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Assess the effectiveness of structured teaching programme on knowledge regarding cyberbullying among homemakers

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Abstract
The present study was conducted to assess the "effectiveness of structured teaching program on knowledge regarding cyberbullying among homemakers in selected areas of Malappuram 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 (t=6.93, *p*<0.05). The study also revealed that demographic variable are not associated with knowledge regarding cyberbullying.
Conclusion: The study concluded that structured teaching program was effective in gaining knowledge regarding cyberbullying.

Keywords: Structured teaching program, cyberbullying, homemaker

Introduction
"Unless and until our society recognizes cyber bullying for what it is, the suffering of thousands of silent victims will continue." – Anna Maria Chavez
Cyberbullying is bullying with the use of digital technologies. Bullying is deliberate and unprovoked aggressive behavior that is actioned repeatedly, usually by someone in a position of power over the victim, be it physical, social, or psychological, in an effort to cause harm. Cyberbullying specifies this action when performed via electronic devices, over the internet, or by texting and calling. Clearly, physical interactions are limited over remote devices. Thus, cyberbullying usually takes the form of repeated offensive, threatening, humiliating, or otherwise harmful interactions, often with added complications owing to the anonymity and around-the-clock access of cyberbullies to their victims.
According to a UNICEF poll, more than 33% of youngsters are reported as victims of online bullying in 30 countries worldwide 7. According to NCRB, 50,035 cases of cybercrime were reported in India in the year 2020, among which 1614 cases of cyberstalking, 762 cases of cyber blackmailing, 84 cases of defamation, 247 cases of fake profiles, and 838 cases of fake news were investigated.

Statement of the problem
"A study to assess the effectiveness of structured teaching programme on knowledge regarding cyberbullying among homemakers in selected areas of Malappuram district."

Objectives

1. Assess the knowledge of homemakers regarding cyberbullying.
2. Assess the effectiveness of structured teaching programme on knowledge regarding cyberbullying among homemakers.
3. Find out the association between pretest knowledge score and selected demographic variables of homemakers

Assumptions

1. The homemakers have little knowledge regarding cyberbullying.
2. Structured Teaching Programme will help the homemakers to improve their knowledge regarding cyberbullying.
3. Knowledge of homemakers regarding cyberbullying will help to prevent cyberbullying.

Hypothesis

H$_1$: There is a significant increase in the post test knowledge score regarding cyberbullying among homemakers in selected areas of Malappuram district.

H$_2$: There is a significant association between the pre test knowledge score of homemakers regarding cyberbullying and selected demographic variables.

Methodology

Research approach: Quantitative approach

Research design: Pre experimental one group pretest post-test only research design

Variables

Dependent Variable: Knowledge regarding cyberbullying among homemakers.

Independent variable: Structured teaching programme on cyberbullying.

Demographic variables: The demographic variable are Age, Gender, Place of residence, Educational status, Religion, Availability of personal electronic device, Daily social media usage, and Annual income of the family.

Setting of the study: 12th and 13th wards of Angadipuam grama panchayath.

Population: Homemakers at the age group of 18 to 55 years.

Sample and sampling techniques: Non-probability convenient sampling technique

Sample size

$$\text{Sample size} = \frac{4pq}{d^2}$$

From the previous study the prevalence of knowledge of homemakers is about 84%

n = 53.76

Sample size was 60

Criteria for selection of samples Inclusion criteria

- Homemakers who are willing to participate.
- Homemakers who are present on the day of data collection.
- Homemakers belong to the age group of 18 -55.

Exclusion criteria

- Homemakers who all are attended any training session on cyberbullying.

Selection and development of the tool Tool

- **Part A:** Demographic Performa
- **Part B:** Structured teaching programme on cyberbullying

Content validity

The content validity of the tool was done by 6 experts. From 26 knowledge questionnaire 1 question was deleted, 4 questions were modified, total 25 items were selected. Content with problem statement and objectives were given to the 5 experts. The experts verified. The suggestions and recommendations given by the experts were accepted and done for modifying the tool.

Reliability of tool

The tool were administered in 60 samples through structured knowledge questionnaire at 12th and 13th ward of angadipuram grama panchayat. Reliability of the tool is established by Karl persons correlation coefficient method and r value is 0.39 which is less than 0.9 and indicates that the tool is reliable.

Pilot study

Pilot study conducted on 24.11.23 in 13th ward of Angadippuram Grama Panchayath

Data collection process

Data collection was started by filling demographic performa and pre test assessment of knowledge regarding cyberbullying. Structured teaching programme on cyberbullying was administered on the same day. After seven days post test assessment of cyberbullying was done. Data collection was started on 24-11-2023 and ended on 5-12-2023. The researcher selected 13th and 14th ward of Angadippuram grama panchayat for the data collection.

