

A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM ON KNOWLEDGE REGARDING IMPACT OF MOBILE GAMING AMONG ADOLESCENTS IN SELECTED SCHOOLS OF MEHSANA DISTRICT

Author's Name: ¹Dr. Jayesh V. Patidar, ²Ms. Janak Suthar

Affiliation: ¹HOD of Mental health Department, Joitiba College of Nursing, Bhandu, Dist.: Mehsana, India

²2nd Year M.sc Nursing student, Joitiba College of Nursing, Bhandu, Dist: Mehsana, India

Email: jay31patidar@gmail.com

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Abstract

In this modern era, technology plays an important role in every walk of human life. People are using the latest technologies for information and entertainment which are providing wide ranges of benefit to human community. For infotainment people are depending on social media and online gaming in advanced model. In this virtual world online gaming touches its highest level. Online gaming is also used as a tool to escape from stress in life. Due to excessive usage of online gaming people get addicted to it which will cause many health issues like vision problems, headache, and neck pain etc. and also mental issues which lead to many health problems. so our study is done to check whether there is any impact of mobile gaming among adolescents.¹ A quantitative approach using Pre experimental one group pre-test post-test research design. 100 selected Adolescents of Mehsana district using Non-Probability Convenience sampling technique. Self-Structured Knowledge Questionnaire .with regard to pre-test level of knowledge it shows that, maximum 51(51%) participants were having poor knowledge, 49(49%) participants were having average knowledge. During post-test maximum 71(71%) of participants were having good knowledge and remaining 29(29%) of participants were had average knowledge. In pre-test, participants mean was 7.35, with standard deviation 2.95. In post-test, participants mean was 13.27, with standard deviation 3.29. There was an increase in knowledge score after structured teaching program. There is significant moderate co-relation between the Knowledge of the adolescent regarding impact of mobile gaming

Keywords: Assess, Effectiveness, Impact of mobile gaming, Knowledge, Adolescent.

INTRODUCTION

“Children are the world’s most valuable resource and its best hope for the future.”

Mobile phones are one of the most fascinating technologies that we use most. Mobile phone has come a long way from just a medium of communication to one of our best mates. today, it is very difficult to spend even a single day without the mobile. If our phone breaks down, it makes us quite nervous. Mobile serves as an iPod for listening to music, as a digital camera for taking high resolution images, as handy cam for making video, as a computer for browsing the internet and playing games etc. through, it’s not as good as using the individual gadgets.^{2,3}

The continuing modernization and technical advancement of the developing world has brought rapid life style changes. All these changes have their root in childhood. Physical activity is an important component of a healthy life style, in case of children it mainly includes indoor and outdoor games.

But in the modern era 21st Century children are more interested in indoor games, especially mobiles. This change has a great effect on child's physical and mental health although mobile is an educational tool, it also leads to various problem due to improper usage, school work, exercise, family interaction and social development. It also leads to obesity because of decrease activity level and over eating. Moreover, it creates a violent thinking nature in children. Excess use of violent video and computer games cause various problems like damage to eyes, lack of sleep, lack of concentration, headache, backache, and musculoskeletal problems. Children even learn inappropriate and incorrect information's. since the children have shifted their leisure time activities to computer, many children may have signs which further leads to chronic health problems and lifestyle changes.⁴

Nowadays the working parents are so busy, they don't have enough time spend with their kids. The mother has to do the cooking and look after the child simultaneously; there may not be servants also. so the mobile games put the child in front of it slowly it becomes a habit. after sometime the kid becomes addicted to the mobile games and the mother blames the child for regularly playing it. pause and think to what we are teaching our children in our homes.⁵

NEED OF STUDY

Divya Bhaskar January, (2022) A survey conducted on students of Gujarat. The results shows that 36% students see the filmy videos, 41% play the games, 17% chat with friends. In that 63% students suffer from eye problem, 26% students have affected on memory, 5% have digestive problem.⁶

According to Journal of evidence based medicine and young adults' Ahmedabad city, Gujrat India. (march 2021) A cross sectional study on smart phone addiction among late adolescence and young adult of Ahmedabad city Gujrat, india. The result show that among a total of 239 respondents of age 15 to 24 year. There were 51.9% female most of the participants were studying in the high school (40.6%) A total of (46%) students had used their smartphone commonly from social media purpose (29.3%) education (36%) web surfing (20%) the median daily usage of smart phone was found daily 4 hours among participants.⁷

The Times of India (October 20, 2020): The best games experience was enjoyed by users in Gujrat's metro city of Ahmedabad with a score of 71.7 (out of 100), new Mumbai (70.1) and Vadodara (69.8), it was noteworthy that Ahmedabad and Mumbai were the only tier 1 cities that place in top 10 cities, along with tier 2 and tier 3 cities like Surat, Thane and Rajkot.⁸

