**IMPACT OF VIDEO ASSISTED TEACHING ON PSYCHOSOMATIC PROBLEMS RELATED TO PROBLEMATIC INTERNET USE AMONG ADOLESCENTS**

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**Abstract**

This study investigates the impact of video-assisted teaching on psychosomatic problems related to problematic internet use among adolescents in selected senior secondary schools in Mandsaur City, M.P. A nonrandomized controlled trial was conducted, involving 60 students (30 in the experimental group and 30 in the control group). The study utilized standard tools, including the Internet Addiction Test by Kimberly Young and the Depression, Anxiety, and Stress Scale (DAS-42). Results showed significant improvements in the experimental group in terms of reduced internet addiction, depression, anxiety, stress, and somatic symptoms after the intervention.

**Key Words**

Impact, psychosomatic problems, problematic internet and adolescents

**Introduction:**

The primary reason that adolescents adopt new technologies is for social contact. While teens can benefit from modern technologies to help with their developmental tasks, recent research suggests that these same devices may also be impeding teens' progress. Studies reveal that teenagers who are addicted to the Internet have greater personal struggles and poorer parent-child connections. Nevertheless, given their psychological profiles, little research has been done on the part that teenagers' attachment to their parents and classmates plays in this regard. Use/abuse, the adolescent's psychological profiles, and their attachment to parents and classmates.

In order to confirm the impact of peer and parental attachment on Internet use and abuse while taking into account the moderating role of teenage psychopathological risk, hierarchical regression analyses were performed. The findings indicated that teenage Internet use was significantly influenced by their attachment to their parents. The association between Internet use and mother attachment was moderated by the psychopathological risk of adolescents.   
The internet is becoming a fairly common instrument for entertainment, education, social connection, and information sharing.

In urban India, there were 42 million internet users in 2007 as opposed to 5 million in 2000.   
The public's attention is being drawn to the possible negative effects of internet use, also known as problematic internet use, internet addiction, or by many other names like Internet dependence or pathological internet use, as it moves from offices to homes, schools, internet cafés, and businesses.   
The term "problematic internet use" refers to internet use that causes problems in a person's social, academic, career, or psychological domains.   
Based on the six "core" characteristics of addiction—salience, mood modification, tolerance, withdrawal, conflict, and relapse—Griffith evaluated this behaviour as addictive.   
In the DSM-IV-TR, Young categorised certain characteristics of pathological gambling as an impulsive control disorder.

Cybersexual addiction, cyberrelationship addiction, information overload, and computer addiction are among the different forms of internet addiction, according to Kimberly Young's Internet Addiction Test.

Adolescence is a concerning time in human development since it is marked by a number of physical, psychological, and social changes. Adolescents are particularly susceptible to using the internet because of their varied social environments, relatively underdeveloped cognitive control, and peer pressure.

It has been claimed that the prevalence in Asia is between 2 and 18%, in Europe it is between 1 and 9%, and in the Middle East it is between 1 and 12%.   
The stated prevalence for the overall population was 6 percent, while for the population situated in colleges, it was 14 percent.

Teenagers are therefore typically given extra treatment. PIU's detrimental effects increase over time. Numerous studies have documented the vast range of issues that arise when teenagers use the internet excessively. According to studies, teenagers who are addicted to the internet are more likely to experience social isolation, loneliness, anxiety, impulsivity, and feelings of self-effacement.   
Additionally, studies show that compared to adolescents without addiction, addicts have higher levels of sadness and suicidal thoughts. According to a study, teenagers who are hooked have bad eating habits and sleep issues, which may impede their ability to grow and develop normally. The study also found a correlation between PIU and drug use, alcohol or coffee consumption, and smoking.

Many studies reported that adolescents were more likely to show aggressive behavior, more severe psychiatric problems and level of depressed symptoms.

