



Journal Homepage: -www.journalijar.com

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/18478
DOI URL: <http://dx.doi.org/10.21474/IJAR01/18478>



RESEARCH ARTICLE

EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM ON KNOWLEDGE REGARDING CYBERBULLYING AMONG 3RD YEAR B.SC. NURSING STUDENTS

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Manuscript Info

Manuscript History

Received: 25 January 2024

Final Accepted: 27 February 2024

Published: March 2024

Key words: -

Structured Teaching Programme,
Knowledge, Cyber-Bullying, Pretest,
Posttest, Sampling

Abstract

Background of the study: This present study was done under the topic "A study to assess the effectiveness of structured teaching program on knowledge regarding Cyberbullying among 3rd year B.Sc. Nursing students studying at SCPM College of nursing and paramedical sciences, Gonda.

Methods: A Pre-experimental one group pretest posttest design was adopted for this study. 30 B.Sc. nursing students were selected as samples using Non probability purposive sampling technique. Socio demographic variables, Structured knowledge questionnaire were used as tools to assess the knowledge.

Results: In pretest, 80.0% of the samples had inadequate knowledge score, 20.00% of them had moderate level of knowledge score and none of them had adequate knowledge score regarding Cyber bullying. Whereas in posttest, none of them had inadequate level knowledge score, 26.67% of them had moderate level of knowledge score and 73.33% of them are had adequate level of knowledge score regarding Cyber bullying. Statistically there was a significant difference between pretest and post-test knowledge score regarding cyber-bullying at the level of $P < 0.001$.

Conclusion: This study concluded that structured teaching program was found to be an effective teaching strategy in improving knowledge of nursing students regarding cyber bullying.

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Introduction:-

Cyber bullying is a term used to describe harassment or intimidation that occurs online, usually via email, social media, messaging applications, forums, or other digital platforms. It is the purposeful and persistent targeting, threatening, or harming of another person through the use of technology, such as computers or smartphones. Cyber bullying victims may suffer severe psychological, emotional, and even bodily effects. In severe situations, it may even encourage self-harm or suicide. It can cause feelings of fear, worry, depression, and other negative emotions.

Background of the study:

Currently according to a study by the Cyber-Bullying Research Center in 2021, girls are 23.7% more likely to be harassed, and transgender teens are 35.4% more likely to be harassed online. The prevalence of cyber bullying victimization increased from 3.8% to 6.4% among female respondents and 1.9% to 5.6% among male respondents

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over three years. About 33% of females and 16.6% of males had depressive symptoms in their young adulthood. The prevalence of cyber bullying victimizations increased from 3.8% to 6.4% among female respondents and 1.9% to 5.6% among male respondents.

Mrs. Jithya PM, Dr. Mrs. Nisha Naik, Dr. Mrs. Rupali Salvi et.al (2 February 2022) conducted a descriptive study in nursing college Pune India to assess the existing knowledge on social media addiction among students. 60 samples were taken by Non probability purposive sampling technique. And the result showed 16.7% of the students had age 16-18 years, 66.7% of them had age 19-21, 15% of them had age 22-24 years and 1.7% of them had age above 24 years. 61.7% of them were females and 38.3% of them were males. 1.7% of them were from higher class, 10% of them were from lower class and 88.3% of them were from middle class. 46.7% of them had joint family, 38.3% of them had nuclear family and 15% of them had single parent family. 70% of them were college students, 15% of them were graduates and 15% of them had high school education. 3.3% of them had basic phone and 96.7% of them had smart phone. 45% of them had one social media account, 31.7% of them had two social media accounts, 13.3% of them had three social media accounts and 10% of them had more than 3 social media accounts. 75% of them had knowledge regarding social media addiction. 18.3% of them had knowledge from friends, 16.7% of them had knowledge from journals, 20% of them had knowledge from teachers and 20% of them had knowledge from television.