Indian journal of public health research & development, march (2020): A study on Assessment of the level of awareness on negative impact on playing mobile games among high school students in selected higher secondary school, Kanchipuram district, tamilnadu; sample of 175 high school students. The score for the level of awareness reveals that 58 have low level of awareness, 77 have moderate level of awareness and 40 have high level of awareness.⁹

Indian journal of social psychiatry (2018). A study on video game use among school children and its impact on study habits. The aim of this study was understanding prevalence and how it impacts on the academic among the school children (age 13 to 16 years) In this study 200 sample collected, in that almost half of the children reported that they did not play video games with control, 20% students are excessively playing video games and 17.5% of the students fall under addiction category. The study indicated that 19% of the children were spending more than 3 hours for game.¹⁰

STATEMENT OF THE PROBLEM

“A Study to Assess the Effectiveness of structured teaching program on knowledge regarding Impact of Mobile Gaming among Adolescents in selected schools of Mehsana district.”

OBJECTIVE OF THE STUDY

- To assess the knowledge regarding impact of mobile gaming.
- To evaluate the effectiveness of structure teaching program on knowledge regarding impact of mobile gaming among adolescents
- To find out the association between knowledge with their selected demographic variable.

HYPOTHESIS

- **H0:** There will be a no significant difference between pre-test s and post-test knowledge score regarding impact of mobile gaming among adolesce at 0.05 level of significance
- **H1:** There will be significant difference between pre-test and post-test knowledge score regarding impact of mobile gaming among adolescent after administration of structured teaching programme at 0.05level of significance.

MATERIAL AND METHOD

Pre-experimental one group pre-test post-test research design and Quantitative Approach. Effectiveness of structured teaching program on knowledge regarding Impact of Mobile Gaming among Adolescents in selected schools of Mehsana district.” The data was collected from 100 adolescents. “Non-probability Convenient” sampling technique were used. A structured Knowledge questionnaire was selected to assess the knowledge regarding impact of mobile gaming.

RESULT

Demographic data was analysed using frequency and percentage. Frequencies, percentage, mean, mean percentage (%) and standard deviation was used to determine the knowledge score. The “t” value was computed to show the effectiveness of structured teaching program and chi-square test was done to determine the association between the pre-test knowledge of adolescent girls with selected demographic variables.

FINDING RELATED TO DEMOGRAPHIC DATA

In this study overall the highest percentage in the demographic data including the age group 59%(13-16years), Gender (56%) Female, Religion(71%) Hindu, course of study (58%) secondary category, place of residence 9(64%) Home, Type of family (42%)Nuclear family, Socio economic status(45%)middle class family, Education of fathers(44%)primary, Education of mothers (48%) primary, Occupation of fathers (39%) business, occupation of mothers (53%) Home maker, Type of phone9(72%) smart phone, Knowledge regarding impact of mobile gaming(70%) No knowledge.

FINDING RELATED TO PRE AND POST KNOWLEDGE SCORE

Pre-test before the administration of structured teaching program, 51% of sample had poor knowledge score (0-06), and 49% of sample had average knowledge score (07-13) regarding impact of mobile gaming among adolescents.

Post test there was marked improvement in the knowledge of sample with, majority (71%) gained

good knowledge score (14-20), and (29%) gained average knowledge score regarding impact of mobile gaming among adolescents.

It was inferred from the below table that the structured teaching program was effectiveness in improving knowledge on impact of mobile gaming among adolescents.

FINDING RELATED TO EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM

Table 1: Distribution of subject on paired 't' test between pre-test and post-test knowledge score regarding impact of mobile gaming

PARAMETER	MEAN	S.D	MEAN %	T'VALUE
Pre-test	7.35	2.95	36.75%	13.40
Post-test	13.27	3.29	66.35%	

Finding related to association between pre-test knowledge score of adolescents with selected demographic variables:

The association between the pre-test level of knowledge and socio-demographic variables. Based on the Third objective used to chi-square test to associate the level of knowledge and selected demographic variables. The chi square value show that thirteen significances between. age, Gender, Religion, course of study, Type of family, Socio economic status, Education of fathers, Education of mother, Occupation of fathers, occupation of mothers, Type of phone, Knowledge regarding impact of mobile gaming, The place of residence were significant. The calculated chi-square value was less than table value at the 0.05 level of significance.

CONCLUSION

The present study aims to evaluate the effectiveness of structured teaching program on knowledge regarding impact of mobile gaming. The study was conducted by using pre-experimental one group pre-test post-test research design. Mehsana district was selected for conducting the study. The sample size was 100 adolescents by using non-probability convenient sampling method.

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AUTHOR FOR CORRESPONDENCE

MS. JANAK SUTHAR

At-post: Gangava, Ta-Danta, Dist-Banaskantha 385120

Phone No: 6351844521

Email: janaksuthar2@gmail.com