



A STUDY TO ASSESS THE EFFECTIVENESS OF A STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING CYBERBULLYING AMONG ADOLESCENTS IN SELECTED SCHOOLS OF MEHSANA CITY, GUJRAT

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Abstract: Cyberbullying is a growing concern among adolescents due to increased digital technology use. This study evaluated the effectiveness of a Structured Teaching Programme (STP) on cyberbullying knowledge among 60 adolescents in selected schools of Mehsana City. A pre-experimental one-group pretest-posttest design was used. The findings showed a significant improvement in knowledge scores after the intervention. The study concludes that STP is an effective strategy for enhancing cyberbullying awareness among adolescents.

I. INTRODUCTION

1.1 Background of the Study

Cyberbullying has emerged as a significant public health and educational concern among adolescents due to the rapid growth of internet access, smart phones, and social media platforms. It refers to the intentional and repeated use of digital technologies to harass, threaten, humiliate, or harm others. Unlike traditional bullying, cyberbullying can occur anytime and anywhere, making it particularly harmful to adolescents.

Adolescents are especially vulnerable to cyberbullying because of their increased engagement with online communication and social networking platforms. Research indicates that cyberbullying negatively affects mental health, academic performance, social relationships, and overall well-being. Victims often experience anxiety, depression, low self-esteem, social isolation, and decreased academic achievement.

Globally, studies report that approximately 15–35% of adolescents experience cyberbullying. In India, the prevalence ranges from 19% to 25%, with increasing exposure due to widespread smart phone and internet

use. Despite the growing concern, many adolescents lack adequate knowledge regarding the forms, consequences, and prevention of cyberbullying.

Schools play a crucial role in promoting awareness and preventing cyberbullying through educational interventions. Structured teaching programmes have been shown to improve students' understanding of online safety and responsible digital behavior. However, limited research has assessed the effectiveness of such programmes among adolescents in school settings, particularly in Gujarat.

Therefore, the present study aims to assess the effectiveness of a Structured Teaching Programme on knowledge regarding cyberbullying among adolescents in selected schools of Mehsana city. The findings may contribute to the development of effective school-based awareness and prevention strategies for creating safer digital environments for adolescents.

II. MATERIAL AND METHODS

2.1 Study Design

A pre-experimental one-group pre-test post-test research design was adopted to evaluate the effectiveness of a Structured Teaching Programme on knowledge regarding cyberbullying among adolescents in selected schools of Mehsana City, Gujarat.

2.2 Study Setting

The study was conducted in selected schools of Mehsana City, Gujarat. These schools provide education to adolescents from diverse socio-economic and educational backgrounds.

2.3 Study Population and Sample

The study population comprised adolescents studying in selected schools of Mehsana City. A total sample of 60 adolescents aged 16–19 years was selected for the study.

2.4 Inclusion and Exclusion Criteria

Inclusion Criteria

- Adolescents aged 16–19 years.
- Students studying in selected schools of Mehsana City.
- Students willing to participate in the study.
- Students available during the period of data collection.

Exclusion Criteria

- Students absent during data collection.
- Students unwilling to participate in the study.
- Students who had previously attended a formal cyberbullying awareness programme.

2.5 Research Tool

Data were collected using a validated structured knowledge questionnaire consisting of multiple-choice questions related to cyberbullying. The tool included two sections:

Section A:

Socio-demographic variables such as age, gender, religion, educational standard, type of family, parents' education, parents' occupation, monthly family income, ownership of mobile/computer, use of social networking sites, and previous knowledge regarding cyberbullying.

Section B:

Structured knowledge questionnaire covering meaning, forms, causes, consequences, prevention, and reporting of cyberbullying.

2.6 Intervention

The intervention consisted of a Structured Teaching Programme designed to improve adolescents' knowledge regarding cyberbullying. The teaching session was conducted using PowerPoint presentations, charts, posters, visual aids, and group discussions.

