

## A Study to Assess the Effectiveness of Planned Teaching Program on Cyberbullying among Students of Gandhinagar, Gujarat

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### Abstract

A comparative study was conducted to assess the effectiveness of planned teaching program on Cyberbullying among students in selected Secondary Schools and colleges of Gandhinagar, Gujarat. The study was conducted in partial fulfillment for the award of degree of B.Sc. Nursing at Apollo institute of Nursing, Gandhinagar. The main objective of the study was to evaluate the effectiveness of planned teaching program on Cyberbullying among students in selected Secondary Schools and colleges of Gandhinagar, Gujarat. The 'General system model' adopted from Ludwig Von Brealanaffy was used as the conceptual framework. A quantitative approach with quasi experimental study design was used to achieve the objective of the study. The samples consisted of 96 students of selected school and colleges of Gandhinagar, each. The samples are divided into two groups, 48 students from secondary school and 48 students from college. The simple random. Sampling technique was used to collect the sample. A structured questionnaire was used to assess the knowledge of students of selected schools and colleges and the tool was found reliable. Data gathered was analyzed and interpreted using both experimental and inferential statistics. The mean on knowledge of Cyberbullying before the planned teaching program in pretest in school and college is 15.27 and 17.34 respectively whereas the mean of posttest, after the planned teaching program was 22.55 and 19.53 in school and college, respectively. The calculated "z" value was 12.72 and 3.83 for school and college respectively. Hence there is no evidence against null hypothesis. The result strongly suggests that students are acquainted well with Cyberbullying after the administration of planned teaching program. This study therefore, offers an encouraging solution towards improvement of student's knowledge in Cyberbullying.

**Keywords:** Cyberbullying; Planned Teaching Program; Effectiveness.

### Introduction

Cyberbullying is defined as, using both information technology and communication technology beyond the limits in order to harm a person's reputation, state of mind or to humiliate a person [1].

In India, the survey indicated that 22% of children reported mean or unfriendly treatment, 29% were made fun of or tease and 25% were called mean names. The survey also found that 70% of children said that they know a lot or something about online bullying, while 79% were very or somewhat

worried about the phenomenon, 77% reported being bullied online or offline. "India is one of the few countries where the rate of online and offline bullying were equal," the survey said [2].

Cyberbullying commonly occurs across a variety of venues and mediums in cyber space. In recent years, most of youth are have been drawn to social media such as Snapchat, Instagram, twitter and video sharing such as YouTube. This trend has lead to increased reports of Cyberbullying occurring in those environments. It also provides an environment in which hate and harm is expressed.

According to study of bullying a person, some of the methods of Cyberbullying can be simplest of all that is, sending text messages, or e-mail. Other methods can be of threat, gaming up on victim, defaming, sexual remarks, posting rumors, hate speech etc. Some other method can include making fake accounts, posting on social media, portraying or abusing someone. It involves abuse to personal information of a person such as photos, blogs

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etc. sending viruses to destroy the information of other person, abuse a person in chat room, sending images or text through mobile phone.

According to Global Youth Online behavior survey (2011), India ranks third (53%) on the list of top globally cyberbullied countries behind China (70%) and Singapore (58%) [3]. Over half of children in India have been bullied online, according to that survey conducted by Microsoft [4]. India today 2012 revealed that, the frequency of Cyberbullying in India is higher than that of western nations, including the USA (15%), Britain (11%) and France (5%) [5].

A new poll conducted by Global Research Company IPSOS finds that more than 3 out of 10 parents (32%) in India say their children have been victim of Cyberbullying. The finding also disclosed that 45% of Indian parents believed a child in their community was being cyberbullied, while a majority (53%) of parents online in India are aware of the issue [6].

According to National Crime Bureau, the total case registered under IT act 2000 was 966 in 2010 and 1791 in 2011 [7], 2876 in 2012 [8] and 4356 in 2013. A total of 4356 cases were registered under IT act during the year 2013 as compared to 2876 cases during the previous year (2012), thus, showing an increase of 51.5% in 2013 over 2012 [9].

Mom’s Teams, an online source for sports, parents report that over 150000 kids Nationwide (India) are staying home from school because of bullying daily [10].

A study explores three dimensions of Cyberbullying viz. bullying, victimization and witnessing along with seven different activities, the percentage of students who committed Cyberbullying, the percentage of students who became cyber victims and the percentage of students who witnessed Cyberbullying. The percentage of students who were victimized through flaming is 21.9% and 78.1% were not victimized and about 15.1% bullied through flaming and 84.9% were not suffered.

There are some negative effects that Cyberbullying can have on a person. Many people feel depressed, sad, angry, and frustrated. Cyberbullying do hurt physically and mentally both. It scares and takes away confidence. Those who are victimized by Cyberbullying also reveal that they are often afraid or embarrassed to go to school and college. Cyberbullied youth also report having suicidal thoughts and there have been number of examples where youth who were victimized ended up taking their own lives.

**Methodology**

The study was conducted in a selected Secondary School and College of Gandhinagar on the students between age group of 12-22 years. Quantitative approach was adopted for the study. A quasi-experimental correlation survey design was used with simple random sampling technique. The sample consisted of 48 students from school and college each. Administrative approval was taken from the Principal of the School and College selected. The students were given a questionnaire consisting of 30 questions with Section I and Section II. Section I consisted of five demographic variables. Section II consisted of questions related to Definition, Incidence, Types, Effects, Signs, Mediums, Prevention and Tips related to Cyberbullying. The data were collected on 21/03/2018. The purpose of the study was explained and informed consent was taken from all respondents.

