Research Article

A STUDY TO EVALUATE THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM ON ADVERSE EFFECTS OF ONLINE GAME ADDICTION AMONG SCHOOL CHILDREN IN SELECTED SCHOOL MADURAI

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ABSTRACT

This present study was done to evaluate the effectiveness of structured teaching programme on adverse effects of on line game addiction among school children in selected school. One group pre-test, post test design was adopted. A total of 30 students belong to the age group of 10-16 years were selected by using purposive sampling technique. Pre-test knowledge level was assessed by the knowledge questionnaire, structured teaching programme was given on the adverse effects of online game addiction and post test was done after one week. Knowledge level was scaled as inadequate level knowledge (0-10), moderate level knowledge (11-20), inadequate level knowledge (21-30). The research findings revealed that, in pre test maximum number of samples 21(70%) had inadequate knowledge, 6(20%) had moderate level knowledge and only 3(10%) samples had adequate level knowledge, but in post test most of the samples 25(83%) samples 0had adequate level knowledge, 5(17%) samples had moderately adequate knowledge and none of them had inadequate knowledge. The mean score of post test knowledge was 23.4 [SD 3.46] is higher than the pre-test mean score 13.8 [SD 3.43] the obtained 't' value is 12.28, which is significant at P<0.05 level. The result also revealed that there is a significant association between post test level of knowledge and religion.

KEYWORDS

Online game addiction, Improving knowledge and Adverse effects.

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INTRODUCTION

Children are the most important age group in all societies. Health status and health behaviour of later life are laid down at this stage. Schoolers have the ability to run, jump, climb and improving their self care to express their skill.

School children, young individuals may often be hard to motivate to commit time, energy and other

resources. Now that the world has gone increasingly digital, such performance has been put to test with games being developed and made accessible in the internet[1].

Online game is a video game that is either partially or primarily played through the internet or computer network[2]. Children usually play video games for the entertainment, excitement, challenge seeking and escaping from reality to virtuality and fulfill their unsatisfied motivation and need[3] online game is a medium through which young children can make sense of feel at home where in parents are too busy with their career choices. Online games are ubiquitous on modern gaming platform including PCS, consoles, mobile devices, span may genres including first person shooter, strategy games, etc[3].

While many students turn out and able to balance between online games, daily routine and academics. Some students do not have ability to control which lead them to commit more of their time to online game[4].

Unfortunately this addiction falls under the category of gaming disorder. According to Lopez Fernandez[5] (2019) is a pattern of recurrent or persistent gaming conduct which may present itself through the escalation or continuation of gaming despite the occurrence of adverse circumstances. A rising priority given to gaming, such that daily activities and other life interest become marginal.

Eshrat Zamani, Maliheh Chashm[6] conducted a study on the effects of online game addiction on physical and mental health of female and male students of guidance school in city of Isfahan. The samples (564 school students) were selected by multiple steps stratified sampling. Data were collected using General Health Questionnaire Scale (GHQ-28) and a questionnaire on addiction to online games. The results revealed that there was a positive correlation (r-0.8) between students online game addiction and their physical and mental health.

In the current study (2021) reported the prevalence rate of online game addiction in school children ranges from 12.3% to 73.9%. 36% adolescents 80% of boys and 20% girls played online games. Playing online games is a widespread activity and substantial proportion of learning, physical and psychological

impact. School children are the vulnerable group and there is a need to be provided with professional intervention in the form of promoting mental health through education and self regulation.

Background

Computer games are included in next generation technologies in today's developed visual media world. They are attractive but the dramatic increase in the use of online games in children are remarkable.

According to recent statistics more than 2 billion people play online game globally, and 150 million in United States. 1-10% of games have compulsive addiction. It is also reported that 94% male children and 6% females represent the gender breakdown for online game addiction.

Janardhanaa Navaneetham, Juna Chandian (2018) conducted a study on video game use and its impact among school children. The study concluded that 18% students are playing with control, 20% students are excessively using videogame and 17.5% of students fell under addiction category.