The programme included:

Meaning and definition of cyberbullying.

Types and forms of cyberbullying.

Causes and risk factors.

Psychological, social, and academic consequences.

Prevention and safety measures.

Reporting mechanisms and support systems.

Responsible use of social media and digital platforms.

2.7 Data Collection Procedure

On the first day, a pre-test was conducted using the structured knowledge questionnaire to assess the baseline knowledge of adolescents regarding cyberbullying. Immediately after the pre-test, the Structured Teaching Programme was administered. A post-test was conducted on the seventh day using the same questionnaire to assess the effectiveness of the intervention.

2.8 Ethical Considerations

Ethical clearance was obtained from the concerned institutional authority. Permission was obtained from the principals of selected schools before conducting the study. Written informed consent was obtained from participants and confidentiality and anonymity were maintained throughout the study.

2.9 Statistical Analysis

The collected data were coded and analyzed using the Statistical Package for Social Sciences (SPSS) version 26.

III.METHODOLOGY

The present study adopted a quantitative research approach with a pre-experimental one-group pre-test post-test design to assess the effectiveness of a Structured Teaching Programme on knowledge regarding cyberbullying among adolescents in selected schools of Mehsana City, Gujarat.

The study was conducted in selected schools of Mehsana City. A total of 60 adolescents were selected using a convenient sampling technique based on predefined inclusion and exclusion criteria. Adolescents who were willing to participate, available during the study period, and able to understand English were included in the study. Students who had previously participated in a similar awareness programme or were unwilling to participate were excluded.

Data were collected using a structured questionnaire developed by the investigator. The tool consisted of two sections: Section A included demographic variables such as age, gender, parents' education, parents' occupation, type of family, availability of mobile phone/computer, use of social networking sites, and previous knowledge regarding cyberbullying. Section B consisted of a 30-item structured knowledge questionnaire assessing knowledge regarding cyberbullying. Each correct response carried one mark, with a maximum score of 30.

The content validity of the tool was established by experts in nursing, and reliability was assessed using the split-half method with Karl Pearson's formula. The reliability coefficient was found to be 0.83, indicating that the tool was reliable.

After obtaining permission from the school authorities and informed consent from participants, a pre-test was conducted to assess baseline knowledge regarding cyberbullying. Following the pre-test, a Structured Teaching Programme was administered using lectures, discussions, and educational materials. A post-test was conducted after the intervention using the same questionnaire to evaluate the effectiveness of the programme.

The collected data were analyzed using descriptive and inferential statistics. Frequency, percentage, mean, and standard deviation were used to describe demographic variables and knowledge scores. The paired t-test was used to determine the effectiveness of the Structured Teaching Programme, and the chi-square test was used to assess the association between knowledge scores and selected demographic variables. Statistical significance was considered at $p < 0.05$.

IV. RESULT AND DISCUSSION

Table:4.1.1:Frequency and Percentage Wise Distribution of Samples Based on Demographic Data

[N=60]

SR NO	PERSONAL DATA		FREQUENCY (F)	PERCENTAGE (%)
1.	Age in year	16year	45	75%
		17year	10	16.7%
		18year	6.7	6.7%
		19year	1.7	1.7%
2	Gender	Male	22	36.66%
		Female	38	63.33%
3.	Educational status of parents	Illiterate	20	33.3%
		Primary education	18	30%
		Secondary education	13	21.7%
		Graduate	6	10%
		Postgraduate	3	5%
4.	Occupational status of parents	Un-employee	22	36.7%
		Labourer	23	38.3%
		Gov-employee	4	6.7%
		Privet employee	11	18.3%
		Self-employee	00	00%
5.	Type of family	Joint family	30	50%
		Nuclear Family	20	33.3%
		Extended Family	10	16.7%
6.	Do you have any Mobile phone or computer?	Yes	53	88.3%
		No	7	11.7%

7.	following social networking sites	Yes	47	78.3%
		No	13	21.7%
8.	Knowledge Regarding cyber bullying?	Yes	8	13.3%
		No	52	86.7%

Table:4.1 reveals that out of 60 respondents under study,

The majority of adolescents 45(75%) were 16 years old, followed by 10(16.7%) who were 17 years old, 4 (6.7%) who were 18 years old, and 1 (1.7%) who was 19 years. This indicates that most participants belonged to the younger adolescents age group.

