

A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING EFFECT OF MOBILE PHONE AMONG SENIOR SECONDARY STUDENTS IN SELECTED SCHOOL

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Abstract

A study to assess the effectiveness of structured teaching programme among senior secondary students regarding effect of mobile phones in Happy Child Senior Secondary School, Sonipat. The objective of the study is to assess the pre-test knowledge regarding effect of mobile phones among senior secondary students, to assess the post-test knowledge regarding effect of mobile phones among senior secondary students, to assess the effectiveness of structured teaching programme regarding effect of mobile phones, to find the association between pre-test knowledge of effect of mobile phones among senior secondary students with their selected demographic variables A total of 30 students were selected by randomized sampling method. The study was adopted one group pre-test and post-test design. Data were collected by using structured questionnaire method. Impact knowledge to students by using structured teaching programme. The study also revealed that students gained knowledge after the structured teaching programme. Analysis data shows that the post-test knowledge score has significantly higher than the pre-test knowledge score. The investigators concluded that the structured teaching programme was a good method conveying information to students and it is very effective to gain knowledge.

Keywords: Assess, Effectiveness, Structured, Teaching Programme, Knowledge, Mobile Phone, Students

INTRODUCTION

Mobile phone is one of the most rapidly growing new technologies. In the world. In 2001, cell phone users were less than a billion worldwide with the majority of the users from the developed countries. By the end of 2010, however, mobile phone users had reached five billion world-wide with subscriptions from developing countries outnumbering that of the developed countries (Kelly,2009, Rebello 2010)2. Obviously, this increase Includes a sharp increase in the number of cell phones used by the younger generation. This area of intrust was chosen because of the unregulated usage and over dependent attitude on these devices especially among our secondary school students. Interestingly, this is obviously imperative as Geser and Junco(2006) and Mersin and Salter(2010) had observed that the youth have consistently displayed higher level of attachment to their mobile phones which could serve as distraction to them because of the time channeled to the phones.

However, in recent years, different types of mobile phones have been produced by different phone manufactures. Each comes with different features from different/ specific functions. We have different variety of mobile phones as named by their manufactures. They include Nokia, Samsung, Motorola, Sagem, Sendo, Siemens, T-mobile, Thuraya, Vodafone, Sony Ericsson, Bluebird, Alcatel, Blackberry and so on. We now have those that can make video calling, ping, take clear pictures/ photographs, surf the internet and lots more. They are also built/ installed in/ with different capacities, mode of operation and features/ applications. For example- 17 Mega Pixel phones normally will produce clearer picture/ photographs. Skype is an application for video calling, Blackberry and other android enabled devices can ping. Some are android enabled examples are- HTC, Tenco and so on which are basically the latest of all

kinds of mobile phones widely by both young and old, especially among students (Olanrewaju, 2015).

This study therefore, attempts to find out the impact of mobile phones use among students in both private and public schools on their academic performance. Also, to check whether or not there will be significant difference in the performance of students using mobile phones in public and private schools.

OBJECTIVES OF THE STUDY

1. To assess the pre-test knowledge regarding effect of mobile phones among senior secondary students.
2. To assess the post-test knowledge regarding effect of mobile phones among senior secondary students.
3. To assess the effectiveness of structured teaching programme regarding effect of mobile phones.
4. To find out the association between pre-test knowledge of effect of mobile phones among senior secondary students with their selected demographic variables.

MATERIAL AND METHODS

This paper deals with the methodological approach of the study. Research is a systemic enquiry that orderly scientific method to answer questions or solve problems. The research methodology is defined as a design or plan or strategy of a Research study that gives guidelines which direct the research steps, the research study process and enables in the systemic data collection, Logical data organization and accurate data analysis and data interpretation.

VARIABLE

Dependent Variable

Dependent variable can be manipulated by manipulating the dependent variable .In the study knowledge score regarding effect of mobile phones is dependent variable.

Independent Variable

Independent variable is the response, behavior or outcome that predicts or explains in research .In this study effectiveness of structured teaching programme was independent variable.

Extraneous Variable

In this study extraneous variables are tiredness, stress etc.

Selected demographic variables: -The demographic variables considered for this study are age, sex, religion, education and family income.

Population

A population is a complete set of persons or objects that possess some characteristics that are of some interest to the researches.

SAMPLE

The sample of 30 students are taken for study to assess the level of knowledge regarding effect of mobile phones.

Sample size

The sample size was 30 students.

Sampling Techniques

The sample of 30 Students for this study was selected by Randomised sampling method.

Setting of the study

Happy Child Sr. Sec. School, Sonipat.

Inclusion

Criteria for the Selection of Sample

- Able to understand Hindi and English language.
- Willing to participate in the study.
- Available during the period of data collection.

Exclusion

Criteria

- Not able to understand Hindi and English language.
- Not willing to participate in the study.
- Not available during the period of data collection.

DATA COLLECTION INSTRUMENTS

Development Tools

The data collection instrument is the procedure or tool used by the researcher to observe or measure the key variables in the research problem questionnaire were used to assess the knowledge. The tools was develop after reviving the literature on the relevant topics.

