



Quasi-Experimental Study to Assess the Effectiveness of Structured Teaching Program-Me (STP) on Knowledge Regarding Nomophobia among the Student's in Selected Nursing College of Narmada District

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Abstract: Technology, a word which has become the talk of the nation today. The mobile phone is becoming the primary personal communication mechanism worldwide. The fear of missing out (FOMO) and an incessant need for connectivity contribute significantly to nomophobia. Objectives: 1. To assess the pre-test level of knowledge score regarding nomophobia among college students in selected nursing college of Narmada district. 2. To assess the post-test level of knowledge score regarding nomophobia among college students in selected nursing college of Narmada district. 3. To assess the effectiveness of structured teaching programme on knowledge regarding nomophobia among college students in selected nursing college of Narmada district. 4. To find out significant association between pre-test level of knowledge score regarding nomophobia among college students with their selected demographic variables. The quantitative research approach was used & research design was used a quasi-experimental one group pre-test post-test design was adopted. 60 GNM students was selected by the non-probability convenience sampling technique in Ekta institute of nursing college, Rajpipla, Narmada district. The 25 self structured knowledge questionnaire was prepared & use of data collection to assess the knowledge regarding Nomophobia among the student's. The revealed of the study that pre test knowledge score 27(45%) were Poor, 33 (55%) were Average & Non of the student's have Good Knowledge but after the post test None of the Student's were Poor knowledge, 7(11.70%) Average & 53(88.30%) Good Knowledge. The Pre-test Mean±S.D 8.33±2.53 but after the structured teaching Programme (STP) 16.25±1.7. The Paired "t" Test was 19.34*** df=59 was highly significant that the structured teaching Programme was effective. The chi-square relationship between pre test knowledge score with selected demographical variables such as How much time do you spend on mobile phone, Previous Knowledge regarding Nomophobia was significant other variables Age (Year's), Gender, Educational Status of Parents, Occupational status of Parents No. of Mobile phone in family were non significant at the level of 0.05. The conclude the topic the Structured Teaching Programme was very Effective to enchained the knowledge regarding nomophobia.

Keywords: Knowledge, Assess, Effectiveness, Nomophobia.

Research Paper

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How to cite this paper:

Ghanshyam Sain (2026). Quasi-Experimental Study to Assess the Effectiveness of Structured Teaching Program-Me (STP) on Knowledge Regarding Nomophobia among the Student's in Selected Nursing College of Narmada District. *Middle East Res J Nursing*, 6(3): 11-16.

Article History:

| Submit: 27.04.2026 |
| Accepted: 30.05.2026 |
| Published: 03.06.2026 |

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INTRODUCTION

"Now a days, people can live even without food but not without mobile that leads to nomophobia which gives way to mental stress and even fever."

Anitha Udhayakumar

Man created new technology and devices according to their need. Inventions were made according to the need of man since the Stone Age period. Fire, wheel, electricity etc. are few inventions which were made for survival. But most of the inventions were for the luxury of humans. Mobile phone is one such

invention which was done with the purpose of obtaining a helping hand but has now become an obligation. Mobile phones were introduced in the market in 1980s, but their use spread only in the mid-1990s. The earlier mobile phones have now evolved to smart phones and more modernized are tabs and I pads. Today's youth use mobile phones not just to call people but for varied other uses. Internet has brought the world closer.

New technologies have brought new form of addiction with them. Traditional addiction to alcohol, drug or gambling have now has been joint by addictions to video games, the internet even smart phones too. It is

also identified in India by psychiatrists, particularly in adolescents and adults who are addicted to Smartphone.

Nomophobia is an abbreviated form of "NO-MOBILE-PHONE phobia". The term was first coined in a 2008 study that was commissioned by the UK postal office. In a sample of more than 2100 adult, the study indicates that 53% of participants experienced nomophobia. The condition is characterized by feelings of anxiety when people lose their phone, run out of battery life, or have no cellular coverage.