Hence, the investigators selected the study to find out relationship between Problematic internet use and psychosomatic symptoms in adolescents. The study helps to develop effective strategies to identify adolescents at risk of becoming addicted in order to prevent serious problems. More specifically, the following questions were examined: 1) what is the severity of Internet addiction among adolescents? 2) What are the psychosomatic symptoms associated with Problematic internet use? And 3) what is the relationship between Problematic Internet use and psychosomatic symptoms?

According to Thussu, (2018), as many as 85% of Americans use the Internet for their daily communication. The scenario is different in developing (Asian) countries like India. In 2001, there were more then seven million internet users in India (Liu & Rao,, 2015). But by January 2017, according to the Statistic Portal, there were as many as 462.1 million active internet users which accounted for about 35% of the entire population. This data shows a significant increase in internet usage when compared to the year 2011 when the recorded internet users was a mere 10% of the population. Furthermore, about 71% of men use internet as against 29% women (Kashyap, 2020). According to the Internet and Mobile Association of India (IAMAI), by June 2018, the number of internet users in India is expected to reach 500 million, making it second largest internet-use population in the world (Udupa et al, 2020). In December 2017 the internet penetration in urban India was 64.84% as compared to 60.6% in December 2016. In comparison, the rural internet penetration has gone up from 18% to 20.26% during the same period (Chauhan, 2019). These data highlight the rapid growth of the internet among Indian population.

**Objective:**

1. To assess problematic internet use and related psychosomatic problems among adolescents in control and experimental group.
2. To find out the impact of video assisted teaching on psychosomatic problems related to problematic internet use among adolescents in experimental group.
3. To compare the impact of video assisted teaching on psychosomatic problems related to problematic internet use among adolescents between experimental and control group.

**Hypothesis :**

**H1A:** There will be mean post test scores regarding psychosomatic problems related problematic internet use significantly higher then pre test scores as measured by valid and reliable tool at 0.05 level of significance.

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**H1B:** There will be a significant relationship between problematic internet use and psychosomatic problems among adolescents as measured by valid and reliable tool at 0.05 level of significance.

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**H1C:** There will be a significant association between psychosomatic problems related problematic internet use and demographic variables among adolescents as measured by valid and reliable tool at 0.05 level of significance.

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**H1d:** There will be a significant relationship between Experimental And control group regarding problematic internet use and psychosomatic problems among adolescents as measured by valid and reliable tool at 0.05 level of significance..

**Material and methodology, and tools for present research work :**

**Research Approach:**

The study utilized quantitative research approach.

**Research Design:**

This study quasi experimental, with pre-test post-test non-randomised control group research design was used.

**VARIABLES:**

In this study following variables are present

**Independent variable:**

Video assisted teaching is an independent variable in this study.

**Dependent variable:**

Psychological problems include Depression, Anxiety, Stress and somatic problems include Headache, Eye burning, Watering eye, Blurred vision, Neck pain, Shoulder pain, back pain, Prickling feeling in finger, Coldness in hands, Bad dreams, devil behaviour, tiredness, Unable to sleep, Poor personal hygiene, Early wakeup, Day time sleepiness, Do not eat meal on proper time, skipping exercises etc are the dependent variables.

**Socio-demographic variables:**

Socio-demographic variables in this study are age, Gender, Class of studing, Use of internet since, Place of residence, Source of internet use, Place at most frequent internet use, many on internet recharge per month, Time spend on internet use, main purpose of internet use etc.

**SETTING OF THE STUDY:**

The pilot study was conducted in the selected Government and Private Senior secondary school, Mandsour (MP)

**Sample:**

The samples for study were the students who were studying class 10th, 11th, & 12th in selected senior secondary schools within the age group of 11 to 18 years both boys and girls and who fulfil inclusion criteria.

**Sample Size:**

Total 60 samples (30 for experimental group and 30 for control group) those fulfilled the inclusion criteria were chosen from the main population by using simple random sampling technique for experimental group. Informed written consent was obtained from the students and data was collected for two consecutive weeks.

**Sampling technique:**

Probability sampling technique was used for sample selection.

**Description of the Tool:**

In this study the data collection tool were used standard after extensive review of literature and discussion with experts to collect the needed data. Tool consists of four sections.

