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EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING CYBERBULLYING AMONG ADOLESCENTS

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ABSTRACT

Cyberbullying refers to the bullying or harassment of others through the internet and other digital spaces, mainly on social media sites such as Facebook, Instagram, Snapchat, Twitter, Messenger, Telegram, and emails. It is common among adolescents due to the expansion of digital technology in classroom education. The causes of cyberbullying are anger towards a particular event, frustration, and, in some cases, bullies find bullying as a form of entertainment. Cyberbullying has many adverse effects on adolescents, both victims and bullies, such as sadness, depression, anger, frustration, and humiliation. The aim of this study was to assess the effectiveness of a structured teaching program on knowledge regarding cyberbullying among adolescents in the age group of 12-15 years. A pre-experimental one-group pretest- posttest research design was used, and 50 samples were included in the study using a convenient sampling technique. The technique used for data collection was a structured questionnaire. The study findings revealed that 50% of the samples had an average level of knowledge, while the remaining 50% had a poor level of knowledge on cyberbullying before the intervention. After the intervention, the samples showed an increase, with 18% having a good level of knowledge and 56% having an average level of knowledge. The study concluded that the mean score percentage on overall knowledge before the intervention was 36.2%, whereas after the intervention, the mean score improved to 51.2% regarding cyberbullying, showing a significant difference in the mean knowledge score before and after the structured teaching program ($t=5.847$, $df=49$, $P<0.05$). The finding concluded that structured teaching programme was effective for improving knowledge regarding cyberbullying among adolescents.

KEYWORDS

Cyberbullying, Adolescents, Knowledge.

INTRODUCTION

Cyberbullying is a serious worldwide issue and a significant danger to society. It refers to online harassment characterized by harsh, rude, insulting, and teasing remarks targeting various aspects of a person's appearance, qualifications, family size, gender, personal habits, and outlook. It manifests in various forms, including hacking someone's profile, posting vulgar messages, stalking, threatening the victim with violence, engaging in child pornography, posting negative comments, and spreading rumors to defame individuals. The victims of cyberbullying experience a range of negative emotions such as sadness, depression, anger, frustration, anxiety, humiliation, isolation, and loneliness. They often suffer academically and may feel embarrassed to go to school or, in extreme cases, contemplate suicide.

Cyberbullying has become particularly prevalent among adolescents and is considered a serious problem closely associated with their mental health and behavioral development. According to a blog by Ogi Dyuraskovic in 2022, cyberbullying is most prevalent in India, Brazil, and the United States. In 2018, India reported the highest rate of children falling victim to cyberbullying, with over 37% of Indian parents admitting that their children have been victims of cyberbullying at least once. Additionally, an article by Sounak Mukhopadhyay highlighted that India is the biggest hub for cyberbullying among children, with approximately 85% of Indian children being victims of cyberbullying.

STATEMENT OF THE PROBLEM

A study to assess the effectiveness of structured teaching programme on knowledge regarding cyberbullying among adolescents in a selected school at Coimbatore.

OBJECTIVES

- To assess the knowledge on cyberbullying among adolescents before and after the intervention.
- To assess the effectiveness of the structured teaching program on cyberbullying.
- To examine the association between the level of knowledge and selected demographic variables before the intervention.

HYPOTHESIS

H_1: There will be a significant difference in the mean knowledge score on cyberbullying before and after the structured teaching program.

DELIMITATION

The study is delimited to adolescents selected from only one school.

RESEARCH METHODOLOGY

Research approach: Research approach used for this study was a quantitative approach.

Research design: Pre experimental one group pretest-post test design.

Population of the study: The population consisted of all adolescent students studying in a private school.

Sample: The sample for the present study consisted of adolescent students who met the sampling criteria.

Sampling Technique and sample size: 50 adolescent students from a private school were included in the study using non probability convenient sampling technique

Sampling criteria

Inclusive criteria:

- Students between the age group of 12 to 15 years.
- Students who are willing to participate.

Exclusive criteria:

- Students who are not physically well.
- Students who are not available during the time of data collection.

Variables:

Independent variable: Structured teaching programme

Dependent variable: Knowledge of cyberbullying

Tool and Technique: A structured questionnaire was used to assess the knowledge on cyberbullying. The instrument was composed of two sections, including demographic data and multiple-choice questions related to cyberbullying.

Validity and Reliability of the Instrument: Validity of the instrument was obtained from three experts, and modified the instrument based on their suggestions. The instruments reliability was assessed by test-retest method ($r = 0.84$), which shows that the instrument is valid and reliable.

Data collection procedure: Formal permission was obtained from the consent authority of the school, and verbal consent was obtained from individual samples before data collection. The data were collected from the samples using a structured questionnaire. After the pretest, a structured teaching program was provided to the students, and

on the 30th day, a posttest was conducted using the same tool. The samples had taken 20-25 minutes to fill the questionnaire. Confidentiality and anonymity were maintained during the study.

Data analysis: Descriptive and inferential statistics were used for analyzing the data, using SPSS 18 software.

RESULTS

The age of the samples ranged from 12-15 years. Half of the samples, 25 (50%), belonged to the age group of 14-15 years. More than half of the sample, 27 (54%), were females. All 50 (100%) students were from the 9th standard. The majority of the sample, 38 (76%), were from urban areas, and 40 (80%) were from nuclear families. One-third of the sample's fathers, 10 (38%), and nearly half of the sample's mothers, 23 (46%), were graduates. In addition, 27 (54%) of the sample's mothers were homemakers, and 20 (40%) of the sample's fathers were employed in the private sector.

