Efficacy of Structured Educational Intervention on Understanding Nomophobia and its Prevention among Nursing Students

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Abstract

Background: Mobile phones offer convenience and comfort to individuals, yet they also pose a risk in terms of psychological dependence. The term "nomophobia" is a blend of "no mobile phone" and refers to addiction to mobile phones. ***Objectives:*** *(1). To evaluate the initial understanding of nomophobia and its preventive measures among nursing students through pre-test assessment. (2). To determine the impact of a structured educational intervention on enhancing nursing students' knowledge regarding nomophobia and its prevention. (3). To investigate the frequency of nomophobia among nursing students (4). To examine the correlation between nursing students' pre-test knowledge scores and their demographic characteristics.* ***Materials and Methods:*** *The study employed a quantitative single-group pre-test and post-test experimental research design. A total of 98 nursing students were chosen through a convenient sampling method. Data collection was conducted utilizing a structured questionnaire to assess knowledge.* ***Result:*** *The result showed that majority of the nursing students (83.67%) had poor knowledge, 16.33% had average knowledge, and no one had good knowledge in pre-test. The post knowledge score shows 87.76% had good knowledge and 12.24% had average knowledge.*

Keywords: Effectiveness, nomophobia, nursing students, PTP, prevalence

INTRODUCTION

In today's modern era, wireless communication via mobile phones has become indispensable. Maintaining connections with family and colleagues and accessing e-mail and the internet have become essential tasks for individuals. Technological advancements have revolutionized the role of mobile phones, transforming them into multifunctional devices capable of storing data, capturing images, playing music, and serving as gaming platforms. The pervasive influence of technology and its evolution significantly impact the lives of people worldwide, prompting societal trends to embrace advancements in communication technology. Mobile phones are hailed as a technological marvel of the 21st century, serving not only as communication tools but also as vital social accessories [1, 2].

Nomophobia, a relatively recent term, describes the fear individuals experience when they are unable to maintain contact with their mobile phones. Particularly prevalent among adolescents, this anxiety arises when they lose their mobile device, experience battery depletion, lack credit, or encounter poor network coverage. Those afflicted with nomophobia exhibit behaviors such as incessantly carrying their phones, even to bed, and being unwilling to part with them for even a

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moment. They may even carry a spare phone in case of emergencies. Individuals with nomophobia may become agitated if their messages are viewed by others, leading to disruptions in their personal and social relationships. Concerns about the security of their phones further contribute to their inability to focus on daily tasks [3–8].

OBJECTIVES
1. To assess the pre-test knowledge regarding nomophobia and its prevention among nursing students.
2. To evaluate the effectiveness of planned teaching program on knowledge regarding nomophobia and its prevention among nursing students.
3. To assess the prevalence of nomophobia among nursing students.
4. To determine the association between pre-test knowledge score of nursing student with their selected demographic variables.

METHODOLOGY
A quantitative pre-experimental design employing a one-group pre-test post-test approach was employed to assess the effectiveness of a planned training program on nursing students' comprehension of nomophobia and its prevention. A sample of 98 nursing students was selected using convenient sampling methods. Data collection involved the use of structured knowledge questionnaires administered to the students.

Research Variables
There are 2 types of variables.

Independent Variables
In the present study, independent variable was planned teaching program regarding nomophobia and its prevention.

Dependent Variables
In the present study, dependent variable was knowledge level of nursing students.

Inclusion Criteria
1. Nursing students who were willing to participate.
2. Nursing students available at the time of data collection.

Exclusion Criteria
1. Nursing students who attended any workshop regarding nomophobia

DEVELOPMENT AND DESCRIPTION OF THE TOOLS
Demographic Variables
Age, gender, class and course, residence area, monthly income, no. of mobile phones, have you heard about nomophobia, source of information.

Structured Knowledge Questionnaire
The knowledge questionnaire consists of 25 questions related to nomophobia and its prevention.

