



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2020; 6(3): 102-105
www.allresearchjournal.com
Received: 20-01-2020
Accepted: 24-02-2020

Jeevith
Clinical Instructor, Saveetha
College of Nursing, SIMATS,
Thandalam, Chennai, Tamil
Nadu, India

Priyadarsini A
Clinical Instructor, Saveetha
College of Nursing, SIMATS,
Thandalam, Chennai, Tamil
Nadu, India

Correspondence Author:
Jeevith
Clinical Instructor, Saveetha
College of Nursing, SIMATS,
Thandalam, Chennai, Tamil
Nadu, India

A study to assess the effectiveness of structured teaching programme regarding knowledge on impact of social network among school age children

Jeevitha and Priyadarsini A

Abstract

Social network has bad effect on the teens through survey, comments and research from the internet, the researcher was able to gather some information regarding these effects. To assess the knowledge regarding the impact of social network among school age children and to evaluate the effectiveness of structured teaching programme and the association between the posttest knowledge on impact of social network with selected demographic variables among school age children. Study was conducted with 60 samples (school age students) in quantitative approach, Pre experimental one group pretest posttest design, sample selection was done by convenient sampling technique. Pre-existing knowledge was assessed by using semi Structured questionnaires. After the pre-test, Structured teaching programme was given regarding the knowledge on the impact of social network to school age children. After 7 days post-test was conducted by using same tool However, it is more evident that the negative effects over weigh the positive. So the investigator felt the need to assess the knowledge on the impact of social network among school age children, who are the risk and vulnerable group of the society.

Keywords: Social network, programme regarding, structured teaching

Introduction

“What you post online speaks VOLUME about who you really are. POST with intention REPOST with caution”

– Germany Kent

Social Networking sites are web-based services that allow the individuals to construct a public or semi public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site.

Social networking site is described as a website where individuals set up online profile, describing his/her interests. It has both positive and negative effects on society [1].

The World Wide Web has been radically transformed, shifting from an information repository to a more social environment where users are not only passive receivers or active harvesters of information, but also creators of content (Bruns, 2008). Web-based technologies now encompass the socializing features of virtual spaces that have emerged as zones for information sharing, collaboration, and community formation and extension (Suter, Alexander, & Kaplan, 2005). Social media are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. These technologies now include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook), and virtual worlds (Bryer & Zavatarro, 2001) [7].

Girls are more likely than boys to send and receive text messages frequently, as are older teens ages 10-17. More than 2 in 5 girls (42%) send text messages to friends daily, while about a third (34%) of boys do the same. The difference between younger and older teens is even starker – 25% of teens ages 10-14 send text messages daily compared 51% of teens ages 12-17. As with phone ownership and other uses of mobile devices, there are no racial or ethnic differences when it comes to text messaging. 88% of students have seen someone be cruel to another person on social network. Numbered of sexual assault cases related to social media sites has increased by 300%

55% of the parents of 12 years said that their child was on face book, 41% have negative experience as a result of using social media. 81% of online users were 9 to 17 years of age view social media site.

Hardell, L. (2018) During use, mobile phones and cordless phones emit radiofrequency (RF) radiation. No. The brain is the main target organ for RF emissions from the handheld wireless phone. An evaluation of the scientific evidence on the brain tumor risk was made in May 2011 by the International Agency for Research on Cancer at World Health Organization. The scientific panel reached the conclusion that RF radiation from devices that emit non ionizing RF radiation in the frequency range 30 kHz–300 GHz is a Group 2B, that is, a “possible” human carcinogen. With respect to health implications of digital (wireless) technologies, it is of importance that neurological diseases, physiological addiction, cognition, sleep, and behavioral problems are considered in addition to cancer. Well - being needs to be carefully evaluated as an effect of changed behavior in children and adolescents through their interactions with modern digital technologies.

Fietzer, A. W., & Chin, S. (2018) provided an overview of the impact of digital screen media (e.g., video games, mobile devices) on the executive functioning (EF) of children and adolescents from a clinical neuropsychological perspective. Our review emphasizes the EF domains of attention, working memory, inhibition, set shifting, fluency, planning, and problem solving among typically developing individuals and those with special needs. We conclude with specifications of the need for longitudinal research examining how screen media affects trajectories of EF development among all individuals.

Objectives

- To assess the pre test and post test existing knowledge on impact of social network among school age children.
- To evaluate the effectiveness of structured teaching programme on impact of social network among school age children.

Materials and Methods

Quantitative research approach, Pre-Experimental One Group Pretest Post test Design (one group pre and post test research design) with manipulation, and no randomization and no control group. The study was conducted in

Government High School, Nemam Chennai. 60 High School students studying in Govt High School at Nemam. sample of the study were selected by Non probability convenience sampling technique. Target Population: Target population comprises the school children in Govt High School at Nemam. Target Population of the study comprising of both male & female students who are studying in Govt. High School at Nemam. Accessible Population: Accessible Population comprises the school students who are available at the time of data collection. The dependent variable is the knowledge of school age children on the impact of social network. The independent variable is structured teaching programme.

