



# A Study To Assess The Effectiveness Of Structured Teaching Programme Regarding Knowledge On Impact Of Social Media Among Bsc Nursing Students Studying At Selected Nursing Colleges In Sagar Madhya Pradesh.

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## ABSTRACT

Historically, teenagers have been behind adults in terms of cell phone ownership; however, recent survey data from the Pew Internet & American Life Project indicates that individuals aged 17 to 21 are increasingly bridging this gap. The Project initiated its examination of teenagers' mobile phone usage during the 2004 Teens and Parents project, which revealed that 85% of teenagers owned a cell phone at that time. Since then, the prevalence of mobile phone usage among those aged 17 to 21 has consistently increased, reaching 63% in the fall of 2021 and escalating to 71% in early 2016. In contrast, by a similar period in 2016, 77% of all children and 88% of parents possessed a cell phone or other mobile device. As of our latest tracking survey conducted in April 2016, cell phone ownership among children has risen to 85%. The project is currently in the process of surveying teenagers and their parents, with new data expected to be released in early 2021.

**Objectives:** To assess the pre test existing knowledge on impact of social media among BSc nursing students studying at selected nursing colleges in Sagar Madhya Pradesh. To evaluate the effectiveness of structured teaching programme on impact of social media among BSc nursing students. To assess the post test level of knowledge. To find out association the post test score on impact of social media with selected demographic variables among BSc nursing students studying at selected nursing colleges in Sagar Madhya Pradesh. **RESERCH APPROCH** Quantitative research approach **RESEARCH DESIGN** The research design was used in this study is pre experimental design (one group pretest-post test) with manipulation, no randomization and no control group. **SAMPLE SIZE** 60 nursing students studying in various Nursing colleges at Sagar. **SAMPLING TECHNIQUE** Non probability convenient sampling technique. The finding of the study revealed a high statistical significance in comparing with pre and post-

test of knowledge regarding impact of social media among college students after receiving structured teaching programme. Post test percentage of knowledge on impact of social media among college age students. 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 media among college age students. In general none of the students 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.

## INTRODUCTION

Social media sites are specialized websites or other applications that let users submit messages, photographs, and other content. They also let users share connections, browse and view their own list of connections, and interact with others on the platform. These links' names and nature can differ from one site to the next. Children now have a plethora of options to express themselves and have fun thanks to social media and new technologies, but these options come with a price. Over the past century, media technologies have changed, impacting children's social and psychological behavior in addition to their communication styles. The world is overloaded with newly invented cell phones, televisions, and internet. A social media website is defined as one where users create an online profile and list their interests. It affects society in both positive and negative ways.

Social media, particularly popular websites like Facebook, My Space, and even Twitter, has a significant influence on society. Even Nevertheless, social media can affect society in both positive and harmful ways. People can engage with acquaintances and strangers more easily thanks to social media networks. Although we refer to this phenomenon as "social media sites," the word "social media sites" is also used in public discourse, and the two terms are frequently used synonymously. We choose not to use the term "network" due to two factors: scope and focus. "Network" focuses on establishing relationships, frequently between total strangers. Although networking is allowed on these sites, it is neither the main feature nor what sets them apart on many of them.

Electronic media is pervasively present in modern society, with computers, movies, videos, music, and video games serving as mainstays for both work and enjoyment. Numerous studies are worried about the detrimental effects of electronic media on kids, even if these platforms can entertain and educate kids. The media serves as a servant or third parent. Numerous factors are significant when it comes to children's behavior and media exposure. Exposure to media has an impact on a child's neurodevelopment, diet, health, and academic performance. An essential component of behavior modification is parent education.

In the medical college of Thomas Jefferson University, a prospective study was carried out. United States on how using visual media affects academic achievement in college. Four wave longitudinal telephone research with 6,486 students nationwide between the ages of 17 and 21. After controlling for a variety of variables, baseline mediator levels, and baseline college performance, it was found that media content and screen exposure duration had a negative impact on academic achievement. Due to an increase in substance abuse, sensation seeking, and problem behavior among college students, these characteristics of visual media consumption have a negative impact on academic achievement.

## STATEMENT OF THE PROBLEM

“A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME REGARDING KNOWLEDGE ON IMPACT OF SOCIAL MEDIA AMONG BSC NURSING STUDENTS STUDYING AT SELECTED NURSING COLLEGES IN SAGAR MADHYA PRADESH.”

