

# An Intervention Package for High School Students on Healthy Usage of Electronic Visual Media and Socialization Skills – A Pre Experimental Study

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**Abstract:** *Background:* Socialization is a hallmark of adolescence development. It is very much influenced by the electronic visual media (EVM). The present study was aimed to identify the effect of intervention package on healthy usage of EVM and socialization skills among high school students in Thrissur district, Kerala. *Material and Methods:* 85 purposively selected students were assessed with structured questionnaire to assess healthy usage of EVM and socialization skills assessment inventory. Intervention package was given for two consecutive days and post test was conducted after 3 weeks. *Results:* Intervention was effective for improving the healthy usage of EVM among high school students ( $t = 16.42$  and  $p < 0.001$  and socialization skill ( $t = 20.67$ ,  $p < 0.001$ ). Healthy usage of EVM and socialization skills were negatively correlate ( $r = -0.776$ ,  $p < 0.01$ ). *Conclusion:* The present study suggested that intervention package can be used as an effective intervention programme to enhance the healthy usage of EVM and socialization skills among high school students.

**Keywords:** Electronic visual media, socialization skills, intervention package, high school students, healthy usage

## 1. Introduction

Adolescence is a period of transition from childhood up to 19 years. [1] In India, the adolescents comprising 20-29% of total population. [2] Schools play a critical and formative role in student's socialization and over all development.

The socialization is a process in which the individual's norms, skills, motivations, attitudes and behaviors are formed. Acquisition and deployment of social skills and ways of communicating and interacting with others are the main components of social development. [3]

Today's youth can be called as the power house of the universe but they are being corrupted by a new and powerful source of EVM. Social media has flourished in the age of internet and when used responsibly with caution, it can be a great tool. Most of the Kerala children are now having access to home computers and are using them for everything. With the increased role of home computers and other EVM based games, children's lives has become increased concern for their parents, educators, health providers, policy makers and advocates regarding its long term effect.

The researcher, while conducting a school health program during his graduation, happened to see some of the parents, who reported that their children are having most affinity towards EVM. Most of them are spending more time in playing mobile games, chatting in Facebook and WhatsApp. Also they are not interested to participate in social functions and communicate within the family. These activities are affecting them in their school performance. Then the researcher came to the assumption that the school children may develop poor socialization skills by unhealthy usage of EVM. Hence it is necessary to find the healthy usage of EVM and socialization skills among high school students.

Also the researcher planned to give an intervention package to correct the unhealthy usage of EVM and thereby improving their socialization skills.

The researcher has done a thorough literature reviews and couldn't found any such studies conducted in Kerala and in Thrissur district.

### Ethical consideration

The study protocol was approved and monitored by Institutional Research Committee and Institutional Ethics Committee [IEC NO. B1/312/2013/CONTSR (18) Dated 11/06/2014]. Participants and their parents were informed and signed the consent form. All personal details were kept confidential.

## 2. Material and Methods

A pre experimental - one group pre test post test design was used. Researchers purposively sampled 85 students studying in the 8th and 9th standards of Sarvodayam VHSS Aryampadam, Thrissur, Kerala.

The following tools were used

- 1) Structured questionnaire to assess healthy usage of EVM: It includes 17 items with total score of 74. Score of 17 – 45 indicate healthy usage and 46 – 74 indicate unhealthy usage of EVM.
- 2) Socialization skills assessment inventory. The socialization skills assessment inventory consists of 16 items. The three options and scores were; never (Score 1), sometimes (Score 2) and always (Score 3). Score of 38 to 48 indicate excellent, 27 to 37 indicate good and 16 to 26 indicate poor socialization skills.

### Intervention Package

It consisting of two days sessions (one session/day) for duration of 45 minutes each. Session I: Teaching on consequences of EVM usage with demonstration of video clips. Session II: Teaching on health impacts of EVM and socialization skills.

### Study procedure

After assessing the healthy usage of EVM and socialization skills among high school students, the selected 85 students were assembled in an auditorium and intervention package was administered for two consecutive days. The post test was conducted after 3 weeks of intervention package.

