



Effect of planned teaching program on knowledge regarding mobile game addiction among students in Sangli city

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Abstract

Mobile phones have become an essential part of modern human life. They have many attributes which makes them very attractive to both young and old. There has been an increasing trend of use of mobile phones among students. Data has now started emerging with respect to the negative physical and psychological consequences of excessive use of mobile phones. There is need to increase knowledge of students regarding mobile addiction and its ill effects on health. Pre-experimental one group pre-test design was conducted to assess the knowledge of 8-16 years students in selected schools of Sangli - Miraj area. Total 70 samples were selected by simple random sampling method. A structured questionnaire of 15 items was administered to collect data. Planned teaching was given to the students regarding effects of mobile addiction on physical and mental health after the pre test. The pre test knowledge score was 8.77 whereas post test knowledge was 11.47. The planned teaching was effective in increasing the knowledge of students.

Keywords: planned teaching program, students, mobile game addiction

Introduction

Mobile phones now days are the most widely used device by many people. It is very convenient to carry. Day by day release many versions of mobiles phones and as the time passed, mobile phones are innovating very fast. In recent years mobile gaming addiction has received increased attention not only from the media, but also from psychologists, psychiatrists, mental health organizations, and gamers themselves. Game addiction is hypothesized to be an excessive or compulsive use of mobile game or computer games or video games, which interferes with a person's everyday life. Gaming addiction is still the mysterious problem, more terrifying than alcohol or drugs addiction.

According to the survey by Web wise released by telecom operator, 134 million Indian children is estimated to come online by 2017. The mobile phone is the preferred access device of children and 62.4 per cent of them are spending up to 4 hours a day on the internet". The mobile game addiction affects not only on physical health of children but also affects on mental health of children. So there is need to prevent the children from addiction of mobile game by creating awareness in them.

2. Materials and Methods

Pre-experimental one group pre-test- post test design was used for the study. 70 students were selected by simple random Sampling.

Result and Discussion

Table 1: Frequency and percentration of demographic variables. n= 70

Variables	Frequency	Percentage (%)
Age		
8-12 yrs.	39	56
13-16 yrs.	31	44
Gender		
Male	36	51
Female	34	49
Availability of mobile at home		
Yes	68	97
No	02	03
Frequency of playing mobile games		
Regularly	42	60
Often	17	24
Rarely	11	16

The above table shows maximum samples 56% belonged to the group of 8-12 years. Gender wise the number of male and female students were almost same. 97% of students have mobile availability. 60% of students play mobile games regularly.

Table 2: Frequency and percentage distribution of pre-test and post-test knowledge score. n=70

Grading	Pre test		Post test	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Poor (0-5)	32	46%	2	3%
Average (6-10)	24	34%	17	24%
Good (11-15)	14	20%	51	73%

Table no. 2 and fig.no.1 shows In pre test score 46% students have poor knowledge score, 34% students have average knowledge score, 20% students having good knowledge score. It is evident that more efforts are necessary to improve the knowledge regarding effect of addiction of mobile game on

physical and mental health among age group 8 -16 years students. Whereas in the post test score 73% school students have good knowledge score, 24% school students have average knowledge score, 3% school students have poor knowledge score.

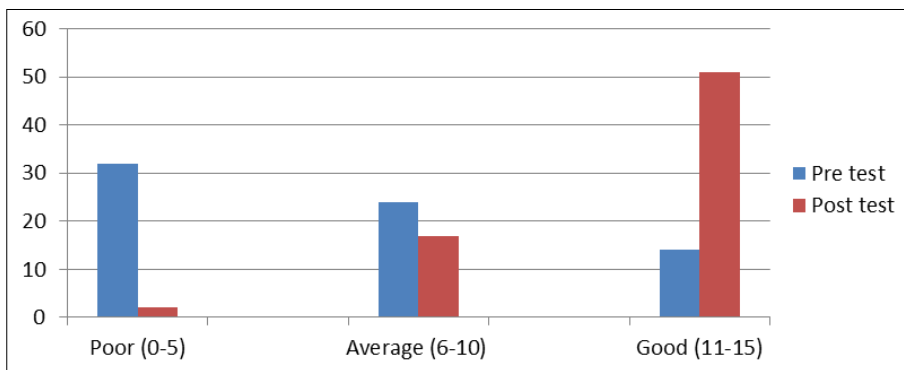


Fig 1: Grading of Pre test, Post test Knowledge score.

Above figure shows that there is significant increase in number of students of good category after the planned teaching.

Table 3: Comparison between pre-test and post test mean knowledge score. n=70

Test	Mean	STD. Deviation	STD. Error	't' Value	'p' Value
Pre-Test Score	8.77	2.47	0.30	-6.904	0.000
Post Test Score	11.47	2.23	0.27		

Table no.4 shows that mean value of pre-test knowledge score is 8.77 and post test knowledge score is 11.47. This suggest that there is statistically significant increase in post test score so planned teaching programme on effect of addiction of mobile game on physical and mental health among 8-16 yrs school students was effective.

Conclusion

Most of school going students has mobile availability. 60% of students play mobile games regularly. The study shows that there is significant increase in number of students of good category after the planned teaching. Effectiveness of planned teaching was assessed by comparing means of pre-test and post test knowledge score which showed that the planned teaching was effective. Creating awareness can prevent ill effects of mobile addiction in school children.

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