## OBJECTIVES

- To assess the pre test existing knowledge on impact of social media among BSc nursing students studying at selected nursing colleges in Sagar Madhya Pradesh.
- To evaluate the effectiveness of structured teaching programme on impact of social media among BSc nursing students studying at selected nursing colleges in Sagar Madhya Pradesh.
- To assess the post test level of knowledge on impact of social media among BSc nursing students studying at selected nursing colleges in Sagar Madhya Pradesh.
- To find out association the post test score on impact of social media with selected demographic variables among BSc nursing students studying at selected nursing colleges in Sagar Madhya Pradesh.

## RESEARCH APPROACH

Quantitative research approach

## RESEARCH DESIGN

The research design was used in this study is pre experimental design (one group pretest-post test) with manipulation, no randomization and no control group.

*Table -3.1 Description of study design*

| Pre test | Intervention                                              | Post test |
|----------|-----------------------------------------------------------|-----------|
| O1       | X – Structured teaching programme, booklet and flip chart | O2        |

## STUDY SETTING

Selected nursing colleges in Sagar district.

## STUDY SAMPLE

The sample comprised of BSc Nursing students studying in various Nursing colleges at Sagar.

## SAMPLE SIZE

60 nursing students studying in various Nursing colleges at Sagar.

## SAMPLING TECHNIQUE

Non probability convenient sampling technique.

## RESEARCH VARIABLES

### *Independent Variable*

Structured teaching programme regarding the impact of social media.

### *Dependent Variable*

The dependent variable is the knowledge of BSc Nursing students on the impact of social media.

### *Attribute Variables*

Personal characteristics like age, gender, educational qualification, income, type of stay, etc.

## DEVELOPMENT AND DESCRIPTION OF THE TOOLS

### *Development of the tools*

Appropriate Semi structured questionnaire tool has been developed after extensive review of literature and obtained experts opinion and content validity from Medical, Nursing and Statistics department. Construction and pretesting of tool was done during pilot study. Direct assessment of the students was performed during data collection.

### *Description of the tools*

It comprises of semi-administered questionnaire, which consists of 2 sections.

Section – A : Demographic variables

Section – B : Semi Structured questionnaires

#### *Section-A*

This section deals with the Demographic Variable data of nursing colleges children such as age, gender, religion, educational status of parents, educational status of students, income of the parents, type of family, area of residency, residing at, mode of using social media, duration of time spending in social media, types of social media using, purpose of using social media.

#### *Section-B*

It consists of 25 items which covers the general information from the nursing colleges students on the impact of social media, which was used for pretest and post test. Each correct answer will be given the score of „one“ and the wrong answer will be given the score of „zero“. The total possible score will be 25.

### **Scoring Procedure**

Section-A: The demographic variables were coded to assess the background of the BSc Nursing students and thereby to subjects it for statistical analysis.

Section-B: In semi structured knowledge questionnaire each correct answer were given a score of „one“ and the wrong answer will be given a score of „zero“.

| Marks        | Percentage    | Level of Knowledge |
|--------------|---------------|--------------------|
| Less than 10 | Less than 50% | Inadequate         |
| 10 – 15      | 50 – 75%      | Moderate           |
| More than 15 | Above 75%     | Adequate           |

## PILOT STUDY

A preliminary study was carried out in selected nursing colleges in Sagar. Formal approval was secured from the Head of the Department of Education at these institutions. To assess the feasibility and relevance of the research, the pilot study involved students from six nursing colleges in Sagar over a duration of one week. The assessment tool was submitted to medical and nursing professionals for evaluation of its content validity, and its reliability was determined using the Test-Retest method. The findings from the pilot study indicated a positive correlation between the knowledge of the students and confirmed the feasibility of the study.