Need of the Study

India is the largest market for smart phone users in the world. There are about 980.81 million smart phone subscribers in India. According to Cisco's 13th annual visual networking Index (VNI), by 2017-2022, there will be 829 million smart phone users in India, accounting for 60% of the Population. Especially younger generation is the latest consumer of the Smart phone and majority of them are college student.

According to YOUTH IN INDIA-MoSPI-2017, India's Census 2011, youth (15-24) in India constitutes One fifth (19.1%) of India's total population. India is expected to have 34.33% share of youth in total population by 2020. There is need to give a knowledge regarding nomophobia among the undergraduate students so that they can prevent smart phone addiction.

As per Telecom Regulatory Authority of India (TRAI), there are about 980.81 million mobile phone subscribers in India making it the world's second largest mobile phone user country in 2015 (TRAI, 2015).

In today's century, Nomophobia is attacking the society of India, United Kingdom, United States, China, Japan, Arab and others country more. Indeed, mobile phones have invaded into consumers' life as a part of their soul and a culture for communication which resulted in an overly and excessively dependence of them on their mobile phones.

This accounts for 66.6% of the global population, the number of Smartphone users increased by 1.8% from January 2020 to January 2021. This equates to 93 million new users (Data Report al, 2021). As of February 2021, 54.46% of web users use smart phones to browse the internet. 92.6% of users have also accessed the internet using a mobile device, On average, a person spends 6 hours and 54 minutes on the internet. With this, a web user, on average, spends 3 hours and 39 minutes browsing the internet on mobile, The country that spends the most time on the internet via mobile daily is the Philippines with an average of 5 hours and 54 minutes.

REVIEW OF LITERATURE

Yaran Talom, Sabita Bayan (2024): conducted, Effectiveness of structured teaching programmed on knowledge regarding prevention and management of nomophobia among nursing students of selected colleges in Guwahati, Assam. An evaluative design was used in the study to accomplish the objectives using probability random sampling technique for obtaining adequate sample for the study. Study was done on 100 nursing students in selected nursing colleges of Guwahati, Assam. Respondents were selected on the basis of inclusion and exclusion criteria. Structured Teaching Program with pre-test post-test structured knowledge questionnaire was used to assess the knowledge level of nursing students regarding prevention and management of Nomophobia. The analysis revealed that out of 100 nursing students, majority in the pre-test knowledge, majority i.e. 45(45%) had moderate knowledge, 32(32%) had adequate knowledge and 23(23%) had inadequate knowledge on Nomophobia among nursing students. After the STP, 97(97%) had adequate knowledge and 3(3%) had moderate knowledge on Nomophobia among nursing students. In pre- test, mean knowledge score was 13.24(SD 3.70) and whereas in post-test, the mean knowledge score was 18.16(SD1.38). The calculated paired "t" test value of "t"(17.558) was more than the tabulated value(1,64)at 0.05 level of significance which indicated that the STP regarding prevention and management of nomophobia was effective in improving the knowledge of the student. From this study, it was concluded that majority of the respondents had adequate knowledge after administration of STP which indicated that the STP regarding prevention and management of nomophobia was effective in improving the knowledge of the student.

Namita Batra Guin, *et al.*, (2020): conducted study on "Prevalence of Nomophobia and Effectiveness of planned Teaching Program on Prevention and Management of Nomophobia among Undergraduate Students selected university campus, Kanpur." An experimental research approach with a quasi-experimental design, study was conducted among 200 undergraduate students. The Prevalence of Nomophobia assessed by NMP-Q scale while knowledge level was assessed by using structured knowledge questionnaires regarding Prevention and Management of Nomophobia. Finding of the study were the knowledge level of the undergraduate students ranged between poor to moderate. 85% of the undergraduate in both groups had poor, 15% of them had moderate knowledge on Prevention and Management of Nomophobia.