Jeevitha and Priyadarsini A (24 February 2020) was conducted a pre-experimental study in Saveetha College of Nursing, SIMATS, Thandalam, Chennai, Tamil Nadu, India to assess the knowledge regarding the impact of social network among school age children and to evaluate the effectiveness of structured teaching programme and the association between the post-test knowledge on impact of social network with selected demographic variables among school age children. Study was conducted with 60 samples (school age students) in quantitative approach, Pre experimental one group pretest posttest design, sample selection was done by convenient sampling technique and the result showed Out of 60 samples Age of the children from 11-12 years were 48.34 %. Gender of the male students was 60.00%. Religion of the children 73.33% were Hindu. Fathers education status 38.34% were High School. Mothers' education status 48.67% were High School. Students education status 48.33% were 7th standard. Parent monthly income 26.67% was Rs 7000 – 10,000. Type of family 60.00% were Nuclear family. The area of residence 78.33% were Urban. The type of staying of the students 61.67% were with Parents. The modes of device accessing of the students 53.33% were smart phones. 91.7% of children were having inadequate knowledge and 8.3% of them were having moderate knowledge and none of them were having adequate knowledge. 91.7% of children were having inadequate knowledge and 8.3% of them were having moderate knowledge and none of them were having adequate knowledge. And the study concluded that Nurses were the majority in health settings. The finding of the study clearly highlights the problem experienced by school age children. The health care provider of the hospital provides an awareness programme regarding the impact of social networks. The nurses can develop skills to explain the information about the impact of social networks.

Thus researcher felt further research was necessary to understand the mechanisms through which parents can cope with the attitude of the students in their usage of social network sites which will affect their health condition and academic performance.

Objectives of the Study:-

- 1:** -To assess the existing knowledge of 3rd year B.Sc. Nursing students regarding cyber bullying.
- 2:** - To assess the post -test knowledge of 3rd year B.Sc. Nursing students regarding cyber bullying.
- 3:** -To evaluate the effectiveness of Structured teaching programme on knowledge regarding Cyber bullying among 3rd year B.Sc. Nursing students.
- 4:** - To associate posttest knowledge score on cyber bullying with selected demographic variables among 3rd year B.Sc. Nursing students.

Hypothesis: -

H1: There is a significant difference between the pre- test knowledge score and post-test knowledge score regarding cyber bullying among 3rd year B.Sc. Nursing students.

H2: There is a significant association between the post test knowledge score regarding Cyber bullying with their selected socio demographic variables among 3rd year B.Sc. Nursing students.

Research Approach

The research approach used for this study was quantitative evaluative approach.

Research Design

For the present study, a **Pre-experimental one group pre-test post-test design** was adopted. The research design was represented in Figure 1.

**Key –**

O1- Assessing the existing knowledge of 3rd yr B.Sc. nursing students regarding cyber bullying

X- STP on knowledge regarding Cyber bullying

O2 – Assessing the knowledge of 3rd yr B.Sc. nursing students regarding cyber bullying after giving STP

Setting of the Study

The study was conducted at SCPM College of Nursing and Paramedical Sciences, Gonda.

Variables

Variables are characteristics that vary among the subjects being studied. It is the focus of the study and reflects the empirical aspects of the concepts being studied, the investigator measures the variables.

Independent variable:

In this study structured teaching program on cyber bullying is the independent variable.

Dependent variable:

The knowledge on cyber bullying is the dependent variable.

Demographic variables:

The demographic variables are age in years, gender, residence, marital status, education of father, education of mother, occupation of father, occupation of mother, source of knowledge on regarding cyber bullying.

Population

In this study the population is 3rd year B. Sc nursing students of SCPM College of Nursing and Paramedical Sciences, Gonda

Sample

In this study, the sample consists of 30 3rd year B. Sc nursing students of SCPM College of nursing and paramedical science, Gonda, who fulfilled the inclusion criteria of the study.

Sampling Technique

The samples were selected based on the judgment of the researcher to achieve objectives of the research at hand.