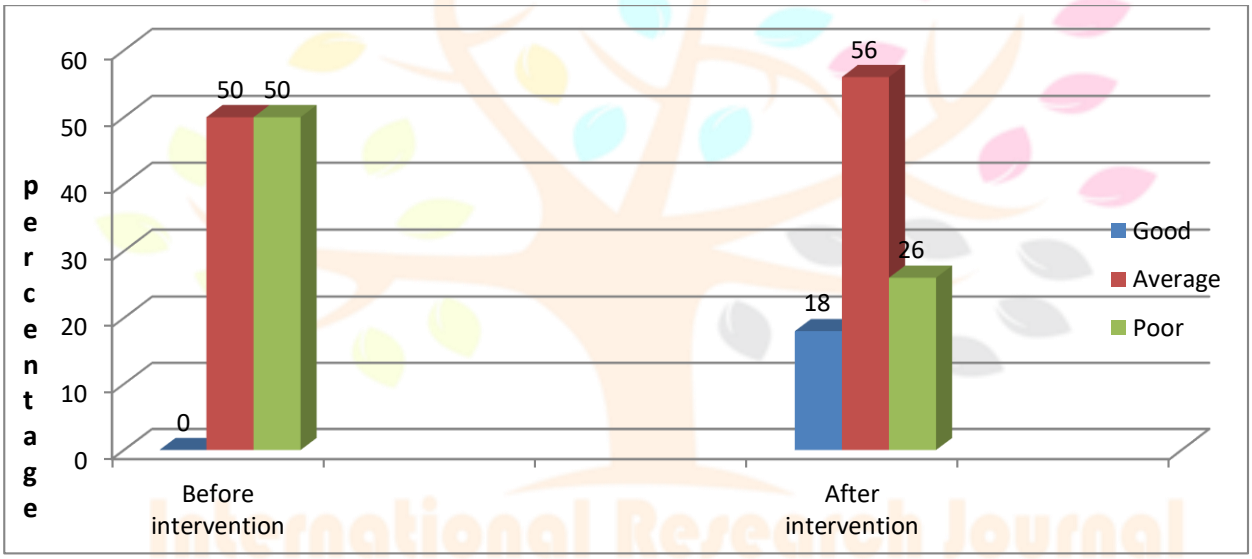

Figure 1 presents the percentage distribution of level of knowledge on cyberbullying before and after intervention

Intervention	**Max Score**	**Mean score**	**Mean%**	**SD**	**t value** df=99	**Table Value P<0.05**
Before intervention	18	6.52	36.2%	2.43	5.847*	2.02
After intervention	18	9.32	51.2%	3.48		

***Significant at P<0.05**

Table 1 presents mean knowledge score and standard deviation of sample on cyberbullying before and after intervention.

From the result of table 1, the hypothesis, H1 : there was a significant difference in the mean score on overall knowledge of cyberbullying before and after intervention, was accepted. The findings reveals the effectiveness of the structured teaching program on cyberbullying.

Also from the findings of the study revealed that there was no significant association between the level of knowledge and selected demographic variables before the intervention.

DISCUSSION

The mean knowledge score on overall knowledge of cyberbullying before the intervention was 6.52 (36.2%), while after the intervention, there was an improvement observed in the mean score, which increased to 9.22 (51.2%) ($t=5.847$, $p<0.05$). This finding is consistent with a pre-experimental pretest-posttest study conducted by Sampooranam in 2019, which aimed to assess the effectiveness of a psychoeducation program on the prevention of cyberbullying among adolescents in a government higher secondary school. The study revealed a statistically significant improvement in knowledge ($t=21.6$, $p<0.01$) after the posttest.

NURSING IMPLICATIONS

NURSING EDUCATION: The study's findings highlight the effectiveness of structured teaching programs in improving knowledge about cyberbullying. This information can be incorporated into nursing curricula to enhance the mental well-being of adolescents and prevent complications such as depression, anxiety, and stress. Additionally, nurse educators can provide in-service education to school students through school-based programs to update their knowledge on cyberbullying.

NURSING ADMINISTRATION: Nurse administrators should plan and organize school-based educational programs on cyberbullying. These programs can be beneficial in helping school students overcome psychological problems associated with cyberbullying.

NURSING RESEARCH: There is a need for further research in this area to identify new techniques and interventions aimed at improving knowledge on cyberbullying among adolescents. Continuous research can contribute to the development of effective strategies to address cyberbullying and its impact on mental health.

NURSING PRACTICE: As healthcare professionals, nurses can play a crucial role as counsellors and advisors, providing psychological support to children who have experienced bullying. They can help establish rapport and trust with both the children and their parents, offering guidance and assistance in dealing with the consequences of cyberbullying.

CONCLUSION

The findings of the study concluded that there was a significant improvement in the mean knowledge score after the intervention, indicating the positive impact of the structured teaching program on participants' understanding of cyberbullying.

RECOMMENDATION

- A similar study may be replicated on a large sample to validate and generalize the findings.
- Conduct a longitudinal study to assess the long-term effects of structured teaching programs on cyberbullying knowledge, attitudes, and behaviors among adolescents.
- Conduct a comparative study to compare the effectiveness of different intervention approaches, such as structured teaching programs, peer support programs, or online platforms, in improving knowledge and reducing cyberbullying incidents among adolescents.

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