

# A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Prevention of Internet Addiction Among Adolescents in Selected Schools at Bangalore

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**Abstract**—Internet addiction has become a growing concern among adolescents due to increased access to digital devices, social media, online gaming, and other internet-based activities. Excessive internet use can negatively affect adolescents' physical health, academic performance, social relationships, and mental well-being. Lack of awareness regarding the harmful effects of internet overuse and poor self-regulation may increase the risk of internet addiction among adolescents. Educational interventions can play an important role in improving knowledge and promoting healthy internet usage habits among school students. The present study aimed to assess the effectiveness of a Structured Teaching Programme on knowledge regarding prevention of internet addiction among adolescents in selected schools at Bangalore. A quantitative research approach with a pre-experimental one group pre-test and post-test design was adopted. The study sample consisted of 50 adolescents selected using a non-probability purposive sampling technique. Data were collected using a demographic proforma and a structured knowledge questionnaire regarding prevention of internet addiction. A pre-test was conducted to assess the baseline knowledge of adolescents, followed by the administration of the Structured Teaching Programme. After the intervention, a post-test was conducted using the same questionnaire to evaluate the effectiveness of the programme. The findings of the study revealed that the knowledge level of adolescents improved significantly after the Structured Teaching Programme. Statistical analysis showed a significant difference between pre-test and post-test knowledge scores. The study concluded that the

Structured Teaching Programme was effective in improving knowledge regarding prevention of internet addiction among adolescents. The findings highlight the importance of mental health education and awareness programmes in schools to promote responsible internet use and prevent internet addiction among adolescents.

**Index Terms**—Internet Addiction, Structured Teaching Programme, Adolescents, Prevention, Knowledge, School Students.

## I. INTRODUCTION

Adolescence is a critical developmental stage characterized by physical, emotional, and social changes. With the rapid advancement of technology, adolescents are increasingly exposed to the internet through smartphones, computers, and other digital devices. While the internet provides many educational and social benefits, excessive use can lead to internet addiction, which may affect academic performance, sleep patterns, mental health, and interpersonal relationships. Adolescents are particularly vulnerable to internet addiction due to curiosity, peer influence, and lack of awareness regarding healthy internet use. Preventive education is essential to help adolescents understand the risks associated with excessive internet use and to encourage responsible online behavior. Structured teaching programmes can effectively improve adolescents' knowledge and awareness regarding prevention of internet addiction. Therefore,

the present study was undertaken to assess the effectiveness of a Structured Teaching Programme on knowledge regarding prevention of internet addiction among adolescents in selected schools at Bangalore.

## II. NEED FOR THE STUDY

The rapid expansion of internet technology has significantly influenced the lifestyle and behavior of adolescents. Increased use of smartphones, online gaming, social networking, and digital entertainment has made adolescents more vulnerable to internet addiction. Studies have shown that excessive internet use among adolescents can lead to poor academic performance, sleep disturbances, emotional problems, social isolation, and behavioral issues. Many adolescents lack adequate knowledge about the harmful effects of excessive internet usage and strategies to control their online behavior. Educational interventions such as Structured Teaching Programmes can improve awareness and promote responsible internet usage among adolescents. Schools play an important role in promoting mental health awareness and preventive education. Therefore, it is important to educate adolescents about the risks of internet addiction and the ways to prevent it. Hence, the investigator felt the need to conduct a study to assess the effectiveness of a Structured Teaching Programme on knowledge regarding prevention of internet addiction among adolescents in selected schools at Bangalore.

### OBJECTIVES OF THE STUDY

- To assess the pre-test level of knowledge regarding prevention of internet addiction among adolescents.
- To evaluate the effectiveness of Structured Teaching Programme on knowledge regarding prevention of internet addiction among adolescents.
- To find the association between knowledge scores and selected demographic variables.

### HYPOTHESES

- H1: There will be a significant difference between pre-test and post-test knowledge scores regarding prevention of internet addiction among adolescents.

- H2: There will be a significant association between knowledge scores and selected demographic variables.

### ASSUMPTION

- Adolescents may have inadequate knowledge regarding prevention of internet addiction.
- Structured Teaching Programme may improve knowledge regarding prevention of internet addiction among adolescents.

### DELIMITATION

- The study is limited to adolescents studying in selected schools at Bangalore.
- The study includes only adolescents who are available during the data collection period.
- The sample size is limited to selected participants.