**Section-A:** Socio-demographic variable such as age, Gender, Class of studying, Use of internet since, Place of residence, Source of internet use, Place at most frequent internet use, many on internet recharge per month, Time spend on internet use, main purpose of internet use etc.

**Section-B:** The Internet addiction test by Kimberly Young .It consists of 20 items. The scoring was described as follows. (Maximum score was 5 and minimum score was 1)

**Section-C:** Depression, anxiety and stress scale by DAS -42. It consists of 42 items, The scoring was described as follows. (Maximum score was 3 and minimum score was 0)

**Section-D:** Somatic complaints check list. It consists of 18 items the scoring was described as follows. (Maximum score was 1 and minimum score was 0)

**Reliability:**

The Somatic complaints observational checklist was prepared by the researcher. It was administered to 60 participants before conducting the main study. The tool was assessed by using test retest method and its correlation coefficient value was 0.87. This correlation coefficient was very high and it was a good tool for assessing efficiency of Psychosomatic problems related to problematic internet use among adolescents.

**Data Collection Procedure**

**For experimental group**: Students were getting video assisted teaching for 20 minutes, regarding prevention from internet addiction and psychosomatic problems related to problematic internet use

**For control group:** Students were not getting video assisted teaching, regarding prevention from internet addiction and psychosomatic problems related to problematic internet use

**Plan for Data Analysis:**

**Descriptive Statistics**

* Frequency and percentage distribution was used to analyze the demographic variables of students.
* Mean and standard deviation was used to assess the pre-test and post-test score of internet addiction, psychological problems like depression, anxiety and stress and somatic problems.

**Inferential Statistics**

* Paired t-test was used to compare mean of internet addiction, psychological problems like depression, anxiety and stress and somatic problems. Before and after video assisted teaching among adolescents in experimental and without intervention in control group.
* Unpaired t-test was used to compare significant difference between post-test score of internet addiction, psychological problems like depression, anxiety and stress and somatic problems in experimental and control group
* Chi-square test was used to find out the significant association between internet addiction, psychological problems like depression, anxiety and stress and somatic problems with selected demographic variables in experimental group.

**Ethical Consideration:**

The pilot study was conducted in the selected Government and Private Senior secondary school, Mandsour (MP). Formal permission was obtained from the Principal Of senior secondary school, Mandsour (MP).

**RESULTS AND CONCLUSIONS:**

According to Age revealed that majority 63.3% in experimental and 56.7% in control group of respondents were from the age group of 14-16 years, 26.7% in experimental and 333.% in control group respondents were in the age group 17-18 years, and equally 10% in experimental and control group respondents were in the age group of 11-13 years of age.

According to Gender revealed that majority 56.7% in Experimental and 53.3 in Control group of respondents were male and 43.3% in Experimental and 46.7% in Control group the respondents were female.

According to class in studying revealed that majority 63.3% in Experimental and 56.7% in Control group of respondents were studying in class 11th , 26.7% in Experimental and 33.3% in Control group the respondents were studying in class 12th,and equally 10% in Experimental and Control group the respondents were studying in class 10th.

According to using internet since majority equally 40% in Experimental and Control group of respondents were using internet since 2-3 years, equally 33.3% in Experimental and Control group of respondents were using internet since 1-2 years, and equally 10% in Experimental and Control group of respondents were using internet since over 3 years.

According to Place of residence revealed that majority equally 76.7% in Experimental and Control group of respondents were residence at Home and equally 23.3% in Experimental and Control group the respondents were residence at Hostel.

According to source of internet use majority equally 80% in Experimental and Control group of respondents were using internet source Mobile Phone, equally 13.3% in Experimental and Control group of respondents were using internet source Laptop, and equally 6.7% in Experimental and Control group of respondents were using internet source Computer.

According to Place of most frequent use of internet equally100% in Experimental and Control group of respondents were using internets most frequent at Home/ Hostel.