Results

Section I

Out of 60 samples Age of the children from 11-12 years were 48.34 %. Gender of the male students were 60.00%. Religion of the children 73.33% were Hindu. Fathers education status 38.34% were High School. Mothers education status 48.67% were High School. Students education status 48.33% were 7th standard. Parent monthly income 26.67% were Rs 7000 – 10,000. Type of family 60.00% were Nuclear family. The area of residence 78.33% were Urban. The type of staying of the students 61.67% were with Parents. The mode of device accessing of the students 53.33% were smart phone.

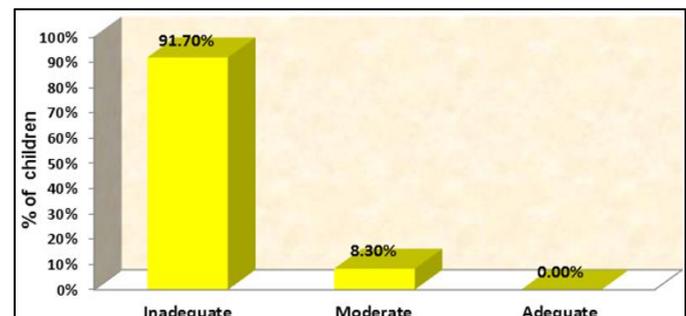


Fig 1: Pre-test level of knowledge score

Section II

91.7% of children were having inadequate knowledge and 8.3% of them were having moderate knowledge and none of them were having adequate knowledge.

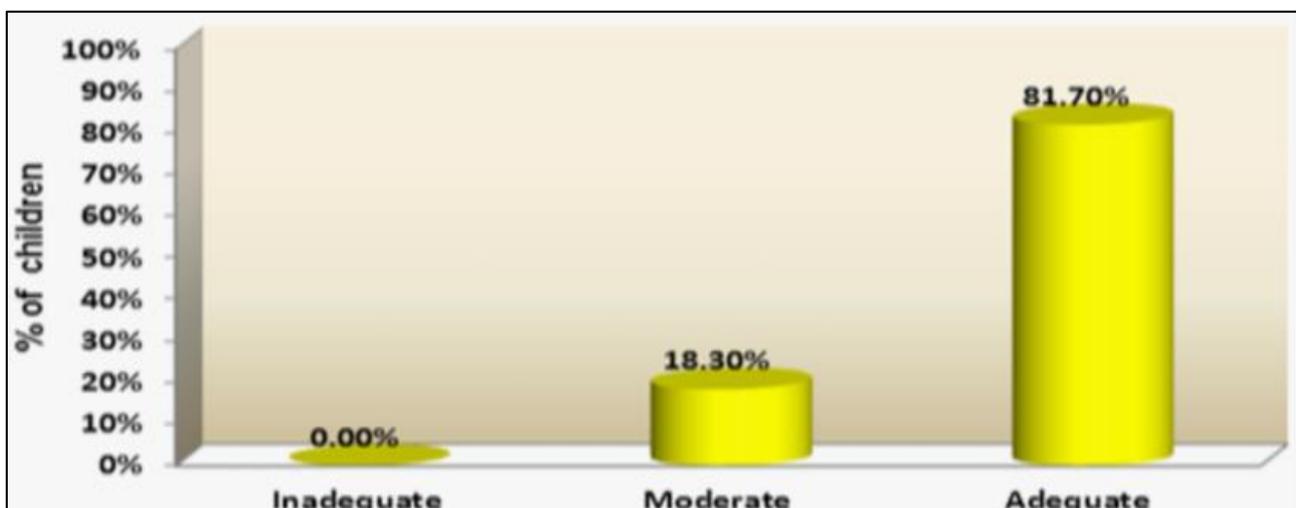


Fig 2: Posttest level of knowledge score

None of the children were having inadequate level of knowledge score, 18.3% of them were having moderate level of knowledge score and 81.7% of them were having adequate level of knowledge score.

On an average, Before STP, 91.7% of the children were having inadequate level of knowledge score, 8.3% of them having moderate level of knowledge score and none of them

were having adequate level of knowledge score. After STP, none of the children were having inadequate level of knowledge score, 18.3% of them having moderate level of knowledge score and 81.7% of them were having adequate level of knowledge score. Level of knowledge gain between pretest and posttest was calculated using Generalized McNemar's chi-square test