## DATA COLLECTION PROCEDURE

Formal authorization to carry out both the pilot and main studies was secured from the Principals of various nursing colleges. The duration of the study was extended by four weeks, during which data collection occurred from Monday to Saturday, between 8 AM and 4 PM. A convenient sampling technique was employed to select 60 participants who met the inclusion criteria. The researcher introduced herself to the chosen nursing college students, and written consent was obtained from each participant's parent, ensuring confidentiality was maintained. Subsequently, the students were evaluated regarding the effects of social media through a semi-structured questionnaire. Data was collected daily from the nursing college students, and the samples were gathered collectively. The pretest was administered for 25 minutes. On the same day, a structured teaching program was conducted for 45 minutes utilizing a lecture and discussion format, supported by a laptop, flip chart, and booklets prepared by the researcher in consultation with experts. The nursing college students engaged actively, displaying alertness and enthusiasm. Key points were reiterated for clarity, and any questions were addressed, with each student receiving a booklet at the conclusion of the discussion. After a seven-day interval, a post-test was conducted for 25 minutes with the same participants using the identical questionnaire to assess the effectiveness of the structured teaching program on their knowledge regarding the impact of social media among BSc Nursing students.

## SECTION-A: DISTRIBUTION OF DEMOGRAPHIC VARIABLES OF COLLEGE STUDENTS.

*Table-4.1: Distribution of sample according to their Demographic Characteristics*

| Demographic variables      |                    | No. of children | %      |
|----------------------------|--------------------|-----------------|--------|
| Age                        | 17 -18 years       | 5               | 8.33%  |
|                            | 18 -19 years       | 8               | 13.33% |
|                            | 19 -20 years       | 18              | 30.00% |
|                            | 20 -21 years       | 29              | 48.34% |
| Gender                     | Male               | 36              | 60.00% |
|                            | Female             | 24              | 40.00% |
| Religion                   | Hindu              | 44              | 73.33% |
|                            | Muslim             | 7               | 11.67% |
|                            | Christian          | 9               | 15.00% |
| Father educationals status | Primary colleges   | 3               | 5.00%  |
|                            | High colleges      | 23              | 38.34% |
|                            | Secondary colleges | 14              | 23.33% |
|                            | Graduate           | 20              | 33.33% |
| Mother educationd status   | Primary colleges   | 7               | 11.67% |
|                            | High colleges      | 28              | 46.67% |
|                            | Secondary colleges | 16              | 26.66% |

|                                                    |                                  |    |        |
|----------------------------------------------------|----------------------------------|----|--------|
|                                                    | Graduate                         | 9  | 15.00% |
| Student educationstatus                            | BSc nursing 1 <sup>st</sup> year | 8  | 13.33% |
|                                                    | BSc nursing 2 <sup>nd</sup> year | 6  | 10.00% |
|                                                    | BSc nursing 3 <sup>rd</sup> year | 29 | 48.33% |
|                                                    | BSc nursing 4 <sup>th</sup> year | 17 | 28.34% |
| Parents monthly income                             | Rs.4500– 5000                    | 15 | 25.00% |
|                                                    | Rs.5001 – 7000                   | 16 | 26.67% |
|                                                    | Rs.7001 – 10000                  | 16 | 26.67% |
|                                                    | > Rs.10000                       | 13 | 21.66% |
| Type of family                                     | Nuclear family                   | 36 | 60.00% |
|                                                    | Joint family                     | 22 | 36.67% |
|                                                    | Extended family                  | 2  | 3.33%  |
| Area of residence                                  | Rural                            | 13 | 21.67% |
|                                                    | Urban                            | 47 | 78.33% |
| Type of staying                                    | With parents                     | 37 | 61.67% |
|                                                    | With relation                    | 14 | 23.33% |
|                                                    | In hostel                        | 7  | 11.67% |
|                                                    | Friends                          | 2  | 3.33%  |
| Mode of device accessing                           | Laptop                           | 7  | 11.67% |
|                                                    | Smart phone                      | 32 | 53.33% |
|                                                    | Computer                         | 12 | 20.00% |
|                                                    | Laptop, Smart Phone, Computer    | 9  | 15.00% |
| Types of social media using                        | Whats app                        | 22 | 36.67% |
|                                                    | Face book                        | 12 | 20.00% |
|                                                    | You tube                         | 8  | 13.33% |
|                                                    | All applications                 | 18 | 30.00% |
| Which one is not the purpose of using social media | Entertainment                    | 3  | 5.00%  |
|                                                    | Chatting with friends            | 7  | 11.67% |
|                                                    | Updates knowledge                | 8  | 13.33% |
|                                                    | Not concentrating in studies     | 42 | 70.00% |
|                                                    | 1-2 hours/day                    | 25 | 41.67% |

|                                                             |                       |    |        |
|-------------------------------------------------------------|-----------------------|----|--------|
| Duration of time spending in social media                   | 2-4 hours/day         | 20 | 33.33% |
|                                                             | 4-6 hours/day         | 11 | 18.33% |
|                                                             | More than 6 hours/day | 4  | 6.67%  |
| Are your parents aware of your social mediating activities? | Yes                   | 44 | 73.33% |
|                                                             | No                    | 16 | 26.67% |

