

Effectiveness of structured teaching programme on knowledge regarding nomophobia (mobile phone addiction) and its prevention among adolescent students of a selected PU college in Hassan

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Abstract

Introduction: Nomophobia, defined as the fear or anxiety associated with the inability to use a mobile phone, has emerged as a significant behavioral health concern among adolescents. Excessive mobile phone use during adolescence may negatively influence psychological well-being, academic performance, and social interactions. Despite the increasing prevalence of nomophobia, awareness regarding its causes, effects, and preventive measures remains inadequate among adolescents. Structured educational interventions may play a vital role in improving knowledge and promoting healthy mobile phone usage.

Methods: A pre-experimental one-group pre-test post-test research design was adopted to assess the effectiveness of a structured teaching programme on knowledge regarding nomophobia and its prevention. The study was conducted among 50 adolescent students studying in a selected PU college in Hassan, Karnataka, using a non-probability purposive sampling technique. Data were collected using a structured knowledge questionnaire comprising 40 items. A structured teaching programme was administered after the pre-test, and post-test assessment was conducted on the eighth day. Data were analyzed using descriptive and inferential statistics, including paired *t* test and chi-square test.

Results: Pre-test findings revealed that the majority of respondents (76%) had poor to very poor knowledge regarding nomophobia. Post-test results showed significant improvement, with 88% of respondents attaining very good knowledge. The overall mean knowledge score increased from 38.2% to 85.55%. The paired *t* test demonstrated a statistically significant difference between pre-test and post-test scores ($t = 30.25, p < 0.05$). No significant association was found between post-test knowledge scores and selected demographic variables.

Conclusion: The structured teaching programme was highly effective in improving adolescents' knowledge regarding nomophobia and its prevention. Educational interventions can serve as an effective strategy for promoting digital well-being among adolescents.

Keywords: Nomophobia, adolescents, structured teaching programme, mobile phone addiction, digital well-being, nursing education