## 3. Results

### Section I: Socio demographic characteristics of high school students:

In the present study majority of the participants were 14 years of aged females and were in 8th standard from a rural panchayath. More than half of high school students were Hindus and majority reported monthly family income as less than 5000₹. Majority of participants reported first preference in daily use of EVM was watching television.

Majority of the participants were without a personal mobile phone. Nearly half of the participants were regular users of EVM for a period above 4 years and many of them selected home as their favorite place of usage of EVM.

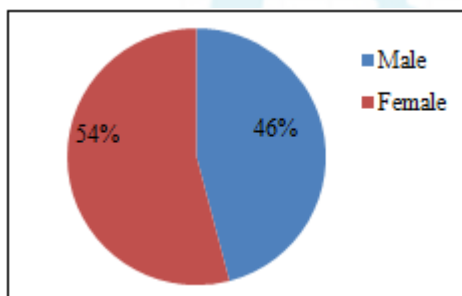


Figure 1: Distribution of high school students based on their gender

Figure 1 depicts that 54% of participants were females.

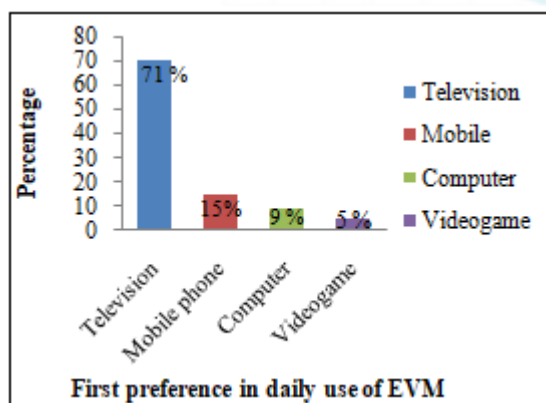


Figure 2: Distribution of high school students based on first preference in daily use of EVM

Figure 2 depicts that watching television was the first preference in daily use of EVM among 71% of the participants.

### Section II: Healthy usage of EVM among high school students

Majority (53%) of participants had unhealthy usage of EVM before the intervention, whereas all of them reported healthy usage of EVM after the intervention.

### Section III: Socialization skills among high school students

It shows that majority (57%) of participants reported to have poor socialization skills before the intervention, where as majority of them (93%) reported excellent socialization skills and none of them reported poor socialization skills after the intervention.

### Section IV: Effect of intervention package on healthy usage of EVM among high school students

It shows that mean scores of healthy usage of EVM among high school students before and after administration of intervention package were 50.08 and 24.52 with a standard deviation of 13.99 and 05.01 respectively. The calculated 't' value is 16.42 and 'p' value is <0.001. Hence the null hypothesis is not accepted, and inferred that there is a significant difference in the mean scores of healthy usage of EVM among high school students before and after intervention. So it is interpreted that the intervention was effective for improving the healthy usage of EVM among high school students.

### Section V: Effect of intervention package on socialization skills among high school students

It shows that mean scores of socialization skills among high school students before and after administration of intervention package were 28.95 and 41.66 with a standard deviation of 5.36 and 2.16 respectively. The calculated 't' value is 20.67 with a 'p' value <0.001. So the null hypothesis is not accepted and inferred that there is a significant difference in the mean scores of socialization skills among high school students before and after the intervention. Hence it is interpreted that the intervention was effective for improving the socialization skills among high school students.

### Section VI: Relationship between healthy usage of EVM and socialization skills among high school students

It shows that healthy usage of EVM and socialization skills have a negative correlation ( $r = -0.776$ ), so it is interpreted that as the usage of EVM increases socialization skills decreases. 'p' value calculated is less than 0.01, so the null hypothesis is not accepted. Hence it is interpreted as there is a significant negative correlation between healthy usage of EVM and socialization skills.

