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Impact of psycheducation on the level of Nomophobia

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Background: Nomophobia a very serious and an emerging disorder which is one of the fast spreading global disorders which is neglected and not taken seriously among the young adolescents. Nomophobia refers to no mobile phone fear which is also known has fear of being without mobile phone. Previously in the nineties the mobile phone was considered to be a product of luxury among the upper class and rich business class peoples of the society. Nowadays in this current pandemic scenario the life has totally changed the mobile phone is considered has a necessity and it is considered to be part and parcel of life. This change in scenario is also impacting the health of the adolescents and need to be taken seriously. The aim of the present study is to find the effectiveness of Psycho-education on the knowledge level of nomophobia and its impact among adolescents in selected districts of Gujarat an experimental study.

Materials and Methods: In the present study quantitative experimental research approach was used with pre and posttest with experimental and control group design is used to measure the effectiveness of psycho-education on the knowledge levels of nomophobia and its impact among adolescents in selected districts of Gujarat. Accessible population of the present study was adolescents between the age group of 10 to 19 years studying in the selected schools of Rajkot and Surendranagar districts of Gujarat. Two districts of Rajkot and Surendranagar were conveniently selected from the 33 districts of Gujarat state. The two districts were assigned into experimental and control group by simple random method first to control group and next to experimental group.

Surendranagar district was assigned to control group and Rajkot district was assigned to experimental group. Four schools were selected from each district of Rajkot and Surendranagar. All the students studying between 9th to 12th standard of selected schools were selected for the study by adopting total enumeration sampling technique. Total sample size was 1145 adolescents. 575 and 570 students in the experimental and control group respectively. Tools of the present study consisted of demographic profile, Nomophobia Questionnaire (NMP-Q), structured knowledge questionnaire and psycho-education. Demographic profile consisted of 12 demographic characteristics of adolescents. Nomophobia Questionnaire (NMP-Q) was a standardized tool which consisted of 20 items to assess the level of nomophobia among adolescents. Structured knowledge questionnaire consisted of 25 questions to assess the knowledge level of adolescents.

Psycho-education was prepared in the form of structured teaching programme and presented to the experimental group in the form power point presentations shared in the zoom and Google meet platforms during online classroom presentations. Pretest was done on day 1 to both the experimental and control group. Psycho-education was given on day 1 to the experimental group. Posttest was carried out on day 7th and 30th

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on both the experimental and control group. Written permission was taken to collect data from the concerned school principals and online assent was obtained from the participants after providing the full disclosure of the study. Finally 1145 adolescents 575 and 570 in the experimental and control group respectively were available for the analysis. Descriptive and inferential statistics were employed to analyze the data and test the hypotheses.

Results: Analysis of the present study indicated that the sample was homogenous in both the experimental and control groups except with regard to monthly family income. Pretest levels of nomophobia revealed that the majority 55.7% and 60.9% of adolescents had moderate level of nomophobia in the experimental and control group respectively. Mean nomophobia scores in the pretest 78.98±26.62 was significantly reduced in the post test I (63.74± 24.68) and posttest II (61.37±22.47) in the experimental group. Whereas in the control group there was no much difference in the mean pretest score (79.19 ±26.35) with mean posttest I (79.11± 26.82) and posttest II (79.01±22.69) score. Overall knowledge score revealed that the pretest mean percentage in the experimental group was found to be 31.32% (7.83±6.069) while in the control group the mean percentage was 30.12% (7.53±4.25).

Comparison between experimental and control group's mean knowledge scores in posttest I and II reveals that there was no statistically significant difference in the mean pretest knowledge score between experimental (7.83 ±6.069) and control group (7.53 ± 4.25) as evident from t value of -0.963. However, the mean knowledge score of the experimental group was significantly higher than the control group at posttest I (20.35 ± 2.77 v/s7.63 ± 4.23), posttest II (20.87 ± 3.39 v/s7.78±4.24) as evident from t value-60.15 at posttest I; -57.66 at posttest II. Thus, it can be concluded that psycho-education had an impact in enhancing the knowledge level of the experimental group subjects as compared to control group who did not receive the psycho-education.

Majority 92.9% in posttest I and 89.6% in posttest II had good knowledge in the experimental group when compared with majority 61.1% (posttest I) and 59.5% (posttest II) had poor knowledge in the control group. Significant association was found between pretest nomophobia score when compared with type of family and religion in experimental group. Significant association was found between pretest nomophobia score when compared with year of study (p=0.004*) in the control group. Significant association was found between pretest knowledge score when compared with gender (p=0.000*) and year of study ((p=0.000*) in the experimental group. Significant association was found between pretest knowledge score when compared with year of study (0.038*), monthly family income (0.022*), duration of mobile phone usage in years (p=0.01*) and duration of using mobile phone per day (p=0.025*) in the control group.

Conclusion and recommendations: Overall posttest II mean percentage in the experimental group was found to be 83.48% (20.87±3.39) while in the control group the mean percentage was 31.12% (7.78±4.24). This reveals that the psycho-education has great impact in improving the knowledge score of adolescents in the experimental group. Pre-test levels of nomophobia reveal that the more than half of the samples 55.7% and 60.9% had moderate nomophobia in the experimental and control group. Comparison of Pretest nomophobia

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scores with Posttest I and II within experimental and control group reveals that there was significant decreases in nomophobia score at posttest I (63.74±24.68) and II (61.37±22.47) as compared to pretest scores(78.98 ±26.6) as evident from p value less than 0.05. However, in the control group there was no significant changes in the nomophobia score from pretest (79.18±26.35) to posttest I (79.10±26.82) and II scores (79.01±26.69). There was no statistically significant difference in the mean pretest knowledge score between experimental (7.83 ±6.069) and control group (7.53 ± 4.25) as evident from t value of -0.963. However, the mean knowledge score of the experimental group was significantly higher than the control group at posttest I (20.35 ± 2.77 v/s7.63 ± 4.23), posttest II (20.87 ± 3.39 v/s7.78±4.24) as evident from t value -60.15 at posttest I; -57.66 at posttest II. No significant association was found between pretest nomophobia score when compared with majority of demographic variables except type of family and religion in the experimental group.

No Significant association was found between pre-test nomophobia score when compared with majority of demographic variables except year of study in the control group. No Significant association was found between pretest knowledge score when compared with majority of demographic variables except gender and year of study in the experimental group. Significant association was found between pretest knowledge score when compared with year of study, monthly family income, duration of mobile phone usage in years and duration of using mobile phone per day in the control group. Based on the findings of the study its necessary to provide psycho-education especially among the adolescents to improve the knowledge and to reduce the level of nomophobia in the community and the humankind has a whole.

Biography

Binu Joe is President of Nursing Scholar Society and Prof. Cum principal in Christ College of Nursing, Madhapar, Rajkot, Gujarat. He is registered as professional nurse having 14 years of experience and completed his graduation from KLES, Belgaum 2004, and Post-graduation from Vinayaka Missions University Salem in 2009. He is a gold medalist in M.Sc. Nursing (Child Health Nursing) from Vinayaka Mission. He has done a diploma in Naturopathy and Yoga diploma in computer application in Salem University.