

# A Study to Evaluate the Effectiveness of Structured Teaching Program on Knowledge Regarding Social Media Addiction Among Students Studying in Selected College of Ankola

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## Abstract

Social media addiction has emerged as a major public health concern, particularly among adolescents and young adults. Excessive use of social networking platforms may negatively influence academic performance, mental health, and social relationships. The present study aimed to evaluate the effectiveness of a structured teaching programme on knowledge regarding social media addiction among students studying in a selected college of Ankola, Karnataka. A quantitative evaluative approach with a pre-experimental one-group pre-test and post-test design was used. The study included 80 PU college students selected using a random sampling technique. The mean pre-test knowledge score was 10.35 and increased to 17.65 in the post-test. The paired t-test value (18.46) was greater than the tabulated value (1.99) at the 0.05 level of significance, indicating that the structured teaching programme was effective in improving knowledge regarding social media addiction. The study concluded that structured educational interventions are effective in improving students' awareness about the harmful effects of social media addiction.

**Keywords:** Social Media Addiction, Structured Teaching Programme, Students, Academic Performance, Mental Health

## Introduction

Social media refers to internet-based platforms that facilitate communication, information sharing, and interaction among individuals through virtual communities. These platforms allow users to create profiles, share information, and communicate with others worldwide. Although social media provides many advantages such as information exchange and social connectivity, excessive use can lead to addiction and psychological problems among students. Social media addiction is characterized by excessive time spent online, preoccupation with social networking sites, and inability to control usage

despite negative consequences. Studies indicate that excessive use may lead to poor academic performance, anxiety, sleep disturbances, and reduced social interaction. Therefore, it is important to educate students about the risks associated with social media addiction.

### Methodology

The study adopted a quantitative research approach with a pre-experimental one-group pre-test and post-test design. The study was conducted at Poorna Prajna PU College, Ankola, Karnataka. A total of 80 students were selected using random sampling technique. Data were collected using a structured knowledge questionnaire consisting of demographic variables and questions related to social media addiction. Descriptive statistics such as frequency, percentage, mean, median, and standard deviation were used for data analysis. Inferential statistics including paired t-test and chi-square test were used to evaluate the effectiveness of the structured teaching programme.

### Results

The findings revealed that the majority of students were aged between 16–17 years and most participants were female. The mean pre-test knowledge score was 10.35 with a standard deviation of 2.60, while the mean post-test score increased to 17.65 with a standard deviation of 1.94. The calculated paired t-test value was 18.46, which was higher than the tabulated value of 1.99 at the 0.05 level of significance. This indicates that the structured teaching programme significantly improved students' knowledge regarding social media addiction.

### Discussion

The results indicate that students initially had inadequate knowledge regarding social media addiction. After the implementation of the structured teaching programme, a significant improvement in knowledge scores was observed. These findings support previous studies which demonstrate that educational interventions are effective in improving awareness regarding social media addiction among students.

### Conclusion

The study concluded that structured teaching programmes are effective in improving students' knowledge regarding social media addiction. Educational institutions should conduct regular awareness programmes to encourage responsible use of social media and to prevent the negative effects of excessive usage among students.

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