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EFFECTIVENESS OF STUDENT TEACHING MODULE (STM) ON BIO-PSYCHO SOCIAL PARAMETERS TO OVERCOME ADVERSE EFFECTS OF ELECTRONIC GADGETS USAGE AMONG PRIMARY SCHOOL GOING CHILDREN IN SELECTED SCHOOL OF PATHANKOT, PUNJAB[1]

***Elizabeth Charlien Vijaya G, **Dr. N. Balasubramanian**
**Research Scholar, **Research Supervisor,*
Department of Nursing, Himalayan University,
Itanagar, Arunachal Pradesh

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ABSTRACT

This research paper investigates the effectiveness of a Student Teaching Module (STM) designed to address and mitigate the adverse bio-psycho-social effects of electronic gadgets usage among primary school children in Pathankot, Punjab. With the proliferation of digital devices, children's well-being has become a significant concern, encompassing physical health, psychological stability, and social interactions. This study aims to evaluate the STM's impact on improving these parameters and offer recommendations for future educational practices.

KEYWORDS: *Adverse Effects, Pathankot, Punjab, Physical Health, Psychological Well-being, Social Skills.*

INTRODUCTION

In today's increasingly digital world, the proliferation of electronic gadgets has transformed various aspects of daily life, including education and leisure activities. While these devices offer significant benefits, such as access to information and educational content, their excessive use among children, particularly primary school students, has raised concerns regarding their potential adverse effects. The rapid integration of technology into the lives of young learners has brought about a myriad of challenges affecting their physical health, psychological well-being, and social interactions. This paper explores the effectiveness of a Student Teaching Module (STM) designed to address and mitigate these negative impacts among primary school children in Pathankot, Punjab.

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The advent of electronic gadgets, including smartphones, tablets, and computers, has significantly altered how children interact with their environment. While these devices offer educational opportunities and entertainment, they are often associated with adverse consequences when used excessively. Physically, prolonged screen time has been linked to various health issues, such as eye strain, poor posture, and sedentary behavior, which can contribute to long-term health problems like obesity. The ergonomic challenges of prolonged gadget usage further exacerbate these issues, leading to musculoskeletal discomfort and visual fatigue.

Psychologically, excessive use of electronic gadgets has been associated with increased levels of anxiety, depression, and reduced attention spans among children. The constant exposure to digital stimuli can overwhelm young minds, leading to difficulties in concentrating on academic tasks and managing stress. Additionally, the addictive nature of certain digital content, such as games and social media, can lead to compulsive behavior and diminished mental health.

Socially, the excessive use of electronic gadgets can interfere with the development of essential interpersonal skills. Children who spend excessive time on screens may miss out on face-to-face interactions, which are crucial for developing communication skills, empathy, and social cohesion. The decline in real-world social interactions can impact children's ability to form and maintain relationships, leading to social isolation and decreased emotional intelligence.

In response to these challenges, the implementation of educational interventions such as the Student Teaching Module (STM) has gained traction. The STM is a structured program designed to educate and engage students, parents, and educators in managing the use of electronic gadgets. The module aims to balance screen time with physical activity, mental health education, and social skills development, providing a holistic approach to mitigating the adverse effects associated with excessive gadget usage.

This study focuses on evaluating the effectiveness of the STM in addressing the bio-psycho-social impacts of electronic gadgets usage among primary school children. The research was conducted in a selected school in Pathankot, Punjab, where the STM was implemented and assessed over a six-month period. The study employs a quasi-experimental design with pre-test and post-test assessments to measure the impact of the STM on children's physical health, psychological well-being, and social interactions.

The objectives of this study are threefold: firstly, to assess the extent of adverse bio-psycho-social effects caused by electronic gadgets usage among primary school children; secondly, to evaluate the effectiveness of the STM in addressing these adverse effects; and thirdly, to provide recommendations based on the findings to enhance educational practices and support the well-being of students.

