Effectiveness of Structured Teaching Programme on Effects of Social Media Aµong Teenagers at Selected College, Coimbatore.

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Abstract

Objectives : To assess the effects of social media among teenagers. To evaluate the effectiveness of structured teaching programme on effects of social media among teenagers. To find out association between the pre-test effect of social media with their selected demographic variables.

Subject and methods: A quantitative research approach was used in this study. The research design was pre-experimental one group pre-test and post-test design. A nonprobability convenient sampling technique was adopted to select the desired sample. The sample was 50 teenagers who are present at the time period of data collection and fit into the inclusion criteria. A self-structured questionnaires which consist of 30 questions was used to evaluate the knowledge of effects of social media. Descriptive and inferential statistical analysis was used to analyse the degree of effects of social media.

Result: Among 50 teenagers 35(70%) of samples had moderate score in effects of social media, and 15(30%) of the samples had in adequate score in effect of social media, and 0(0%) of the samples had adequate score in effect of social media. The mean pre-test score was 11.28 and mean post-test score was 21.58. The standard deviation of pretest score is 4.01 and post test score is 1.18. The calculated paired 't' value 16.1 is highly significant at 0.05 level than the table value (t=1.67). It was inferred the structured teaching programme was effective in reducing the effective of social media among teenagers. Where is association between the pre-test knowledge and selected demographic variables such as whatsapp, instagram, facebook. (x^2=6.32) At what age did you first start using social media (x^2=10.96) No. of hours spent in media (x^2=6.36)

Conclsion:

The following conclusion was drawn from the study. The study proved that structured teaching programme on effects of social media among teenagers was effective.

Keywords: Effectiveness , Structured teaching programme, Effects, social media, teenagers

INTRODUCTION:

Teenagers is the exciting yet stressful time when your child transitions into adulthood. Many rapid changes and developments take place during this time, and it's not always a smooth ride. Children entering teenagers are going through many changes in their bodies and brains. These include physical, intellectual, psychological and social challenges, as well as development of their own moral compass. The changes are rapid and often take place at different rates. It can be an exciting yet challenging time in the life of a teenager. Teenager is the time when your child becomes more independent and begins to

explore their identity.

Physical development in teenager includes changes that occur through a process called puberty. A child will likely experience a growth spurt. During this time, they'll grow rapidly in height and weight. Other physical changes may include body odour, acne and an increase in body hair. Growth spurts usually happen earlier for girls and teenager assigned female at birth (AFAB) than for boys and teenagers assigned male birth (AMAB). Most girls and AFAB have growth spurts between the ages of 13-19. Most boys and AMAB have growth spurts between the ages 13-19 and 20years above.

Brain development in teenagers is on a higher level than that of childhood. Children are only able to think logically. Teenagers move beyond these limits and can think in terms of what might be true, rather than just what they see as true. They can deal with abstractions, test hypothesis and see infinite possibilities. Yet teenager still often display egocentric behaviours and attitudes.

During cognitive development in teenagers, large numbers of neurons grow rapidly. Your child's body experiences an increase in the way these bundles of nerves connect. This allows for complex, sophisticated thinking. Mental characteristics that develop during teenagers include improved abstract thinking, Reasoning skills, Impulse control, Creativity, Problem-solving abilities, Decision making skills.

During teenagers, a child will begin to observe, measure and manage their emotions. That means they'll begin to become more aware of their own feelings and the feelings of others. The process of emotional development will give your child the opportunity to build their skills and discover their unique qualities. As they become more independent, some teenagers welcome these new challenges. Others may need more support to build their self-confidence.

While challenging part of teenagers, it's important that your child learns to accept who they are and gains a sense of capability. They can develop their self- esteem by making mistakes, learning from their mistakes, holding themselves accountable for their actions.

Teenagers are also socially developed during this time. The most important task of social development in teenagers is the search for identity. This is often a lifelong voyage that launches during teenagers. Along with the search for identity comes the struggle for independence. Your child may develop an interest in their sexuality and romantic relationships, turn to you less in the midst of a challenge, show more independence from you, feel anxious, sad, or depressed, which can lead to trouble at school or risk-taking behaviour.

Social media can negatively impact your child's health and development. Teenagers report cyber bullying and exposure to inappropriate content online. In addition, socializing online isn't the same as socializing in person. Teenagers miss out on key facial expression and body language that only see when they connect with a person face to face. Teenagers may also feel bad about themselves when comparing themselves to others they see online. All of these factors can lead to self- esteem, depression and anxiety.