The non-probability purposive sampling technique is a strategy in which the researchers' knowledge of the population and its elements are used to select sample which are typical to the population. The non-probability purposive sampling technique approach was found to be appropriate for the present study.

Data Collection method

A formal written permission was obtained from SCPM College of Nursing and Paramedical Sciences, Gonda. The data collected from 08-08-2023 to 25-08-2023 from students who fulfilled the inclusion criteria. The socio demographic data, and knowledge questionnaire on cyberbullying were administered to collect background

information and the knowledge on prevention of Cyber bullying respectively. The data collection took 30-40 minutes. Before conducting the study, consent was taken from samples by explaining the purpose of the study.

Plan for data analysis

Both descriptive and inferential statistics were used to analyze the data to achieve the result as per the objectives of the study

Descriptive statistics:

1. Frequency and percentage distribution was used to analyze the demographic variables of students;
2. Mean, standard deviation and mean percentage were used to assess the level of knowledge on cyber bullying.

Inferential statistics

1. Chi square/Fissher's exact test used to work out the significant association between socio demographic variables and the knowledge on cyber bullying among 3rd year Bsc. Nursing students.
2. The Paired 't' test was used to find the significant difference between pre-test and post-Test values.

Table 1: - Demographic Variables.

Demographic variables		Number of students	%
Age in year	18-19 years	6	20.00%
	20-21 years	18	60.00%
	22-23 years	6	20.00%
	Above 24 years	0	0.00%
Gender	Male	9	30.00%
	Female	21	70.00%
Education of father	Illiterate	9	30.00%
	PRIMARY EDUCATION	12	40.00%
	SECONDARY EDUCATION	5	16.67%
	GRADUATE	4	13.33%
	POST GRADUATE	0	0.00%
Education of mother	Illiterate	8	26.67%
	PRIMARY EDUCATION	11	36.67%
	SECONDARY EDUCATION	10	33.33%
	GRADUATE	1	3.33%
	POST GRADUATE	0	0.00%
OCCUPATION OF FATHER	PRIVATE JOB	8	26.67%
	GOVERNMENT JOB	14	46.67%
	BUSSINESS	6	20.00%
	DAILY WAGES	2	6.67%
Occupation of mother	HOUSE WIFE	10	33.33%
	PRIVATE JOB	13	43.33%
	GOVERNMENT	7	23.34%
	BUSSINESS	0	0.00%
	DAILY WAGES	0	0.00%
Family Income/months	Rs.10000	11	36.67%
	Rs.20000	11	36.67%
	Rs.30000	7	23.33%
	>Rs.30000	1	3.33%

Table 1 shows the demographic information of nursing students those who are participated for the following study on "A study to assess the effectiveness of structured teaching programme on knowledge regarding cyber bullying among 3rd year B. Sc Nursing students in SCPM College of nursing and paramedical sciences, Gonda

Table 2: - Pretest Level of Knowledge score.

Level of score	No. of students	%
Inadequate	24	80.00%
Moderate	6	20.00%
Adequate	0	0.00%
Total	30	100.00%

Table No.2 shows the percentage level of knowledge score among students. In general, 80.0% of them are having inadequate level of score, 20.00% of them having moderate level of score and none of them are having adequate level of score.

Table 3: - Level of Posttest Knowledge Score.

Level of score	No. of students	%
Inadequate	0	0.00%
Moderate	8	26.67%
Adequate	22	73.33%
Total	30	100.00%

Table No.3 shows the percentage level of knowledge score among students. In general, none of them are having inadequate level of score, 26.67% of them having moderate level of score and 73.33% of them are having adequate level of score.

Table 4: - Percentage of Knowledge Gain Score.

		Max score	Mean score	% of mean score	Percentage of mean gain score
knowledge	Pretest	30	12.40	41.33%	38.90%
	Posttest	30	24.07	80.23%	

Table no 4 shows that pretest knowledge percentage of mean score was 41.33% and after structured teaching programme, post-test knowledge percentage of mean score was 80.23%, so the knowledge gain difference is 38.90%, this difference shows the effectiveness of STP on enhancement of knowledge among nursing students.