#### SECTION-B: ASSESSMENT OF PRESENT KNOWLEDGE SCORE OF COLLEGE STUDENTS BEFORE AND AFTERSTRUCTURED TEACHING PROGRAMME.

Table 4.2: Each Domain Wise Pretest Percentage of Knowledge onImpact of Social Media Among College Children

| S.No  | Domains                                          | No. of questions | Min – Max Score | Knowledge score |      |                 |
|-------|--------------------------------------------------|------------------|-----------------|-----------------|------|-----------------|
|       |                                                  |                  |                 | Mean            | SD   | % of mean score |
| 1     | Definition                                       | 2                | 0 - 2           | 0.85            | 0.40 | 42.50%          |
| 2     | Impact of socialmedia                            | 6                | 0 - 6           | 1.20            | 0.82 | 20.00%          |
| 3     | Common healthproblems                            | 3                | 0 - 3           | 1.53            | 0.70 | 51.11%          |
| 4     | Physical, psychological, social, studiesproblems | 6                | 0 - 6           | 2.58            | 0.81 | 43.00%          |
| 5     | Advantages and disadvantages                     | 3                | 0 - 3           | 1.35            | 0.88 | 45.00%          |
| 6     | Preventive measures                              | 5                | 0 - 5           | 2.58            | 1.17 | 51.67%          |
| Total |                                                  | 25               | 0 - 25          | 10.10           | 1.93 | 40.40%          |

Table No 4.2 shows each domain wise pre-test percentage of knowledge on impact of social media among college children. They were having maximum knowledge in Preventive measures (51.67%) and minimum knowledge score in Parent's role to Impact of social media (20.00%).

Table 4.3: Overall Pretest Knowledge Score

|               | No. of questions | Min – Max score | knowledge score    |        |
|---------------|------------------|-----------------|--------------------|--------|
|               |                  |                 | Mean $\pm$ SDscore | %      |
| Overall score | 25               | 0 -25           | 10.10 $\pm$ 1.93   | 40.40% |

Table No 4.3 shows, pre-test percentage of knowledge on impact of social media among college children. Overall pretest percentage of knowledge score is 40.40% among children.

**Table 4.4: Pretest Level of Knowledge**

| Level of knowledge   | No. of children | %     |
|----------------------|-----------------|-------|
| Inadequate knowledge | 55              | 91.7% |
| Moderate knowledge   | 5               | 8.3%  |
| Adequate knowledge   | 0               | 0.0%  |
| Total                | 60              | 100%  |

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. Statically there is a significant difference in the pre test level of knowledge score. It was conformed using extended Mc Nemar's test.

**Table No.4.4.1 Knowledge score interpretation**

Min=0 Max=1 Total questions=25 Maximum marks= 25

| S No. | Grade                | Percentage | Marks        |
|-------|----------------------|------------|--------------|
| 1.    | Adequate knowledge   | 76 – 100%  | 18.76- 25.00 |
| 2.    | Moderate knowledge   | 50 – 75%   | 12.6- 18.75  |
| 3.    | Inadequate knowledge | 0 – 50 %   | ≤ 12.5       |

**Table 4.5: Each Domain wise Posttest Percentage of Knowledge on Impact of Social Media among College Children**

| SNo | Domains                                           | No.of questions | Min<br>Max score | Knowledge score |      |                 |
|-----|---------------------------------------------------|-----------------|------------------|-----------------|------|-----------------|
|     |                                                   |                 |                  | MMean           | SD   | % of mean score |
| 1   | Definition                                        | 2               | 0 -2             | 1.67            | 0.48 | 83.34%          |
| 2   | Impact of socialmedia                             | 6               | 0 - 6            | 4.98            | 1.24 | 83.06%          |
| 3   | Common healthproblems                             | 3               | 0 - 3            | 2.40            | 0.69 | 80.00%          |
| 4   | Physical, psychological, social, studies problems | 6               | 0 - 6            | 5.13            | 0.83 | 85.56%          |
| 5   | Advantagesand disadvantages                       | 3               | 0 - 3            | 2.37            | 0.84 | 78.89%          |
| 6   | Preventive measures                               | 5               | 0 - 5            | 4.07            | 1.51 | 81.33%          |

|       |    |        |       |      |        |
|-------|----|--------|-------|------|--------|
| Total | 25 | 0 - 25 | 20.62 | 3.15 | 82.48% |
|-------|----|--------|-------|------|--------|