Mobile phone is an electronic device which people often use to communicate with one another. It used as a communication tool that allows its users to send messages, access social media or another platform that it provides. Mobile phone can be advantageous now a days, since our community is building technology to access everything easily. Mobile phones are becoming increasingly necessary in everyday life. People are constantly on their phones, which causes multiple health effects them.

Most people dependent to their phones also called "phone addiction." By phone addiction mean someone who cannot be withdrawn for their phone without freaking out about it.

Children are learning how to use cell phones and receiving their own at younger ages then ever before.

Since teenagers have grown up in an era where cell phone use has been ingrained in them at such a vulnerable age, they are very susceptible to developing an addiction to their smartphone or social media. It's essential to note that impact of social media on teenagers depends on how they use platforms. Active social media use Such as engaging with others, Sharing content and participating in online communities can have positive effect. On the other hand passive social media use Such as scrolling through feeds without intracting can lead to negative outcome.

A number of studies was carried out to study prevalence of effect of social media in foreign countries and India among university students but with little focus on association of effect of social media with mental health conditions like stress, anxiety and Depression with quality of sleep among engineering students have been conducted. Most of the Indian studies are metro city based, hence this cross sectional study was designed to determine the prevalence of effect of social media and its association with depression, anxiety, stress and quality of sleep among engineering students of Kalaburagi district of Karnataka

In another study endeavoured to understand and report effects of social media prevalence in engineering students, the association between effects of social media and quality of sleep and the association between effects of social media and behavioural problems. Today's smartphones present great opportunities and comforts for people; at the same time, they facilitate the accomplishment of tasks and have achieved generalised popularity in the present society. The users of this technology even state that it has become an extension of their body, determining both their identity and their way of being.

As a result, the number of investigations into the state of the matter has increased, characterizing this phenomena as addictive, antisocial, and dangerous.

Smartphone addiction is so prevalent that it is already considered to be like any other addiction to harmful substances. Therefore, it is a public health problem, which is why, because of the excessive use of this device and the dependence that this technology generates, a new pathology known as effects of social media is emerging and being catalogued as a clinical disorder. Other words, effects of social media is the fear of feeling disconnected from the digital world.

Methods:

Study design:

A quantitative research was conducted in selected Texcity college of Nursing , Coimbatore.

Subjects:

Sample size is the number of items to be selected from the universe to constitute a sample. Based on the set of criteria, 50 teenagers 13-19&20 years above at selected college, coimbatore was considered as samples for the present study. The inclusion criteria are Willing to participate in this study as following age group those who use smartphones. Teenagers who are willing to participate in this study. Teenagers present at the time of data collection.

Study tool:

Self structured questionnaire was administered to collect demographic variables: Age, Gender, name of the course, type of stay, what kind of gadgets you have, from what age did you start enter into social media, number of hours spent in social media, do you have any restriction to use, expenditure on internet per month.

Knowledge questionnaire were deals with pre test and post test for assessment of regarding Effects of social media. It's consist of 30 self-structured questionnaire related to effects of social media among

teenagers.

Data analysis:

Data analysis was done by using the demographic variables are analyzed by using frequency and percentage distribution. Effectiveness of structured teaching programme are analyzed by computing frequency, percentage, mean, median, Standard deviation. Correlation between the level of knowledge evaluated by paired' test. Association between the pre-test score and demographic variables analyzed using Chi-square test.

Results :

Among 50 teenagers 35(70%) of samples had moderate score in effects of social media, and 15(30%) of the samples had in adequate score in effect of social media, and 0(0%) of the samples had adequate score in effect of social media. The mean pre-test score was 11.28 and mean post-test score was 21.58. The standard deviation of pretest score is 4.01 and post test score is 1.18. The calculated paired 't' value 16.1 is highly significant at 0.05 level than the table value (t=1.67). It was inferred the structured teaching programme was effective in reducing the effective of social media among teenagers. Where is association between the pre-test knowledge and selected demographic variables such as whatsapp, instagram, facebook. (x^2=6.32) At what age did you first start using social media (x^2=10.96) No. of hours spent in media (x^2=6.36) .