Among the participants, 38 (63.3%) were female and 22 (36.7%) were male, showing that females constituted the majority of the study sample. Regarding parental education, 20(33.3%) parents were illiterate, 18(30%) had Primary education, 13(21.7%) had secondary education, 6(10%) were graduates , and 3 (5%) were postgraduates. This suggests that a large proportion of parents had low educational attainment.

Most parents were labourers 23(38.3%), followed by unemployed 22(36.7%), private Employees 11 (18.3%), governments employees 4(6.7%), and none were self-employed. This indicates that the majority of parents belonged to lower socioeconomic occupational groups.

Half of the participants 30(50%) belonged to joint families, while 20(33.3%) belonged to nuclear families and 10(16.7%) belonged to extended families. Thus, joint families were the most common family type among respondents.

A majority of adolescents 53 (88.3%) reported having access to a mobile phone or computer, whereas 7 (11.7%) did not have access to these devices.

Among the participants, 47 (78.3%) reported using social networking sites, while 13 (21.7%) did not. This shows that social media usage was common among the adolescents.

Only 8 (13.3%) adolescents reported having prior knowledge regarding cyberbullying, whereas 52(86.7%) had no knowledge about cyberbullying. This finding highlights the need for educational interventions to improve awareness regarding cyberbullying among adolescents.

Table4.2.1: Distribution category of knowledge score.

Category of knowledge	Score
Poor	0-10
Average	11-20
Good	21-30

Table 4.2.1 shows the distribution category of knowledge score.

- Adolescent who had score of 0-10, having poor knowledge.
- Adolescent who had score of 11-20, having average knowledge.
- Adolescent who had score 21-30, having good knowledge.

Table-4.2.2 Frequency and percentage distribution of knowledge of family member.

Level of knowledge	Pre-test		Post-test	
	F	%	F	%
Poor	45	75%	8	13.33%
Average	15	25%	36	60%
Good	00	00%	16	26.7%

Data in Table 4.2.2 shows that the comparison of pre-test and post-test levels of knowledge reveals a marked improvement following the intervention. During the pre-test, the majority of participants (75%) had poor knowledge, while 25% demonstrated an average level of knowledge; none of the participants fell into the good knowledge category.

In contrast, the post-test results show a substantial positive shift. No participants remained in the poor knowledge category, while the majority (73.3%) attained an average level of knowledge, and 26.7% achieved a good level of knowledge. This clear transition from poor to average and good levels of knowledge indicates that the structured teaching programme/intervention was highly effective in improving the overall knowledge level of the participants.

Table 4.2.3 Comparison between the pre-test and post-test knowledge score.

N-60

knowledge score	Range	Mean	Median	Mode	SD	Mean %	Mean percentage difference
Pretest	4-14	8.31	7.50	7.00	2.62	27.70%	35.13%
Posttest	9-24	18.85	20.00	20.00	2.89	62.83%	

The descriptive analysis of knowledge scores indicates a substantial improvement in participants' knowledge following the intervention. In the pretest, knowledge scores ranged from 4 to 14, with a mean score of 8.31, median 7.50, and mode 7.00, reflecting a generally low base line level of knowledge. The standard deviation of 2.62 suggests moderate variability among participants, and the mean percentage score was only 27.70%.