METHODOLOGY

Research methodology provides a structured framework for conducting a study, ensuring that the research process is systematic, valid, and replicable. In this study, a quantitative research approach was used. This approach was considered appropriate because it allowed for the systematic collection and comparison of

numerical data to assess the effectiveness of the structured teaching programme. For this study, a quasi-experimental one group pre-test post-test design was adopted. The study was conducted in 60 B.Sc Nursing student's selected by the non-probability convenience sampling technique from Ekta institute of nursing college, Rajpipla, Narmada district. All The Participating student are voluntary, willing to participate & follow the instruction of the researcher. Before the data collecting, the tools & STP (Structured Teaching Program-me) was validity by the 5 expert. A structured multiple-choice questions was prepared in English language & participants weren't given any financial offer. The tools divided in two category. Category A: Socio demographical Variables -It consist of 10 items & Category B: It consist the 20 tools consisted of a structured knowledge questionnaire designed to assess students' knowledge regarding nomophobia. Category B include 20 tools consist in introduction, symptoms, effects, and management strategies. The 2 question include introduction, 7 questions in symptoms, 5 question in effects & 6 questions in management strategies for nomophobia. The Reliability of the 20 Structured Knowledge Questionnaire was determined using the Test-Retest Method, applying Karl Pearson's Correlation Coefficient formula & Calculated 0.92. The data was collected in 20/02/2026 to 27/02/2026. The participants given time to 30—35 minutes. The correct response given to 1 marks & incorrect questions given to 0 marks. The data analyzed to descriptive statistics & Inferential statistics by SPSS Software in IBM Version 22.

Result analysis =obtained Score/maximum Score*100

Poor knowledge: <50%

Average Knowledge: 50.1-75%

Good Knowledge: >75.1%

RESULT

The majority of the participants, 38 (63.3%), were in the age group of 18 to 20 years, while 22 (36.7%) belonged to the 21 to 23 years category. None of the participants were above 24 years of age. This shows that the study mainly involved younger students, typical of

college-going individuals. Regarding gender, 30 (50%) of the participants were female, and 30 (50%) were male. For the educational status of parents, 25 (41.6%) had undergraduate education, 19 (31.7%) had primary education, and 16 (26.7%) had completed secondary and higher secondary education. None of the participants reported their parents having a postgraduate degree or being illiterate. This distribution indicates that most participants come from moderately educated families. Regarding parental occupation, 19 (31.7%) of the participants' parents were self-employed, 18 (30%) worked as private employees, and 15 (25%) were government employees. Only 8 (13.3%) reported that their parents were working as labourers. This variation shows a broad range of economic backgrounds, with most parents employed in more formal or stable sectors. In terms of living arrangements, 33 (55%) of the participants stayed in a hostel, while 27 (45%) stayed at home. This reveals that a slight majority of students live away from their families, likely due to academic requirements or convenience. Most families, 48 (80%), owned 3 or more mobile phones, followed by 11 (18.3%) with 2 phones, and only 1 (1.7%) reporting just 1 mobile phone. This suggests widespread mobile phone access in most families, indicating a high level of connectivity and usage. Regarding daily mobile phone usage, 32 (53.3%) of participants spent 3 to 5 hours on their phones, while 18 (30%) spent 1 to 2 hours. 7 (11.7%) used their phones for 6 to 9 hours, and 3 (5%) spent 10 to 12 hours on mobile devices daily. This data points to significant daily engagement with mobile phones among the students. The frequency of checking mobile phones showed that 31 (51.7%) of participants checked their phones more than 10 times a day, while 15 (25%) checked them 2 to 5 times, and 12 (20%) checked their phones 6 to 10 times a day. Only 2 (3.3%) reported checking their phones once a day. This suggests that most students frequently engage with their phones throughout the day. Finally, 52 (86.7%) of participants had no prior knowledge of nomophobia, while 8 (13.3%) had some previous knowledge on the subject. This highlights a significant gap in awareness regarding nomophobia among the students prior to the educational intervention.