Table 4.1: frequency and percentage distribution of sample with their selected demographic variables [n=50]

S.NO	DEMOGRAPHIC VARIABLES	TOTAL	
		FREQUENCY (f)	PERCENTAGE (%)
1	**Age in years**		
	a) 16-17	0	0
	b) 18-19	42	84
	c) 20 & above	8	16
2	**Gender**		
	a) Male	20	40
	b) Female	30	60
3	**Name of the course**		
	a) B.sc(N)	50	100
	b) DGNM	0	0
4	**Type of study**		
	a) Hostel	43	86
	b) Day scholar	7	14
	c) Others	0	0
5	**Spent more time on (w,i,f)**		
	a) Never	20	40
	b) Rarely	24	48

	c) Often	6	12

S.No	DEMOGRAPHIC VARIALES	TOTAL	
		FREQUENCY (f)	PERCENTAGE (%)
6	What gadgets do you have		
	(a) Smartphone	35	70
	(b) Computer	10	20
	(c) Both a & c	5	10
7	At what age did you first start using social media		
	(a) 10-14	17	34
	(b) 14-17	25	50
	(c) 17-19	8	16
8	No. of hours spent in social media		
	(a) 1 hour	20	40
	(b) 2-3 hours	25	50
	(c) Often	5	10
9	Do you have any restrictions		
	(a) Yes	40	80
	(b) No	10	20
10	Internet expense for social media		
	(a) <200	17	34
	(b) 200-400	30	60
	(c) 400-600	3	6

Fig 4.1.1: A bar diagram showing the percentage distribution of samples in terms of time spent on Whatsapp, Instagram and Facebook.
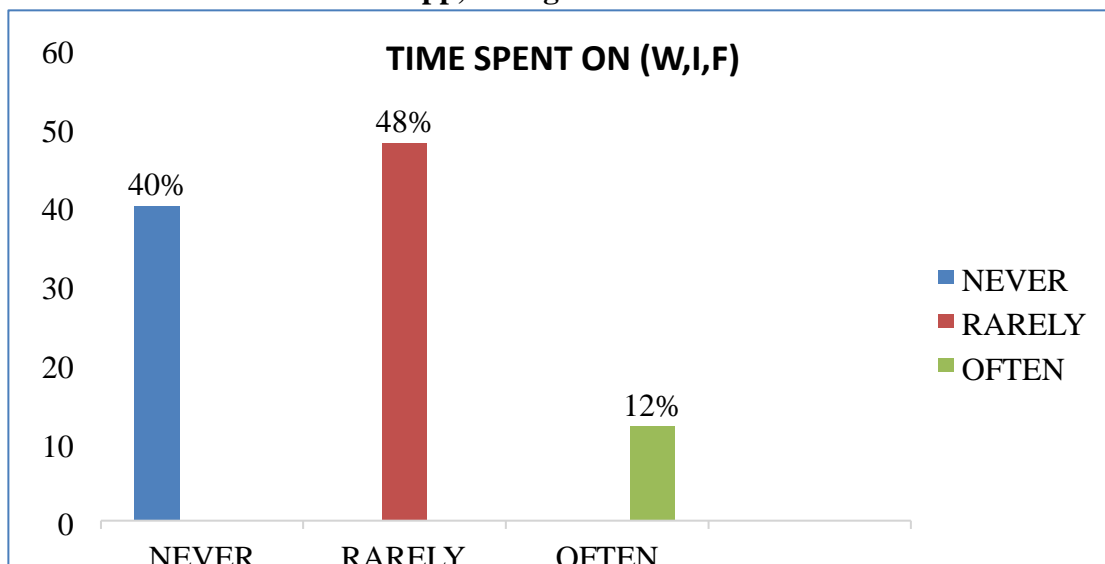
Fig 4.1.2: A pie diagram showing the percentage distribution of samples in terms of age when they first started using social media.
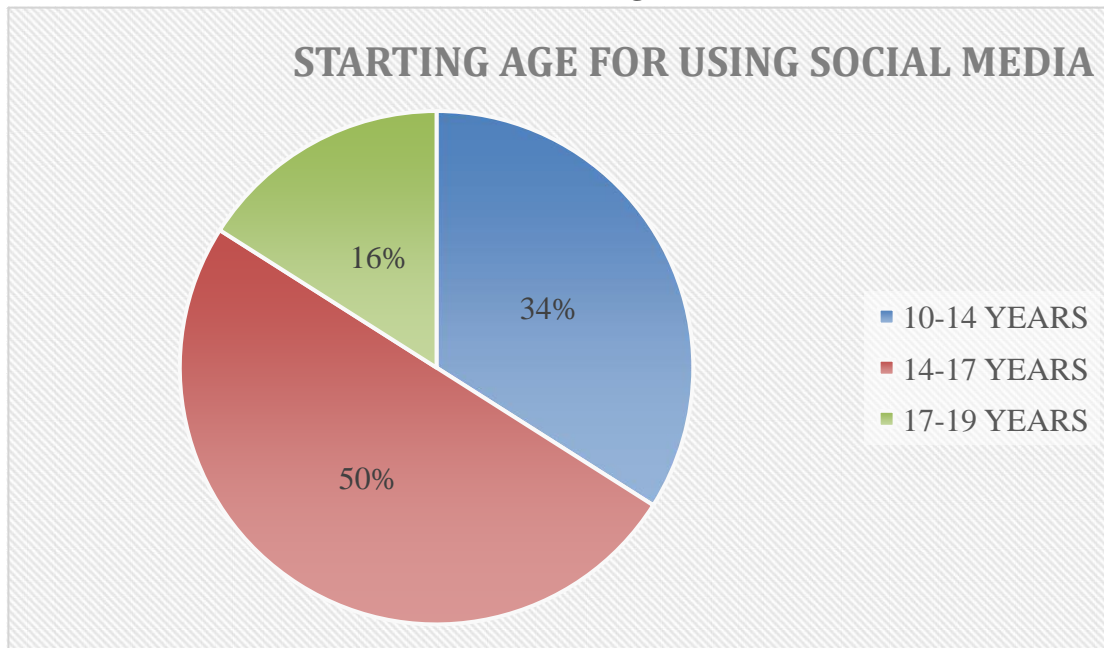