Table 4.5 shows each domain wise post-test percentage of knowledge on impact of social media among college children. They are having maximum knowledge in Physical, psychological, social, studies problems (85.56%) and minimum knowledge score in Advantages and disadvantages (78.89%).

**Table-4. 6: Overall Post Test Knowledge Score**

|               | No. of questions | Min – Maxscore | Knowledge score    |        |
|---------------|------------------|----------------|--------------------|--------|
|               |                  |                | Mean $\pm$ SDscore | %      |
| Overall score | 25               | 0 -25          | 20.62 $\pm$ 3.15   | 82.48% |

Table No 4.6 Shows, post-test percentage of knowledge on impact of social media among college children.

Overall posttest percentage of knowledge score is 82.48% among children.

**Table-4.7: Posttest Level of Knowledge**

| Level of knowledge   | No. of Children | %     |
|----------------------|-----------------|-------|
| Inadequate knowledge | 0               | 0.0%  |
| Moderate knowledge   | 11              | 18.3% |
| Adequate knowledge   | 49              | 81.7% |
| Total                | 60              | 100%  |

Table No.4.7 shows the children posttest level of knowledge.

In general 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 they were having adequate level of knowledge score.

### SECTION-C: COMPARISON OF MEAN SCORE BETWEEN PRE TEST AND POST TEST KNOWLEDGE OF COLLEGE STUDENTS REGARDING THE IMPACT OF SOCIAL MEDIA

**Table-4.8: Comparison of Domain wise Pretest and Posttest Knowledge Score**

| S. No | Knowledge on           | Pretest |      | Posttest |      | Mean Difference | Student's paired t-test                        |
|-------|------------------------|---------|------|----------|------|-----------------|------------------------------------------------|
| 1.    | Definition             | 0.85    | 0.40 | 1.67     | 0.48 | 0.82            | t=11.15 P=0.001<br>*** DF= 59 ,<br>Significant |
| 2.    | Impact of social Media | 1.20    | 0.82 | 4.98     | 1.24 | 3.78            | t=21.06 P=0.001<br>*** DF= 59 ,<br>Significant |
| 3.    | Common health problems | 1.53    | 0.70 | 2.40     | 0.69 | 0.87            | t=6.03 P=0.001<br>*** DF= 59 ,<br>Significant  |

|    |                                                   |       |      |       |      |       |                                               |
|----|---------------------------------------------------|-------|------|-------|------|-------|-----------------------------------------------|
| 4. | Physical, psychological, social, studies problems | 2.58  | 0.81 | 5.13  | 0.83 | 2.55  | t=17.08 P=0.001<br>*** DF= 59,<br>Significant |
| 5. | Advantages and disadvantages                      | 1.35  | 0.88 | 2.37  | 0.84 | 1.02  | t=5.59 P=0.001<br>*** DF= 59,<br>Significant  |
| 6. | Preventive measures                               | 2.58  | 1.17 | 4.07  | 1.51 | 1.49  | t=5.40 P=0.001<br>*** DF= 59,<br>Significant  |
|    | Total                                             | 10.10 | 1.93 | 20.62 | 3.15 | 10.52 | t=18.65 P=0.001<br>*** DF= 59,<br>Significant |

DF= Degrees of freedom \*\*\* very high significant at  $P \leq 0.001$

Table No 4.8 Shows the comparison of Domain wise pretest and posttest knowledge score among children. Knowledge regarding: Definition: In pretest, children were having 0.85 score whereas in posttest they were having 1.67 score. Difference is 0.82. This difference is large and it is statistically significant. Impact of social media: In pretest, children were having 1.20 score whereas in posttest they were having 4.98 score. Difference is 3.78. This difference is large and it is statistically significant. Common health problems: In pretest, children were having 1.53 score whereas in posttest they were having 2.40 score. Difference is 0.87. This difference is large and it is statistically significant. Physical, psychological, social, studies problems, in pretest, children were having 2.58 score whereas in posttest they are having 5.13 score. Difference is 2.55. This difference is large and it is statistically significant. Advantages and disadvantages, in pretest, children were having 1.35 score whereas in posttest they were having 2.37 score. Difference is 1.02. This difference is large and it is statistically significant. Preventive measures, in pretest, children were having 2.58 score whereas in posttest they were having 4.07 score. Difference is 1.49. This difference is large and it is statistically significant. Significance of difference between pretest and posttest score was calculated using student paired t-test.