Table 1: Frequency & Percentage distribution of pre-test and post-test levels of knowledge regarding nomophobia (N=60)

Level of Knowledge score	Pre test		Post test	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Poor Knowledge	27	45	00	00
Average Knowledge	33	55	7	11.70
Good Knowledge	0	0	53	88.30
Total	60	100	60	100

The table 1 & figure showed in the pre-test, 27 students (45%) exhibited poor knowledge, while 33 students (55%) demonstrated average knowledge, with no students (0%) attaining a good knowledge level. In contrast, the post-test results showcased a remarkable

enhancement in knowledge: 0 students (0%) remained in the poor knowledge category, and the number of students classified as having average knowledge decreased to 7 (11.7%). Conversely, an impressive 53 students (88.3%) achieved a good knowledge rating after the intervention.

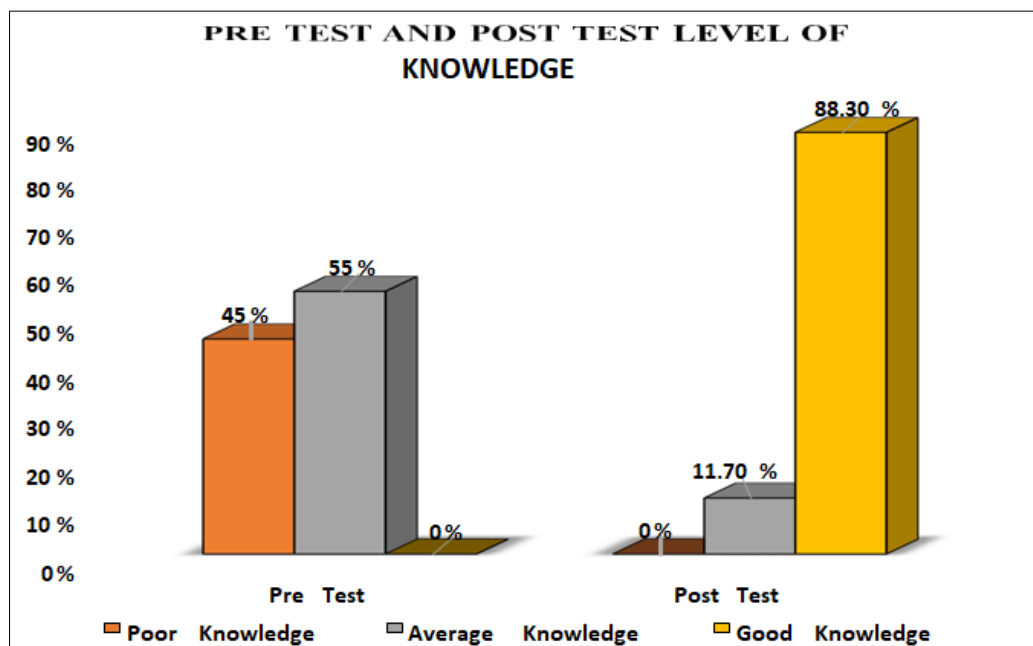


Fig. 1: Bar Graph Showing Level of Knowledge regarding nomophobia among college students

Table 2: Mean, SD and 't' value on level of Knowledge regarding nomophobia among college students (N=60)

Knowledge	Mean	Std. Deviation	't' Value	DF	Remarks
Pre-Test Knowledge	8.33	2.53	19.34***	59	S
Post-Test Knowledge	16.25	1.7			