The score is further divided as follows:
- Poor knowledge (0–11)
- Average knowledge (12–15)
- Good knowledge (16–25)

RESULT
Description of Selected Personal Variables of the Study
Majority of population was in the age group of 18–20 years (63.26%), most of the population was of female (75.51%), maximum number of students were from B. Sc Nursing 2nd semester (45.91%),

majorly student's residence area was with their family members (47.95%), maximum income of their family lies in range of ₹ 5000–25000 (52.04%), most of the students use only 1 mobile phone (77.55%), most of the students had not heard about nomophobia before (59.18%), majorly, the source of information was from their friends circle (50%).

Table 1. Distribution of knowledge level of nursing students regarding nomophobia (N = 98).

Knowledge level	Pre-test		Post-test	
	Frequency	*Percentage*	*Frequency*	*Percentage*
Poor	82	83.67%	0	0%
Average	16	16.33%	12	12.24%
Good	0	0%	86	87.76%

The pre-test results revealed that most nursing students (83.67%) exhibited poor knowledge levels, while 16.33% demonstrated an average level of knowledge. None of the nursing students attained a good level of knowledge. In contrast, after the intervention, the post-test results showed that the majority (87.76%) achieved good knowledge scores, while 12.24% displayed an average level of knowledge. None of the nursing students retained a poor knowledge score (Table 1).

Table 2. Description of prevalence of nomophobia among nursing students (N = 98).

S.N.	Prevalence of nomophobia	Frequency (f)	Percentage (%)
1.	No nomophobia	37	37.76%
2.	Moderate nomophobia	48	48.98%
3.	Severe nomophobia	13	13.26%

The majority (48.98%) of nursing students were moderate nomophobia. 37.76% were non-nomophobic and 13.26% of nursing students were severely nomophobic (Table 2).

Table 3. Effectiveness of planned teaching program analysis among nursing students (N = 98).

S.N.	Knowledge score	Mean	Mean percentage	Mean difference	Standard deviation	Calculated 't' value
1.	Pre-test	4.94	5.04%	12.52	2.38	36.44
2.	Post-test	19.08	19.46%		2.72	

Pre-test mean was 4.94 and mean percentage was 5.04%, and post-test mean is 19.08 and mean percentage is 19.46%. The calculated t value was 36.44 at df 97 was significant at 0.05 level. The results suggested that the structured teaching program successfully enhanced the understanding of nursing students concerning nomophobia (Table 3).

LIMITATIONS
1. The study was confined to only 98 nursing students.
2. The study was limited to one group pre-test and post-test.

RECOMMENDATIONS
1. A similar study can be carried out on a large sample for broader generalization.
2. A pre-experimental study can be conducted between nursing students at regency institute of nursing college regarding nomophobia.
3. A pre-experimental study can be conducted among nursing students by giving a structured teaching program.

DISCUSSION AND CONCLUSION
The conclusion drawn is that the planned teaching program significantly enhanced the understanding of nursing students concerning nomophobia. The findings of this study underscore the significance of addressing nomophobia and its prevention among nursing students, given the widespread prevalence of poor knowledge regarding this phenomenon. The implementation of a planned teaching program

demonstrated promising results in enhancing students' understanding of nomophobia, as evidenced by the notable shift towards improved knowledge scores post-intervention. Notably, the prevalence of nomophobia among nursing students appears to be substantial, with a vast majority exhibiting poor knowledge levels prior to the intervention. This highlights the urgent need for educational interventions aimed at increasing awareness and understanding of nomophobia among this demographic [9–16].

Moreover, the correlation between pre-test knowledge scores and certain demographic factors merits consideration, as it offers valuable insights into the potential influences on students' understanding of nomophobia. Future research could delve deeper into these associations to better tailor educational interventions and support strategies. Overall, this study underscores the importance of proactive measures to address nomophobia among nursing students, emphasizing the role of education and awareness-raising initiatives in mitigating the psychological dependence on mobile phones and promoting healthy technology use practices [17–23].

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