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Effectiveness of educational intervention on knowledge regarding internet addiction and its psycho social impact among high school students

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Abstract

Background: Internet addiction is described as an impulse control disorder, which does not involve use of an intoxicating drug and is very similar to pathological gambling. The people suffering from internet addiction use the virtual fantasy world to connect with real people through the internet, as a substitution for real-life human connection, which they are unable to achieve normally.

Objectives: To evaluate the effectiveness of educational intervention on knowledge of high school students regarding internet addiction and its psycho social impact by comparing pre-test and post-test knowledge scores and to find the association between the pre-test knowledge scores and selected demographic variables.

Methodology: A quantitative approach with pre-experimental one group pretest post-test design was adopted for the study. The 60 samples from the selected from selected high schools of Baramati district were selected using convenient sampling technique. Data was collected by structured knowledge questionnaire.

Results: The results of the study revealed that, in pretest maximum 33(55%) participants were had average knowledge, 22(36.7%) respondents were had poor knowledge and remaining 5(8.3%) of respondents were had good knowledge and it was changed during posttest as maximum 33(55%) of respondents were had good knowledge and 27(45%) of respondents were had average knowledge. The statistical paired 't' implies that the difference in the pretest and post-test value was found statistically significant at 5% level ($P < 0.05$) with a paired 't' value of 10.06. There was statistically significant association found between level of knowledge and place of residence and mode of using internet

Conclusion: There is a need for the educational programs for the students for the prevention excessive use of internet, prevention of health problems due to it.

Keywords: Knowledge, internet use, psycho-social impact, high school students

Introduction

Human beings are social animals, and the tenure of our social life is one of the most important influences on our mental health. Without positive, durable relationships, both our minds and our bodies fall apart. Most of human history was spent in small groups in which each was dependent on the others for survival, and evidence suggests this is the condition to which we are best adapted^[1].

Rapid expansion and proliferation of the internet have provided better opportunities for communication, information, and social interaction. However, the excessive undisciplined use by some individuals has led to the emergence of the concept of internet addiction. In fact, younger internet users (i.e., between 18 and 24 years old) were more at risk of becoming internet addicts than older users^[2].

By the turn of the century, information, including access to the Internet, will be the basis for personal, economic, and political advancement. The Internet links are computer networks all over the world so that users can share resources and communicate with each other. Some computers have direct access to all the facilities on the Internet such as the universities. And other computers, ex - privately-owned ones, have indirect links through a commercial service provider, who offers some or all of the Internet facilities^[3].

The internet is a global wide area network that connects computer system across the world. It includes several high bandwidth data line that comprise the internet -backbone. These lines are connected to major internet hubs that distribute data to other location such as web servers and internet service providers^[4]. Healthy internet use is the use of the internet for an expressed purpose in a reasonable amount of time without cognitive or behavioural discomfort whereas problematic internet use or IA is a psychiatric condition that involves maladaptive thoughts and pathological behaviour. Now it is difficult to estimate how widespread this IA in adolescents is^[5].

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Internet addiction is described as an impulse control disorder, which does not involve use of an intoxicating drug and is very similar to pathological gambling. The people suffering from internet addiction use the virtual fantasy world to connect with real people through the internet, as a substitution for real-life human connection, which they are unable to achieve normally [6].

Study on Internet addiction and lifestyle pattern shown that, irregular bedtimes and the use of alcohol and tobacco were higher in high-risk Internet users. Irregular dietary behaviour due to the loss of appetite, a high frequency of skipping meals, and snacking might cause imbalances in nutritional intake. High-risk Internet users have inappropriate dietary behaviour and poor diet quality, which could result in stunted growth and development.

Considering the above facts, the researcher felt the emphasis to assess the knowledge of high school students on psycho social impact of using internet so that it would help to bring awareness among the students regarding psycho social impact of excessive use of internet and its addiction.

Objectives

1. To assess the knowledge of high school students regarding internet addiction and its psycho social impact in terms of pre-test knowledge scores.
2. To evaluate the effectiveness of educational intervention on knowledge of high school students regarding internet addiction and its psycho social impact by comparing pre-test and post-test knowledge scores.
3. To find the association between the pre-test knowledge scores and selected demographic variables.

Hypothesis

H₁: The mean post-test knowledge scores of high school students regarding internet addiction and its psycho social impact, who have undergone the educational intervention, will be significantly higher than their mean pre-test knowledge scores.

H₃: The levels of knowledge of high school student's internet addiction and its psycho social impact will be significantly associated with their selected personal variables.

Methodology

Research Approach: Quantitative Research Approach

Research Design: Pre experimental one group Pre-test, post-test design

Sampling technique: Non-Probability, Convenient Sampling Technique

Sample size: 60

Setting of study: Selected high schools of Baramati district

Method of data collection : Structured questionnaire

Tools used

Section I: Socio-demographic variables of Participants

Section II: Structured Knowledge questionnaire

This section consists of 25 structured multiple choice items with the four options for each item to assess the knowledge of high school students regarding internet addiction and its psycho social impact. The participant has to choose one right answer from given options. The right answer will be scored as 'one' mark and the wrong answer will be scored as 'zero' comprising the maximum score of 25.