**Table 4.9: Comparison of Overall Knowledge Score before and after Structured Teaching Programme**

|                         | No. of children | Pretest Mean $\pm$ SD | Posttest Mean $\pm$ SD | Mean difference Mean $\pm$ SD | Student's paired t-test                           |
|-------------------------|-----------------|-----------------------|------------------------|-------------------------------|---------------------------------------------------|
| Overall Knowledge Score | 60              | 10.10 $\pm$ 1.93      | 20.62 $\pm$ 3.15       | 10.52 $\pm$ 4.36              | t=18.65<br>P=0.001 ***<br>DF = 59,<br>significant |

\*\*\* Very high significant at  $P \leq 0.001$  DF= Degrees of Freedom

Table No 4.9 Shows the comparison of overall knowledge before and after the administration of STP. On an average, children's knowledge was improved from 10.10 to 20.62 after the administration of structured teaching programme. In pretest they were able to answer only 10 questions before administration of STP, after administration of STP they were able to answer upto 21 questions. Due to STP they were able to answer 11 more questions correctly. This difference is statistically significant. Statistical significance was calculated by using student's paired 't' test.

Table 4.10: Each Domain wise Pretest and Posttest Percentage of Knowledge

| Domains                                           | Posttest Knowledge | Pretest knowledge | % of knowledge gain |
|---------------------------------------------------|--------------------|-------------------|---------------------|
| Definition                                        | 83.34%             | 42.50%            | 40.84%              |
| Impact of social media                            | 83.06%             | 20.00%            | 63.06%              |
| Common health problems                            | 80.00%             | 51.11%            | 28.89%              |
| Physical, psychological, social, studies problems | 85.56%             | 43.00%            | 42.56%              |
| Advantages and disadvantages                      | 78.89%             | 45.00%            | 33.89%              |
| Preventive measures                               | 81.33%             | 51.67%            | 29.66%              |
| Total                                             | 82.48%             | 40.40%            | 42.08%              |

Table 4.10 Shows each domain wise knowledge gain score after structured teaching programme on knowledge regarding the impacts of social media among college children at selected colleges.

Table 4.11: Comparison of Pretest and Posttest Level of Knowledge Score

| Level of knowledge   | Pretest |       | Posttest |       | Generalized McNamara's test          |
|----------------------|---------|-------|----------|-------|--------------------------------------|
|                      | N       | %     | N        | %     |                                      |
| Inadequate knowledge | 55      | 91.7% | 0        | 0.0%  | $\chi^2=56.31$<br>$P=0.001^{***}(S)$ |
| Moderate knowledge   | 5       | 8.3%  | 11       | 18.3% |                                      |
| Adequate knowledge   | 0       | 0.0%  | 49       | 81.7% |                                      |
| Total                | 60      | 100%  | 60       | 100%  |                                      |

\*significant at  $p < 0.05$  level

Table No.4.11 Shows the pretest and post-test level of knowledge among children

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 between pretest and posttest was calculated using Generalized McNemar's chisquare test.

#### **SECTION-D: EVALUATE THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME IN ASSOCIATION BETWEEN KNOWLEDGE GAIN SCORE AND DEMOGRAPHIC VARIABLES.**

Table-4.12: Effectiveness and Generalization of Knowledge Gain Score after 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      |                                                                      | 42.08%                                                                     |
| Posttest | 30        | 20.62      | 10.52 (9.38 – 11.64)                                                 | (37.52% –46.56%)                                                           |

Table No 4.12 shows the effectiveness of structured teaching programme among college children.

On an average, in posttest after having STP, children were gained 42.08% more knowledge score than pretest score.

Differences and generalization of knowledge gain score between pretest and posttest score was calculated using mean difference with 95% CI and proportion with 95% CI.

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