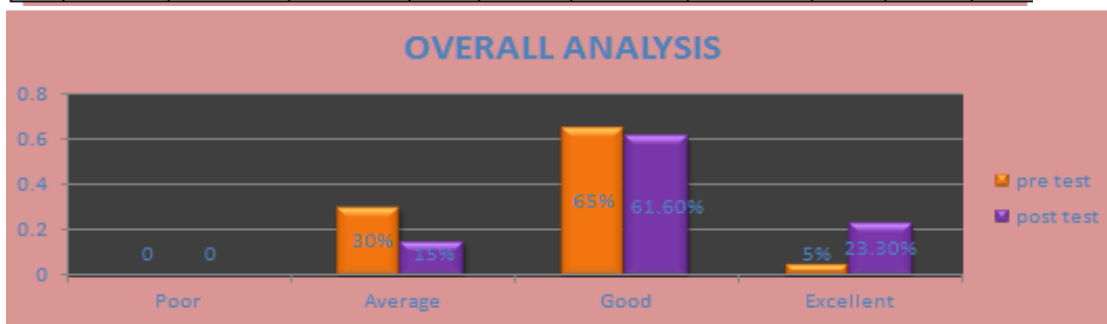
**In pre test**, that maximum 39 (65%) subjects are having good knowledge, and 18 (30%) is average, 3 (5%) excellent knowledge and none of the subject have poor knowledge

**In post test**, that maximum 37 (61.6%) subjects are having Good knowledge ,14 (23.3%) subjects are having Excellent knowledge, 9 (15%) having average knoweldge and none of the subjects having poor knowledge.

**Table no. 3 Assessing the level of knowledge of students of Basic Bsc Nursing 1<sup>st</sup> year according to scoring criteria regarding impact of social media addiction before and after administering the structured teaching programme.**

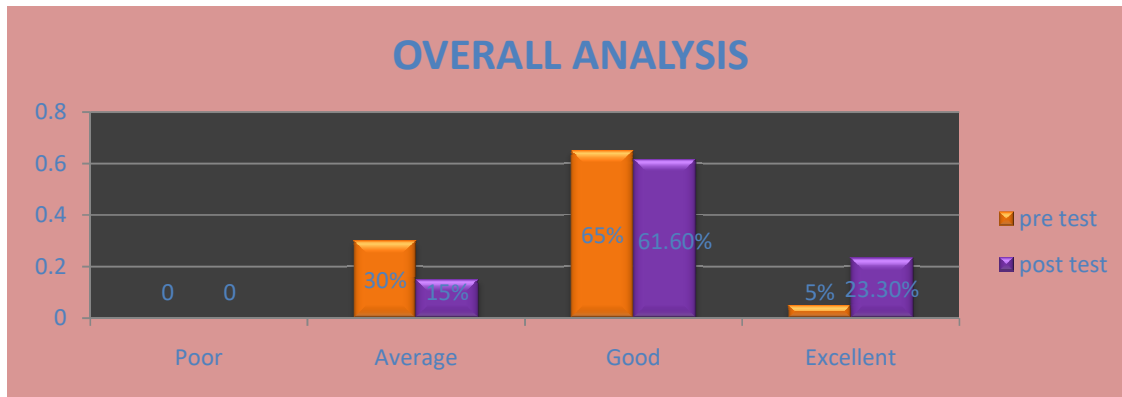
n=60

S. N.	Scoring Criteria	Pre Test				Post Test				SD
		Frequency	Percentage	Mean	Mean %	Frequency	Percentage	Mean	Mean %	
1	Poor	0	0	23.1	38.5%	0	0	27.6	46%	3.37
2	Average	18	30%			9	15%			
3	Good	39	65%			37	61.1 %			
4	Excellent	3	5%			14	23.3%			
	Total	10	100%	10	100%					

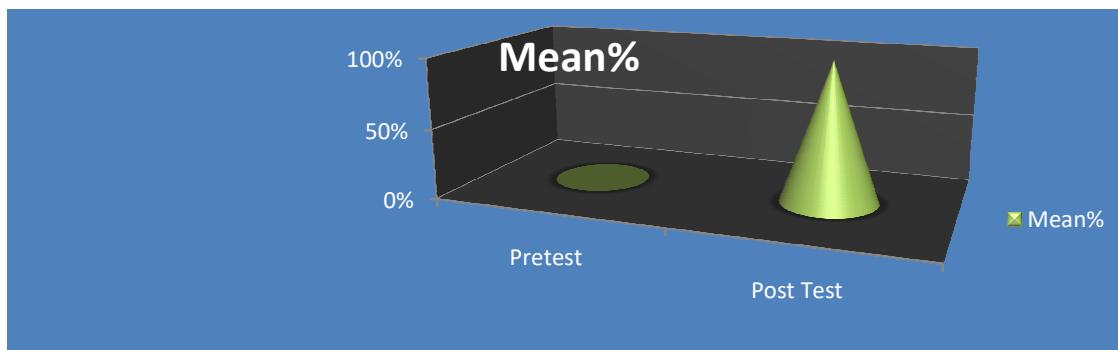


**Table no. 4 Evaluating effectiveness of structured teaching programme on knowledge regarding impact of social media addiction among students**

n=60



S.N	Tool	Mean	Mean%	SD	SE	Paired 't' test	P Value	Critical Value
1.	Structure teaching programme	4.35	10.8%	3.37	0.43	10.11	>0.05	2.0



Depicts the interpretation of effectiveness of structured teaching programme. In paired 't' test, the calculated value for paired t test is 10.11 and tabulated value is 2.0. for SD is 3.37 and degree of freedom 59 at p value >0.05. As calculated value is greater than tabulated value, so structured teaching programmer is effective.

The post test for the knowledge was 75.25. This result shows that there is an improvement in knowledge after the structured teaching programmed. This is measured by the paired 't' test. The 't' value for knowledge is 10.11 with at p<0.05. so there was a significant differences between the overall pre test and post test knowledge on impact of social media addiction.

**RESULT AND DISCUSSION:**

The post test for knowledge was 75.25 . this result shows that there is an improvement in knowledge after the structured teaching programme. This is measured by the paired t test. The t test value for 10.11 knowledge is with a significant at p<0.05. So there was a significant difference between the overall per test and post test knowledge in impact of social media addiction.

**CONCLUSION:**

The educative measures shows that significant improvement in knowledge regarding impact of social media addiction among 1<sup>st</sup> year nursing students. Teaching programme can be conducted for all nursing students at the end of the course..

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