The total score is arbitrarily divided as-

- Poor Knowledge : 0-8
- Moderate Knowledge : 9-16
- Good Knowledge : 17-25

Procedure of data collection

Data was collected after obtaining administrative permission from selected high schools of Baramati district. The investigator personally explained the participants the need and assured them of the confidentiality of their responses. On day 1, pre-test was conducted by using structured knowledge questionnaire; on the same day educational intervention was administered to them. On 8th day, the post-test was conducted by using same tools to evaluate the effectiveness of educational intervention.

Results

A. The findings related to socio-demographic variables of participants

Study comprised of 60 participants. The socio demographic variables are presented in following table.

Table 1: Frequency & Percentage Distribution of participants according to socio demographic variables N=60

Sl No	Socio- Demographic variables	Frequency (f)	Percentage (%)
1	Age in years		
	13 - 14	18	30
	14 -15	14	23.3
	15 -16	28	46.7
2	Gender		
	Male	35	58.3
	Female	25	41.7
3.	Year of study		
	8 th std	13	21.7
	9 th std	25	41.7
	10 th std	22	36.7
4	Religion		
	Hindu	33	55
	Muslim	17	28.3
	Christian	06	10
	Others	04	6.7

5	Place of residence		
	Urban	25	41.7
	Semi urban	29	48.3
	Rural	06	10
6	Family Income / Month		
	Below 10,000/-	16	26.7
	10,001- 20,000/-	29	31.7
	20,001- 30,000/-	09	15
	Above 30,000	16	26.7
7.	Do you use internet?		
	Yes	60	100
	No	00	00
8.	Mode of using internet		
	Computer	35	58.3
	Mobile	17	28.3
	Tablet	08	13.3
9	Duration of internet use		
	Less than 1 hour	18	30
	2-3 hours	33	55
	More than 3 hours	09	15
10	Purpose of using internet		
	For study purpose	25	41.7
	Communication	20	33.3
	Entertainment	08	13.3
	Social media	07	11.7

B: Findings Related to Knowledge Scores in pretest and post test

I. Distribution of pre-test and post-test knowledge scores of participants.

Table 2: Mean, median, mode, standard deviation and range of pre-test and post-test knowledge scores of participants N = 60

Area of Knowledge	Number of Items	Mean	Median	Mode	Standard deviation	Range
Pre-test	25	10.50	10	8	3.63	4-18
Post-test	25	16.45	17	19	3.38	9-24

Table 2 reveals pre-test knowledge score of participants regarding internet addiction and its psycho social impact, it shows that;

The pretest knowledge scores participants mean was 10.50, median was 10, mode was 8 with standard deviation 3.63 and score range was 4-18.

The post-test knowledge scores participants mean was 16.45, median was 17, mode was 19 with standard deviation 3.38 and score range was 9-24.

II: Distribution of Level of Knowledge of participants

Table 3: Frequency and Percentage distribution of respondents according to level of Knowledge regarding internet addiction and its psycho social impact N=60

Level of Knowledge					
Pre test			Post test		
Poor f (%)	Average f (%)	Good f (%)	Poor f (%)	Average f (%)	Good f (%)
22(36.7%)	33 (55%)	05(8.3%)	00	27 (45%)	33 (55%)

The data presented in the Table 3 depicts the participants' level of knowledge during pretest and post-test regarding internet addiction and its psycho social impact; With regard to pre-test level of knowledge it shows that, maximum 33(55%) participants were had average knowledge, 22(36.7%) respondents were had poor

knowledge and remaining 5(8.3%) of respondents were had good knowledge.

During post-test maximum 33(55%) of respondents were had good knowledge and 27(45%) of respondents were had average knowledge.