### ANALYSIS / INTERPRETATION:

This chapter presents the analysis and interpretation of data collected from 50 adolescents to assess the effectiveness of a Structured Teaching Programme on knowledge regarding prevention of internet addiction among adolescents in selected schools at Bangalore.

TABLE 4.1 AGE DISTRIBUTION OF ADOLESCENTS (N=50)

| Age   | Frequency | Percentage |
|-------|-----------|------------|
| 13-14 | 15        | 30.0       |
| 15-16 | 22        | 44.0       |
| 17-18 | 13        | 26.0       |

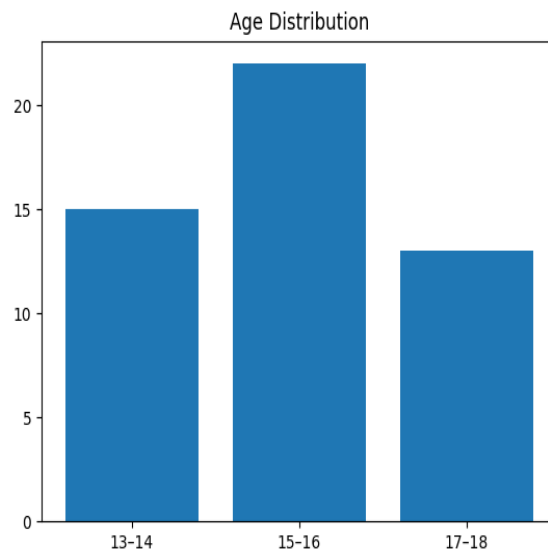


TABLE 4.2 GENDER DISTRIBUTION

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 27        | 54.0       |
| Female | 23        | 46.0       |

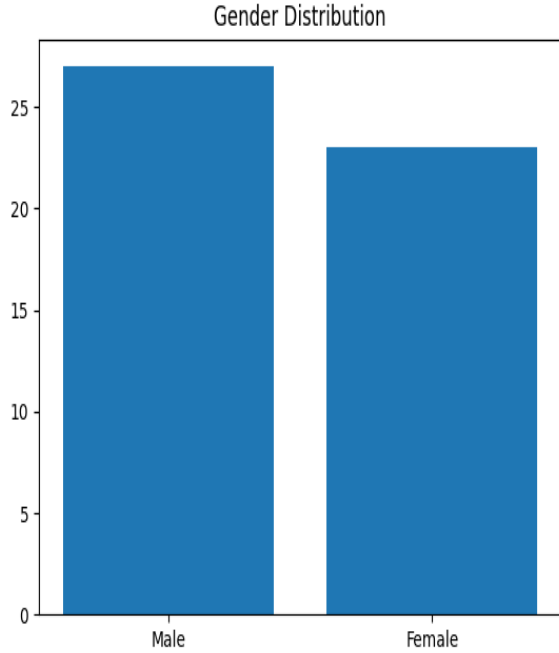


TABLE 4.4 TYPE OF FAMILY

| Family Type | Frequency | Percentage |
|-------------|-----------|------------|
| Nuclear     | 32        | 64.0       |
| Joint       | 18        | 36.0       |

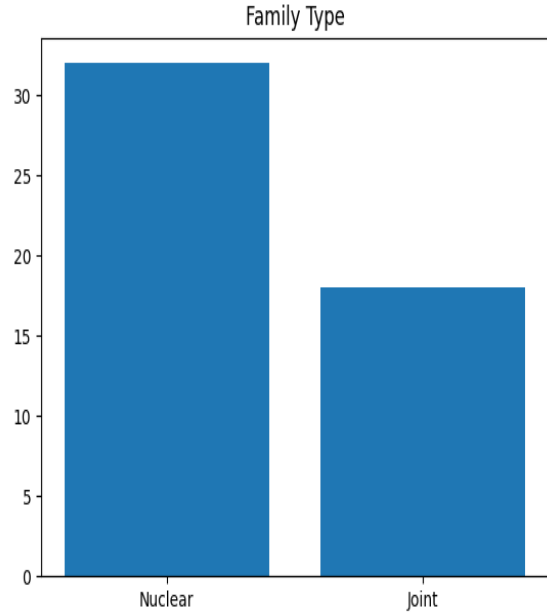


TABLE 4.3 CLASS DISTRIBUTION

| Class | Frequency | Percentage |
|-------|-----------|------------|
| 8th   | 14        | 28.0       |
| 9th   | 19        | 38.0       |
| 10th  | 17        | 34.0       |