According to using Rs. for internet use per month majority 73.3% in Experimental and 80% in Control group of respondents were using Rs. for internet use per month less than 200 rs. 20% in Experimental and 13,3% in Control group of respondents were using Rs. for internet use per month more than 400rs, and equally 6.7% in Experimental and Control group of respondents were using Rs.for internet use per month between 200 to 400rs.

According to spending time per day for internet use majority 43.3% in Experimental and 40% in Control group of respondents were spending time per day for internet use2-3 hours 26.7% in Experimental and 36.7% in Control group of respondents were spending time per day for internet use3-4 hours, 23.3% in Experimental and 16.7% in Control group of respondents were spending time per day for internet use0-2 hours and equally 6.7% in Experimental and Control group of respondents were spending time per day for internet use more than 4 hours.

According to Purpose of internet use majority 43.3% in Experimental and 40% Control group of respondents were Purpose of internet use for online gaming, 30% in Experimental and 40% in Control group of respondents were Purpose of internet use for social media, 20% in Experimental and 16.7% in Control group of respondents were Purpose of internet use for educational and 6.7% in Experimental and3.3% in Control group of respondents were Purpose of internet use for web surfing.

**Table:-1 Mean difference in experimental group for problematic Internet use**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Group | Mean | Mean difference | Standard Deviation | t-Value | df | p-Value | Remark |
| Pre-test | 53.433 | 11.300 | 26.329 | 3.091 | 29 | .004 | Significant |
| Post-test | 42.133 | 12.667 |

Source: Primary data

Table:-1 According to level of internet addiction mean 53.433 in Pre-test and 42.133 in post-test difference was 11.300, Standard Deviation was 26.329 pre-test and 12.667 in post-test , t-Value was 3.091 at 29 degree of freedom and p-value was .004 significant in experimental group.

**Table:-2 Mean difference in experimental group for psychological problems related to problematic Internet use**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Group | Mean | Mean difference | Standard Deviation | t-Value | df | p-Value | Remark |
| Depression | Pre-test | 19.566 | 4.800 | 7.868 | 5.371 | 29 | .000 | Significant |
| Post-test | 14.766 | 5.899 |
| Anxiety | Pre-test | 18.200 | 7.766 | 8.218 | 5.234 | 29 | .000 | Significant |
| Post-test | 10.433 | 3.654 |
| Stress | Pre-test | 16.733 | 3.033 | 6.638 | 4.633 | 29 | .000 | Significant |
| Post-test | 13.700 | 4.186 |

Source Primary Data

Table:-2 According to the level of Depression mean was 19.566 in the Pre-test and 14.766 on post-test difference was 4.800, the Standard Deviation was 7.868 pre-test and 5.899 in post-test , t-Value was 5.371, Anxiety mean 18.200 in Pre-test and 10.433 in post-test difference was 7.766, Standard Deviation was 8.218 pre-test and 3.654in post-test, t-Value was 5.234 and Stress mean 16.733 in Pre-test and 13.700 in post-test difference was 3.033, Standard Deviation was 6.638 pre-test and 4.186 in post-test, t-Value was 4.633 at 29 degree of freedom and p-value was .000 significant in experimental group.

**Table:-3 Mean difference in experimental group for Somatic problems related to problematic Internet use**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Group | Mean | Mean difference | Standard Deviation | t-Value | df | p-Value | Remark |
| Pre-test | 9.200 | 1.766 | 3.055 | 3.140 | 29 | .004 | Significant |
| Post-test | 7.433 | 2.045 |

Source: Primary Data

Table:-3 Somatic problems mean 9.200 in Pre-test and 7.433 in post-test difference was 1.766, Standard Deviation was 3.055 pre-test and 2.045 in post-test , t-Value was 3.140 at 29 degree of freedom and p-value was .004 significant in experimental group.

**SUGGESTIONS OF THE STUDY:**

**The following suggestions were made after conducting study.**

* To add one more trait transgender in gender attribute
* To add whether students have own mobile phone or Laptop.
* To add monthly income of family.
* Sample size should be increase for better analysis.
* The other opinion and suggestion will incorporate in the main study to accomplish the objectives of the study

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