Gonca Muslu, Zcan Aygun[7] (2020) conducted a study to determine the computer addiction among school children. Data were collected from school children using child information form and found that there was statistically difference between gender, level of income, mothers educational level (P<0.05). The study conclude that some intervention can be planned to decease the online game addiction particularly among male students, families with low income and education.

Online games played for an hour on week days and an hour and a half on the weekend. Compared to non gamers, the gamers spend 30% less time in reading 34% less time in doing home work.

The addition to the rivalry and excitements of the games made them the most common recreation programme for the teenagers so that they do any thing to reach a higher level of the game, they immerse in the game so much that they completely separate from the surroundings leads to physical, psychological and psychosocial impact[8].

Nipaporn Apish Presently there are limitations to the universal intervention programme geared towards online game addiction among school children. This

age group cannot be overlooked as it poses additional challenges due to its vulnerability and need to protect children's rights[9]. Therefore the study aimed to assess the effectiveness of structured teaching programme on adverse effects of online game addiction among school children.

Statement
A study to evaluate the effectiveness of structured teaching programme on adverse effects of online game addiction among school children in selected school in Madurai.

Objectives
To assess the pre-test and post-test level of knowledge regarding adverse effects of online game addiction among school children.
To determine the effectiveness of structured teaching programme on knowledge regarding adverse effects of online game addiction among school children.
To find out the association between the level of knowledge regarding adverse effects of online game addiction with their selected demographic variables.

Hypotheses
H_1: The post test mean score of knowledge regarding the adverse effects of online game addiction is significantly higher than the pre test mean score of knowledge among school children.
H_2: There is a significant association between the level of knowledge regarding adverse effects of online game addiction with their selected demographic variables.

Conceptual framework
It was based on Van Bertalanffy General System theory. It composed on input, throughput and output.

MATERIAL AND METHODS
Research Approach
Quantitative approach was adopted.
Research Design
One group pre-test post-test design.
Setting of the Study
The study was conducted in Pasumalai C.S.I Boy's Higher Secondary School, Madurai.
Sample Size
Comprised of 30 samples.
Sampling Technique
Purposive sampling technique was used.

Sampling criteria
Inclusion Criteria
Schoolers who are,
Between the age group of 10-16 years
Present during the time of data collection.
Exclusion Criteria
Not willing to participate in the study.
Data Collection Instruments
The tool was developed by the researcher.
Part I
Demographic variables of school children.
Part II
Structured knowledge questionnaire on adverse effects of online game addiction.
Testing of the Tool
Validity
To ensure the content validity the instrument was given to 10 experts in the field of nursing, medicine, psychologist, etc.
Reliability
Reliability was calculated by split half method correlation coefficient score was r-0.8.
Data Collection Procedure
Formal permission was obtained from Principal C.S.I. Boy's Higher Secondary School, Madurai. Verbal consent was obtained from the study samples. Pre-test was done with the structured knowledge questionnaire, structured teaching programme on adverse effects of online game addiction was given for 30 minutes. Post test was done after one week with the same questionnaire.

RESULTS AND DISCUSSION
As shown in the table in pre-test, maximum number of samples 21(70%) had inadequate level of knowledge 6(20%) samples had moderately adequate 3(10%) samples had adequate knowledge. But in post test most of the subjects 25(83%) had adequate level knowledge 5(17%) samples had moderately adequate level knowledge and none of them had inadequate level of knowledge.
Figure No.1 depicts the post test mean score of knowledge is 23.4 which is higher than the pretest mean score 13.8, the obtained 't' value is 12.28 which is significant at P<0.05 level. Hence it is concluded that structured teaching programme is

effective in improving the knowledge level among school children.

Association between post-test level of knowledge with their selected demographic variables among school children.

Discussion

In the present study, in pre test maximum number of samples 21(70%) had inadequate knowledge 6(20%) had moderate level knowledge and only 3(10%) samples had adequate level knowledge.

But in post test most of the samples 25(83%) had adequate level knowledge 5(17%) had moderately adequate knowledge and none of them had inadequate knowledge.