### Section VII: Association between healthy usage of EVM and selected variables

**Table 1:** Association of healthy usage of EVM of high school students and selected variables, N=85

S. No	Variables	df	$\chi^2$ Value
1	Gender	1	5.44*
2	Class of study	1	5.99*
3	Availability of personal mobile phones	1	5.14*
4	Usage of EVM	1	5.56*
5	Favorite places for usage	1	5.73*

\*significant at p(0.05)

Table 1 shows that  $\chi^2$  value calculated for gender, class of study, availability of personal mobile phones, usage of EVM and favorite places for usage with healthy usage of EVM (5.44, 5.99, 5.14, 5.56 and 5.73) were greater than table value (3.84) at 0.05 level of significance, so the null hypothesis is not accepted and it is interpreted that there is a significant association between healthy usage of EVM and gender, class of study, availability of personal mobile phones, usage of EVM and favorite places for usage.

#### 4. Discussion

The findings of the study are discussed below in relation to observations made by other studies based on objectives and conceptual framework. In the present study, it was found that majority of the participants were females. This may be due to the male female ratio of Mundathikodu panchayath, were male female ratio of high school students are 1:2 as per the recent survey conducted by department of education, Govt. of Kerala. Kerala is the southernmost state in India where female literacy and female to male gender ratio is high.

This study shows that majority of the participants were without any personal mobile phones. Present study finding reveals that still students in rural area and Govt. schools did not own personal mobile phone is an appreciable fact. To contradict with this finding, a survey conducted by Noise & Vibration Bulletin in student population shows that mobile phone ownership amongst students is extremely high. [4] As per the recent study conducted at Kochi, a Metro city in Kerala, shows that majority of the high school students own Smart phones. [5]

It was found that majority of participants were with the habit of watching television which is supported by the report of WHO on prevalence of TV watching in adolescents from 40 countries which depicted that 68% of adolescents were watching TV for  $\geq 2$  h/day. [6] Urban adolescents may have more tendencies to use the internet. The level of education and awareness about the abuse of the internet may also be high among parents in urban areas. Most of the rural parents in the Kerala State are not much exposed to the internet and their awareness about its misuse may be limited. The rural adolescents with their rustic curiosity may explore and experiment the possibilities of the internet when they are exposed to such modern technology for the first time. The urban adolescents have the opportunities of getting more information about the possibilities of use as well as abuse of the internet. [7]

The present study revealed that majority of the participants selected home as their favorite place of usage of EVM. Even

though the parents are aware about the consequences and ill effects of excessive use of EVM, still they are not controlling its use even in home situation. This finding is supported by the study conducted on high school students in Korea, which depicted that home was the most preferred place to use EVM. [8] To contradict with this finding a study conducted in Philadelphia by Elisheva Gross found among the adolescent that they would like use video game centers rather depending on usual ones. [9]

In the present study the results revealed that majority of participants had poor socialization skills. This findings match with the results of a study conducted was conducted in America, they reported that electronic media technology reduces social involvement and psychological well-being. [10] The present study revealed that there was a significant correlation between usage of EVM and socialization skills. This finding is supported by the study conducted in city of Isfahan shows that there was a significant negative relationship between computer games and social functioning. [11] To contradict with this finding, a study conducted by Majid Zorofi and colleagues revealed that media usage was positively correlated with social skills. [12]

The present study revealed that the intervention package was effective for improving the socialization skills among high school students. This findings match with the results of a study on effect of skill training on social development, emotional and social adjustment among female high school students in Neka city which showed that skill training have a positive effect on social development, emotional and social adjustment. [13]

#### 5. Conclusion

The present study revealed that the intervention package was effective for improving the healthy usage of EVM and socialization skills among high school students. The findings of the study revealed that there is a significant correlation between healthy usage of EVM and socialization skills. The study also depicted that there is a significant association between healthy usage of EVM with gender, class of study, availability of personal mobile phones, usage and favorite place for usage of EVM. Findings of the present study suggested that intervention package can be used as an effective intervention programme to enhance the healthy usage of EVM and socialization skills among high school students.

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## 7. List of Abbreviations

EVM – Electronic Visual Media  
 VHSS – Vocational Higher Secondary School  
 SNS – Social Networking Sites

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