In contrast, the post-test knowledge scores showed a marked increase, with a range of 9 to 24, a higher mean score of 18.85, and both median and mode at 20.00, indicating that most participants achieved higher and more uniform knowledge levels after the intervention. The standard deviation of 2.89 reflects a

consistent spread of scores, while the mean percentage increased to 62.83%. The mean percentage difference of 35.13% between pretest and posttest scores clearly demonstrates the effectiveness of the teaching programme/intervention in improving the knowledge of the participants.

Table4.2.4 Effectiveness of structured teaching programme on knowledge regarding cyberbullying.

Table-:Mean,Standard deviation,meandifferenceandpaired‘t’valueon knowledge regarding cyberbullying children. Before and after given PTP.

Knowledge	Mean	SD	df	Paired‘t’ value
Pretest	8.31	2.62	59	20.23
Posttest	18.85	2.89		

***Significantat $p \leq 0.05$ level; Tablevalue= 1.962**

The comparison of pretest and posttest knowledge scores shows a marked improvement in knowledge following the intervention. The mean pretest knowledge score was 8.31 ± 2.62 , which increased substantially to a mean posttest-score of 18.85 ± 2.89 . The calculated paired t value of 20.23 at $df = 59$ indicates that the difference between pretest and posttest scores is highly statistically significant ($p < 0.05$). This finding clearly demonstrates that the structured teaching programme/intervention was effective in enhancing the knowledge level of the participants.

4.1 ASSOCIATION BETWEEN KNOWLEDGE AND SELECTED DEMOGRAPHIC VARIABLES

Table4.4.1 Association between selected demographic variables and the knowledge score of adolescents regarding cyberbullying.

Sr. No	Variable	Category	Frequency	Level of knowledge			d.f.	Tb value	Chi square test ²	Significant
				Poor	Averag	Good				
1.	Age in year	16year	45	33	12	0	3	7.81	1.86	NS
		17year	10	7	3	0				
		18year	6.7	4	0	0				
		19year	1.7	1	0	0				
2.	Gender	Male	22	16	6	0	1	3.84	2.34	NS
		Female	38	30	8	0				
		Illiterate	20	17	3	0				

3.	Educational status of parents	Primary education	18	13	5	0	4	9.48	17.17	S
		Secondary education	13	8	5	0				
		Graduate	6	6	0	0				
		Postgraduate	3	1	2	0				
4.	Occupational status of parents	Un-employee	22	18	4	0	3	7.81	11.92	S
		Self-employee	00	0	0	0				
5.	Type of family	Joint family	30	25	5	0	3	7.81	7.43	NS
		Nuclear Family	20	12	8	0				
		Extended Family	10	9	1	0				
6.	Do you have any mobile phone or computer?	Yes	53	40	13	0	3	7.81	0.54	NS
		No	7	5	2	0				
7.	following social networking sites	Yes	47	13	10	0	1	3.84	1.60	NS
		No	13	8	5	0				
8.	Knowledge regarding cyber bullying?	Yes	8	6	3	0	1	3.84	0.76	NS
		No	52	40	12	0				

Key(S=SIGNIFICANT,NS=NOT SIGNIFICANT,D.F.=Degree of freedom)

Table 4.3.1 shows that the association between the level of knowledge and selected demographic variables was analyzed using the chi-square test. The findings revealed that age in years was not significantly associated with the level of knowledge regarding cyberbullying ($\chi^2=1.86$ df=3,table value=7.81,NS).Most participants were 17 years old, among whom 33 had poor knowledge and 12 had average knowledge.

Educational status of parents showed a statistically significant association with the level of knowledge ($\chi^2 = 17.17$, df = 4, table value = 9.48, S). Participants whose parents had higher educational qualifications demonstrated relatively better knowledgescorescomparedtothosewhose parents were illiterate or had only primary education.

Occupational status of parents was also significantly associated with the level of knowledge ($\chi^2 = 11.92$, df = 3, table value = 7.81, S). Students whose parents were government employees showed comparatively better knowledge than those whose parents were unemployed or laborers.