Fig 4.1.3: A donut diagram showing the percentage distribution of samples in terms of hours spent in social media.
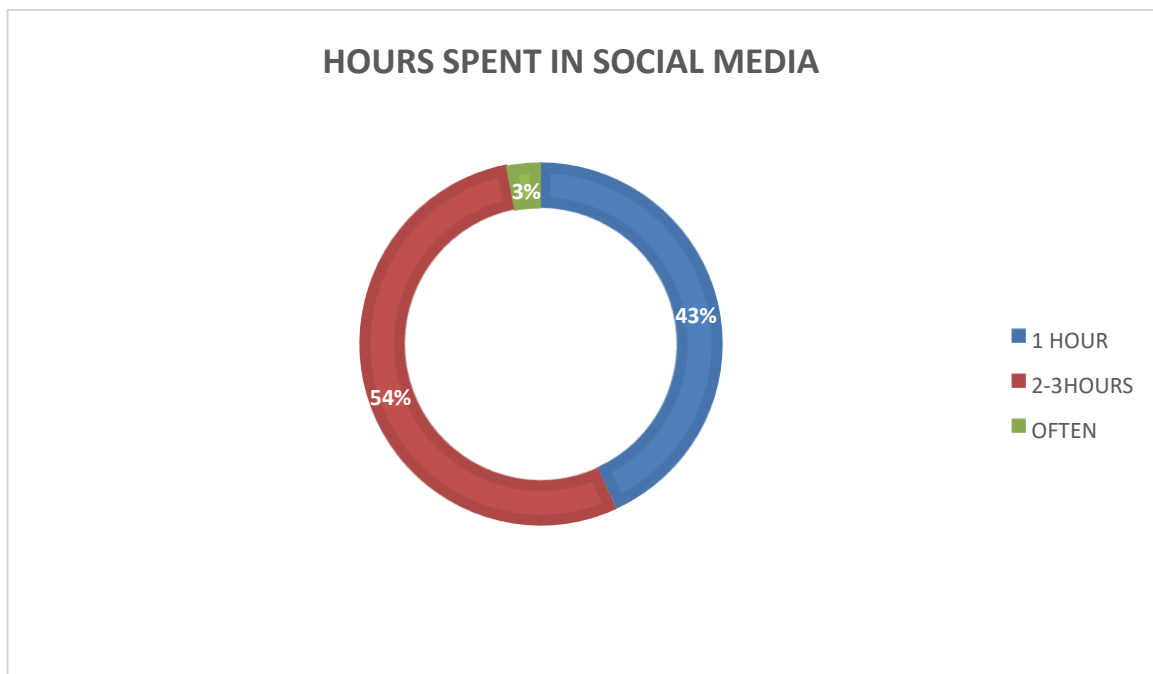
Fig 4.2.1: A bar diagram showing the percentage distribution of samples according to the level of knowledge on effects of social media among teenagers in the pre-test and post-test.
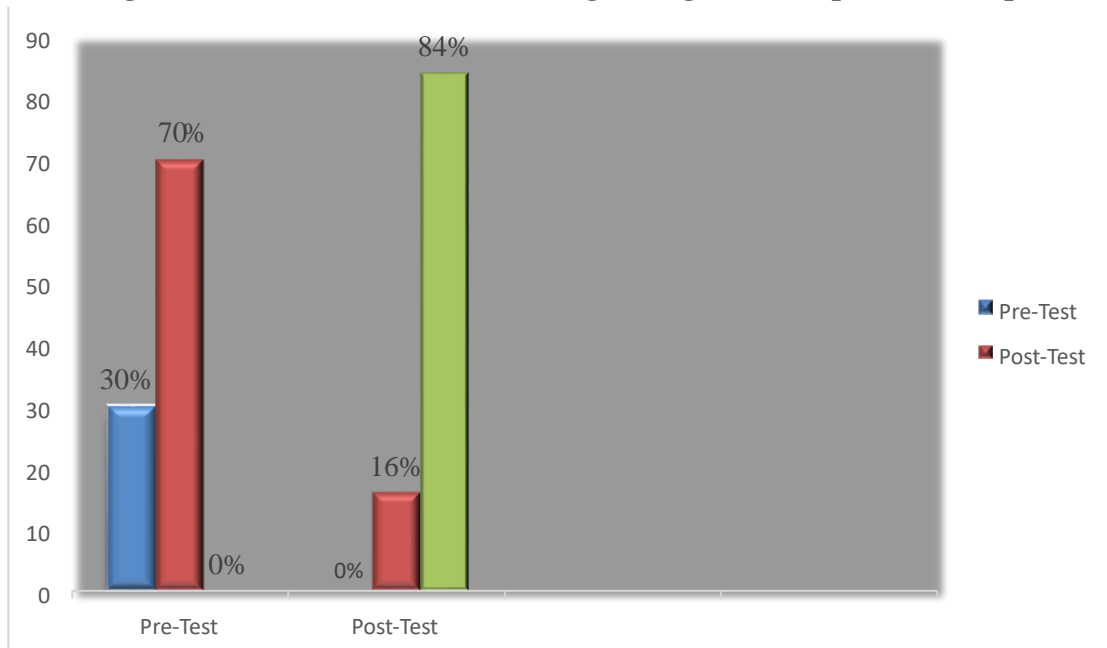