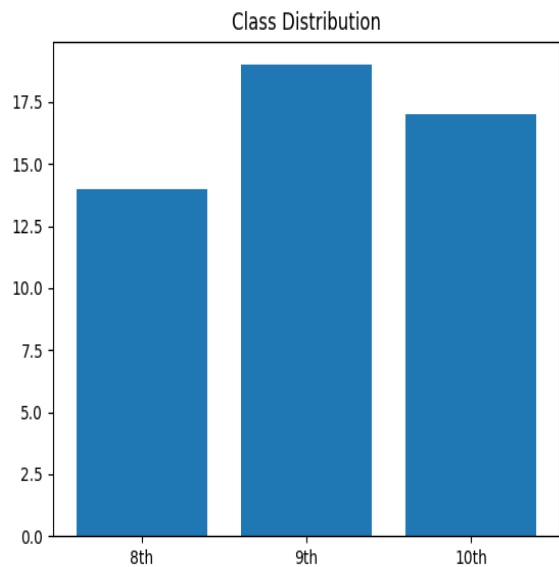


Table 4.5 Daily Internet Usage

| Internet Use | Frequency | Percentage |
|--------------|-----------|------------|
| <2 hrs       | 12        | 24.0       |
| 2-4 hrs      | 25        | 50.0       |
| >4 hrs       | 13        | 26.0       |

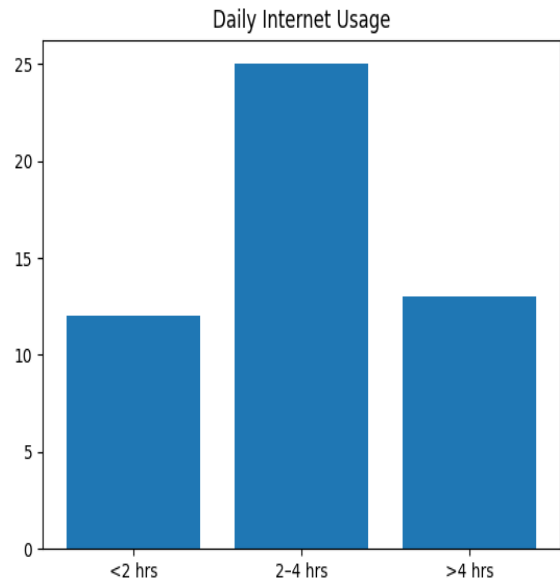


TABLE 4.6 PRE-TEST KNOWLEDGE LEVEL

| Knowledge Level | Frequency | Percentage |
|-----------------|-----------|------------|
| Poor            | 21        | 42.0       |
| Average         | 20        | 40.0       |
| Good            | 9         | 18.0       |

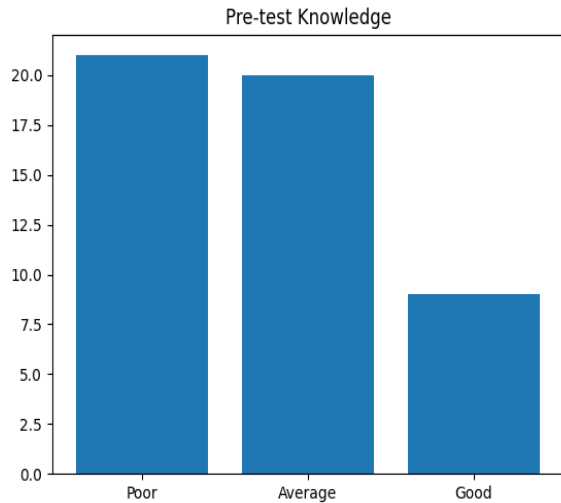


TABLE 4.7 POST-TEST KNOWLEDGE LEVEL

| Knowledge Level | Frequency | Percentage |
|-----------------|-----------|------------|
| Poor            | 3         | 6.0        |
| Average         | 12        | 24.0       |
| Good            | 35        | 70.0       |