Plan for data analysis

Descriptive and Inferential statistics were used for data analysis

Result

Section A: Distribution of demographic variables of homemakers

- Regarding age majority 21 (35%) homemakers belong to age group 18-25, 16 (27% belong to 25-35, 12 (20%) belong to 35-45 and 11 homemakers (18%) belong to 45-55 years.
- Regarding the gender most of the homemakers are female (63%).
- Regarding educational qualification majority have high school (45%) education, 20% of homemakers have secondary education, 18% are graduates and 17% are

post graduates.

- Regarding religion 29 (48.3%) homemakers were hindu, 16 (26.7%) were Christian and 15 (25%) were Muslim.
- Regarding availability of personal electronic devices 47 (78.3%) homemakers have smartphone, 11 (18.7%) have laptop and 2 (3%) homemakers have tablet.
- Regarding daily social media usage of homemakers 65% use social media 2-5 hours and 35% use social media for 5-7 hours.
- Regarding annual income of the family 28 participants (46.7%) have annual income between 10,000 – 30,000, 13 participants (21.6%) have annual income ranging 30,000 – 60,000, 11 participants (18.7%) are having annual income above 100,000 and 8 participants (13%) have annual income between 60,000-100,000.

Section B: Assessment of pre-test and post-test knowledge score of homemakers regarding cyberbullying.

The research study reveals a substantial improvement in performance as evidenced by post test scores (mean = 15.75) compared to the pre test (mean = 9.15). The standard deviation of pre test was 3.34 which is reduced to 3.25 in post test. The reduced standard deviation indicates increased homogeneity in post test scores. This reduced variability suggest a more consistent and concentrated performance among the participants, highlighting an improved educational outcomes.

Section C: Analysis of effectiveness of structured teaching programme on knowledge of homemakers regarding cyberbullying

The paired t value was 6.93 and it was statistically significant at 0.05 level with p value of 0.000. It indicate that there is significant difference in mean pre-test knowledge score and post-test knowledge score after the implementation of structured teaching programme for homemakers.

Section D: Association of knowledge regarding cyberbullying and selected demographic variables of homemakers

The chi-square value of demographic variables with a great p value than 0.05 level. Hence it was statistically not significant and it implies that there was no association between pre test knowledge score and selected demographic variables.

Discussion

Discussion on association between knowledge regarding cyberbullying among homemakers with selected demographic variables

The study revealed that there is no significant association between knowledge score and selected demographic variables, we used Pearson correlation test with alpha level of significance fixed at 5 percentage. The p value is greater than 0.05.

The present study was in tuned with a cross-sectional study was undertaken to evaluate the knowledge, prevalence, and attitudes regarding cyberbullying among male and female adolescents in India. Between June and July 2017, a representative sample of 312 participants, aged 14-18, enrolled in grades 9, 10, and intermediate college at private institutions, was included in the study. The analysis revealed that 64.4% of respondents, totaling 201 students, had encountered cyberbullying as victims in the past six months. Among these, 66.1% were male students and 71.8% were female students. Additionally, 31% of respondents (87 individuals) admitted to engaging in cyberbullying during the same period, with 38.9% being male bullies and 20.7% being female bullies. These noteworthy findings underscore the growing prevalence of cyberbullying, necessitating further research and proactive measures to prevent and address this emerging issue in the digital landscape.

Discussion on effectiveness structured teaching program on knowledge among homemakers regarding cyberbullying

The study revealed that the mean and standard deviation of knowledge score of homemakers regarding cyberbullying (9.15 ± 3.435). The paired t value of the participants was 6.93 with a p value 0.00, which is highly significant at 0.05 level. It indicates that the planned teaching program was effective in improving the knowledge of homemakers regarding cyberbullying.

The present study was in tuned with the a study conducted to assess the effectiveness of a Planned Teaching Program on the topic of cyberbullying among students in Gandhinagar, Gujarat. This research was conducted within selected secondary school and college, involving students within the age group of 12-22 years. The results indicated that, prior to the teaching program, a significant proportion of school students had average knowledge (85%), but after the teaching program, this percentage increased to 85%having good knowledge. In the case of college students, before the planned teaching, the majority (91.66%) possessed average knowledge. However, after the planned teaching, 50% of them has good knowledge, and 43.75% retained an average level of knowledge on the subject. These findings highlight the positive impact of the Planned Teaching Program in enhancing students' understanding of cyberbullying, particularly in the college context.

Major findings

- The researcher found that there was a significant improvement in the level of knowledge after administration of structured teaching program.
- There were no association between knowledge regarding cyber bullying and socio- demographic variables.

Conflict of Interest

Not available

Financial Support

Not available

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