Table-4.4 Association between the pre-test score with their selected demographic variables among teenagers.[n=50]

S.NO	DEMOGRAHIC VARIABLES	Inadequate		Moderate		Adequate		Chi-square	Table value
		N	%	N	%	N	%		
1	**Age in years**								
	(a)16-17	**0**	**0**	**0**	**0**	**0**	**0**	**0.24**	**5.991**
	(b)18-17	**12**	**24**	**30**	**60**	**0**	**0**		**Df=2**
	(c)20&above	**3**	**6**	**5**	**10**	**0**	**0**		
2	**Gender**								
	(a)male	**7**	**14**	**13**	**26**	**0**	**0**	**0.38**	**3.841**
	(b)female	**8**	**16**	**22**	**44**	**0**	**0**		**Df=1**
3	**Name of the course**								
	(a)B.SC(N)	**15**	**30**	**35**	**70**	**0**	**0**	**0**	**3.841**
	(b)DGNM	**0**	**0**	**0**	**0**	**0**	**0**		**Df=1**
4	**Types of study**								
	(a)Hostel	**13**	**26**	**30**	**60**	**0**	**0**	**0.0077**	**5.991**
	(b)Days scholar	**2**	**4**	**5**	**10**	**0**	**0**		**Df=2**
	(c)others	**0**	**0**	**0**	**0**	**0**	**0**		
5	**Spent more time on (whatsapp, insta, facebook)**								
	(a)Never	**10**	**20**	**10**	**20**	**0**	**0**	**6.32***	**5.991**
	(b)Rarely	**4**	**8**	**20**	**40**	**0**	**0**		**Df=2**

	(c)often	1	2	5	10	0	0	
6	**What gadgets do you have use?**							
	(a)Smart phone	10	20	25	50	0	0	0.26
	(b)Computer	3	6	7	14	0	0	**5.991 Df=2**
	(c)Both a & b	2	4	3	6	0	0	