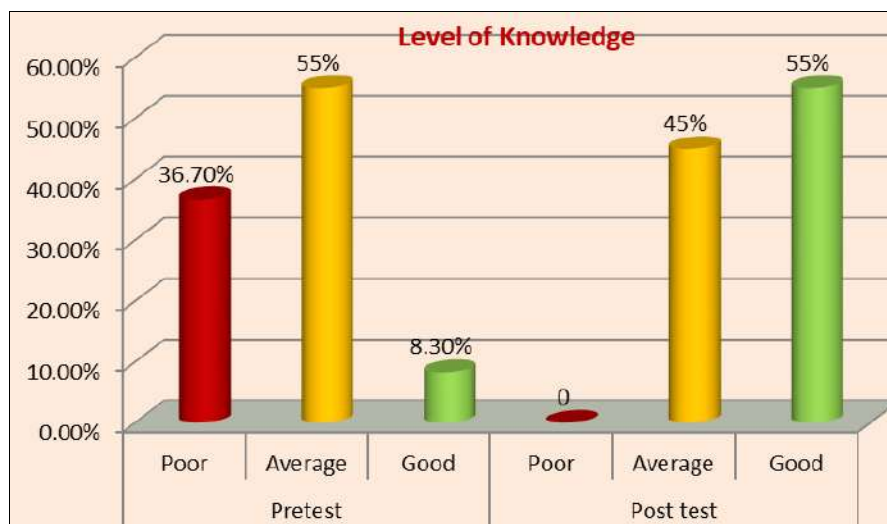


Fig 1: Levels of knowledge among participants during pretest and post test

3. Effectiveness of educational intervention

Paired 't' value was computed to find out the significance of difference between means of pre-test and post-test knowledge scores of respondents. The data is presented in Table 4. To test statistical significance following research hypothesis were stated-

H₁: The mean post-test knowledge scores of high school students regarding internet addiction and its psycho social impact, who have undergone the educational intervention, will be significantly higher than their mean pre-test knowledge scores.

Table 4: Mean, standard deviation, standard error of difference and 't' value of pre-test and post-test knowledge scores N: 60

Area	Aspects	Mean	Sd	SEMD	Paired t Test
Knowledge	Pre-test	10.50	3.63	0.60	10.06*
	Post-test	16.45	3.38		

* Significant at 5 % level

Table 4 indicates the overall mean knowledge scores of pre-test and post-test scores –

With respect to knowledge scores of participants, the findings reveal that the post-test mean knowledge scores was found higher [mean=16.45, SD of 3.38] when

compared with pre-test mean knowledge score value which was 10.50 with SD of 3.63.

The statistical paired 't' implies that the difference in the pretest and post-test value was found statistically significant at 5% level ($P < 0.05$) with a paired 't' value of 10.06. There exists a statistical significance in the difference of knowledge score indicating the positive impact of educational intervention.

Hence, the research hypothesis H₁ is supported. This indicates that the enhancement in knowledge is not by chance and the high school students who exposed to educational intervention on internet addiction and its psycho social impact, significantly improved in their knowledge.

4. Association between level of knowledge and selected socio demographic variables

To find out the association between the levels of knowledge and selected personal variables, Chi square was computed and the following hypothesis are stated-

H₂: The levels of knowledge of high school students regarding internet addiction and its psycho social impact will be significantly associated with their selected personal variables.

Table 5: Chi-square values between levels of knowledge of respondents and their selected demographic variables. N = 60

SI No	Demographic variables	Knowledge score			d(f)	Chi square value	Level of significance
		Poor	Average	Good			
1	Age in years						
	13 - 14	7	8	3	4	3.35	NS
	14 -15	5	9	0			
	15 -16	10	16	2			
2	Gender						
	Male	12	18	5	2	3.89	NS
	Female	10	15	0			
3	Year of study						
	8 th std	6	6	1	4	6.51	NS
	9 th std	10	11	4			
	10 th std	6	16	0			
4	Religion						
	Hindu	11	19	3	6	8.95	NS
	Muslim	9	8	0			
	Christian	1	3	2			
	Others	1	3	0			

5	Place of residence						
	Urban	12	13	0	4	9.28	S
	Semi urban	8	18	3			
	Rural	2	2	2			
6.	Family Income / Month						
	Below 10,000/-	8	8	0	6	5.39	NS
	10,001- 20,000/-	5	11	3			
	20,001- 30,000/-	4	5	0			
	Above 30,000	5	9	2			
7.	Do you use internet?						
	Yes	22	33	5	---	---	---
	No						
8.	Mode of using internet						
	Computer	14	20	1	4	10.01	S
	Mobile	4	9	4			
	Tablet	4	4	0			
9.	Duration of internet use						
	Less than 1 hour	9	8	1	4	6.21	NS
	2-3 hours	9	22	2			
	More than 3 hours	4	3	2			
10.	Purpose of using internet						
	For study purpose	11 7	14 11	0 2	6	6.83	NS
	Communication	2	5	1			
	Entertainment	2	3	2			
	Social media						

The data presented in the Table 5 shows that the computed Chi-square value for association between level of knowledge of high school students regarding internet addiction and its psycho social impact and their selected demographic variables is found to be statistically significant at 0.05 levels for place of residence and mode of using internet and is not found statistically significant for other socio demographic variables. Therefore, the findings partially support the hypothesis H₂, inferring that high school students level of knowledge regarding internet addiction and its psycho social impact is significantly associated only with place of residence and mode of using internet.

Conclusion

The focus of the study was to evaluate the effectiveness of educational intervention on knowledge regarding internet addiction and its psycho social impact among high school students at selected schools of Baramati district. A pre experimental pre-test and post-test design and evaluative approach was used. The overall pretest knowledge of high school students regarding internet addiction and its psycho social impact was moderate during pretest and it was changed as good during post-test. Thus, it can be concluded that educational intervention was effective to increase and update their own internet addiction and its psycho social impact.

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