Table 5: -Association Between Students Posttest Level Of Knowledge Score And Demographic Variables.

Demographic variables		Post-test level of knowledge score				n	Chi square test
		Moderate		Adequate			
		n	%	n	%		
Age in year	18-19 Years	4	66.67%	2	33.33%	6	$\chi^2=7.27P=0.05*(S)$
	20-21 Years	4	22.22%	14	77.78%	18	
	22-23 Years	0	0.00%	6	100.00%	6	
	Above 24 Years	0	0.00%	0	0.00%	0	
Gender	Male	5	62.50%	3	37.50%	9	$\chi^2=6.74=0.01**(S)$
	Female	3	14.29%	18	85.71%	21	
Education of father	Illiterate	3	33.33%	6	66.67%	9	$\chi^2=0.34P=0.95(NS)$
	Primary Education	3	25.00%	9	75.00%	12	
	Secondary Education	1	20.00%	4	80.00%	5	
	Graduate	1	25.00%	3	75.00%	4	
	Post Graduate	0	0.00%	0	0.00%	0	
Education of mother	Illiterate	3	37.50%	5	62.50%	8	$\chi^2=1.30P=0.72(NS)$
	Primary Education	2	18.18%	9	81.82%	11	
	Secondary Education	3	30.00%	7	70.00%	10	
	Graduate	0	0.00%	1	100.00%	1	
	Post Graduate	0	0.00%	0	0.00%	0	
Occupation of father	Private Job	2	25.00%	6	75.00%	8	$\chi^2=0.90P=0.83(NS)$
	Government Job	3	21.43%	11	78.57%	14	

	Bussiness	2	33.33%	4	66.67%	6	
	Daily Wages	1	50.00%	1	50.00%	2	
Occupation of mother	House Wife	6	60.00%	4	40.00%	10	$\chi^2=8.62P=0.01^{**}(S)$
	Private Job	1	7.69%	12	92.31%	13	
	Government	1	14.29%	6	85.71%	7	
	Bussiness	0	0.00%	0	0.00%	0	
	Daily Wages	0	0.00%	0	0.00%	0	
Family Income/months	Rs.10000	3	27.27%	8	72.73%	11	$\chi^2=0.38P=0.94(NS)$
	Rs.20000	3	27.27%	8	72.73%	11	
	Rs.30000	2	28.57%	5	71.43%	7	
	>Rs.30000	0	0.00%	1	100.00%	1	

Table 5 shows the association between the student's posttest level of knowledge score and demographic variable. 22-23 years' female, and private job employed mother's children were gained more adequate knowledge score. Statistical significance was assessed using chi square test.

Conclusion:-

Considering pretest, 80.0% of the 3rd year B.Sc. nursing students had inadequate knowledge score, 20.00% of them had moderate level of knowledge score and none of them are having adequate level of score.

Considering posttest, none of them were having inadequate knowledge score, 26.67% of them had moderate level of knowledge score and 73.33% of them were having adequate level of knowledge score. Statistically there is a significant difference between pretest and post-test. It was confirmed using McNemar's test.

In pretest Nursing students are having 12.40 mean knowledge score and in posttest they are having 24.07 mean knowledge score, so the difference is 11.67, this difference is large and statistically significant, it was calculated using student paired t-test.

Pretest knowledge percentage of mean score was 41.33% and after structured teaching programme, post-test knowledge percentage of mean score was 80.23%, so the knowledge gain difference is 38.90%, this difference shows the effectiveness of STP on enhancement of knowledge among nursing students.

The association between the student's posttest level of knowledge score and demographic variable. 22-23 years' female, and private job employed mother's children were gained more adequate knowledge score. Statistical significance was assessed by using chi square test.

This study concluded that structured teaching program was found to be an effective teaching strategy in improving knowledge of nursing students regarding cyber bullying.

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