



Original Research Article

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EVALUATING THE EFFECTIVENESS OF A TEACHING PROGRAM ON PREVENTING COMPUTER VISION SYNDROME IN SECONDARY SCHOOL STUDENTS

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Abstract

Computer Vision Syndrome (CVS) has become a significant health concern among adolescents due to prolonged screen exposure. This study aimed to evaluate the effectiveness of a structured teaching program in increasing knowledge about CVS prevention among secondary school students. A quasi-experimental pre-test and post-test design was used with 30 students. Findings revealed a statistically significant improvement in knowledge scores after the intervention ($p < 0.001$), demonstrating the value of targeted educational programs in mitigating CVS risks.

Keywords:

Computer Vision Syndrome, secondary school students, teaching program, knowledge improvement, prevention

Introduction

The widespread use of computers, tablets, and smartphones has led to an increase in **Computer Vision Syndrome (CVS)**, which includes symptoms like eye strain, dryness, blurred vision, and headaches. Adolescents are particularly vulnerable due to extensive screen time for academic and recreational purposes. Awareness about preventive measures—such as the 20-20-20 rule, proper screen ergonomics, and periodic eye breaks—is often low among students.

