



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## A Study To Assess The Effectiveness Of An Awareness Program On Cyberbullying Among Adolescents In Selected Professional Colleges

Ms.Minilekha<sup>1</sup>, Ms.Vineetha C D<sup>1</sup>, Mr. Abhishek K J<sup>2</sup>, Ms. Aleena P George<sup>2</sup>, Ms. Anagha Shiji<sup>2</sup>, Ms. Ayana Wilson<sup>2</sup>, Ms. Benitta Mathew<sup>2</sup>, Ms. Delmy Daison<sup>2</sup>, Mr. Jeas Davis<sup>2</sup>, Ms. Jesna Joshy<sup>2</sup>, Ms. Sneha Stephen<sup>2</sup>

<sup>1</sup>Assistant professor, Adult health nursing St James College Of Nursing, Chalakudy.

<sup>2</sup>B.Sc. Nursing Student, St. James' College Of Nursing, Chalakudy.

**Institution:** St James College Of Nursing Chalakudy

**Course:** BSc Nursing, Kerala University of Health Sciences, 2025

### ABSTRACT

Cyberbullying is an increasing concern among adolescents who frequently use online platforms, often leading to psychological, emotional, and academic issues. This study aimed to evaluate the effectiveness of a structured awareness programme in improving adolescents' knowledge about cyberbullying. A quasi-experimental one-group pre-test post-test design was used, involving 65 adolescents selected through convenient sampling. Exposure to cyberbullying was measured with an awareness scale, and knowledge was assessed using a structured questionnaire. The awareness programme included interactive lectures and visual presentations on the definition, types, consequences, preventive strategies, and reporting methods for cyberbullying. A post-test was conducted on the 7th day using the same tool. Results showed a significant increase in knowledge, with the mean pre-test score of 11.28 rising to 17.75 post-intervention. The paired t-test indicated a highly significant difference ( $t = -17.433$ ,  $p < 0.001$ ), confirming the programme's effectiveness. The study concludes that structured educational interventions can empower adolescents to recognize, prevent, and respond to cyberbullying. Incorporating such programmes into school health education can foster safer online behavior and mental well-being. Further research with larger, diverse samples is recommended to evaluate long-term effects.

**KEYWORDS:**Cyberbullying, Adolescents, Awareness Program, Intervention, Knowledge, Education

## INTRODUCTION

In the digital era, adolescents widely use the internet and social media, but cyberbullying—harm via digital platforms—has become a major concern. Unlike traditional bullying, it can occur anonymously, anytime, and affect a wide audience, making adolescents especially vulnerable. Globally, 15% of adolescents experience cyberbullying, while in India it ranges from 19% to 28.2%, and 3.3% in Kerala. Victims often face depression, anxiety, low self-esteem, academic decline, and social withdrawal. Many adolescents lack awareness, but educational interventions and awareness programs have been effective in improving knowledge and prevention. This study aims to bridge the gap by assessing the effectiveness of an awareness program in improving knowledge regarding cyberbullying among adolescents.

**Statement of the Problem:**A Study to Assess the Effectiveness of an Awareness Program on Cyberbullying among Adolescents in Selected Professional Colleges in Thrissur District.

### Objectives

1. To assess the exposure to cyberbullying among adolescents.
2. To evaluate the level of knowledge regarding cyberbullying before and after the awareness program.
3. To determine the effectiveness of the awareness program in enhancing knowledge on cyberbullying.

### Hypothesis

- **Research Hypothesis ( $H_1$ ):** There will be a significant difference in the knowledge levels regarding cyberbullying before and after the awareness program.
- **Null Hypothesis ( $H_0$ ):** There will be no significant difference in the knowledge levels regarding cyberbullying before and after the awareness program.

## MATERIALS AND METHODS

A quantitative research approach was used to collect numerical data and assess changes in knowledge through pre-test and post-test scores. A quasi-experimental one-group pre-test and post-test design was utilized to evaluate the effectiveness of the awareness program. The study population consisted of 65 adolescents from professional colleges in Thrissur District, aged 17–21 years, excluding those who had received formal training on cyberbullying in the past six months. Convenient sampling was employed to select participants. Data were collected using a structured knowledge questionnaire administered before and after the 60–90 minute awareness program, which focused on the types, consequences, and preventive

measures of cyberbullying. The tool was validated by five experts in adult health nursing, community health nursing, and mental health nursing, who reviewed the items for relevance, accuracy, and appropriateness based on their clinical expertise and interest in the problem area. Reliability was established using Cronbach's alpha on data collected from adolescents in the selected colleges, and the results indicated that the tool was reliable for the study

## RESULTS

**Demographic Data:** The study sample included 92.2% females and 7.8% males, with a majority of participants aged 18-19 years (60.9%). Most participants (78.1%) resided in hostels, and 78.1% accessed the internet via mobile data.

**Exposure to Cyberbullying:** The study found that 43.1% of adolescents had witnessed cyberbullying, and 10.9% had been victims.

### Knowledge Levels

- **Pre-test:** 6.2% had poor knowledge, 53.8% had average knowledge, and 40% had good knowledge about cyberbullying.
- **Post-test:** The knowledge improved significantly, with the mean score rising from 11.28 (pre-test) to 17.75 (post-test).

### Statistical Analysis

A paired t-test revealed a statistically significant improvement in knowledge ( $t = -17.433$ ,  $p < 0.001$ ), confirming the effectiveness of the awareness program

## DISCUSSION

The awareness program significantly improved adolescents' knowledge of cyberbullying. Previous studies also show that structured educational interventions increase awareness and coping skills. These findings highlight the effectiveness of such programs in addressing cyberbullying among digitally active adolescents

## CONCLUSION

This study demonstrates the effectiveness of an awareness program in improving adolescents' understanding of cyberbullying. The findings highlight the importance of such programs in educational settings and suggest that further research is needed to evaluate long-term effects and scalability.

## REFERENCES

1. Smith, P. K., et al. (2008). Cyberbullying: Its Nature and Impact in Secondary School Pupils. *Journal of Child Psychology*, 49(4), 387–397.
2. Kowalski, R. M., et al. (2014). Bullying in the Digital Age: A Critical Review and Meta- Analysis of Cyberbullying Research. *Psychology of Violence*, 4(3), 271–281.
3. Sourander, A., et al. (2010). Psychosocial Risk Factors Associated with Cyberbullying and Cybervictimization Among Adolescents in Finland. *Journal of Youth and Adolescence*, 39(9), 1339–1348.
4. Williford, A., et al. (2013). Effectiveness of the KiVa Anti-bullying Program on Cyberbullying and Cybervictimization in Schools. *Journal of School Psychology*, 51(3), 275–284.
5. World Health Organization. Global status report on violence prevention 2024. Geneva: WHO; 2024.