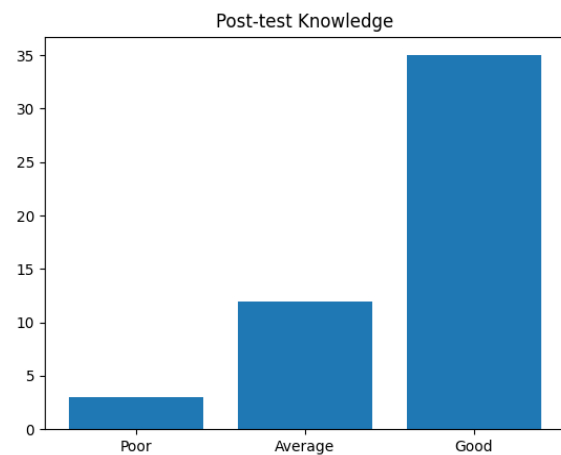


TABLE 4.8 COMPARISON OF MEAN KNOWLEDGE SCORES

| Test      | Mean | SD  |
|-----------|------|-----|
| Pre-test  | 9.8  | 3.1 |
| Post-test | 18.6 | 2.5 |

Mean Knowledge Scores

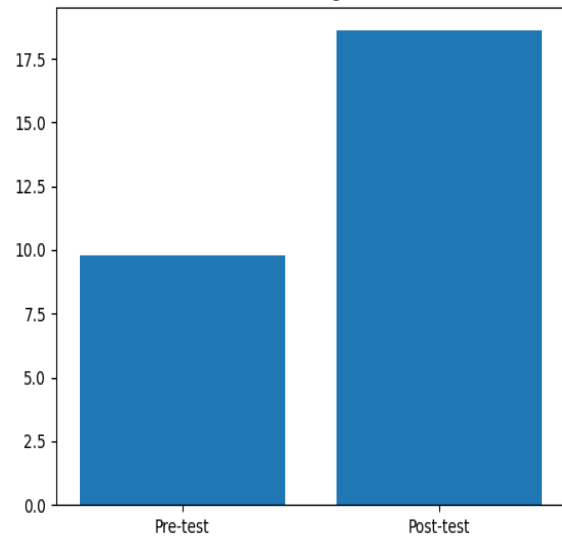


TABLE 4.9 PAIRED T-TEST SHOWING EFFECTIVENESS OF STP

| Test      | Mean | t value | p value | Result      |
|-----------|------|---------|---------|-------------|
| Pre-test  | 9.8  |         |         |             |
| Post-test | 18.6 | 13.2    | <0.05   | Significant |

TABLE 4.10 ASSOCIATION WITH DEMOGRAPHIC VARIABLES

| Variable       | Chi-square | p value | Inference   |
|----------------|------------|---------|-------------|
| Age            | 2.11       | 0.34    | NS          |
| Gender         | 1.95       | 0.4     | NS          |
| Class          | 3.72       | 0.18    | NS          |
| Internet usage | 7.82       | 0.02    | Significant |

### III. RESULTS

The present study was conducted among 50 adolescents in selected schools at Bangalore to assess the effectiveness of a structured teaching programme on knowledge regarding prevention of internet addiction. The findings revealed that the majority of adolescents (44%) were aged 15–16 years, and 54% were male students. Most of the participants (64%) belonged to nuclear families, and 50% used the internet for 2–4 hours per day. In the pre-test, the majority of adolescents had poor knowledge (42%) and average knowledge (40%) regarding prevention of internet addiction, while only 18% had good

knowledge. After the administration of the structured teaching programme, there was a significant improvement in knowledge levels, where 70% of adolescents had good knowledge, 24% had average knowledge, and only 6% had poor knowledge in the post-test. The mean knowledge score increased from 9.8 in the pre-test to 18.6 in the post-test, indicating improvement in knowledge following the intervention. Statistical analysis using paired t-test showed a significant difference between pre-test and post-test scores ( $t = 13.2, p < 0.05$ ), demonstrating that the structured teaching programme was effective in improving knowledge regarding prevention of internet addiction among adolescents. Additionally, a significant association was found between knowledge scores and daily internet usage, whereas other demographic variables did not show significant association. The findings suggest that educational interventions such as structured teaching programmes are effective in enhancing adolescents' awareness and promoting healthy internet usage habits.

#### IV. CONCLUSION

The present study concluded that the structured teaching programme was effective in improving the knowledge regarding prevention of internet addiction among adolescents in selected schools at Bangalore. The findings showed a significant increase in the post-test knowledge scores compared to the pre-test scores, indicating that the educational intervention had a positive impact on adolescents' understanding of the causes, effects, and prevention of internet addiction. The study highlights the importance of providing health education and awareness programmes in schools to promote responsible internet use among adolescents. It also emphasizes the role of teachers, parents, and healthcare professionals in guiding adolescents toward healthy internet usage habits. Through proper education and preventive strategies, adolescents can develop better self-control and awareness, which may help in reducing the risk of internet addiction and promoting better mental and social well-being.

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