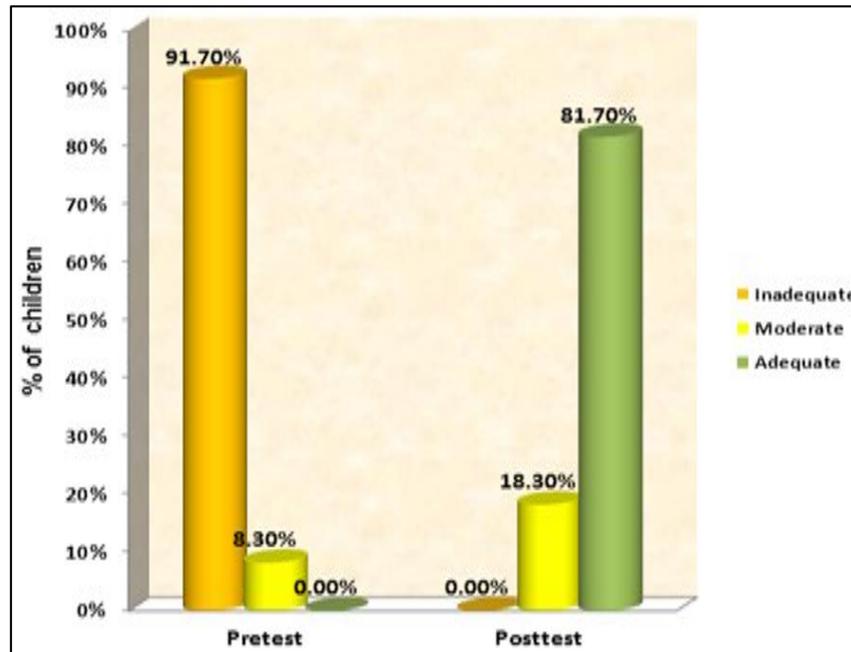


Fig 3: Pre-test and posttest level of knowledge score

Table 1: Effectiveness and Generalization of Structured Teaching Programme

	Max score	Mean score	Mean Difference of knowledge gain score with 95% Confidence interval	Percentage Difference of knowledge gain score with 95% Confidence interval
Pretest	30	10.10	10.52 (9.38 – 11.64)	42.08% (37.52% – 46.56%)
Posttest	30	20.62		

Discussion

In the pre-test percentage of knowledge on impact of social network among school age children. They were having maximum knowledge in Preventive measures (5K1.67%) and minimum knowledge score in Parent's role to Impact of social network (20.00%). Overall pretest percentage of knowledge score is 40.40% on impact of social network among school age children. The children pretest level of knowledge. In general 91.7% of children were having inadequate knowledge and 8.3% of them were having moderate knowledge and none of them were having adequate knowledge, before the administration of structured teaching programme.

Posttest percentage of knowledge on impact of social network among school age children. They were having maximum knowledge in Physical, psychological, social, studies problems (85.56%) and minimum knowledge score in Advantages and disadvantages (78.89%). Overall post test percentage of knowledge score is 82.48% on impact of social network among school age children. The children post test level of knowledge. In general none of the children are having inadequate level of knowledge score, 18.3% of them were having moderate level of knowledge score and 81.7% of them were having adequate level of knowledge score.

Conclusions

Nurses were the majority in health were setting. The finding of the study clearly highlights the problem experienced by the school age children. The health care provider of the hospital provide awareness programme regarding the impact of social network. The nurses can develop skill to explain the information about the impact of social network. Further researches were necessary to understand the mechanisms through which parents can cope with the attitude of the students in their usage of social network sites which will affect their health condition and academic performance.

References

1. Strasburger VC, Donnerstein E, Childhood, Adolescents, and Media in the 21st Century, *Adolescents Med.* 2010; 11(1):51-68.
2. Sudha R. M.Sc. (N, Do Video Games Make or Mar Children, *Health Action*, 2011, 23-24.
3. Shanthi R, Health Hazards of Mobile Phone Usage, *Nightingale Nursing Times*, 2005, 35-47.
4. Maharaja Singh, Impact of Viewing Television on Children, *Nightingale Nursing Times*, 2011; 6(10) 61-67.
5. Lenhart A. Cyberbullying. Washington, DC: Pew Research Center, 2007. Available

- at:[www.pewinternet.org/ Reports/2007/ Cyberbullying. Aspx](http://www.pewinternet.org/Reports/2007/Cyberbullying.aspx). Accessed July 16, 2010.
6. Ybarra ML, Mitchell KJ. How risky are social networking sites? A comparison of places online where youth sexual solicitation and harassment occurs. *Pediatrics*, 2008, 121(2).
 7. Hinduja S, Patchin JW. Bullying, cyberbullying, and suicide. *Arch Suicide Res*. 2010; 14(3):206-221.
 8. Berkshire District Attorney. Sexting. Pittsfield, MA: Commonwealth of Massachusetts; 2010. Available at: Accessed September 7, 2010.
 9. National Campaign to Prevent Teen and Unplanned Pregnancy. Sex and Tech: Results of a Survey of Teens and Young Adults. Washington, DC: National Campaign to Prevent Teen and Unplanned Pregnancy; 2008. Available at: [www.thenationalcampaign.org/ SEXTECH/PDF/ Sex Tech_Summary.pdf](http://www.thenationalcampaign.org/SEXTECH/PDF/Sex_Tech_Summary.pdf). Accessed July 16, 2010.
 10. Hardell L. Effects of mobile phones on children's and adolescents' health: A commentary. *Child development*, 2018; 89(1):137-140.