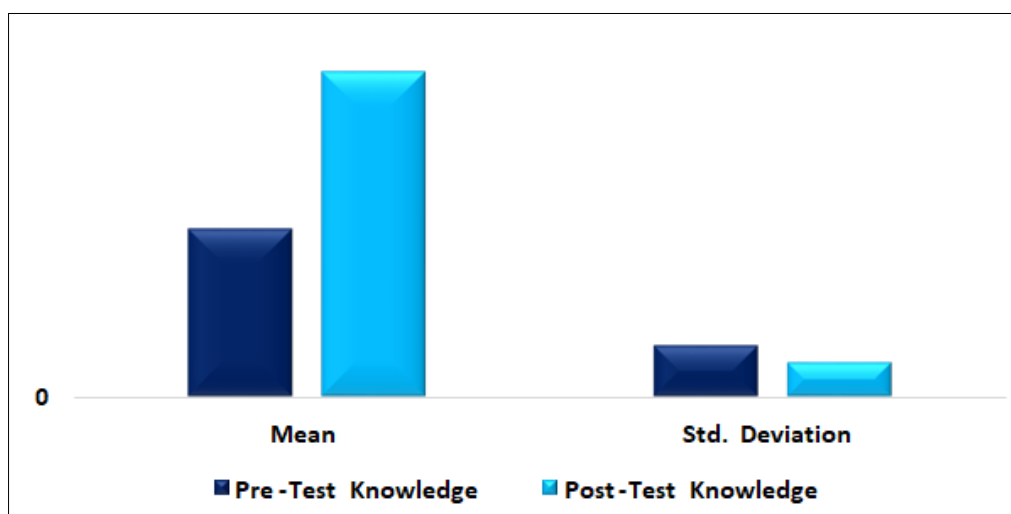


Fig. 2: Bar Graph Showing Mean and Standard Deviation Comparison between Pre-test & Post-test

The table 2 mean pre-test knowledge score was 8.33 with a standard deviation of 2.53, indicating a lower level of understanding among students before the implementation of the Structured Teaching Programme (STP). After the intervention, the mean post-test knowledge score increased significantly to 16.25, with a lower standard deviation of 1.7, suggesting a substantial improvement in students' knowledge with less variation among them. The calculated 't' value was 19.34, which is far greater than the table value of 2 at 59 degrees of freedom (DF), confirming statistical significance at the 0.05 level.

This indicates that the improvement in students' knowledge regarding nomophobia after receiving the STP was not due to chance, and the programme had a significant positive impact on enhancing their understanding. Therefore, the Structured Teaching Programme was proven to be highly effective.

DISCUSSION

Before the intervention, the majority of students had an average level of knowledge regarding

nomophobia. Specifically, 55% of the participants showed average knowledge, while 45% had poor knowledge, and no one demonstrated a good level of knowledge. The percentage of students with good knowledge rose to 88.3%, while 11.7% had average knowledge, and none were in the poor knowledge category. The paired *t*-test analysis revealed that the structured teaching programme significantly improved students' knowledge. The mean knowledge score increased from 8.33 in the pre-test to 16.25 in the post-test, and the *t*-value was 19.34, which is highly significant at the 0.05 level.

The chi square computed to between knowledge & Selected demographical variables such as time spent in mobile, Previous knowledge regarding nomophobia are significant at the level of 0.05 but other demographical variables Age, Gender, Educational status of parents, Occupational status of parents, Nature of stay, Number of mobile phones in the family, Frequency of checking mobile phones are not significant.

CONCLUSION

The findings of the study revealed that before the intervention, the majority of the students had average or poor knowledge about nomophobia. However, after the implementation of the structured teaching programme, there was a significant improvement in their knowledge levels. This demonstrates that structured teaching is an effective tool in enhancing awareness and understanding of digital health issues like nomophobia among college students.

Acknowledgement: Author thanks to nursing student who have actively participate in this research study.

Author Contribution: Author designed for this research study, collect the data then prepared to manuscript. After then analysis of the research study, supervised, edited & final draft the manuscript.

Ethical Consideration & Consent of Participants: The permission of the principal of nursing college & Participants for carrying out the research study.

Conflict of Interest: the study was no conflict for interested.

Source of Funding: This study for no contribution for financial source of participants & No funding source of agency.

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