Type of family did not show any significant association with the level of knowledge($\chi^2=7.43$,df=3,tablevalue=7.81,NS).Similarly,possessionofamobilephone or computer was not significantly associated with knowledge level ($\chi^2 = 0.54$, df = 3, table value = 7.81, NS).

The use of social networking sites also showed no significant association with the level of knowledge ($\chi^2 = 1.60$, $df = 1$, table value = 3.84, NS). In addition, prior

Knowledge regarding cyberbullying was not significantly associated with the level of knowledge scores ($\chi^2 = 0.76$, $df = 1$, table value = 3.84, NS).

Overall, the study findings indicate that educational status and occupational status of parents had a significant influence on the knowledge level regarding cyber bullying, whereas age, type of family, availability of mobile/computer devices, use of social networking sites, and previous knowledge regarding cyber bullying did not show a significant association.

V. DISCUSSION

The present study is addressed to assess the effectiveness of structured teaching programme Of knowledge regarding cyberbullying. In this study 60 Samples participated. In relation to the findings of the study, it was revealed that majority of the Samples had good knowledge after Implementation of structured Teaching Program on knowledge regarding cyberbullying. The mean Post Test knowledge score (18.85) was higher than Mean Pre Test knowledge score (8.31) with the mean difference of 10.54. Association of selected Demographic Variables with the knowledge score was computed using Chi Square test and it showed that there is significant association between them.

Hence it was proved that the structured teaching programme on regarding cyberbullying was effective in increasing knowledge among adolescent.

In Structured teaching programme similar study conducted by **Sinisha K, Nishanan C (2024)** assess the “effectiveness of structured teaching program on knowledge regarding cyberbullying among homemakers in selected areas of Mehsana district” Objectives: Assess the knowledge of homemakers regarding cyberbullying, assess the effectiveness of structured teaching program on knowledge regarding cyberbullying among homemakers, find out the association between pretest knowledge score and selected demographic variables of homemakers. Methodology: A quantitative research approach was used and the study design was pre-experimental one group pre-test post-test design. Total 60 sample were selected for the study by using non probability convenient sampling technique. Demographic performa used as tool-1 and a structured knowledge questionnaire related to cyberbullying used as tool-2. Based on the questionnaire the knowledge score was classified into 3 groups as poor (18). The data collected were analyzed and tabulated by using descriptive and inferential statistics. Result: The study revealed that the mean knowledge score on overall knowledge of cyberbullying before the intervention was However after the intervention, a significant improvement was observed in the mean score, which increased to 15.75.

VI. CONCLUSION

The conclusion drawn from the finding of the study is as follows: The 't' test done to find the effect of structured teaching programme on knowledge regarding cyberbullying among adolescent. It revealed that there is highly significant gain in knowledge of the adolescent, after the administration of the structured

teaching regarding cyberbullying. The knowledge score of nurses regarding cyberbullying as revealed in the pre-test showed average knowledge score, where as in post-test the awareness scores of the samples showed marked increase, which indicates that the structured teaching programme is effective in increasing the knowledge of the samples regarding cyberbullying.

Also, the calculated 't' value is 20.23, which is significantly higher than the 't' table value of 1.671 at 0.05 level of significance, which means that we reject H_0 and accepted H_1 . Therefore, there is significant difference between average values of pre-test and post- test regarding general knowledge regarding cyberbullying, which gives an interpretation that there is significant gain in knowledge score of the sample in the post-test phase. This indicates that the structured teaching programme is effective in increasing the knowledge of the samples.

It clearly indicates that the level of awareness scores of the adolescent in the post-test phase is higher than in the pre -test phase. This shows that structured teaching programme was proved effective in increasing the knowledge level of the adolescent regarding cyberbullying from all the above findings it can be concluded that most of the adolescent had average knowledge regarding cyberbullying in the pretest. After administration of structured teaching programme, knowledge of majority of the adolescents had considerably increased to a higher score in post-test than compared to the pre-test scores.

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