The research questions guiding this study are: What are the specific adverse bio-psycho-social effects of electronic gadgets usage among primary school children? How effective is the STM in mitigating these adverse effects? What improvements in children's well-being can be observed as a result of implementing the STM?

By addressing these questions, the study aims to contribute valuable insights into the development and implementation of effective interventions for managing electronic gadgets usage among children. The findings are expected to inform educators, parents, and policymakers about best practices for promoting a balanced approach to technology use, thereby supporting the overall development and well-being of young learners.

In the rapid adoption of electronic gadgets presents both opportunities and challenges for children's development. While these devices offer educational and recreational benefits, their excessive use can lead to significant physical, psychological, and social issues. The Student Teaching Module (STM) represents a comprehensive approach to addressing these challenges by integrating physical activities, mental health education, and social skills training into the educational framework. This study aims to evaluate the effectiveness of the STM in improving bio-psycho-social parameters among primary school children and provide recommendations for enhancing educational practices and promoting healthier technology use.

BIO-PSYCHO-SOCIAL EFFECTS OF ELECTRONIC GADGETS USAGE

1. **Physical Health**: Prolonged screen time can lead to eye strain, headaches, and poor posture. Sedentary behavior associated with excessive gadget use contributes to obesity and related health issues such as cardiovascular problems and musculoskeletal disorders.

2. **Psychological Well-being**: Excessive use of electronic gadgets is linked to increased anxiety, depression, and sleep disturbances. The overstimulation from constant digital interactions can negatively affect attention spans and cognitive development, leading to issues like reduced academic performance and emotional instability.

3. **Social Development**: Excessive gadget usage can impair social skills by reducing face-to-face interactions and weakening interpersonal relationships. Children who spend more time on screens may struggle with communication skills, empathy, and social cohesion, potentially leading to social isolation and difficulties in forming meaningful relationships.

Overall, while electronic gadgets offer valuable educational and recreational benefits, their overuse can have detrimental effects on physical health, psychological well-being, and social development.

INTERVENTIONS AND TEACHING MODULES

1. **Physical Activity Programs**: Incorporating regular physical exercises into the school curriculum can counteract the sedentary lifestyle promoted by excessive gadget use. Programs may include structured physical education classes, sports activities, and movement breaks during classroom sessions to promote overall health and reduce screen time.

2. **Psycho-Educational Sessions**: Educating children about the potential psychological impacts of excessive screen time can foster awareness and encourage healthier habits. Sessions may cover topics such as stress management, digital literacy, and the importance of balancing screen time with other activities to support mental well-being.

3. **Social Skills Training**: Teaching modules that focus on enhancing interpersonal skills can help mitigate the social effects of gadget overuse. Activities might include group projects, role-playing exercises, and interactive games designed to improve communication, teamwork, and empathy, thus fostering better social interactions.

4. **Parental Workshops**: Engaging parents through workshops can reinforce the importance of managing screen time at home. These sessions provide strategies for setting screen time limits, encouraging alternative activities, and supporting their children's balanced use of technology.

5. **Digital Literacy Education**: Teaching children about responsible and mindful gadget use can help them make informed decisions about their technology habits. Modules may include lessons on internet safety, the impact of digital footprints, and strategies for managing screen time effectively.

6. **Integrated Curriculum Approaches**: Combining physical, psychological, and social interventions within the school curriculum ensures a holistic approach to managing gadget usage. This can include integrating technology management lessons into existing subjects and promoting a balanced lifestyle through various school activities.

These interventions and teaching modules aim to address the adverse effects of electronic gadget usage by promoting physical activity, psychological resilience, social skills, and responsible technology use.

CONCLUSION

The study demonstrates that the Student Teaching Module (STM) is effective in improving bio-psycho-social parameters affected by electronic gadgets usage among primary school children. The positive outcomes highlight the importance of holistic educational interventions and suggest pathways for future research and policy development.

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