	DEMOGRAHIC VARIABLES	**Inadequate**		**Moderate**		**Adequate**		**Chi-square**	**Table value**
		N	**%**	**N**	**%**	**N**	**%**		
7	**At what age did you first start using social media**								
	(a)10-14 years	7	14	10	20	0	0	**10.96***	**5.991 Df=2**
	(b)14-17 years	5	10	20	40	0	0		
	(c)17-19 years	3	6	5	10	0	0		
8	**No. of hours spent in social media**								
	(a)1hours	10	20	10	20	0	0		
	(b)2-3hours	4	8	21	42	0	0	**6.36***	**5.991**
	(c)often	1	2	4	8	0	0		**Df=2**
9	**Do you have any restriction**								
	(a)yes	10	20	30	60	0	0		**3.841**
	(b)no	5	10	5	10	0	0	**2.37**	**Df=1**
10	**Internet expense for social media**								
	(a)<200	4	8	13	26	0	0		**5.991**
	(b)200-400	10	20	20	40	0	0	**0.48**	**Df=2**
	(c)400-600	1	2	2	4	0	0		

***Significant at p>0.05 level**

Table 4.4 revealed that, chi-square test was done to find out the association between the pretest and selected demographic variables. The finding shows that there was a significant association between the pretest knowledge and selected demographic variables such as whatsapp, instagram, facebook) ($x^2 = 6.32$) Age did you enter social media ($x^2 = 10.96$) No of hours spent in media ($x^2 = 6.36$).

There was no significant association between pre-test score with other selected demographic variables such as age, gender, name of the course, type of study, what kind of gadgets have, do you have any restriction, expenditure on internet .

Discussion :

The aim of the present study was conducted to assess the effectiveness of structured teaching programme among teenagers at selected college, Coimbatore. The sample size was 50 teenagers.

Descriptive (mean, frequency, percentage and standard deviation) and inferential (chi square and paired' test) statistics were used for the analysis of data as per the objectives of the study the interpretation has been tabulated. The results of the study were discussed according to the finding of the study. The first objective of this study was to assess the effects of social media among teenagers. The study shows that before administration of structured teaching programme of effects of social media in the pre-test, inadequate knowledge score 30% moderate knowledge score 70%. After administration of structured teaching programme the effects of social media in the post-test, in moderate knowledge score 16%, adequate knowledge score 84%. Hence, from the above data it was inferred that the effects of social media was reduced after the administration of structured teaching programme among teenagers. To evaluate the effectiveness of structured teaching programme on effects of social media among teenagers. It reveals that the effectiveness of structured teaching programme, overall pretest mean score among teenagers was 11.28 with standard deviation of 4.01 and in post-test score is 21.58 with standard deviation 1.18. So the mean different is 10.3. Difference between pre-test and post-test is analysed using paired -test. The obtained* value was 16.1 significant at $p < 0.05$ level and the table value 1.67. It was inferred that since the 't' value of structured teaching programme on effects of social media was significant So, the stated hypothesis was accepted Hence, lt was evident that structured teaching programme was effective in reducing the effects of social media among teenagers. 38 .To find out association between the pre-test effect of social media with their selected demographic variables. The association between the degree of effects of social media reduction scores with the socio demographic variables. Demographic variables Spent more time on whatsapp, instagram, facebook. At what age did you start using social media, No. of hours spent in social media, shows statistical significance when correlated with degree of effects of social media reduction score. Statistical Significance was calculated using chi square test. There is a Statistical Significant association between the pre-test scores of teenagers with selected demographic variables. Hence the Statistical hypotheses have been proved.

Conclusion :

The following conclusion was drawn from the study. The study proved that structured teaching programme on effects of social media among teenagers was effective.

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6. Bányai et al. (2017) examined problematic social media use in a large, nationally representative sample of adolescents. Their findings showed associations with anxiety, depression, and other mental health challenges.

7. Valkenburg (2022) provided an overview of how social media affects wellbeing, discussing both benefits like increased social ties and risks such as exposure to harmful content.

8. Falcón-Linares et al. (2023) reviewed qualitative studies on the impact of social media on adolescents' mental health, identifying both risks (e.g., cyberbullying, overuse) and benefits (e. g., improved social connections). They emphasized the importance of educational interventions to promote resilience.

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