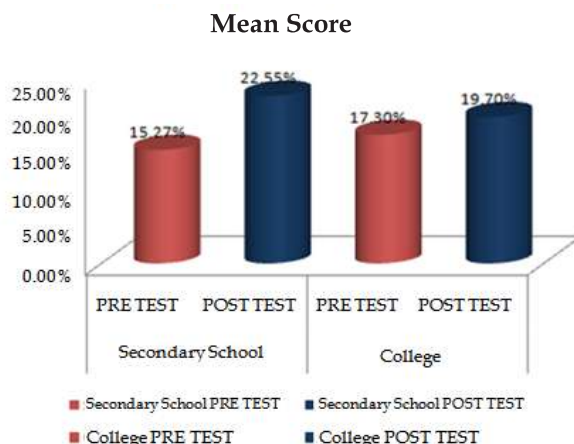
**Results**

*Findings Related to Sample Characteristics*

Table 1 depicts the demographic characteristics of the subjects in both - school and college where 100% students are from age group of 12-15 years in the school while 100% students are from the age group of 19-22 years in the college.

*Findings Related to Knowledge regarding Cyberbullying*

In Secondary School students, before planned teaching, majority of them - 85.42% had average knowledge, 6.25% of them had good knowledge



Graph 1:

**Table 1:** Frequency and percentage of samples by their characteristics

n=48

Characteristics	Secondary School		College	
	Frequency	Percentage (%)	Frequency	Percentage (%)
<i>Age (in years)</i>				
12-15	48	100	0	0
16-18	0	0	0	0
19-22	0	0	48	100
<i>Gender</i>				
Male	33	31.68	6	12.5
Female	15	14.4	42	87.5
<i>Educational qualification</i>				
School	48	100	0	0
College	0	0	48	100
Other	0	0	0	0
<i>Internet connection facility</i>				
Yes	39	81.25	42	87.5
No	9	18.75	6	12.5
<i>Knowledge regarding cyberbullying</i>				
Yes	28	58.33	35	72.91
No	20	41.66	13	27.08

and 8.33% of them had poor knowledge regarding Cyberbullying. After planned teaching, majority of them - 85.42% had good knowledge and 14.58% of them had average knowledge and 0% of them had poor knowledge regarding Cyberbullying. This indicates that there is marked improvement in their knowledge regarding Cyberbullying.

In College students, before planned teaching, majority of them - 91.66% had average knowledge, 6.25% of them had good knowledge and 2.08% of them had poor knowledge regarding Cyberbullying. After planned teaching, majority of them - 50% had good knowledge and 43.75% of them had average knowledge and 6.25% of them had poor knowledge regarding Cyberbullying. This indicates that there is marked improvement in their knowledge regarding Cyberbullying.

### Discussion

A study conducted in U.K. by Peter K [11]. Smith on impact of Cyberbullying in secondary school people in that they used a self report questionnaire including 92 students from 14 schools from which about 6.6% are often bullied, 15.6% only once or twice and 77.8% never. This is similar to the present study conducted in that secondary school students were made the subjects and also formulation of a self report questionnaire. However, that questionnaire was used to determine their

vulnerability to cyberbullying, which is in contrast to the study conducted since the current study aimed to determine the subjects' knowledge related to cyberbullying.

A study on High School teachers' perception of Cyberbullying prevention and intervention strategies in Brigham Young University used a questionnaire that was administered to 66 school teachers. About 25% of teachers indicated that Cyberbullying does not have any long lasting negative effects, and that Cyberbullying prepares students for life and about 42% of teachers indicated that a formal bully prevention program that addressed Cyberbullying should be implemented. This is in contrast to the present study since the subjects were students and not teachers but the result favored the objectives and aims of the current study conducted.

A study done in Canada on Cyberbullying in high school in that they explored high school students' beliefs and behaviors associated with Cyberbullying. Data was collected from 12 students in 5 Canadian schools- over 40% would do nothing if they were cyberbullied and only about 1 in 10 would inform adults. Students were found to be reluctant to report Cyberbullying incidence to adults in schools for various reason. This in contrast to the content used to acquaint students with Cyberbullying prevention in the present study, however, equally favors the need of the current study undertaken.

A study conducted by Wong-Lo and Bullock (2011) in which a total of 137 participants (62 adolescents and 75 parents) responded to a survey [12,13]. Results indicated that 90% of the participants from the adolescent group had reported to have experienced Cyberbullying either as a victim or as a bystander. In addition, 70% of the victims have been cyberbullied 1 to 2 times within a month's time and 50% of the victims did not know the perpetrator. Secondly, 89% of parent participants indicated to be knowledgeable about the issues relating Cyberbullying and 89% reported to have had no knowledge if their child has or has not been a victim of Cyberbullying.

This is similar as well as in contrast to the present study because the subjects in the current study were from the adolescent group which is similar to that study, but in contrast since the adolescents were assessed for their experience with Cyberbullying, unlike the present study where they are assessed for their knowledge in Cyberbullying. Also, in the present study 65.62% subjects had knowledge regarding Cyberbullying, which is in contrast to the study as 90% subjects indicated to be knowledgeable about issues related to Cyberbullying.

## Conclusion

The findings of the present study suggested that there is significant improvement in the knowledge of the students after the administration of the planned teaching program, which indicates that the teaching program was fairly effective in obtaining its objectives.

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