The above findings were configured with the study done by Nipaporn Apisitwasana, Usaneva Perng Pam, Linda B Cottlie[10] conducted a study on the effectiveness of school and family based intervention to prevent gaming addiction among school children. A Quasi experimental study was implemented among students of grade 4 and 5.310 students were allotted to control and experimental group. Teaching manual and guidelines were given to experimental group. A structured knowledge and attitude questionnaire were used about online game addiction. The findings revealed that there was significant difference in knowledge and attitude, and gaming addiction behaviour (P<0.05) immediate and 3 months post intervention.

The mean score of post test knowledge was 23.4 (SD, 3.46) is higher than the pre-test mean score 13.8 (SD, 3.43) the obtained 't' value is 12.28 which is significant at P<0.05 level.

The above findings were supported by Rohini Dani, Praveen Dani[11] child health nursing department from Mahastra College of Nursing. The efficacy of planned teaching programme on level of knowledge regarding effects of mobile game addiction among school children. Total 70 samples were selected by simple random sampling method from and Sangli-Miraj area. Structured knowledge questionnaire was used to assess the knowledge level.

The post-test mean score of knowledge was 11.47 which was higher than the pre test mean score ie. 8.77.

It is also found that there is a significant association between the level of knowledge regarding adverse effects of online game addiction and religion since the χ2 value is 19.96 which is significant at P<0.05* level.

Table No.1: Distribution of samples based on level of knowledge, N = 30

S.No	Level of Knowledge	Pre-Test		Post-Test	
		f	%	f	%
1	Inadequate	21	70%	0	-
2	Moderately Adequate	6	20%	5	17%
3	Adequate	3	10%	25	83%

Table No.2: Shows that there is a significant association between level of knowledge with religion since the χ2 value is 19.96 which is significant at P<0.05 level

S.No	Demographic Variable	Inadequate		Moderate		Adequate		χ2
		f	%	f	%	f	%	
	Religion							
1	Hindu	0	(0)	2	6.66	23	76.66	19.96*
2	Muslim	0	(0)	0	(0)	1	3.33	
3	Christian	0	(0)	3	10	1	3.33	

P<0.05*
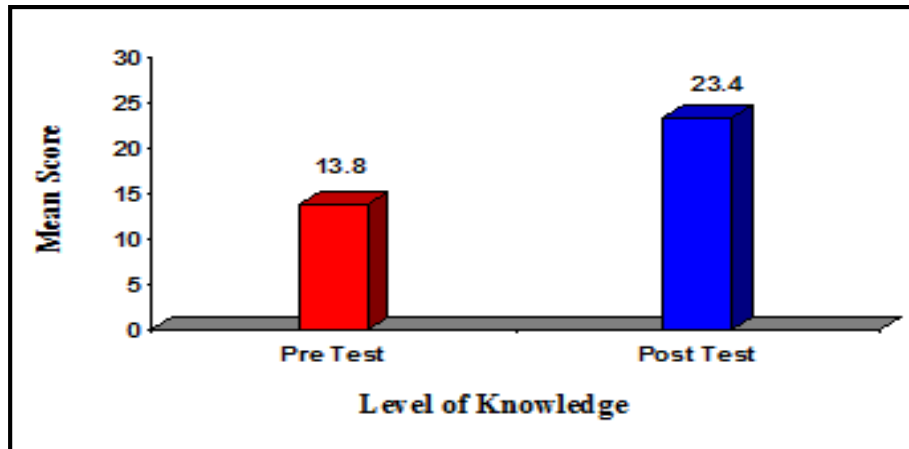
Figure No.1: Evaluates the effectiveness of structured teaching programme on adverse effects of online game addiction among school children

CONCLUSION

Evidence of recent studies suggested that structured teaching programme was effective in improving knowledge regarding adverse effect of online game addiction among school children. There is a urgent need to introduce and implement new interventions for different risk populations. Education, preventive strategies should primarily target children, adolescents, peers, teachers and parents who are part of the formative environment of children who are at risk of online game addiction.

IMPLICATIONS

The nurses working in paediatric unit could counsel parents and children regarding ill effects of online game.

The nursing administrators could encourage the nurses to teach the various effects of online game addiction among school children both in hospital & community area.

Counseling units for online game addiction could be started in every child health unit, and paediatric hospitals.

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CONFLICT OF INTEREST

We declare that we have no conflict of interest.

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