Preparation of Blue Print

A blue print was prepared prier of the construction of the structured interview schedule to assess the knowledge. It depicts the distribution of items according to the content area which includes questions on demographic data, questions or knowledge assessing effects of mobile phones.

Description of the Tool

Structured questionnaire regarding knowledge of effect of mobile phones. It consists of 20 questions related to knowledge about effects of mobile phones. There are 1 options for each questions in which one answer is correct, each correct was given a score of "1", And incorrect answer was given a score "0". The maximum score obtained are categorized as follows.

- 0 – 5 Very poor knowledge
- 6 – 10 Poor knowledge
- 11 – 15 Average knowledge
- 15 – 20 Good knowledge

Data Collection Procedure

After obtaining formal permission from the principal of Happy Child School, Sonipat. Pre-test was conducted on 17th July 2019. Structured teaching programme was conducted on the same day of pre-test. After 3 days of Interval, Post-test was conducted on 20th July 2019 by using questionnaire method. The main study was conducted from 17th July 2019 – 20th July 2019.

Plan for Data Analysis

Descriptive Statistics: -Frequency and percentage distribution were used to analyse the graphic variable frequency & percentage, Mean, Median, Mode and Standard Deviation were used to assess the knowledge regarding effects of mobile phones.

RESULTS

The section described samples as well as their parental characteristics in terms of age, gender, weight, mother’s education, area of residence, family income.

TABLE: 1 Frequency Distribution

Variables	Options	Frequency	Percentage (%)
Age	(a)14-15 years	0	0%
	(b)16-17 years	16	53.34%
	(c)18-19 years	14	46.67%
Sex	(a)Male	17	56.67%
	(b)Female	13	43.34%
Education	(a)11 th standard	0	0%
	(b)12 th standard	30	100%
Religion	(a)Hindu	30	100%
	(b)Muslim	0	0%
Family Income	(a)less than Rs 25,000/month	7	23.34%
	(b)Rs 25,000- Rs50,000/month	13	43.34%
		10	33.34%

Table shows , that 0%(0)of the students were in the age group of 14-15 years , 53.34%(16) belongs to 16-17 years , 46.67%(14)belongs to 18-19 year. Around 56.67% (17) of the students were male and 43.43%(13)of the students few female. Table shows that 0% (0) of the students were from 11th standard and 100% (30) belongs to 12th standard. About 100% (30) of the students belongs to Hindu, 0% (0) belongs to Muslims. Table shows that 23.34%(7) of the students having less than Rs 25,000/month family income, 43.34%(13) having Rs25,000-50,000/month family income , 33.34%(10) having more than Rs 50,000 family income

Table 2 - Frequency percentage distribution of level of knowledge of senior secondary students in pre test and post test.

Level of knowledge	Range of score	Frequency of pre test	Percentage of pre test	Frequency of post test	Percentage of post test
Very poor	0-5	16	53.34%	0	0%
Poor	6-10	14	46.67%	0	0%
Average	11-15	0	0%	6	20%
Good	16-20	0	0%	24	80%

Table 3 - Comparison between pre-test and post-test knowledge score of the students.

VARIABLES	MODE	MEDIAN	MODE	STANDARD DEVIATION
PRE TEST KNOWLEDGE	5.933	4	5.53 8	2.234
POST TEST KNOWLEDGE	17.533	17,18	17.5	1.707

DISCUSSION

This paper deals with interpretation and discussion. A study to assess effectiveness of structured teaching program on level of knowledge on effect of mobile phones among 30 students.

The discussion of the data was analysed as based objectives of the study and hypothesis, the data was collected by using structured questionnaire. The collected data was tabulating and analysed under following heading.

- Knowledge regarding effect of mobile phones.
- Demographic variables

Distribution of students according to age group depict that highest percentage is 53.34% and lowest percentage is 46.67%. Distribution of students according to sex, the highest percentage is 56.67%. The lowest percentage is 43.34%. Distribution of students according to education depict that highest percentage is 100%. Distribution of students according to religion depict that highest percentage is 100%. Distribution of students according to family income depict that highest percentage is 43.34% and lowest percentage is 23.34%.

Among each area of knowledge the highest mean score is 17.5 and mode is 17. The median is 17.5.

CONCLUSION

The present study shown that 80% had good knowledge and 20% had average knowledge regarding effect of mobile phones after conducting structured teaching program among senior secondary School students and sample gain knowledge after structured teaching program.

IMPLICATION & RECOMMENDATIONS

Nursing services

- The finding of study will help the nursing professional working in hospital and community area to educate the students.
- A structured teaching program can be prepared and implemented based on learning need of students.
- Nursing education:-
- Nursing students can utilize the finding to educate the students on the area they are having inadequate knowledge.
- Nursing administration:-
- These finding of the study can be utilized for conducting further research among the students in various setting.
- Similar study can be taken for large sample to generalize the finding.
- A comparative study can be carried out to find out the knowledge of students regarding effect of mobile phones.

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